

PSD LONG-RANGE PLANNING COMMUNITY ENGAGEMENT REPORT

Listening Sessions, Questionnaire, Student Engagement

April 23, 2024

Prepared by



INSTITUTE FOR THE
BUILT ENVIRONMENT
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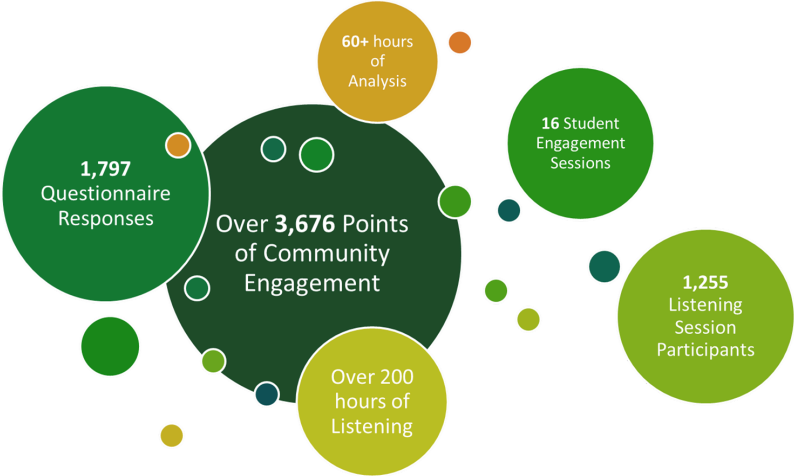
PURPOSE OF THIS REPORT

This report was developed with leadership from the Institute for the Built Environment (IBE) in close collaboration with a sub-committee of the Facilities Planning Steering Committee members, who participated in the review of all qualitative data.

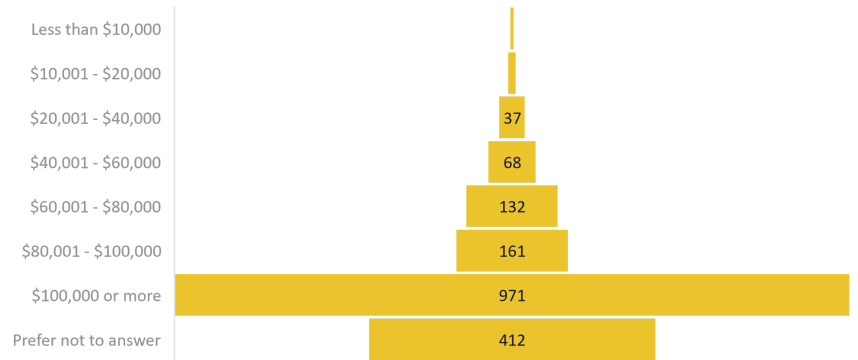
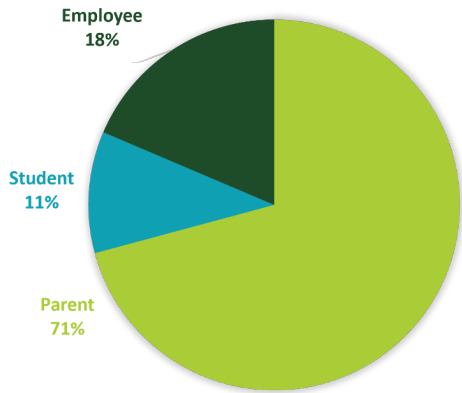
This report reflects a synthesis of community feedback received by the Poudre School District Facilities Planning Steering Committee between March 20 and April 17, 2024. Content herein represents input gathered through community listening sessions (N= approx. 1,255 participants, 8 sessions), an online community questionnaire (N=1,797), student engagement sessions (N=approx. 430, 16 sessions), and also via unsolicited emails (N=164) received by the District at the longrangeplanning@psdschools.org email address and reviewed by the committee. In addition, the Board of Education separately hosted a listening session on April 16, 2024. The feedback received in that session was not directly integrated into this report, because it was considered outside of the Facilities Planning Steering Committee’s purview, although the themes and ideas from that listening session were similar to those expressed in this report.

COMMUNITY ENGAGEMENT OVERVIEW

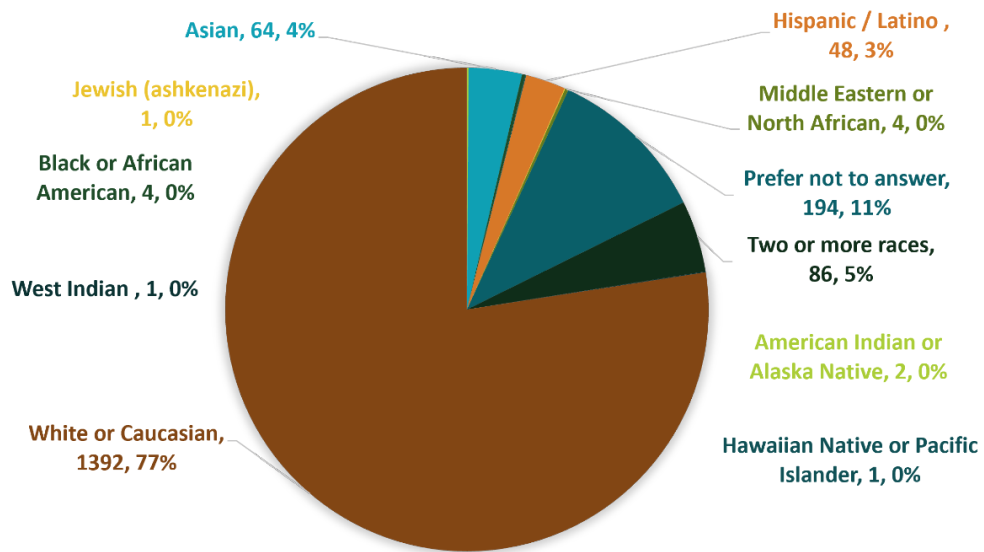
The Facilities Planning Steering Committee worked with IBE to seek community input through a variety of channels including public listening sessions, a community questionnaire, and student engagement. Listening sessions were conducted in Arabic, Spanish, and English and the community questionnaire was likewise available in Arabic, Spanish, and English. Translation of listening session presentations, the community questionnaire, and the input received was completed by native speakers. Demographic information was not collected during events, although it was requested for the questionnaire. The following represents the diversity of questionnaire respondents:



Questionnaire Respondents Identified by Role and Household Income Level



Questionnaire Respondents Identified by Race / Ethnicity



KEY LEARNINGS

Based on input gathered across all engagement formats, the PSD community is deeply invested in the future of our children and our schools, and concerned about both the process and impacts of the long-range planning efforts that focus on school closures. The key concerns and opportunities consistently identified by the community – parents, students, teachers, staff, and community members at large – are reflected below.

Arabic & Hispanic Perspectives

Arabic Community

The Arabic community expressed the following unique concerns not expressed by other community members:

- There is fear that students will be isolated and not integrated into new schools due to lack of a cohesive community.
- They expressed concerns regarding Dunn Elementary and to some extent, Bauder Elementary. Most Arabic, African, and Asia families from CSU have their children enrolled at Dunn, in part because it reflects their desire to be a part of a global community (IB curriculum, international diversity of school population, number of languages spoken) and in part because the of proximity to CSU makes it very walkable and busable. They expressed that Dunn and Bauder have fostered a sense of respect and belonging for international students, and that it is critical to maintain staff that currently support this community.

Spanish Speaking Community

Spanish-language community members expressed the following unique concerns:

- More than others, this community’s primary sentiment was to not close any schools and instead to save/find money elsewhere.
- Concerns around Hispanic students being sent to new schools, and specifically, a fear around Hispanic students being seen as “invaders.” They would prefer to see non-hispanic students brought into schools with high numbers of Hispanic students, rather than sending Hispanic students to new schools.
- There are concerns about behavioral and mental health effects from school change, which is a universal theme across the community. This community expressed particular concerns for how the stress of change might result in behavior issues and subsequent disciplinary actions on Hispanic students.
- It will be important to prioritize resources for culturally diverse students to navigate any changes.

- Regarding dual-language (DL) programming, they expressed a need for additional DL options beyond 5th grade (for students who enter a PSD school later) and concerns that there are currently too few Spanish-speaking teachers to expand to two dual-language programs.
- Spanish-speaking students have a high need for bussing.

Student Perspectives

Students expressed the following unique concerns:

- Students are worried about being separated from friends and losing access to extracurricular activities due to transportation challenges.
- Students who rely on special programming for diverse needs are worried they will lose access.
- Students from alternative schools voiced concerns about sharing buildings with others not in their program, due in part to negative past experiences in other schools and strong feelings of being supported in their current schools.
- Students, particularly those who attend schools with diverse populations, expressed concerns about impacts on their fellow students, school culture, and community.
- Students (particularly students in choice and specialty schools – IBE, PBL, DL) are worried about program continuity and feeders.
- Students were very concerned about teachers losing their jobs.

Universal Themes & Concerns

This section overviews recurring concerns that were expressed across engagement efforts.

While some in the community expressed support, or at least understanding, regarding the need for school closures and consolidations, nearly everyone expressed concerns and hesitancy around moving forward with changes. Many shared their love and attachment to existing school communities and programs.

Impacts on Students & Staff

Concerns of disruption also arose around splitting school communities and disrupting established feeder patterns, which could result in students from the same neighborhood or rural community attending different middle and/or high schools. The community expressed concerns about student and staff mental health, particularly given that we are on the heels of the COVID pandemic, which was a tumultuous time for parents, teachers, students and staff, and the current population of students would be doubly affected through the combination of COVID and the potential changes to school configurations. People also noted the added stress on teachers and administrators, especially those facing the prospect of job loss.

Continuity of School Culture

Our schools have strong advocates who deeply value the uniqueness of their school's programming, community, and culture. Throughout the engagement process, community members have emphasized the importance and specialness of their schools. Stemming from this passion are powerful concerns about our community losing entire school cultures if any school is closed/consolidated. In some instances, cultural concerns expand beyond schools – for example, Cache la Poudre serves as a community hub for the community in Laporte and the surrounding rural communities. Cultural concerns expressed by the Arabic and Hispanic communities (see above) were focused on concerns about students integrating into new schools and feared that they might experience isolation and discrimination.

Transportation & Urban Fabric

The community is concerned that school closures/consolidations and boundary changes will generate accessibility issues because students will have to travel further.

For those who use district bussing, concerns centered about longer bussing times, especially for those who already travel long distances by bus. The potential for increased bussing and travel time for students living east of I-25 and those attending Cache la Poudre was of particular concern.

Within the urban fabric of Fort Collins, concerns centered around eliminating walkability and bikeability that families who live near neighborhood schools currently enjoy. All were concerned about potential need for bussing or longer bus times. Safety issues were raised about students crossing major roads between home and school. Many people mentioned driver shortages, the cost of bussing, and the environmental impacts of bussing. There were related concerns about creating 'school deserts' on the west side of Fort Collins, noting a conflict with the City's goal of having a 15-minute city whereby people can walk, bike or roll within 15 minutes of their home to meet their daily needs.

Students expressed consent about losing access to extracurricular activities due to transportation challenges.

Access to & Continuity of Diverse Education Programs & Integrated Services

Community members expressed concern that fewer schools could result in decreased access to overall diversity in education programming (e.g., International Baccalaureate, Core Knowledge, Dual Language, Project Based Learning, etc.) and less opportunity for students to continue in a given program from elementary through middle and high school. Related, people expressed concerns about continuity and feeders for specific programming from elementary to middle and high schools.

Many spoke to integrated services programs and specialized facilities that meet the specific needs of students who are on individualized learning plans. Overall, concerns were driven by people's regard for the current diversity of options and noted that less programmatic diversity could result in more families

choosing charter schools over PSD schools, thereby exacerbating existing enrollment and budgetary challenges.

Impacts to At-Risk & Historically Marginalized Groups

The community is concerned that proposed changes would reduce the effectiveness of, or altogether eliminate, existing specialized programs for at-risk students and that any change for these students would compromise stability and continuity for those students who need this most. There was community sentiment that the risk of social-emotional costs to these groups would outweigh the financial gains of transitions. In regards to school of choice, some community members noted that school choice can exacerbate equity issues and that the proliferation of choice and charter schools is resulting in disproportionately negative impacts for at-risk students who are concentrated in under-enrolled schools.

School & Class Sizes

Community members were concerned that proposed changes would increase both overall school sizes and class sizes. The reasoning for these concerns was primarily centered on the belief that the quality of education and support programs (e.g., social-emotional) would be compromised by larger class sizes and that schools would become overcrowded. Some worried that schools would not have room to accommodate new students when neighborhoods ‘turn over’ as older residents move out and families with children move in, possibly leading to the need for additional school reorganization in the near future. Alternatively, some expressed concerns that the impact of closures could result in some schools having lower enrolment through choice-out and over-enrollment through choice-in for others.

District-Wide Budget & Process Concerns

Community members expressed concerns about and distrust in the District’s process for long-term planning and the drivers behind it. There are doubts about enrollment numbers and, especially, projections for future enrollment. Many voiced questions about overall PSD budget efforts and administrative spending. Many community members expressed that the closure of schools would result in families choosing out of PSD to charter schools.

From a strategic planning perspective, the community questioned the long-term viability of existing scenarios and the net benefit of finances in light of resulting negative educational outcomes. There is tension between some people wanting the process to be taken more slowly and others wanting to know what will happen in the future as soon as possible. They also voiced concerns that projections not adequately accounting for future development or school closures not aligning with Fort Collins’ 15-minute neighborhoods and climate goals.

Key Suggestions

Maintain Continuity & Feeder Patterns

Many in the community prefer keeping schools as cohesive units within their communities by maintaining clean feeder patterns from elementary through high school, thereby preserving social continuity for students. Suggestions revolved around ensuring that boundary changes remove split-feeders and create clean feeder systems across the system.

Maintain Diverse Educational Programming

The community emphasized a need to preserve educational programming by ensuring that diverse options (e.g., Dual Language, Core Knowledge, International Baccalaureate, Expeditionary Learning, etc.) continue to be available to families. Many people also warned of the dangers of losing more students to charter schools and saw diverse programming as one way to help maintain and even expand enrollment.

Focus on Equity & Access

The community called for ensuring that all students have access to quality education and resources, regardless of reorganization outcomes, including maintaining the integrity of alternative schools/programs. Integrated Learning Services, and supports for at-risk students, especially those with lower socioeconomic status. There were recommendations that schools with proportionally high populations of Hispanic students receive new students rather than shifting Hispanic students into other schools. Further, there were concerns around high concentrations of poverty and recognition that all students benefit from socioeconomically diverse schools. Whatever happens, the community expressed a crucial need to ensure that the resources that any group of students needs goes with them to the new school (e.g., appropriately trained teachers and staff, after-school programs, etc.).

Optimize for Transportation & Accessibility

Community input emphasized the need for thoughtfully planned closures that consider transportation logistics. Logistical considerations included ensuring that bussing is available, and even expanded in some instances. For walkability/bikeability avoid crossing major roads, preserve safe routes to schools, and ensure that boundary edges are not next to a school. The idea was shared to review a schematic of transportation radii for all schools to understand bussing shifts and to maintain walkability/bikeability.

Reevaluate the District's Approach to Choice

Community input highlighted the benefits and challenges created by the school of choice. On one hand it creates distinct and unique schools and a wide variety of program offerings, yet there is a tension between that and the inherent inequities that the choice system perpetuates. The community suggested capping choice enrollment to better distribute students across all schools; Administrators shared an idea to convene a group to revise the PSD School of Choice process after boundary and consolidation decisions are made.

Collaborate with Local Government

The community called for PSD to collaborate with the City of Fort Collins on land use and planning, particularly to ensure that new housing developments, neighborhood growth, and neighborhood revitalization (specifically projections for younger families to move in) are considered in decisions.

Improve District Communications

Many of the concerns and questions that arose from the community point toward a need for greater transparency regarding why changes are needed and what else is being done given that the proposed scenarios do not extensively fill the budget shortfall. There is also a request for greater clarity and consistency regarding enrollment and budget numbers and projections, and transparency in sharing not only high-level budget numbers but also how the costs and savings of scenarios, including how many staff will lose jobs. Visual aids and clearer information could go a long way in ensuring that the community has a clear understanding of the challenge and potential solutions.

Ensure Effective Change Management & Implementation

The community resoundingly called for long-term solutions that minimize the need to revisit district planning again within the next few years, though there were suggestions for a phased implementation of changes. Many made calls to find funding elsewhere to fill the gap and shared ideas including cutting administrative expenses, seeking grants, introducing a tax measure that increases property taxes to fund small schools, and considering a four-day school week. Others suggested better marketing for diverse educational programs to increase awareness of options to both PSD- and charter-enrolled students to retain and return students to the district. The community called for an intentional and significant change management plan that supports students and staff before and as changes are implemented.

Quantitative Outcomes

The questionnaire was completed by a total of 1,797 respondents. Of these respondents, 71% were parents, 11% were students, and 18% were employees. Some respondents indicated that they were both parents and employees. All schools in the district, excluding charter schools, were represented by at least one survey respondent. An especially high number of responses were from those affiliated with Traut Core Knowledge Elementary. Collectively there were over 220 responses, or about 2%, of respondents from Traut, slightly skewing the data in favor of their preferences. (See Appendix C for additional detail on quantitative questionnaire results.)

Drivers for School Choice

The choice of where children attend school by parents was largely driven by choosing to attend neighborhood schools (27.4%) and/or educational philosophy of the school (22.3%), followed by school

culture (16%), distance from home (14.3%) and if it is what they feel their child wants or needs (9.6%). The remaining 10.4% represented other reasons such as other location aspects, access to District-provided transportation, programming, and quality of building or campus.

School choice for student respondents was very similar, favoring neighborhood schools (25.2%), educational philosophy (20%), school culture (16.4%), that it is the school that they want/need (15.7%), and the quality of the building or campus (8.2%). The remaining 14.5% included distance to home, because their parent/guardian wants that school, programming, and other locational issues.

Scenario Preferences

Respondents were asked to rank the four scenarios (A1, A2, B, and C) by first, second, third, and fourth preference. Overall, Scenario A1 was the most preferable option to respondents and Scenario B was the least favorable.

When we group respondents by geographic region, however, there are some apparent and important differences. Respondents who are affiliated with schools in the West prefer Scenario B with Scenario A1 as their least favorable. Respondents who are affiliated with schools in the East area prefer Scenario A1 with B as their least favorable. Respondents who are affiliated with Central schools also prefer Scenario A1 with B as their least favorite. These results make sense because Scenarios A1 & A2 affect schools in the western area the most while Scenarios B & C affect schools in the eastern area the most.

Preferences & Concerns

Respondents were asked why they chose their most and least preferred options including what they liked and their top concerns.

Respondents most often indicated that they liked the following about their most and least preferred scenarios:

1. Program access and continuity
2. Balances building utilization and enrollment trends
3. Convenient school locations
4. Keeping highest number of students in best buildings
5. Meeting the district's financial goals
6. Maintaining or improving facilities and/or programming for alternative schools

Respondents most often indicated their concerns about their most and least preferred scenarios as follows:

7. Disruption to students
8. Continuity of school culture
9. Overcrowding and/or large class sizes
10. Reduces access to education options
11. Inconvenient school location

APPENDIX A: COMMUNITY ENGAGEMENT PROCESS

SUMMARY

The PSD community was invited to share feedback via community listening sessions and an online questionnaire facilitated by IBE; some students were additionally engaged in student-focused engagement sessions hosted at their schools by Steering Committee members. Additionally, the District received emails from community members directed to the board, administration and the steering committee and that were reviewed by Steering Committee members as part of this process. Comments from emails reflected themes and comments that were received through the listening sessions, questionnaire, and student engagement sessions.

In addition, the Board of Education separately hosted a listening session on April 16, 2024, hearing from about 150 community members. The feedback received in that session was not directly integrated into this report, because it was considered outside of the Facilities Planning Steering Committee’s purview, although the themes and ideas from that listening session were similar to those expressed in this report.

Community Listening Sessions

More than 1,200 participants attended a total of eight listening sessions: seven in-person and one online; five in English, one in Spanish, and one in Arabic. Sessions were offered on a variety of days of the week, times of the day, and locations to maximize options for participation. Listening session participants and questionnaire respondents were primarily parents/caregivers, students, and PSD teachers and staff. Listening sessions opened with a high-level overview of the rationale for boundary changes and school closures and participants were invited to ask clarifying questions. During the remainder of each session, Facilities Planning Steering Committee members facilitated individual table discussions (or virtual break-out rooms for the online session). Committee members took notes on key discussion points from their break-out groups; Committee members shared 90 listening session reports with IBE for synthesis.

Date	Location	Language	# Participants
7:30-8:30 a.m., Weds, March 20	Timnath Middle-High School	English	52
6-8 p.m., Weds, March 20	Fort Collins H.S.	English	67
11:30 a.m.-1:30 p.m. Mon, March 25	PSD Support Services Complex	English	120
6-8 p.m., Mon, March 25	Rocky Mountain H.S.	English	360
6-7 p.m., Weds, March 27	Online Zoom webinar	English	340
5:30-7:30 p.m, Thurs, March 28	Lincoln M.S.	English	240
6-8 p.m., Thurs, April 4	PSD Future Ready Center	Spanish	60

Student Engagement Sessions

At the request of the Steering Committee and with their and staff input, IBE created a “Student Engagement Event in a Box Toolkit” to support committee members in facilitating a total of 16 feedback sessions with approximately 430 PSD students. The purpose of these sessions was to gather input directly from students.

Community Questionnaire

As part of the overall community engagement efforts, IBE developed, administered, and helped analyze a community questionnaire. The purpose of the questionnaire was to gather input from stakeholders – including parents, teachers, staff, students, and the wider community – to help inform recommendations for boundary modifications, school consolidations, and educational program placement. The questionnaire collected both quantitative and qualitative data and all responses were de-identified and aggregated by the research team at IBE, prior to analyses by IBE and the Steering Committee. Respondents’ personal information – including email addresses, names, and home addresses – was collected to prevent “ballot stuffing.” The questionnaire was created and deployed using Google Forms, an online form and questionnaire tool that allows for real-time response and analysis from a variety of devices. The questionnaire was open from March 20 through April 17 at 5 pm.

Participants were asked to verify that they had participated in at least one listening session or viewed the Board meeting recording prior to responding to the questionnaire, which was deployed in multiple languages, including English, Spanish, and Arabic. There were a total of 1,797 responses to the questionnaire.

Quantitative analysis was initially completed by the IBE team using the summary and tools provided by Google Forms. Additional quantitative analysis was completed using R, an open-source language and environment for statistical computing and graphics which provides a variety of analysis techniques, and RStudio, an integrated development environment with tools to help with productivity when using either R or Python programming languages. Qualitative analysis of open-ended questions was completed using thematic analysis. Thematic analysis was initially conducted using Chat GPT, a natural language processing and generative artificial intelligence (AI) chatbot that is able to quickly summarize large amounts of qualitative data, generating themes that emerge from patterns in the data. The themes generated through Chat GPT were then verified and expanded upon by members of the Steering Committee and the IBE research team, who read through all open-ended questionnaire responses to uncover additional insights, nuances, and outliers.

Refer to Appendix C for a synthesis of the quantitative questionnaire results and to Appendix D for a synthesis of the qualitative questionnaire results.

Emails

While the District did not promote email as a formal channel for community input, it did receive 164 unsolicited emails from community members. The Steering Committee sub-committee assessed all of these emails as part of this overall synthesis. Of important note, the feedback received via this unsolicited channel was resonant of feedback received across listening sessions and the questionnaire. The only distinct input received via email was school-specific; School-specific comments are excluded from this report because the primary purpose of this round of community engagement was to understand community-wide values and priorities related to potential school closures, consolidations, and boundary modifications..

APPENDIX B: SCENARIOS

Scenario A1

East	Balance enrollments at Timnath, Bethke, and Bamford Elementary Schools by adjusting boundaries between these schools.
East	Adjust Bamford’s feeder so that it feeds into Preston Middle School and Fossil Ridge High School (instead of Timnath Middle High School).
West	Consolidate Blevins Middle School into Lincoln, Webber, Boltz Middle Schools.
West	Consolidate Beattie and Olander Elementary Schools into Bennett, Johnson, Lopez, and Bauder Elementary Schools.
West	Consolidate Cache la Poudre Elementary School into Tavelli, Irish, Putnam Elementary Schools Consolidate Cache la Poudre Middle School into Lincoln Middle School.
Alt	Poudre Community Academy (PCA) and Centennial High School move to Blevins Middle School building, combining programs.
Alt	Polaris Expeditionary Learning School remains in its current building, moves to the Student-Based Budgeting model.
Alt	Transition Programs move to Centennial building.

Scenario A2

The same as Scenario A1, with the following change

West + Alt	Make Cache la Poudre Elementary and Middle Schools Expeditionary Learning Schools, leaving the neighborhood boundaries in place, and move Polaris Expeditionary Learning School to the CLP campuses, combining them to make a K-12 campus with elementary students at CLPE and grades 6-12 at CLPMS.
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Scenario B

East	Balance enrollments at Timnath, Bethke, and Bamford Elementaries by adjusting boundaries between these schools.
East	Consolidate Preston into Kinard MS, turning Kinard into a neighborhood school that feeds Fossil Ridge HS. Adjust boundaries to send students from new Kinard boundary to Boltz Middle School to balance enrollments.
East	Adjust Bamford ES to feed to Kinard MS and Fossil Ridge HS.
West	Balance Bauder & Olander ES enrollments by adjusting boundaries between these two schools.
West	Balance enrollments at Webber and Blevins MS ; move all of Olander into Blevins MS feeder.
West	Consolidate Lopez Elementary into Johnson, Beattie, and McGraw ES.
West	Consolidate Dunn ES into Bennett (IB), Putnam, Irish (DL), and Bauder. Adjust Putnam boundary to send more students to Irish.
NW/C	Adjust boundaries between Lincoln, Leshar, and Boltz Middle Schools to balance enrollments between these schools.
Alt	Move Polaris and Poudre Community Academy (PCA) into the Preston MS building (not a combination of programs).
Alt	Move Poudre Global Academy (PGA) into Blevins MS with Blevins Middle School, but do not combine programs.
Alt	Move Journey Program, Opportunities Unlimited (OU), to Centennial Building with Centennial High School
Alt	Transition Programs move to Poudre Global Academy building.

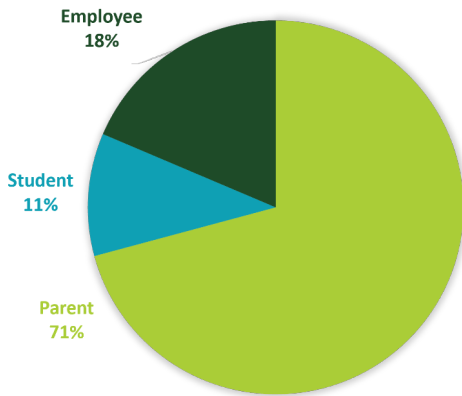
Scenario C

East	Balance enrollments at Timnath, Bethke, and Bamford Elementaries by adjusting boundaries between these schools.
East	Convert Timnath Middle High School into high school only, sending middle school students to Preston, Leshar, and Lincoln Middle Schools.
East	Turn Linton Elementary School into Dual Language 100% choice school without a neighborhood boundary. Current Linton neighborhood students could choice into Linton or be sent to their new neighborhood schools: Zach Elementary School and Kruse Elementary School. Boundaries between Kruse, Werner, and Bacon Elementary Schools will be adjusted to balance enrollments.
West	Same westside options as Scenario B
Alt	Move Poudre Community Academy (PCA) into the Lopez Elementary School building (not a combination of programs).
Alt	Move Poudre Global Academy (PGA) into Blevins MS with Blevins Middle School, but do not combine programs.
Alt	Transition Programs move to Poudre Global Academy (PGA) building.
Alt	Move Journey Program, Opportunities Unlimited (OU), to Centennial Building with Centennial High School
Alt	Polaris Expeditionary Learning School remains in its current building, moves to the Student-Based Budgeting model.

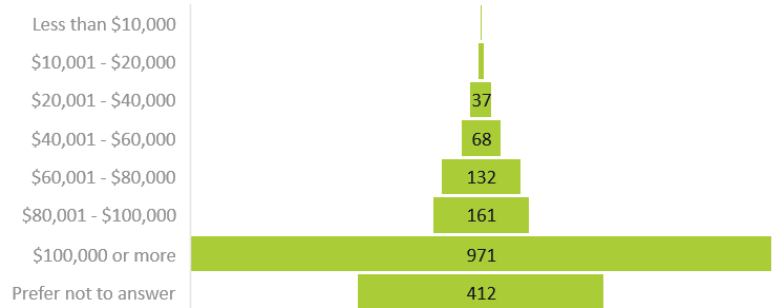
APPENDIX C: QUESTIONNAIRE QUANTITATIVE RESULTS

The questionnaire was largely quantitative in nature but included several open-ended questions. This section summarizes quantitative results; qualitative questionnaire results are summarized in Appendix D.

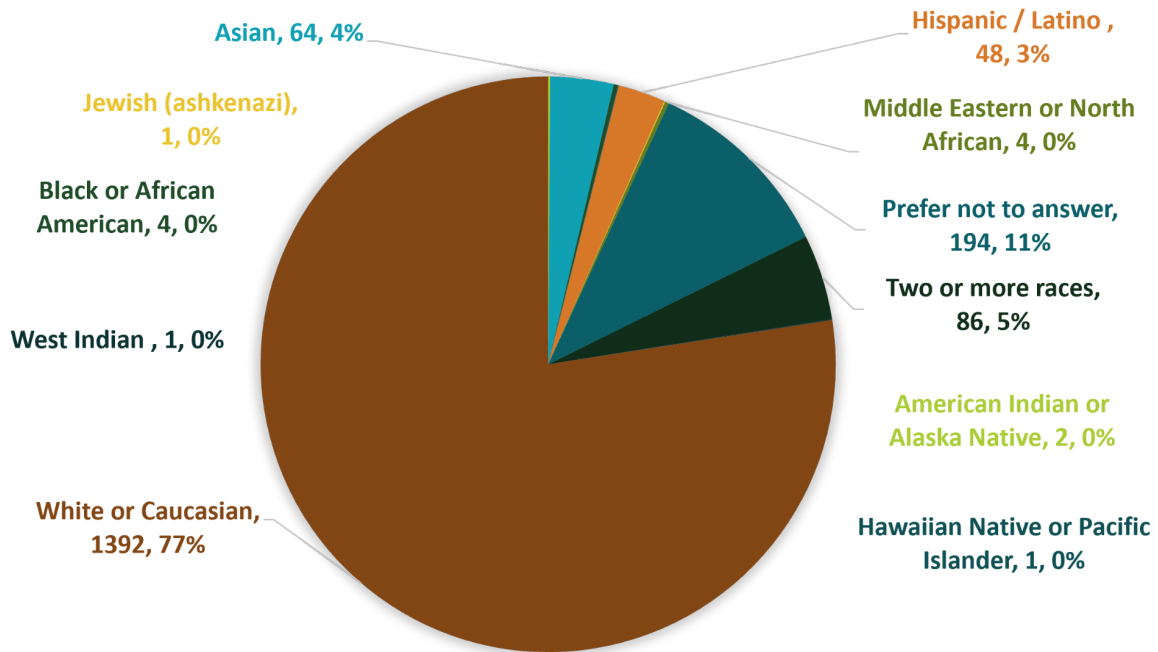
Respondents by Role



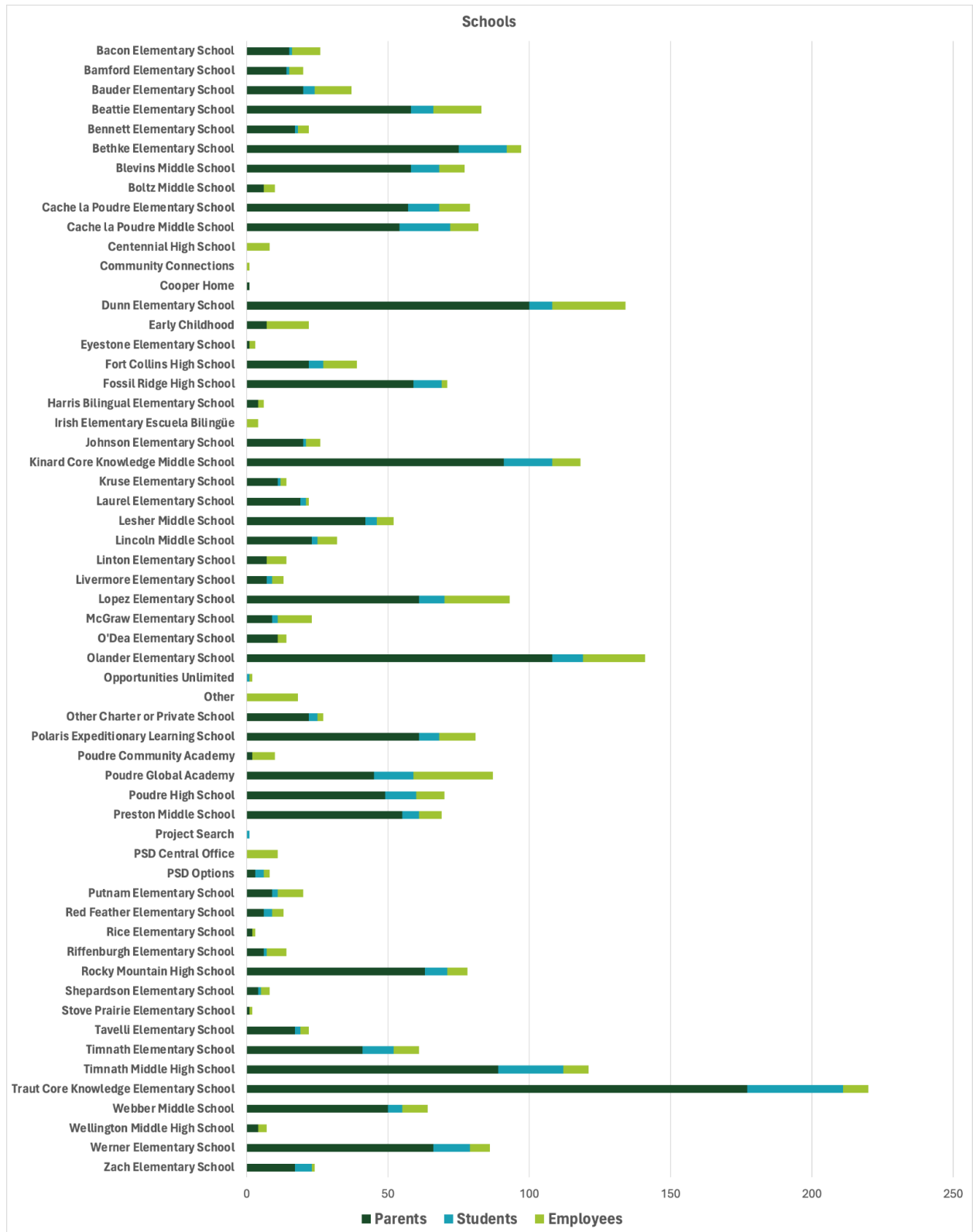
Respondents by Income



Race/Ethnicity

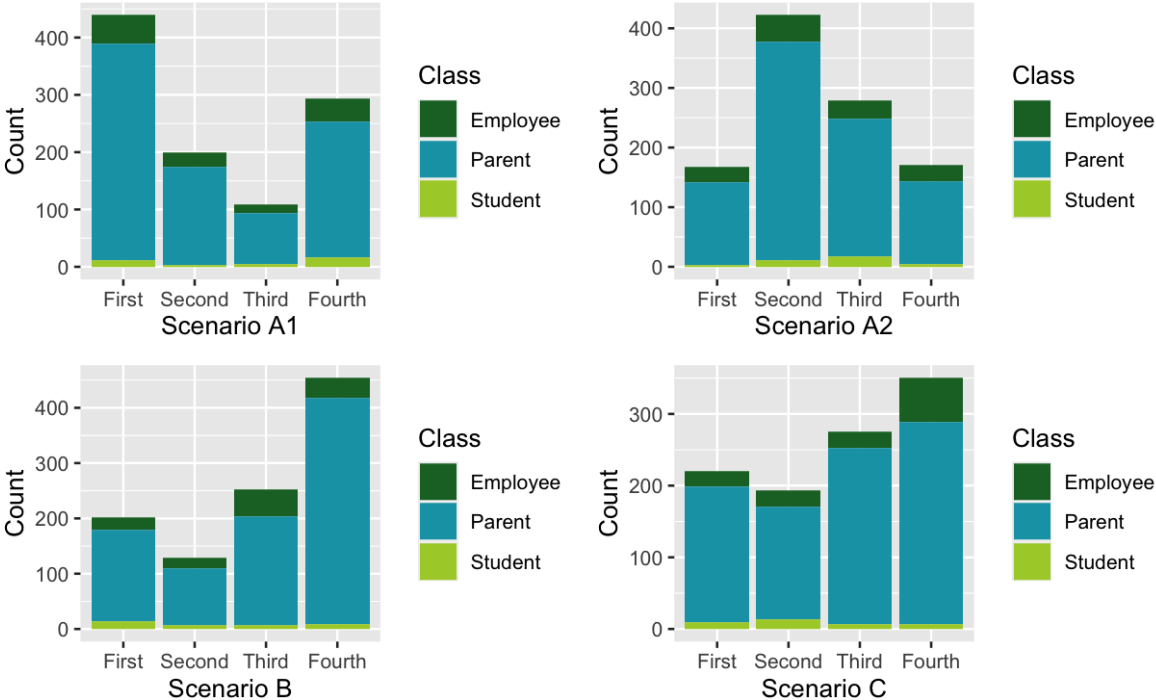


Respondents by School Affiliation



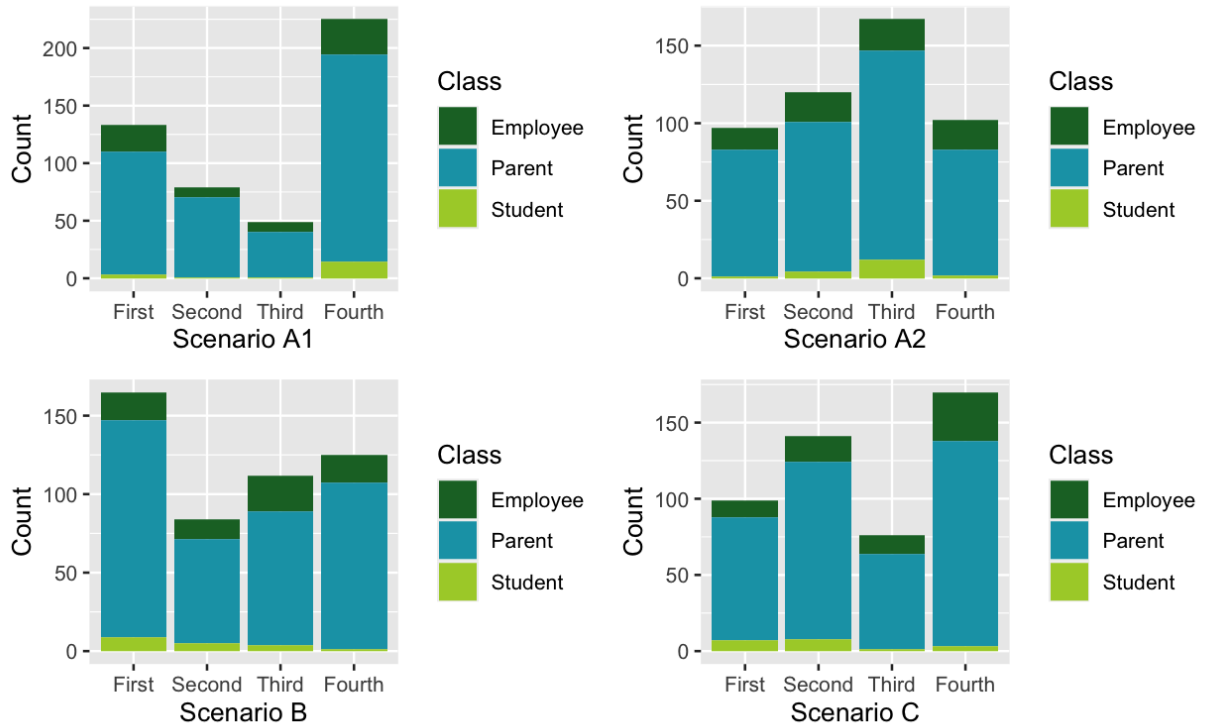
Ranking of Example Scenarios

Full Sample



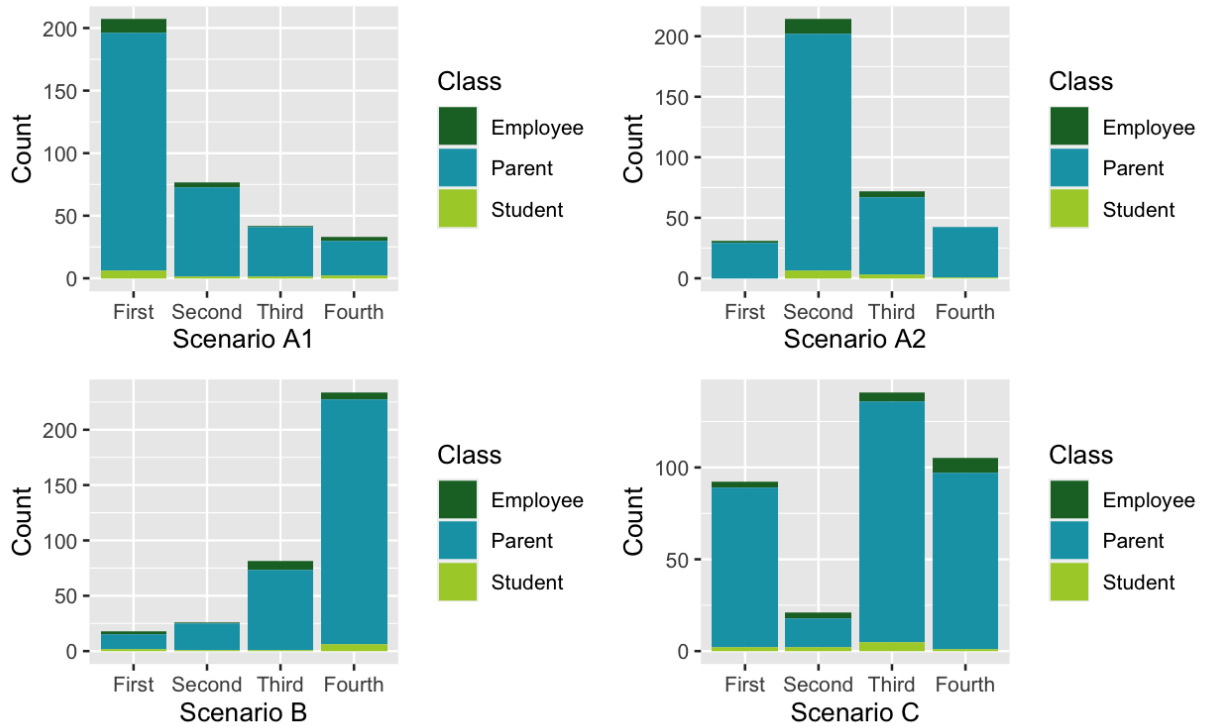
Across the full sample, respondents most frequently ranked Scenario A1 (higher closures to the West, lower disruption in the Center and East portions of the district) as their first choice and Scenario B (lower disruption to the West, higher disruption to the East) as their fourth choice. Scenario A2 (high disruption to West, lower disruption to the East) was the scenario that was most frequently chosen as their second choice, while Scenario C (low disruption to the West, higher disruption to the east) was most frequently chosen as their third choice.

West Schools



For parents, students, and employees in schools in the West, respondents most frequently ranked Scenario B as their first choice and Scenario C as their second choice (B & C have less disruption to schools in the west). Scenario A2 and A1 were most frequently ranked as their third fourth choice, respectively. The alternative for A2 includes maintaining CLP (vs. closing CLP in A1) and moving the Polaris Expeditionary learning to CLP.

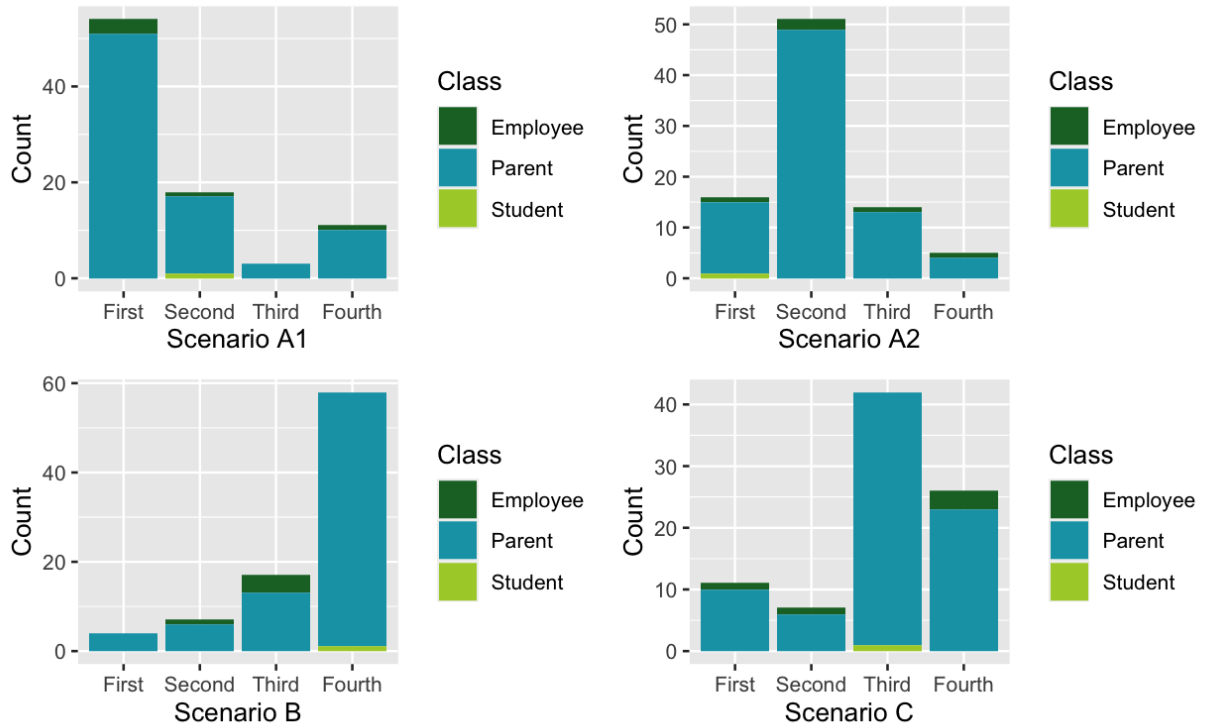
East Schools



Note: Traut Core Knowledge Elementary School and Kinard Core Knowledge Middle School were classified as East schools for the purposes of this segmentation.

For parents, students, and employees in schools in the East, respondents most frequently ranked Scenario A1 as their first choice and Scenario A2 was the scenario that was most frequently chosen as their second choice. Scenario B which includes closing Preston and turning Kinnard into a neighborhood school was most frequently chosen as their third choice, while Scenario C, which includes converting Timnath MHS into high school only and distributing Timnath MHS students across three schools, was most often ranked as the fourth choice.

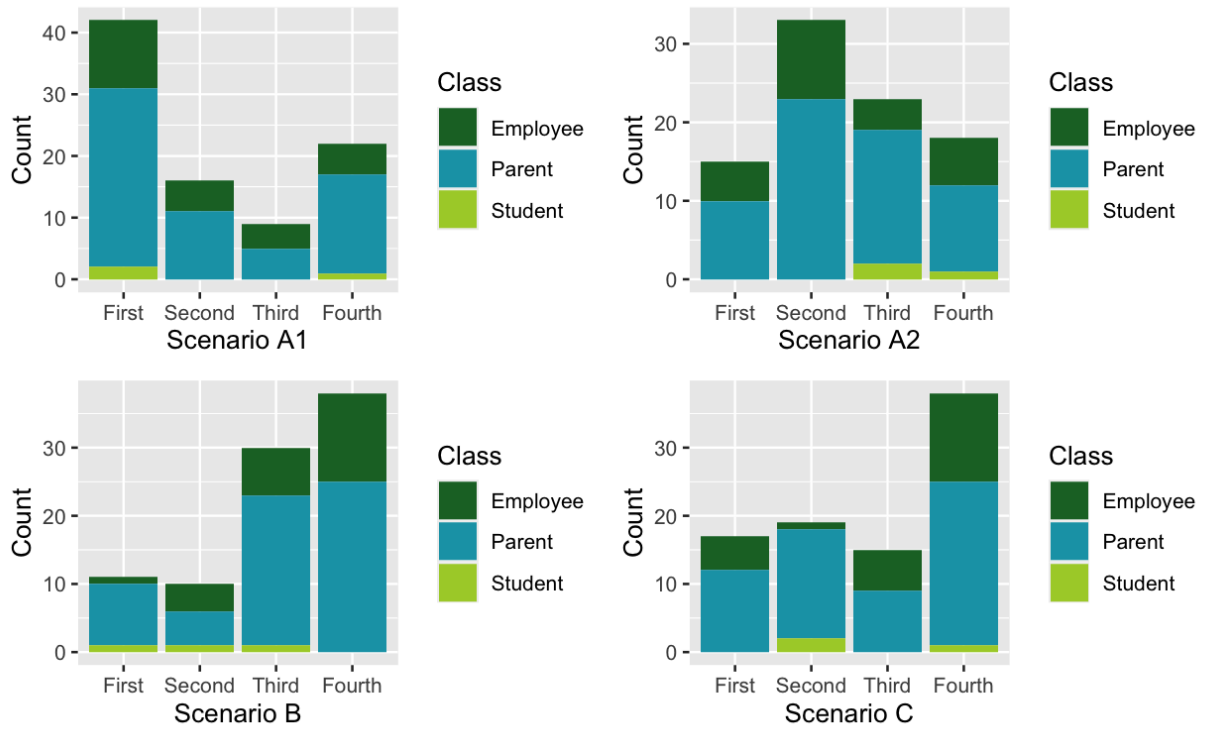
Central Schools



Note: Harris Bilingual Elementary School was classified as a Central school for the purposes of this segmentation.

Respondents in the Central schools most frequently ranked Scenario A1 as their first choice, A2 as their second choice. Scenario C most frequently as their third choice and Scenario B (including the consolidation of Preston into Kinnard) as their fourth choice.

Alternative Programs



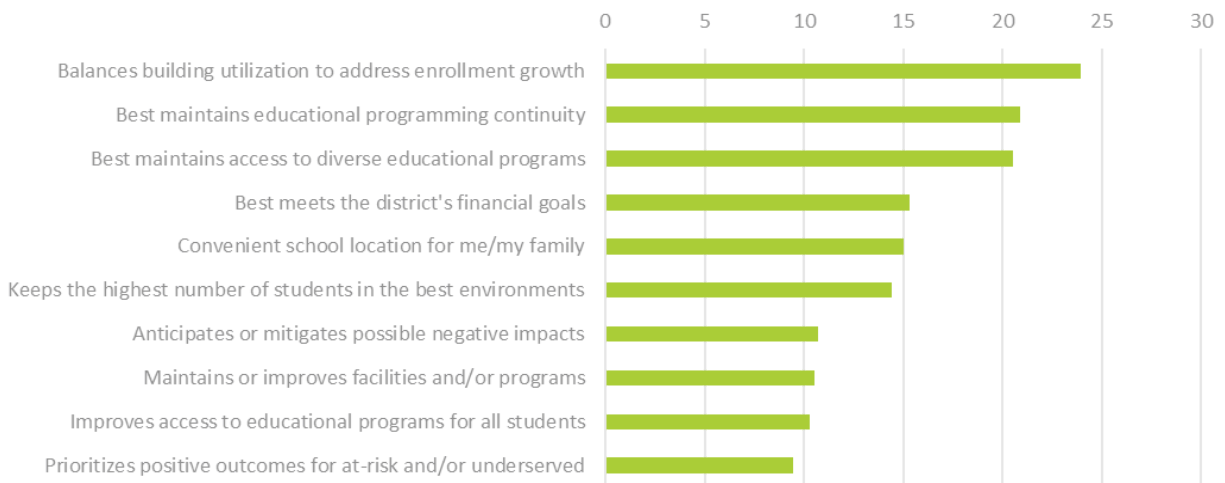
Respondents in alternative programs most frequently ranked Scenario A1 as their first choice, A2 as their second choice, Scenario B most frequently as their third choice, and Scenario C as their fourth choice.

Likes & Concerns for Most & Least Preferable Scenarios

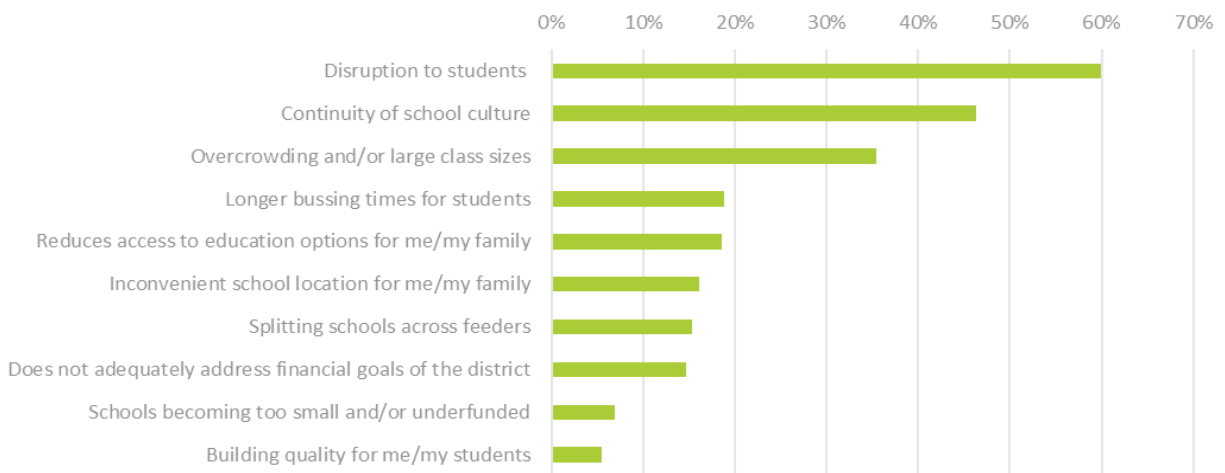
Respondents to the questionnaire were given a description of each scenario, as a reminder, and then asked to rank the scenarios according to their preference, from “1 - Most Preferable” to 4 - Least Preferable”. They were then asked to indicate the three things that they liked the most and the top three things that concerned them most about the option that they chose as their most preferable scenario. They were then asked to choose up to three things that they liked and their top three concerns about the option they chose as their least preferable scenario.

The following lists show the overall results, regardless of which order respondents chose to rank the scenarios. The next section will show the likes and concerns for each scenario, regardless of whether they ranked the scenario as their most or least preferable option.

Top 10 Likes, regardless of scenario preference:



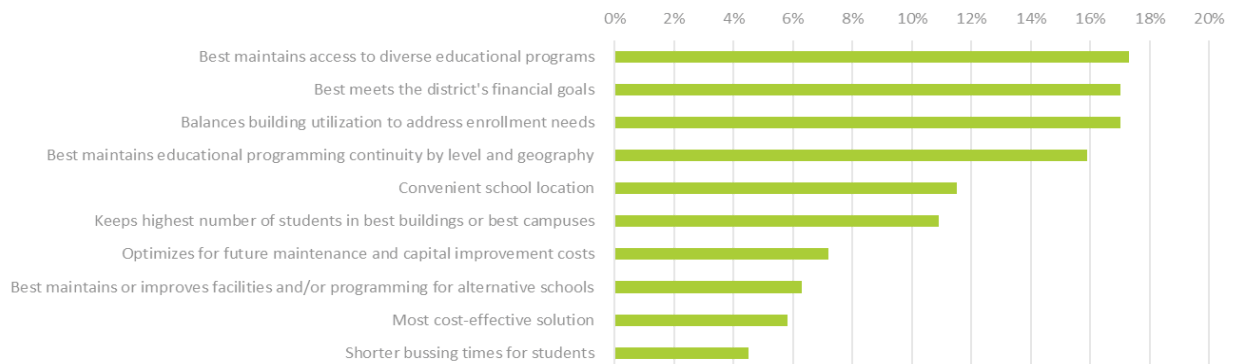
Top 10 Concerns, regardless of scenario preference:



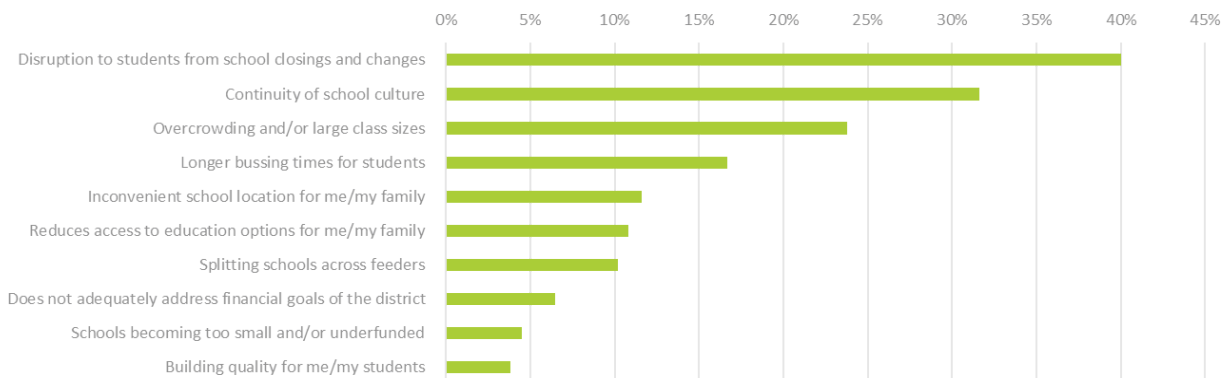
Likes & Concerns for Most and Least Preferable Scenarios - By Scenario

Overall, 40% of respondents were concerned that Scenario A1 would cause disruptions to students from school closings and changes and 31% were concerned that it would disrupt school culture. Respondents were also concerned about overcrowding and/or large class sizes (23.8%). Some respondents (17.3%) thought that Scenario A1 best maintains access to diverse educational programs, such as IB and Core Knowledge, while others felt that this scenario reduces access to educational options (10.8%). Similarly, some respondents felt that Scenario A1 best meets the district’s financial goals (17%), while others felt it does not (6.5%).

What respondents liked about Scenario A1:

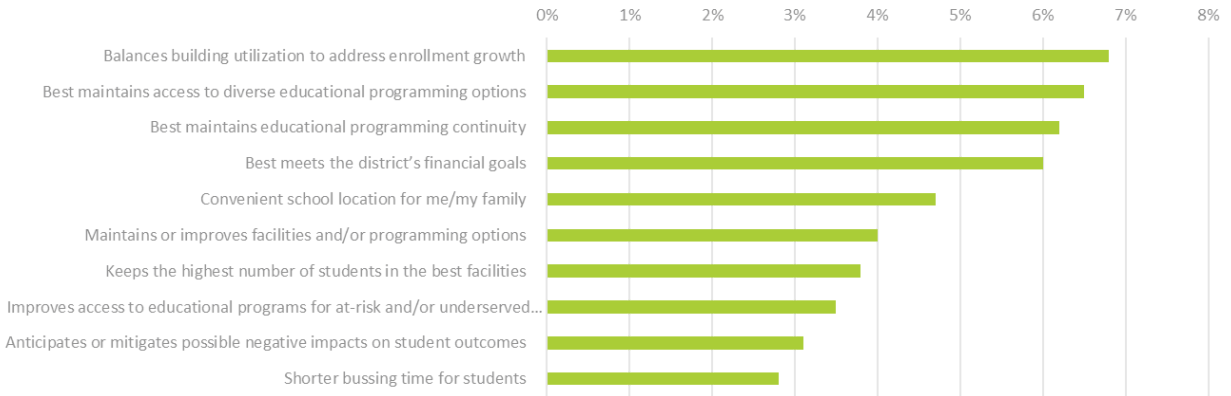


Respondents concerns about Scenario A1:

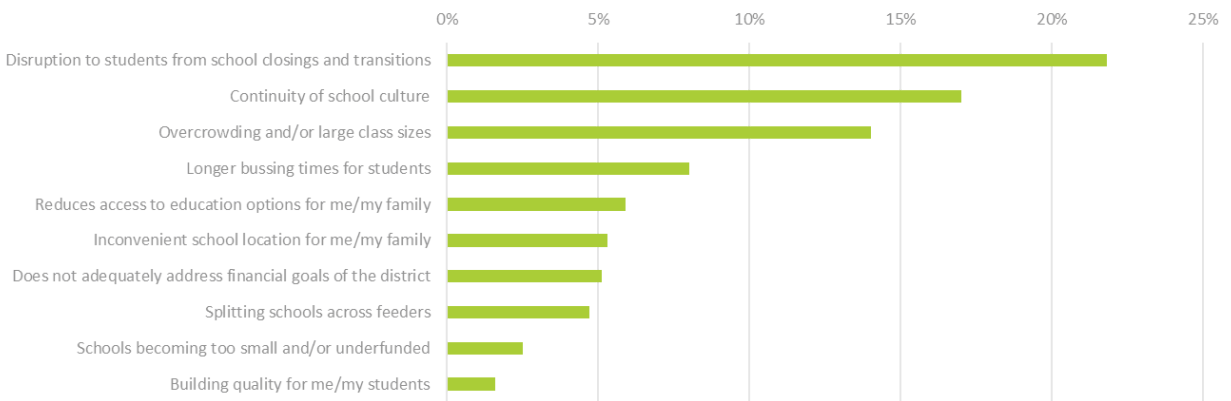


Scenario A2

What respondents liked about Scenario A2:

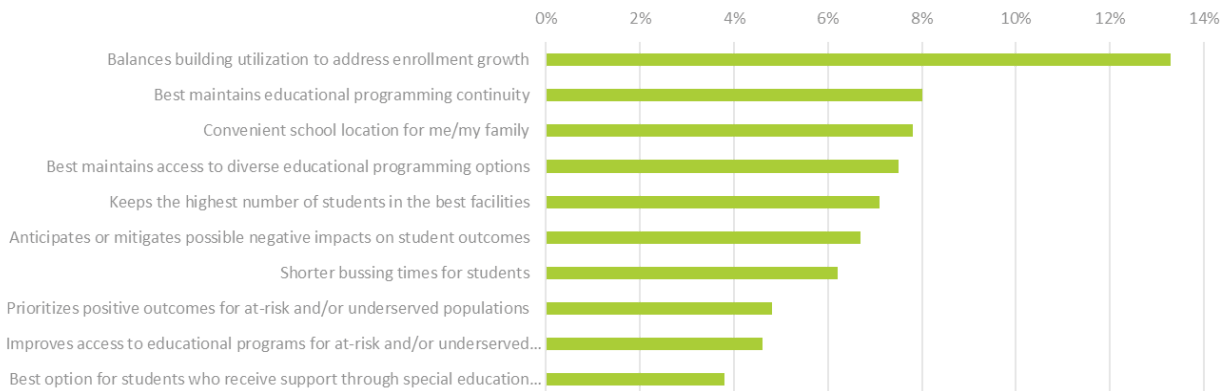


Respondents concerns about Scenario A2:

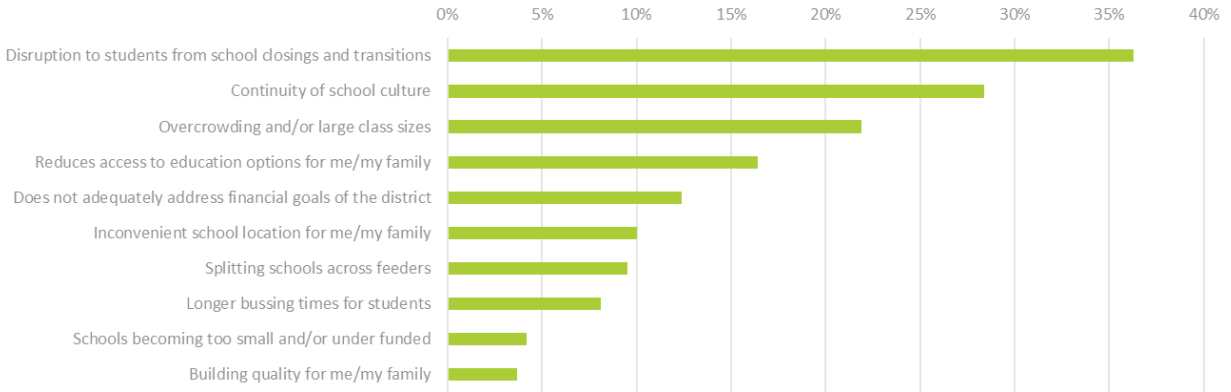


Scenario B

What respondents liked about Scenario B:

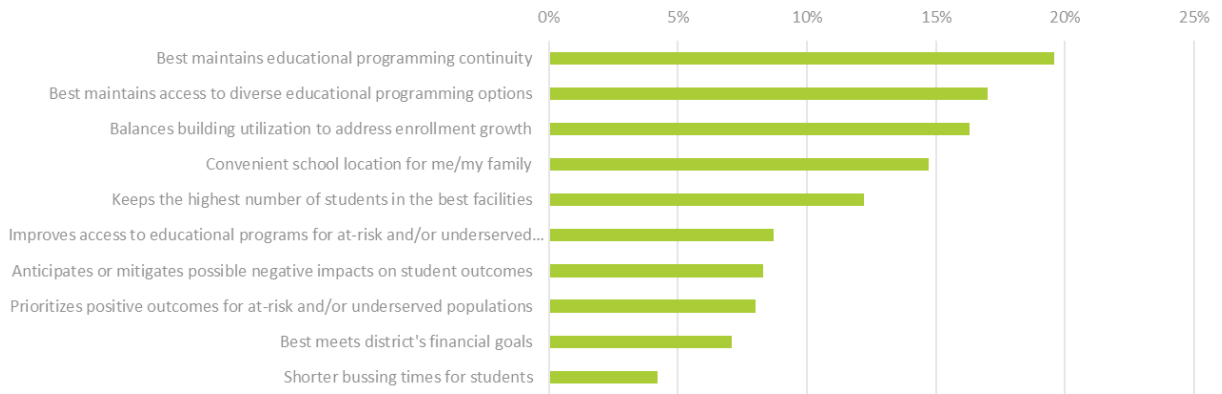


Respondents concerns about Scenario B:

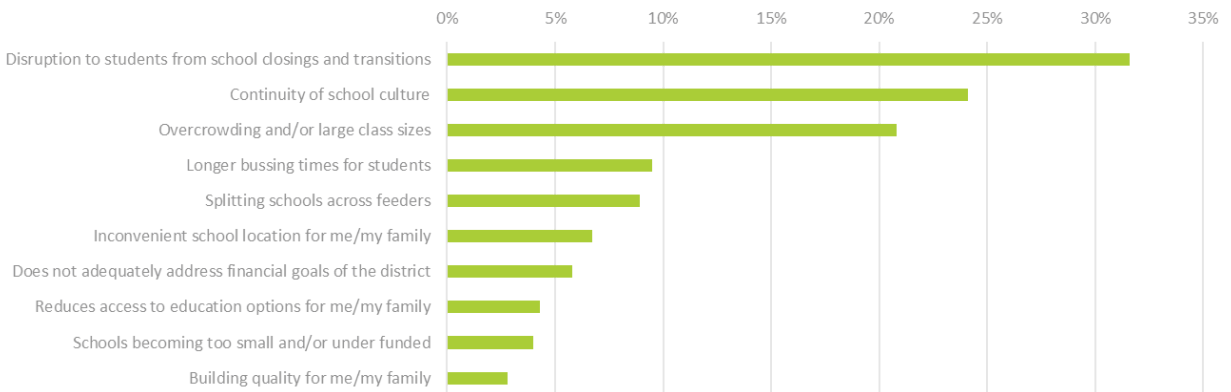


Scenario C

What respondents liked about Scenario C:



Respondents concerns about Scenario C:



APPENDIX D: QUESTIONNAIRE QUALITATIVE RESULTS

The results below are based on the analysis of 1,797 responses from the community, representing parents, students, employees, and other community members.

The online questionnaire gathered community feedback on various scenarios for school district reorganization, focusing on the preferences and concerns of parents, students, and school district employees within the Poudre School District. Participants provided detailed responses on several key points, including the following.

- **Demographics:** Information about race/ethnicity, household income, and whether respondents are parents/guardians of children enrolled in PSD schools was collected to better understand the diverse perspectives within the community.
- **School Preference Drivers:** The questionnaire asked about the main factors influencing families' decisions about where their children attend school, such as programming (e.g., athletics, band, STEM focus, etc.), supporting neighborhood schools, and educational philosophy or program beliefs.
- **Scenario Rankings:** Respondents were asked to rank four reorganization scenarios from most to least preferable based on factors such as building utilization, financial goals, educational programming, and impact on at-risk or marginalized groups.
- **Likes and Concerns:** For their most and least preferred scenarios, each respondent was prompted to list what they liked most and what were their top concerns, highlighting key priorities like maintaining access to diverse educational programs, minimizing disruption from school closings/changes, and addressing longer bussing times.
- **Improvement Suggestions:** The questionnaire collected suggestions on how to improve the scenarios via an open-ended question.

Respondents expressed a strong preference for scenarios that maintain or improve educational programming, balance building utilization effectively, and consider the financial goals of the district. Concerns were frequently raised about potential overcrowding, disruption to students from school closings or changes, the impact on community culture and continuity of education.

Improvement suggestions often focused on specific adjustments to proposed boundary changes, the importance of keeping communities together, ensuring that new housing developments are thoughtfully integrated into the district's planning, ensuring convenient school locations for families, and optimizing future maintenance costs.

The feedback collected through this questionnaire provides valuable insights into the community's priorities and concerns, which can inform the District's decision-making process as it considers reorganization options.

Scenario Preferences

The questionnaire data asked respondents to rank four different scenarios (see Appendix B) from most to least preferable. Respondents identified key drivers for their most and least preferred scenarios. Several key themes emerged that indicate why people ranked scenarios higher than others.

Scenarios Favoring Educational Programming & Accessibility

- Respondents' most preferred scenarios were typically perceived to maintain or improve access to diverse educational programs (e.g., International Baccalaureate (IB), Core Knowledge, etc.) and specialized programs for at-risk or marginalized groups.
- Preferences were shown for scenarios perceived to ensure shorter bussing times and convenient school locations for families, highlighting the community's value on accessibility and minimizing disruptions in students' daily commutes.

Financial Goals & Building Utilization

- Respondents showed a preference for scenarios perceived to align with the District's financial goals without requiring significant renovation costs that could offset savings. Scenarios perceived to best balance building utilization to address enrollment trends while keeping the highest number of students in optimal facilities were favored.
- There was an expressed desire for scenarios that were perceived to optimize future maintenance and capital improvement costs, indicating a preference for sustainable long-term planning.

Community & School Culture

- Scenarios that were perceived as maintaining continuity of educational programming and preserving the culture or community within schools ranked higher among respondents. This suggests a strong community desire to ensure stability and continuity for students, especially those who receive support through special education or who are part of at-risk groups.

Specific Concerns & Suggestions

- Respondents expressed specific concerns about scenarios that they found less favorable, such as those perceived to overcrowd schools or classrooms, longer bussing times, and disruption to students from school closings or changes. Improvements suggested keeping communities together, avoiding splitting schools across feeders, and ensuring that new developments are appropriately integrated into planning.

Given these themes, it seems the higher-ranked scenarios were perceived as balancing financial efficiency with minimal disruption to students and families, maintaining access to diverse and specialized educational programs, and considering the logistical implications of bussing and school locations.

Key Themes & Concerns

Questionnaire respondents expressed several key concerns regarding the school district reorganization scenarios, which reflect their priorities and apprehensions about potential changes. Summarizing these concerns helps understand the collective sentiment toward what aspects of the reorganization are most troubling for the community. Here are the main concerns highlighted by questionnaire respondents:

Disruption to Students from School Closings & Changes: A recurring theme among respondents was the worry about how school closings or significant changes might disrupt students' educational and social environments. This includes concerns about the impact on continuity of education, student relationships, and the overall culture of a specific school community, such as:

- Be mindful of affordable housing complexes in southwest Fort Collins and the impact on families.
- Learning and teaching styles and skill sets are different between different schools (e.g., Kinard Core Knowledge and Preston STEM education).
- Avoid closing middle schools because that is already a tough time for youth and a sense of place is important during this time.
- Keep students who live in Timnath in Timnath schools.
- Consider a slower roll-out / phased approach.
- Avoid combining different educational programs into one building.
- Leave schools that are currently full or at optimum enrollment alone.
- The closure of schools as proposed is disruptive to the point of many respondents stating that they will choose out to charter or other options.
- Risks/need for care of Integrated Learning Support (ILS) students is of significant concern to other students with any changes that will be made

Overcrowding & Large Class Sizes: Many respondents were apprehensive about scenarios leading to overcrowded schools and larger class sizes, fearing a negative impact on the quality of education, individual attention to students, and overall learning environment. Considerations included:

- The impacts of proposed changes appear to overload different schools.
- The impact of choice on any changes will be felt through readjusted schools having lower enrollment through choice-out for many schools and over-enrollment through choice-in for others.

Longer Bussing Times & Transportation Issues: The potential for longer commute times was a significant concern, particularly for families who value proximity to schools and those worried about additional time and stress associated with longer bus rides. Considerations included:

- Put students from the new neighborhood currently under construction into Bamford instead of pulling students from Bethke into Bamford.
- Ensure bussing is available / expanded for all scenarios.
- Maintain walkability/bikeability to schools in all directions - so ensure that boundary edges are not *at* a school.
- Share schematic of bus radius for all schools to understand bussing shifts and to maintain walkability/bikeability.
- Avoid an elementary school desert in SW Fort Collins.
- There are concerns related to extended bussing times if the Cache La Poudre facilities are closed (due to the service area extending into the mountains and already long busing times for some students).

Reduction in Access to Diverse Educational Programs: There was apprehension about losing access to specialized educational programs (e.g., IB, Core Knowledge, etc.) that cater to diverse student needs and interests. Respondents valued maintaining a broad range of educational options to support varied learning styles and objectives. Input included:

- Changes to high choice-in schools may result in families leaving the district entirely and choosing charter schools.
- If a school closes and has strong programs (e.g., free after-school programs for middle schoolers), ensure that those programs move to the school into which it is consolidated.
- Focusing efforts to maintain diverse education programs can be a detriment to right-sizing neighborhood schools.
- Many schools have developed unique programmatic offerings or are delivering high-quality programs that could be disrupted with changes (e.g., IB schools, Core Knowledge curriculum, etc.).

Continuity of School Culture: Preserving the unique culture and community of individual schools was important to respondents. Concerns were raised about the loss of school identity and community spirit with the proposed changes, particularly where mergers or relocations might dilute or disrupt established school cultures. Input included:

- Cache La Poudre Elementary/Middle Schools are community assets in Laporte and closures would have community-wide impact.
- Alternative schools are small by design and this is why students who don't thrive in large schools attend them; it is important to maintain their small size.
- Keep consolidations as close as possible to original neighborhood schools to maintain community.
- Avoid consolidation of schools with very different school philosophies.
- Provide clarity to the community about how students and employees will be cared for in the transition.
- Many elementary schools are an element of identity within the local (walking) community.

- Generational continuity (going to the same schools as previous generations) is important to many.

Impacts on At-risk & Marginalized Groups: Respondents highlighted concerns about potential negative impacts of reorganization on at-risk or marginalized students, emphasizing the need for scenarios that prioritize positive outcomes and support for these groups. Input included:

- Ensure Integrated Services are robust at all schools and not only some schools.
- The scenarios do not look adequately at diversity, varying socioeconomic status (SES) levels, and school cultures.
- New boundaries should keep or aim to increase diversity in schools.
- Keep the most at-risk students at their current schools.
- There is support for maintaining choice options and also for acknowledging the inequities that the choice-in system perpetuates.
- Modify boundaries to balance enrollment and SES of school.
- Look at research and best practices to determine how we will continue to elevate our marginalized communities and how we can best create a district that is tolerant and inclusive of diverse peoples.
- Combining certain schools (e.g., PCA and Centennial) is a risk to school populations that are already vulnerable.
- Alternative school changes are higher risk to many students because in many cases, they have already shifted to those schools due to concerns such as bullying or finding a community that is welcoming.

Financial Implications vs. Educational Outcomes: While understanding the need for financial efficiency, there were concerns about decisions driven more by cost-saving measures than by educational outcomes or community impact. Respondents questioned whether the financial savings from certain scenarios would justify the potential disruptions or reductions in educational quality. Input included:

- The District should clarify to the community the one-time cost associated with closures/moves against long-term financial sustainability.
- Transition away from zero-based budgeting for schools that currently use it.
- Make financial trade-offs clearer to the community.
- Revisit the business model of running and funding schools.
- Focus on school performance in the decision criteria.
- Make more financial cuts at the district level.
- It's important to think long-term; programming will change and cycles of investment will occur at any school.
- Long-term population trends are difficult to predict and closing schools on the west side may be very problematic in a few years.
- It would be an inefficient use of funds to close schools with recent investments (e.g., air conditioning, ILS-specific resources/rooms, playgrounds, etc.).

Implementation, Change Management & Mental Health: Many respondents expressed concerns for student, teacher, and staff mental health outcomes as a result of school consolidations and boundary changes, noting the lasting effects from the COVID pandemic.

- Strong/multiple suggestions for change management that supports students' mental health.
- The change management process must support all.
- Seek additional Federal funding opportunities: <https://www.energy.gov/scep/renew-americas-schools>

Specific Suggestions for Improvement: Beyond expressing concerns, respondents also provided specific suggestions for improving scenarios, such as grandfathering current students to minimize disruption, reconsidering the division of school feeders, and ensuring that new housing developments and neighborhood growth are factored into planning decisions. Input included:

- General or District-wide comments
 - Start small and combine schools with greater geographic overlap.
 - Work with other sectors to help address affordable housing issues because it is hard for new families to move here.
 - Maximize the community benefit of schools by using the community school model to bring in programming from nonprofits, etc.
 - Consider transit times and the CO2 impact.
 - Perhaps this is the right time to redesign alternative high school education in the district.
 - Develop an overflow system on the east side where new students are given a choice of attending the two closest schools when their neighborhood schools are reaching capacity, so changing boundaries is not necessary when populations change.
- School of Choice & Charters
 - Cap choice enrollment at schools to better distribute students.
 - Cap choice at schools where specialized programming isn't the draw and develop better methods of helping people understand the benefits of each school.
 - Cap enrollment at every school to support any changes of boundaries and consolidations to avoid schools overfilling because of students choosing into them.
 - Address school cultures to encourage PSD school enrollment over homeschooling and charter schools.
- Grade configurations
 - Consider K-8 schools as a solution that maintains neighborhood and community.
 - Implement K-6 schools.
 - Use incoming grades to balance enrollment rather than moving currently enrolled students.
 - Have at least two full buildings housing the Early Childhood programs instead of spreading them out in many schools.
 - Consider a staggered four-day school week for students.
- Attitude & Process
 - Try to embrace what may be possible with change.

- Regardless of outcome, ensure there is positivity about changes and clear communication to avoid negative narratives about schools being taken over or lost all together.
- Allow leaders and staff at low-enrollment schools who are geographically near each other to design solutions.

School-specific Comments: Community members provided a number of school-specific comments through various channels, including the questionnaire, listening sessions, and emails. School-specific comments are excluded from this report because the primary purpose of this round of community engagement was to understand community-wide values and priorities related to potential school closures, consolidations, and boundary modifications. Universal learnings from school-specific feedback included a call to consider the following themes:

- Unique programming and physical characteristics of each school;
- Location of school, including proximity to other schools, safe routes to schools, crossing major roads, and impacts of changes to bussing times;
- Prioritizing solutions for schools that serve high at-risk populations;
- Parking availability, especially for changes that impact more people (especially students) who drive cars;
- Cost of moving programs between buildings; and
- Avoiding splitting cohesive neighborhoods between schools.

These concerns illustrate that the PSD community is deeply invested in the wellbeing and future of their schools, with a clear desire for decisions that balance financial realities with the needs and priorities of students and families.

APPENDIX E: SUMMARY OF QUALITATIVE FEEDBACK FROM LISTENING SESSIONS & EMAILS

This section provides a thematic summary of key takeaways recorded by Steering Committee members during the listening sessions. A Steering Committee sub-committee's review of all unsolicited emails sent to the District determined that no new universal themes arose that were not already identified through synthesis of listening session themes. The section includes unique feedback received from the Arabic, Hispanic, and student communities, followed by universal themes expressed across all communities.

Arabic Feedback

The Arabic community is diverse, representing those from Asia, Bangladesh, India, Africa, Iran, India, Egypt, etc. Following are key ideas expressed uniquely during the Arabic language Listening Session.

- Dunn is important to the Arabic community as the majority live in one neighborhood and come together at Dunn (religion, community, holidays), which has made a real difference in the sense of belonging and academic progress for students.
- Most of the Arabic, Asian, and African international population from CSU go to Dunn and choose this school because it reflects their desire to be a part of a global community (IB curriculum, international diversity, diverse languages spoken). Parents generally expressed satisfaction with their experiences at Bauder as well.
- The Arabic community appreciates that their cultures are respected at Dunn and Bauder.
- Dunn knows how to support international students; families also feel that their culture is supported at Bauder, but have had more challenging experiences as international students at Bennett. It's critical to continue staff that currently support this community.
- The Arabic community values the location of Dunn, in part because of its proximity to CSU and because they consider walkability and bussing options very important
- Concerns were expressed regarding increasing classroom size and crowdedness.
- Fear was expressed regarding students being isolated and not integrated into new schools due to lack of a cohesive community.

Spanish Feedback

Following are key ideas expressed uniquely during the Spanish-language Listening Session.

- The primary sentiment from this community was to not close any school; to find the money elsewhere.
- There is concern that schools with high Hispanic populations will be disproportionately affected because of consolidations
- It will be important to prioritize resources for culturally diverse students.
- There are concerns about the limited number of Spanish-speaking teachers currently; there are not enough teachers for two dual-language programs.
- There is a need for additional options for dual-language support beyond 5th grade (many students move to Fort Collins and enter school at an older age).
- There is a concern that any shift of Latino/Latina students into other schools will result in them being viewed as “invaders.” It would be better to bring outside students of different ethnicities into schools more heavily enrolled with Latino/Latina students.
- Spanish-speaking students have a high need for bussing.
- Concerns for behavioral and mental health effects from changes and how that might result in disciplinary actions on the students.

Student Engagement

IBE created a “Student Engagement Event in a Box Toolkit” to support Facilities Planning Steering Committee members, PSD staff, parents/caregivers, and others in facilitating a total of 16 feedback sessions with PSD students. Following are key ideas expressed by students.

- Students expressed concerns about being separated from friends, losing access to extracurricular activities due to transportation challenges, and the implications of reorganization for established programs and school traditions.
- Students raised very practical concerns about access to activities and special programming, and concerns about younger siblings being able to attend the same schools as them.
- Students from alternative schools voiced concerns about sharing buildings with others not in their program. This was tied closely to negative past experiences in other schools and their strong feeling of support in their current school buildings.
- For those students who participate in PSD special programs geared toward helping and educating students with diverse needs, the loss of these programs was a major concern.
- Students expressed great concern about their teachers losing their jobs.
- Students expressed concerns about impacts on school culture and community. Students from all schools articulated special traditions, festivals, character traits (e.g., IB, PBL), ties/relationships to their community/neighborhood, etc.
- Students from schools with diverse populations expressed concerns and support for their fellow students and the need for a thoughtful and well-resourced change management process.
- In choice and specialty schools (IB, PBL, and DL), students worry about continuity and feeders and even very young students expressed knowledge of and bonding with their school.

- Students expressed concerns about travel for students, especially mountain schools, and the Laporte community.

Universal Themes

The following key ideas were expressed across all listening sessions and resonated across emails, regardless of contributors' language and age.

Equity & Access: Equity in access to educational programs and resources emerged as a central theme, with calls for ensuring that all students have access to quality education and resources, regardless of reorganization outcomes.

- Due to concerns about the impact of changes on alternative schools and programs, many community members advocated for maintaining the integrity of these schools/programs and supporting vulnerable student populations.
- With any changes, but particularly changes to schools with high Spanish-speaking populations, concerns were expressed that there will not be enough Spanish-speaking staff to support students and families.
- There are concerns that high-population Spanish-speaking schools would be better to absorb students rather than have to move into another school.
- Changes should consider that Free & Reduced meal rates are much higher (>45%) on the west side of Fort Collins compared to the east side (<20%).
- There is awareness of and concern that choice-in can clash with equity: Prioritizing choice means a loss of equitable opportunities in under-populated schools.
- School administrators shared the idea of convening a group to revise the PSD School of Choice process after boundary and consolidation decisions are made.
- The need was expressed that whatever happens, it will be critical to ensure that the resources that any group of students currently has and needs follows them to the new school (e.g., appropriately trained teachers and staff, programming such as after-school programs that support students who need a place to be after school, etc.).

Impact on Student Wellbeing & Mental Health: Many respondents expressed concerns for student, teacher, and staff mental health outcomes, particularly given the recent and lasting effects from the COVID-19 pandemic.

- Concerns were voiced about already tenuous youth/teen mental health and the impact of having to change schools, leave friends, and manage unknowns. This underscores the need for implementation and a change management process that addresses mental health issues and directly supports students and others. Those students who will be the “new kids” (i.e., moved into a new school) will likely struggle and need support the most.
- Mental health repercussions may disproportionately impact families who have already experienced significant trauma. Parents with lower-paying and often multiple jobs may be disproportionately impacted by increased travel times, for example.

- Families with IES needs who have already tried multiple schools to find the right fit for their child's special needs may be impacted more than others due to yet another forced change.
- After PSD announced initial school closures/consolidations in Fall 2023, there was bullying among some students who had planned to leave their neighborhood schools). There was messaging among students of take-overs by other schools. It will be crucial to manage the transition process to avoid student conflict.

Educational Program & School Culture Concerns: Concerns were raised about the potential dilution of specialized educational programs (e.g., DL, IB, CK) and the erosion of established school cultures and communities. There were significant concerns about the impact of reorganization on instructional continuity and pedagogical rigor.

- If moved to new schools, center-based Integrated Services programs embedded within schools must be carefully and intentionally transferred with the resources and people needed to maintain their quality.
- There is strong support for specialized programs (e.g., DL, IB, CK). Administrators noted that IB schools require an involved, complex process to be bonafide programs and may not be easily moved between buildings.
- There is a need to recognize and maintain continuity of educational programs that are not part of well-branded programs (i.e., IB, CK). If such schools are closed, it will be important to try and maintain their programming as possible in new schools.
- There is a need to maintain continuity of unique qualities of schools, such as those where a small, hybrid, high-parent involvement model supports students with high levels of anxiety who do not thrive in high-stimulus settings.
- There is significant concern about being able to maintain all of the alternative programs as standalone programs.
- For some in the community, the connection to neighborhood school outweighs concerns about program diversity and continuity.
- Implementation will be critical to build new cultures and maintain the good components of closed schools: Principals should be involved, as should all stakeholders (parents, students, and staff).

Community & Feeder Patterns: Many prefer keeping schools as cohesive units within their communities by maintaining clean feeder patterns from elementary through high school, thereby preserving community integrity. Concerns were raised about splitting school communities and disrupting established feeder patterns, which could result in students from the same neighborhood attending different middle or high schools.

- Boundary changes should remove areas that are currently dual-zoned while creating additional clean feeder systems.
- There is concern about changes like those proposed in the options that split schools into three feeder systems.

- Communities including Laporte and Timanah expressed the importance of schools in maintaining and developing a broader sense of local community

Transportation & Accessibility: Increased bus times and the logistics of getting students to and from school were highlighted as significant concerns, particularly for students living far from their assigned schools after reorganization.

- The increased bus time for students, especially for scenarios in which those who live in northeast residences would attend southeast schools, is a concern. This emphasizes the need for thoughtfully planned consolidation that considers transportation logistics.
- Moving students who were in walkable/bikeable zones to more distant schools adds to congestion and fossil fuel use, and is misaligned with the City of Fort Collins' climate goals. Closing midtown schools will lose connectivity to the urban corridor (which includes planned/anticipated in-fill development).
- A request was made to, for southwest elementary schools, create a map with a concentric circle (1-mile radius) and use it to select the school to close, based on which school does not have a gap of overlapping circle (thereby creating a "school desert").
- Avoid boundary adjustments that split neighborhoods and make difficult travel patterns to get to school.

Boundary Changes, School Closures & Phased Implementation: There was a call for careful consideration of boundary changes and the domino effect of school closures, and suggestions for a phased approach to implementation to ease the transition.

- Boundary adjustments are preferred over versus school closures.
- Given that where people live changes over time, there are concerns about being able to accommodate growth and new students if schools are closed.
- It was noted that under the initial set of scenarios, there will likely be additional needs to redraw boundaries to adjust high school enrollment for PHS and Rocky feeders.
- There are concerns about creating an elementary school desert in the southwestern part of town.
- There are concerns about property values decreasing if a neighborhood school is closed.
- Concerns around abrupt, rather than a phased approach to, changes were raised specifically for current 3rd graders who completed kindergarten remotely and who will be in 5th grade when they need to change schools.
- One phased approach idea was to grandfather-in siblings so they can finish if a school is left open, but boundaries change
- School administrators expressed willingness to consider boundary changes to increase enrollment and improve feeder system alignment, recognizing the need for adjustments to accommodate growing or shrinking student populations.

Impact on School Operations: The community expressed concerns about job losses, morale, and the overall impact on faculty and staff, indicating the need for a transparent change management plan that

involves all stakeholders. The potential degradation of school culture in consolidations, particularly in schools with vibrant communities and experienced staff, was noted as a significant worry.

- It was expressed that it will be important for school leaders to be aligned in messaging and time invested in change management as implementation unfolds.
- Parents expressed concerns about potentially larger classroom sizes.
- There was acknowledgement from school principals about the current and projected utilization rates of their schools, with some expecting growth as transitions to new facilities are completed or as programs such as Early Childhood Education (ECE) expand.
- The significance of maintaining and potentially expanding ECE programs was highlighted, with suggestions to relocate these programs to underutilized schools to better meet community needs while increasing building utilization.

Long-Term Viability & Strategic Planning: Community members called for strategic planning that looks beyond immediate financial savings to consider the long-term educational and community impact of reorganization decisions. There was a desire for solutions that do not compromise educational quality and are sustainable in the long-term, avoiding the need for future reorganizations.

- A common sentiment was concern about the speed of the process and a desire to slow down to allow community input. Some expressed a desire to make changes now rather than put them off, as was done in the past.
- Many expressed the desire to make other budget cuts before closing schools.
- There were concerns that changes will drive more families to charters, which will exacerbate under-enrollment. PSD needs to study why charters are growing in enrollment.
- Suggestions were made to better market the District's diverse programs to the community, potentially attracting more students and counteracting enrollment declines. All PSD schools have great things to offer; explore ways to better share these stories. Market to students who live in the Trilby/Lemay area and currently attend Loveland schools.
- There were questions about how informed the District is on new residential development and the effects on enrollment projections in those schools. Suggestions were made to collaborate with local government (e.g., City of Fort Collins, Larimer County) on housing and land use planning to anticipate and address future impacts on school district operations.
- With the longer view in mind, many wanted the Steering Committee and District to spend more time exploring K-6 and K-8 models to keep communities more intact.
- The District should better help everyone feel comfortable that change could ultimately be positive or at least okay.

Communications, Budget & Transparency:

- There was a plea for genuine engagement with all stakeholders – including staff, students, and parents – in the decision-making process, ensuring transparency and consideration of diverse perspectives.

- Concerns were expressed about the makeup of the Steering Committee, lack of inclusion of staff and principals, the rushed timeline, and distrust of the District’s budget and demographic projections.
- There was a request for more and clearer explanatory materials. Ideas included seeing final recommendations side-by-side with total costs savings, visual representations, maps to illustrate the impact of boundary adjustments and school reorganizations, and clear criteria for how decisions are being made.
- Comments were made about the School Board’s final decision being made while students are on summer break – timing that will make it difficult to manage the change message for families, particularly those not currently engaged in this process (which is the vast majority).
- Community input suggests a general lack of awareness among parents and the broader community about the District’s ongoing reorganization efforts, indicating a need for improved communication and engagement strategies.