

MAY 2024 LONG RANGE PLANNING QUESTIONNAIRE REPORT

School Closures and Boundary Modifications

June 4, 2024

Prepared by



INSTITUTE FOR THE
BUILT ENVIRONMENT
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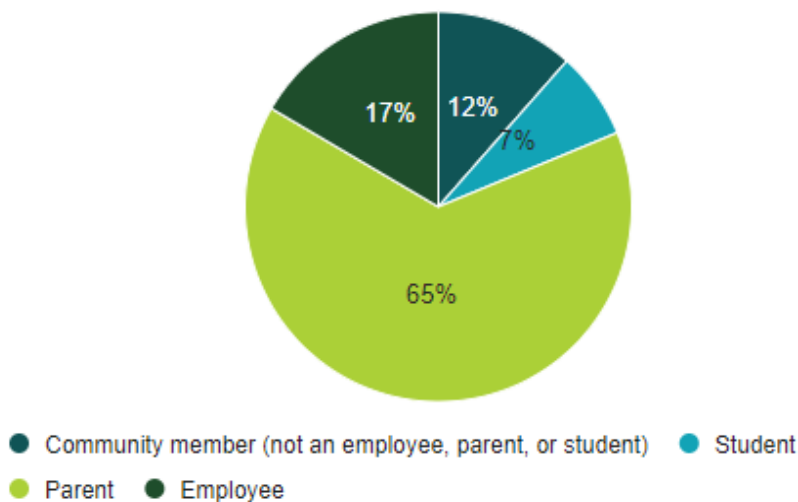
SECTION 1: OVERVIEW

Purpose of this Report

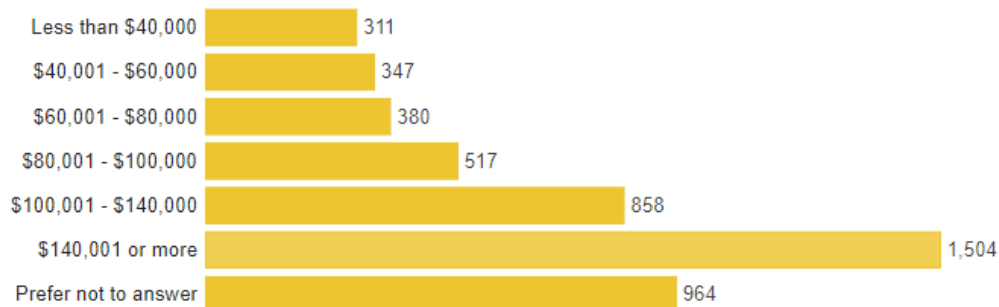
This report was developed with leadership from the Institute for the Built Environment (IBE) in collaboration with a sub-committee of the 2024 Poudre School District Facilities Planning Steering Committee. The report is a synthesis of the outcomes from a community questionnaire that gathered feedback on four potential scenarios for school closures and boundary modifications. The questionnaire was open between May 10, 2024 and May 19, 2024. There were a total of 5,024 responses to the survey.

Demographics

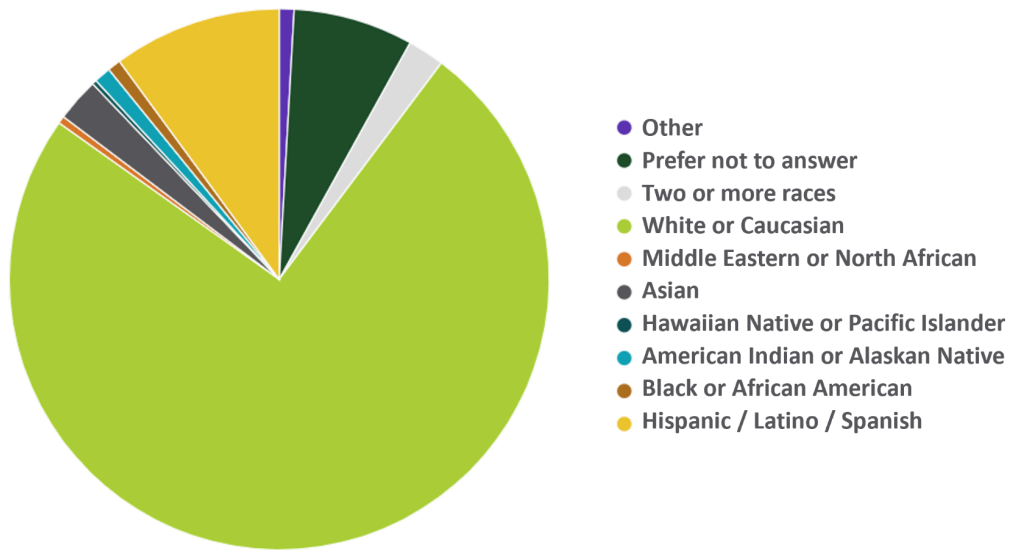
Responses by relationship to the district:



Responses by Income Level:



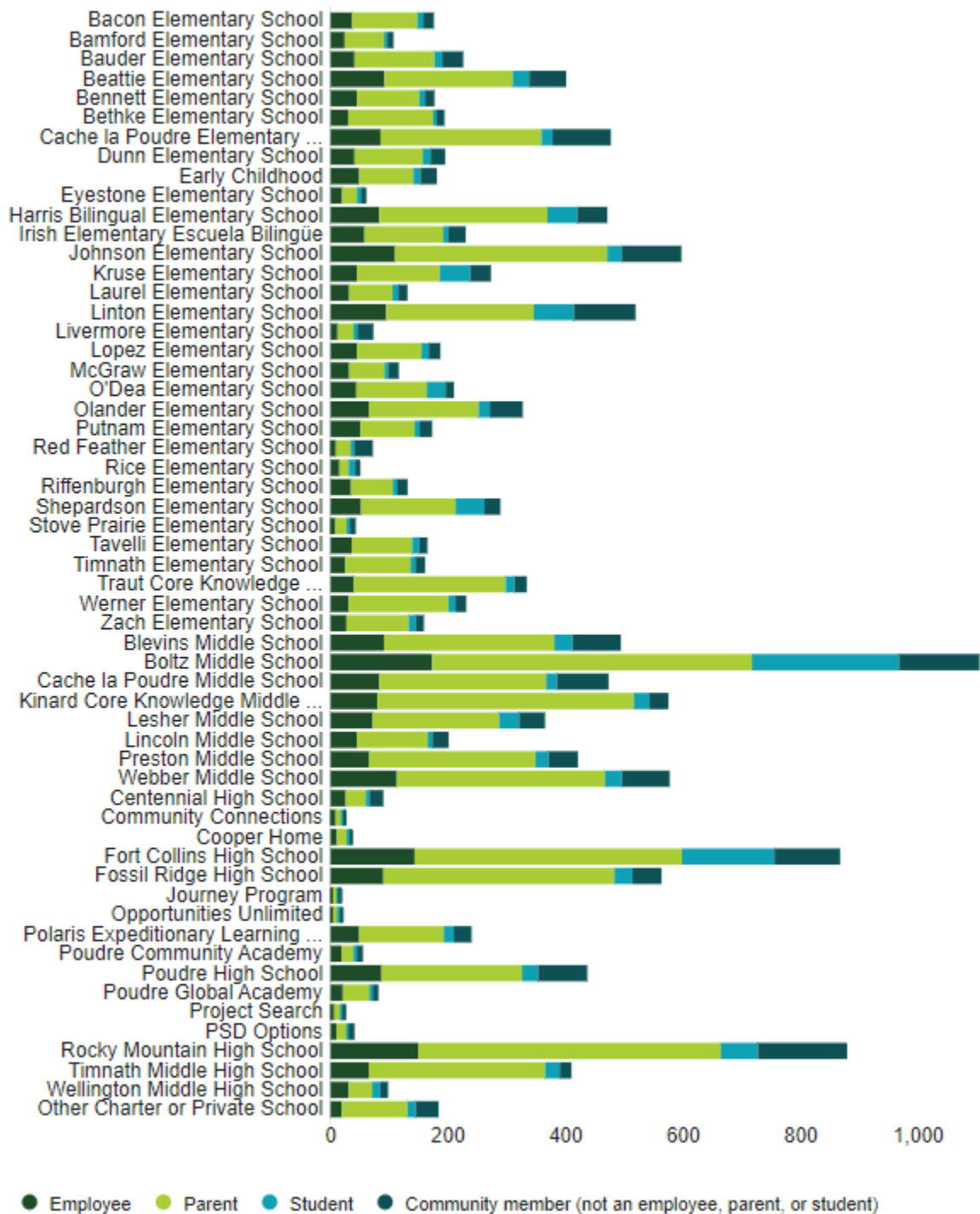
Responses by Race & Ethnicity:



Race/Ethnicity	Number of Responses	Percentage
Hawaiian Native or Pacific Islander	14	<1%
Middle Eastern or North African	23	<1%
Black or African American	41	<1%
Other	46	<1%
American Indian or Alaska Native	52	<1%
Two or more races	114	2%
Asian	135	3%
Prefer not to answer	373	7%
Hispanic/Latino/Spanish	524	10%
White or Caucasian	3,876	75%

The distribution of responses roughly follows racial demographics for Larimer County in 2022 (the most current year available at the time of publication).

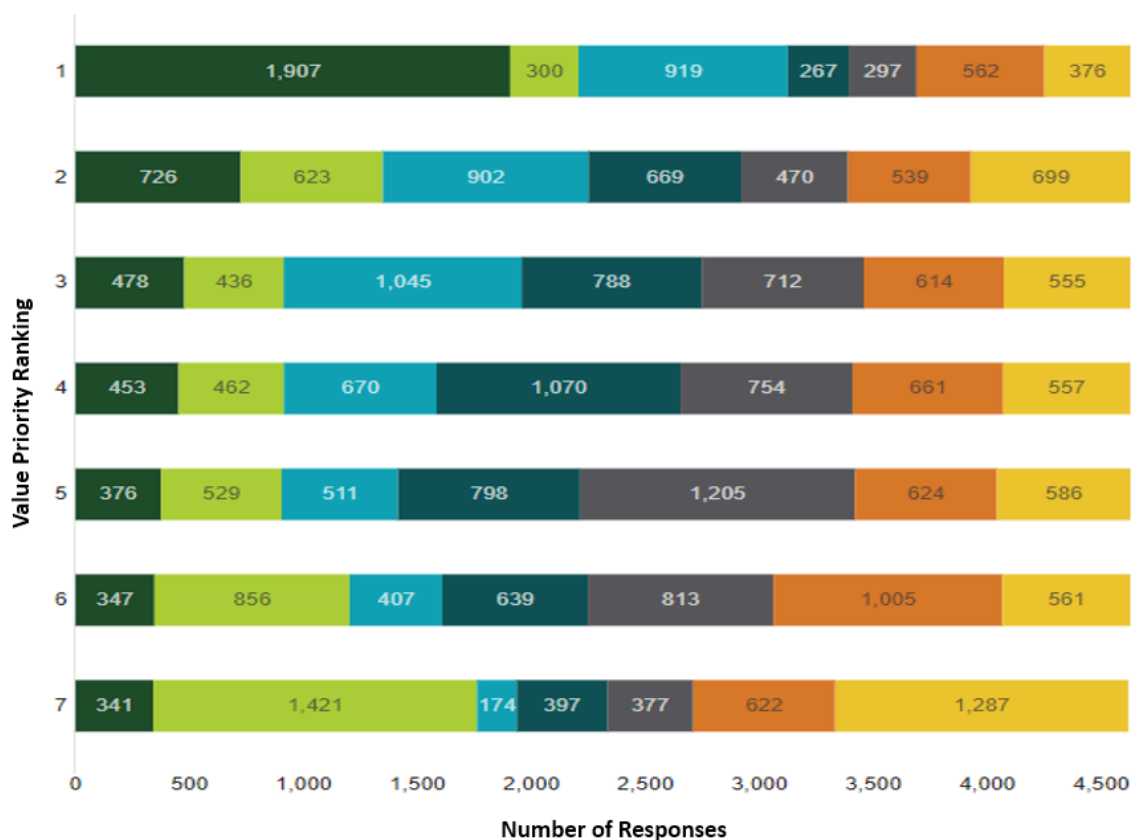
Respondents by School Affiliation



Ranking of Values

The data shows that the top priority across the community was community continuity (avoiding split-feeders) followed by minimizing disruption to at-risk students. The lowest priority was meeting optimal enrollment and budget numbers for individual schools, followed by transportation.

Respondents were asked to rank seven values in order from highest to lowest priority. The following chart represents the ranking of values from top choice (1) to bottom choice (7):



Key:

- **Community continuity:** Avoiding split feeders so that kids stay together
- **Enrollment:** Meeting optimal enrollment and budget numbers for individual schools
- **Equity:** Minimizing disruption to at-risk students
- **Equity:** Improving socioeconomic diversity across schools
- **Finances & Resources:** Assuring financial health and sustainability across the district
- **Programming:** Maintaining access for diverse educational programs
- **Transportation:** Reducing the need for bussing and/or driving, maintaining walk/bike-ability

SECTION 2: SUMMARY OF OPEN COMMENTS

The section below summarizes the main themes and concerns expressed by the community in response to the proposed school closures and changes in the district.

Complied Comments - All Respondents

Process and Decision-Making

This theme includes comments that criticized the rushed decision-making process and called for a more thoughtful, data-driven approach with community involvement. This theme also included comments expressing frustration with the lack of community engagement and highlighted lack of trust in the district's decision-making process. Representative comments:

- Develop alternatives that are inclusive of a range of forecasts, not just a singular forecast of future enrollment.
- Inclusion of data about future planned/in process building as well as population age changes (ebb and flow of age groups) needs to be included.
- Change management principles need to be essential in this work, starting with a clear “why” statement, which is not currently present to the community.
- The community must be involved in the process for any school consolidation work.
- Closing schools should be the absolute last option to save money.
- This process has been divisive and pitted schools against each other.
- Trust is paramount to this process and needs to be built.
- Process was too fast—the steering committee has had only 3.5 months to disseminate the second-round scenarios.
- Development of any closure/consolidation plans should be completed concurrently with all other related items such as transportation and staffing changes.
- Uneasy feeling of opening new schools while trying to close others.

Lack of Transparency and Financial Justification

This theme linked criticism of the district's financial transparency with lack of clarity in the rationale behind closing schools. Suggestions included cutting administrative costs and other expenditures instead. Representative comments:

- Rationale for closing schools right now is unclear; both the concepts of what else has been done to manage budget shortfall prior to closure and also the justification/rationale for school closures as a whole.
- What facilities or land does PSD own that is no longer needed?
- Need to include pre-K programs in any financial and facility use projections.

- The process is unclear and is not transparent, especially related to why certain schools are being considered in scenarios.
- The proposed scenarios seem extreme—too many schools impacted.
- Goals of enrollment and budget are clear, but the impacts on students, transportation, and safety are unclear.

Educational Programs and Equity

The third theme focused on worries about losing unique educational programs (e.g., Dual Language, STEM, Core Knowledge) and the potential negative impacts on equity and at-risk students.

Representative comments:

- Equity/equity components should be first in any process.
- Impacts to lower income students seem outsized.
- Promote dual-language programs and options.
- Every closure impacts programs and options, even if it is just the neighborhood school option.
- Creating larger classes with consolidations may accelerate the decrease in enrollment if parents seek to send their children to schools with smaller class sizes (charters?).
- Educational program quality does not seem to be the focus of these proposals.
- Concern about the potential loss of federal funding tied to Title I schools.

Impact on Community and Jobs

Comments in this theme reflected concerns about the significant impact on the community and the potential job losses for teachers, faculty, and staff due to school closures. Questions were also raised about the impact on probationary teachers and the possibility of buying out teachers close to retirement to retain younger teachers. Representative comments:

- Concerns about loss of teachers due to any consolidation decisions.
- Families have chosen where to live based on schools that now may be closed; alternative schools are no longer in the neighborhood.
- Impact of closures on the real estate market is significant - lower house values if neighborhood school is closed.
- Feeder patterns are impacted and should be better aligned and equated long-term.
- Long-term health of high school enrollments are jeopardized by the feeder patterns of some of the solutions (specifically RMHS).
- Schools are an integral part of networks and sense of community in neighborhoods; closing schools disrupts this.
- The proposals do not seem to be in sync with the long-term planning of Ft. Collins and surrounding communities.
- Clarification needed on what will happen to the empty buildings.

Student and Teacher Well-being

Comments also expressed concerns about the well-being of students and teachers, including mental health support for displaced students and job security for teachers. Representative comments:

- Ensure student well-being as part of any decision; support mental health especially.
- Student success should drive any decisions made - do what is best for the students.
- Larger class sizes will likely negatively impact more students.
- Need time for any changes to allow for time to connect to new schools and environments.
- Impact on younger/earlier career teachers is likely dramatic.
- Teacher burnout is increasing because of this, impacting retention.
- Moving children at younger ages is very harmful to their performance in school.
- Kids are not “numbers in seats” to maximize efficiency.
- Schools that receive students from closed schools—are they ready for this growth/the change?
- Impacts to ILS students (and other at-risk populations) are concerning; moving away from facilities that have resources that have been specifically built for these groups.

Transportation and Accessibility

Transportation costs, longer bus rides, and safety of commutes to new schools were linked to each other and accessibility. Representative comments:

- Significant concerns about longer bus routes and increased costs for busing.
- Change to required transportation (from walking or biking) is very difficult for many.

Community and Historical Value

Other comments emphasized the historical and community value of schools, and the emotional and cultural impact of closing neighborhood schools. Representative comments:

- Many schools have a history of being in and are a service to the community (common theme for CLP especially).
- Neighborhood schools are part of the fabric of different neighborhoods and as such provide a sense of identity (notably schools on the west side, but inclusive of many across the district).
- The proposed changes will likely negatively impact the long-term health of the community and desirability for those who want to move here.
- Opening new schools and closing older ones is very unfair.
- History of different curriculum options (e.g. Core Knowledge) needs to be included in decisions about what to close.

Alternatives and Suggestions

Comments included a variety of suggestions to address financial challenges including exploring alternatives like boundary adjustments, grade reconfigurations, repurposing buildings, and creative funding solutions before deciding on school closures. Representative comments:

- K-8 should be considered as one of the options.
- Were 4-day weeks considered?
- Can a mill levy be used to put off these decisions for at least the short-term?
- Put limitations on choice options—this is impacting school populations heavily.
- Consider a sliding-scale option (less per student) for schools that “go large” and pack classrooms deliberately. Those resources can be redirected to support lower enrollment schools.
- Provide more resources to schools that do not have facilities that are as good as the newer schools (that are often choice-in schools). This will serve to make those schools (often older) more attractive/have higher quality programs.
- Boundary adjustments are needed.
- Save money on curriculum by allowing teachers more control over what and how they teach.
- PSD should do a better job marketing the schools.
- Some comments are supportive of the need for closures and budget efficiency.

BIPOC Perspectives

While there were many similarities and overlaps in the responses between Black, Indigenous, and People of Color (BIPOC) and white respondents, there were also important differences, which are highlighted in the section below. In particular, BIPOC respondents raised concerns about the community engagement process, specifically the board listening session sign-ups and the accessibility of the questionnaire.

Many BIPOC respondents shared their support for creative problem-solving to address the district’s budget challenges without closing schools that are important for families and communities. BIPOC respondents also questioned the impact of school-based organizing against closures, pointing to the fact that some communities are less able to organize around their schools in such a short period of time.

American Indian and Alaska Native Perspectives

American Indian and Alaska Native respondents amplified concerns about equity believing low-income schools would be disproportionately affected by all scenarios. Some respondents expressed instances of racially motivated bullying and fears about switching schools. Like other BIPOC respondents, American Indians and Alaska Natives had difficulty accessing the community engagement process. One respondent said that completing the questionnaire on a phone was challenging and presented a barrier to involvement.

Asian Perspectives

Asian respondents highlighted issues around transportation, mental health, and program continuity. Several students and parents expressed their appreciation for Core Knowledge and feared that scenarios would prevent them from continuing with this program. Families shared concerns around breaking up neighborhoods, friend groups, and feeder patterns.

Black and African American Perspectives

Black and African American respondents said that the process had eroded their trust in the district and caused unnecessary strife for school communities. Like other BIPOC families, Black and African American respondents shared doubts about the equity framework guiding this process. Respondents pointed to specific schools in the scenarios that serve low-income families and related equity concerns for vulnerable populations.

Hawaiian Native and Pacific Islander Perspectives

Only two participants from this group shared written responses. The first asked to preserve Kinard as a school of choice, and the second said that mistrust and confusion have hurt the process. They advocated for a slower approach with more comprehensive data and suggested that incremental changes, like boundary adjustments, could help address the district's needs without closing schools at this point.

Hispanic Perspectives

Hispanic respondents strongly emphasized the need for equity in the decision-making process. Many comments expressed concerns that school closures and relocations disproportionately affect low-income and minority students, exacerbating existing educational inequities. They also spoke to the potential mental health impacts on students who would be displaced from their familiar school environments.

There were calls for more gradual changes and increased community involvement in the decision-making process to ensure that all voices are heard and considered. Concerns were raised about the logistical challenges and increased transportation needs if schools like Harris Elementary and Boltz Middle School were closed, noting that many students rely on school-provided transportation, and changes could negatively impact their ability to attend school and participate in programs.

The dual language immersion program at Harris was praised by Hispanic and white respondents for its effectiveness and its role in fostering cultural and linguistic diversity. Parents and community members argue that moving Harris to a three-track model or combining it with Linton would dismantle the successful program and negatively impact the bilingual education that has been a hallmark of Harris.

Middle Eastern and North African Perspectives

Middle Eastern and North African respondents asked for more time to analyze impacts and outcomes, and they raised concerns about the principles underlying this work. Respondents had questions about ensuring a positive transition for students and staff who may be affected by consolidation.

SECTION 3: RESPONSES TO SCENARIOS

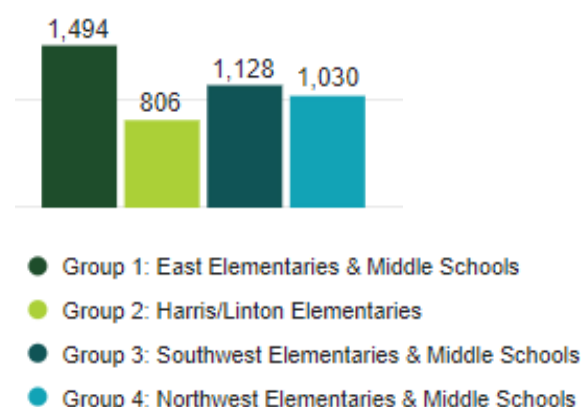
Respondents were able to provide feedback by groups of schools that were geographically or programmatically connected. Overall results and results by school groupings are summarized below.

Limitations & Cautions

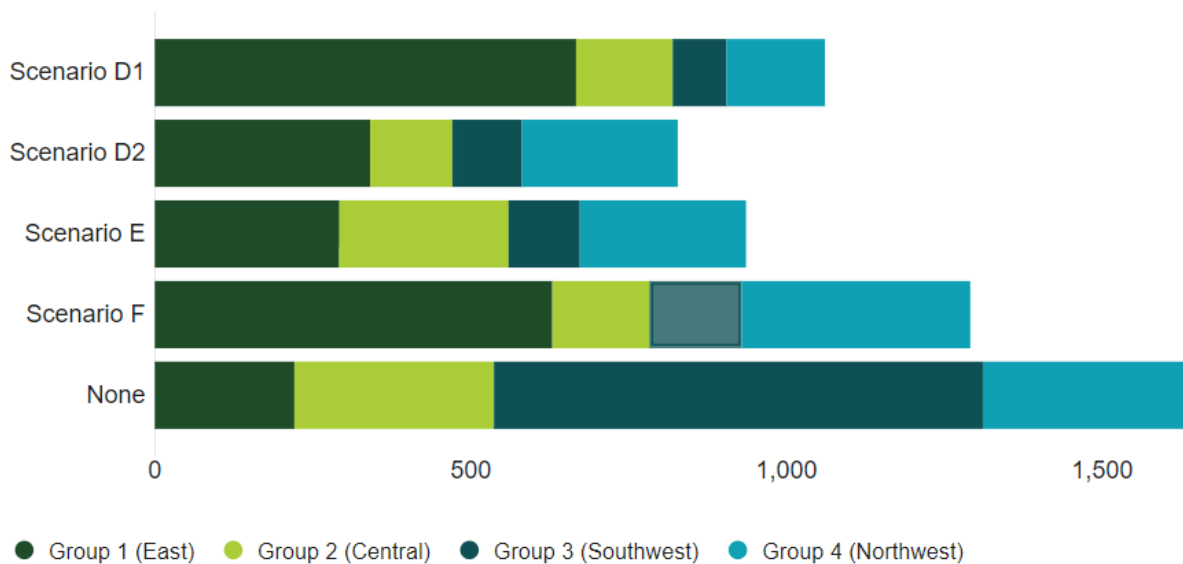
These results are not statistically representative of the community as they are based on a convenience sample with notable response biases. Responses and questionnaire results are heavily skewed by the number of respondents from a given school or geography. While there is valuable information that can be gleaned from the responses, **these results should not be seen as representing all voices in the community or as representing a complete or balanced set of responses.** Deeper analysis, sourced from a thorough understanding of the scenarios and the underlying forces in each geographical area would be required to fully understand the implications of questionnaire results. Even then, because of selection bias and the limitations of this questionnaire, the results would likely only serve as a basis for additional investigation.

Overall Responses

Respondents were able to choose to provide input on geographically defined options within the four scenarios shared with the community in May 2024. Most respondents provided feedback on only one group of schools. The highest number of responses was from Group 1: East, followed by Group 3: Southwest, Group 4: Northwest, and then by Group 2: Linton/Harris. Responses by school affiliation can be found on page 5 of this report.



Overall, respondents preferred none of the scenarios. Among the scenarios, respondents preferred Scenario F, followed by Scenario D1, Scenario E, and finally Scenario D2.

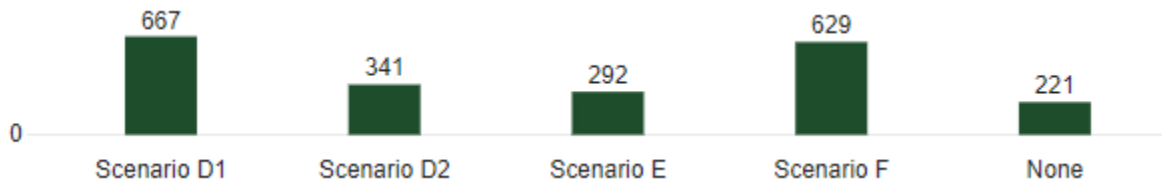


Group 1: East Elementary & Middle Schools

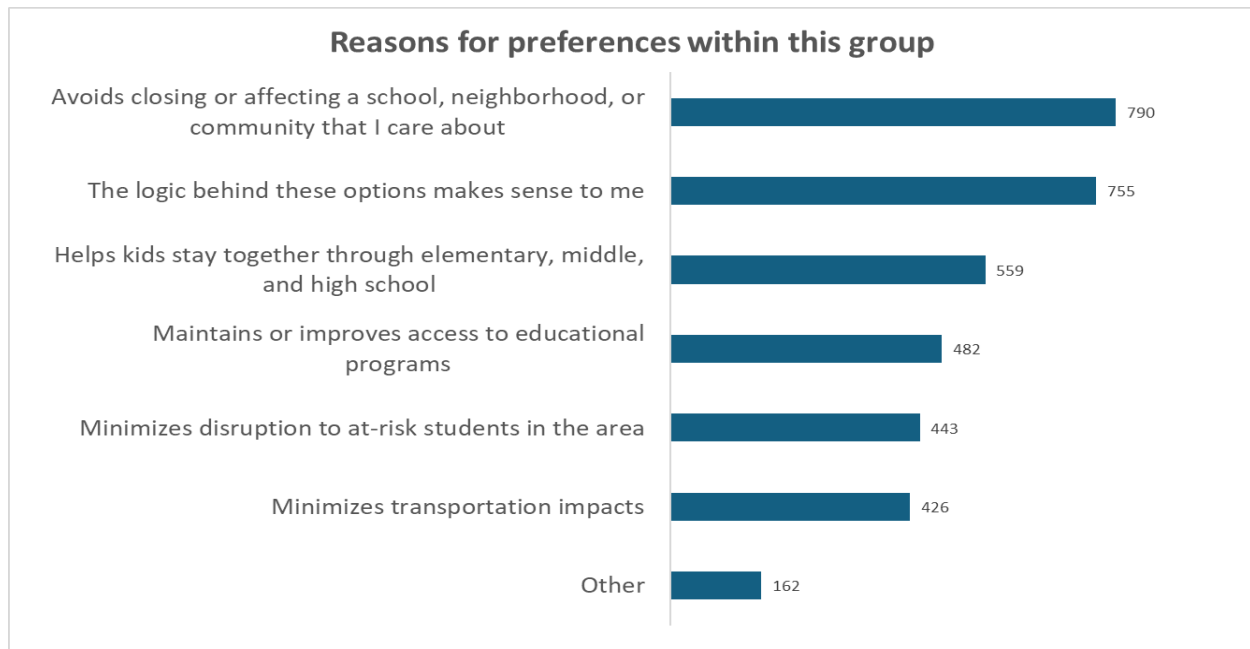
Group 1 consisted of options for elementary and middle schools on the east side of the district including balancing enrollments for elementary schools to the east of I-25, changes to feeder patterns and options for addressing middle school enrollments.

Scenario D1	Scenario D2	Scenario E	Scenario F
East of I-25 Elementaries: Balance enrollments at Timnath, Bethke, and Bamford Elementary Schools by adjusting boundaries between these schools	East of I-25 Elementaries: Balance enrollments at Timnath, Bethke, and Bamford Elementary Schools by adjusting boundaries between these schools	East of I-25 Elementaries: Balance enrollments at Timnath, Bethke, and Bamford Elementary Schools by adjusting boundaries between these schools	East of I-25 Elementaries: Balance enrollments at Timnath, Bethke, and Bamford Elementary Schools by adjusting boundaries between these schools
Bamford: Adjust Bamford's feeder so that it feeds into Preston Middle School and Fossil Ridge High School (instead of Timnath Middle High School).	Bamford: Adjust Bamford's feeder so that it feeds into Preston Middle School and Fossil Ridge High School (instead of Timnath Middle High School).	Preston: Close Preston. Make Kinard Middle School a Core Knowledge neighborhood school with Zach, Bacon, and Bamford Elementaries as feeders. Bethke and Timnath Elementaries go to Timnath Middle High School. Balance enrollment with Boltz.	Timnath Middle-High School: TMHS becomes a high school only. Middle school students living in TMHS feeder move to Preston Middle School. Students residing east of I-25 would attend Timnath High School. Students living west of I-25 would attend Fossil Ridge High School. Enrollment overflow at Preston would be managed with adjustments to Boltz MS
	Boltz: Close Boltz, students move mostly to Preston Middle School and some to Leshar Middle School. Move Dual Language program from Boltz to Lincoln MS.		

Preferences within this group for each of the scenarios (including 'None'):

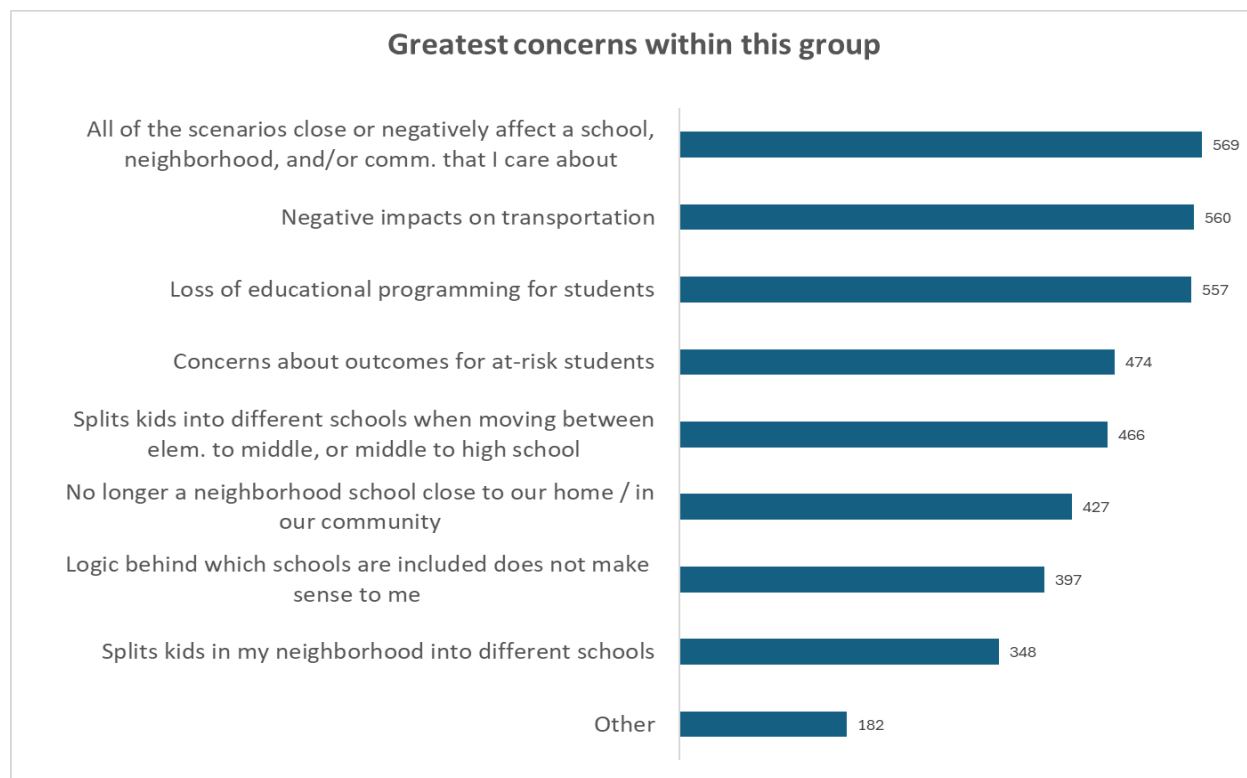


Reasons for preferences within this group



Other: Including that the choice addresses the impending capacity issues and long-term planning, avoiding disruptions to kids already attending a high school, wanting to keep connections across I-25, considering the continuity of pedagogy and professional development for teachers, and because it creates more equity.

Greatest concerns within this group



Other: difficult transitions for HS students, diminishes RHS feeder, closes schools that are in good physical condition, overcrowding and large class sizes for MS, hurts biking culture by increasing distance to schools, disrupts CK and STEM programs, pushes students into CK, threat to summer lunch at Linton, newcomer program moved far away, want new ES in Timnath rather than moving kids, impacts low-SES schools, disruption to autistic students in Timnath.

School by School Feedback & Considerations

Balance Elementary Enrollments East of I-25

- Concerns were raised about the future capacity of schools east of I-25 due to ongoing and expected growth in the area. There is a call for better long-term planning to accommodate this growth without frequent boundary changes.

Bamford Elementary to Preston / Fossil Feeder

- Concerns about the impact of boundary changes on students who have already experienced transitions.
- Frustration that Bamford, built to address overcrowding, now faces potential changes despite this original purpose.

Preston Middle School

- Preston is valued for its neighborhood school status, proximity to new community resources like the Southeast community center, and the fact that it serves a diverse student population including low-income families who can walk to school.
- Parents and community members emphasize the importance of Preston's STEM program and its success in preparing students for higher education and careers in engineering and science.

Kinard Middle School to Neighborhood School

- Disrupts access and continuity to Core Knowledge (CK) middle school programming from surrounding CK elementary schools (e.g., Traut, Bethke, Zach).
- Risk of families moving to charter schools.
- There is concern that converting Kinard to a neighborhood school would limit access to the Core Knowledge curriculum to only those living in the affluent neighborhood, thereby discriminating against students from other socioeconomic backgrounds.
- There are logistical concerns about Kinard's capacity to function as a neighborhood school, given its current infrastructure and the lack of bussing facilities.

Timnath Middle High School to High School only

- The growth and overcrowding at Timnath Middle-High School (TMHS) are significant concerns. Some comments suggest that TMHS should become a high school only, to alleviate middle school overcrowding and better utilize other middle schools like Preston.
- There are concerns about the inefficiency of underutilizing the newly built TMHS if it were to be changed to a high school only, and the subsequent transportation and community impact on families currently zoned for TMHS.

Boltz Middle School

- Boltz serves a significant at-risk and diverse population, including students who are financially disadvantaged, homeless, or have disabilities. Closing Boltz is seen as disproportionately impacting marginalized communities and limiting access to critical programs.
- Boltz houses several specialized programs, including the largest Center-Based Autism Program, a Newcomer Program for recently arrived students learning English, a Dual Language Program, the Bridge Program for at-risk students and a strong music program. There are concerns about the relocation and continuity of these programs if Boltz closes.
- Concerns about closing or underutilizing newer and well-equipped schools like Preston in favor of older facilities like Boltz.
- Preserve/encourage active transit modes for Boltz and Linton, lots of walkers and bikers.

Themes from Open-ended Comments Specific to East Schools

- Concerns about the safety of driving on or near I-25.
- Concerns that Timnath families are overrepresented in the process.
- Moving students of color from Boltz to predominantly white schools will hurt students socially.

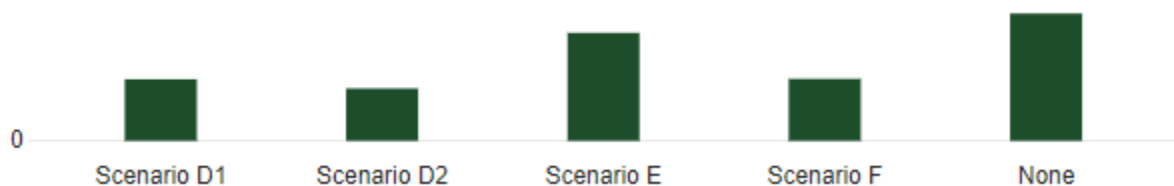
- Questions and concerns about short-term changes for students, siblings, families. Assure students can stay with their feeders through graduation.
- Interested in unconventional options (K-6, K-8, sister schools, etc).

Group 2: Linton / Harris

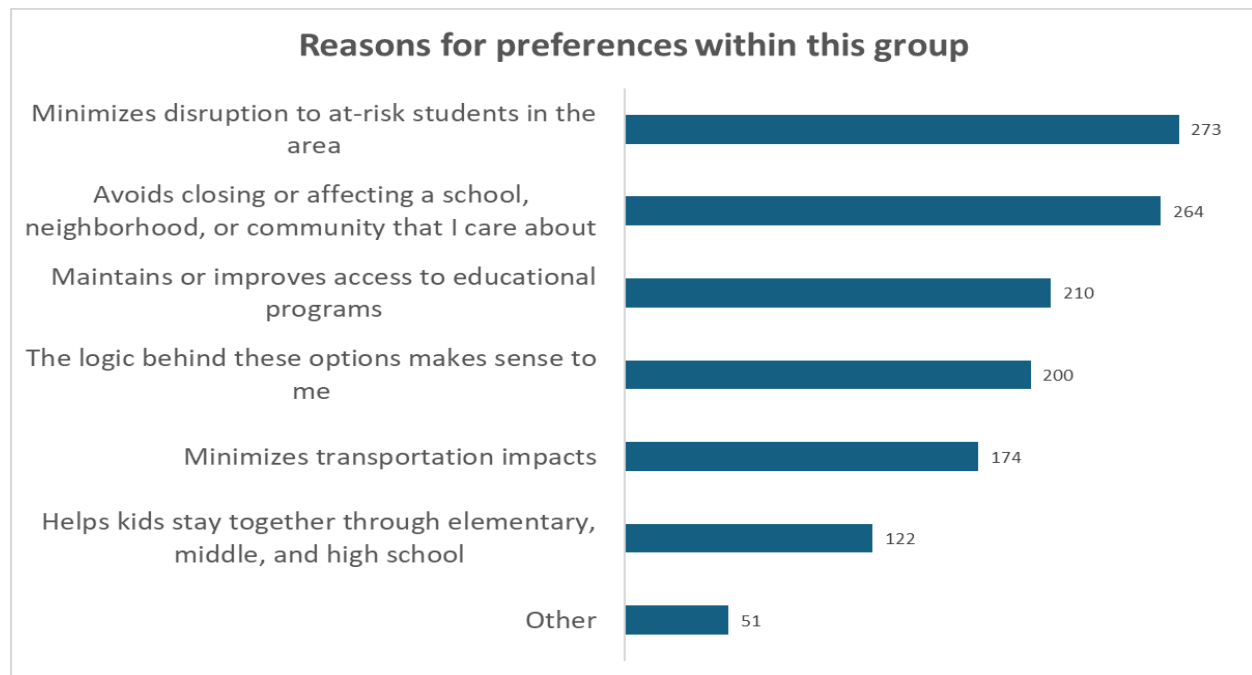
Group 2 consisted of options for elementary and middle schools in the central part of the district including either closing Linton or making it a Dual-Language school and moving Harris into Linton.

Scenario D1	Scenario D2	Scenario E	Scenario F
Linton: Close Linton, move students primarily to Kruse, adjusting boundaries for Kruse, Bacon, Werner, Zach to accommodate Linton/Kruse combination.	Linton: Close Linton, move students primarily to Kruse, adjusting boundaries for Kruse, Bacon, Werner, Zach to accommodate Linton/Kruse combination.	Linton: Linton becomes a Dual Language school retaining some of its current neighborhood boundary. Harris moves from its current building into Linton, creating a three-track DL program.	Linton: Close Linton, move students primarily to Kruse, adjusting boundaries for Kruse, Bacon, Werner, Zach to accommodate Linton/Kruse combination.
		Harris: Harris moves from its current building into Linton building. A three-track Dual Language program will be implemented at Linton. Students currently attending Harris would choice to Linton or Irish. Harris Dual Language program would need to be modified to offer a three-track at Linton.	

Preferences within this group for each of the scenarios (including 'None'):

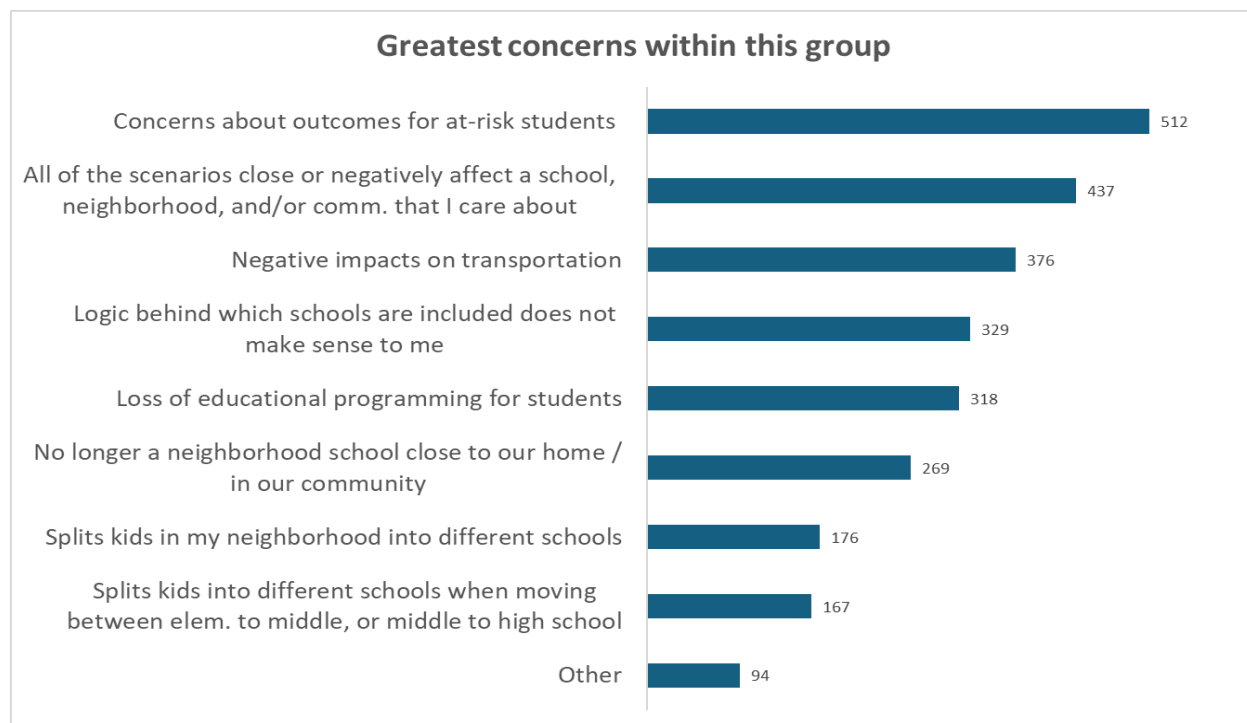


Reasons for preferences within this group:



Other: expands DL, minimizes disruption to DL, geographically balances DL availability, closes fewer schools than other scenarios, provides better educational opportunities, reduces the need for additional transportation, provides the highest long-term cost savings, minimizes disruption to low SES students, protects neighborhood schools.

Greatest concerns within this group



Other: creating a 3-track DL is challenging, disproportionately harms Title I schools, lack of attention to equity, transportation challenges for disadvantaged students, fears about empty buildings and neighborhood safety, want to preserve historic school buildings, uncertainty about changing populations.

School by School Feedback & Considerations

Close Linton Elementary

- Linton serves a diverse, at-risk population, including a high percentage of low-income, homeless, and minority students. Closing the school would disproportionately affect these vulnerable groups, many of whom rely on the school for stability and essential services.
- Linton is a Title I school with a high percentage of students qualifying for free and reduced lunch. Closing the school is seen as inequitable, potentially creating "school deserts" and reducing educational opportunities for low-income and minority students.
- Linton offers unique programs, such as a center-based program for affective needs, which would be difficult to relocate and replicate elsewhere.
- Closing Linton is seen as inequitable, potentially creating "school deserts" and reducing educational opportunities for low-income and minority students. There are calls for better long-term planning and community involvement in decision-making.

Move Harris Elementary to Linton Linton Elementary

- Harris is highly regarded for its dual-language immersion program, which has a track record of success. The program is tailored to meet the needs of its diverse student body, including many low-income and Spanish-speaking families.
- Closing or relocating Harris would negatively affect the Latino and Hispanic communities it serves. The school provides essential cultural and linguistic support that is not available elsewhere in the district.

Themes from Open-ended Comments Specific to Linton/Harris

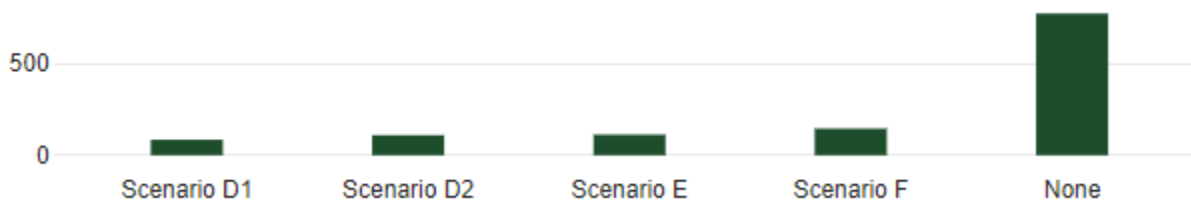
- Closing schools like Linton and Harris would disproportionately impact at-risk students, exacerbating existing educational inequities.

Group 3: Blevins, Johnson, Beattie

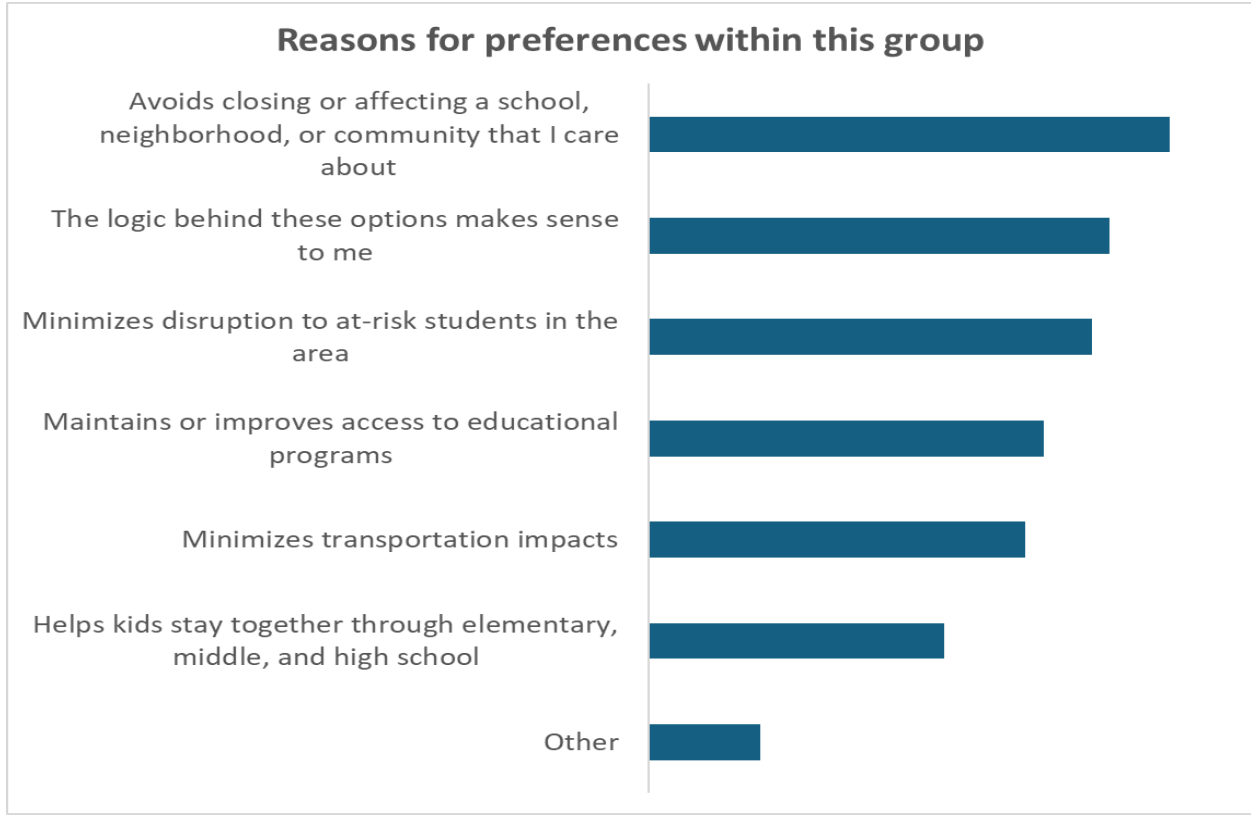
Group 3 consisted of closing Blevins Middle School and Beattie and Johnson Elementary Schools.

Scenario D1	Scenario D2	Scenario E	Scenario F
Blevins: Close Blevins. Move students to Webber and Lincoln Middle Schools.	Blevins: Close Blevins. Move students to Webber and Lincoln Middle Schools.	Blevins: Close Blevins. Move students to Webber and Lincoln Middle Schools.	Blevins: Close Blevins. Move students to Webber and Lincoln Middle Schools.
Beattie: Close Beattie, move students to Lopez and Bennett Elementary Schools	Beattie: Close Beattie, move students to Lopez and Bennett Elementary Schools	Beattie: Close Beattie, move students to Lopez and Bennett Elementary Schools	Beattie: Close Beattie, move students to Lopez and Bennett Elementary Schools
Johnson: Close Johnson, students move to Olander and McGraw Elementary Schools.	Johnson: Close Johnson, students move to Olander and McGraw Elementary Schools.	Johnson: Close Johnson, students move to Olander and McGraw Elementary Schools.	Johnson: Close Johnson, students move to Olander and McGraw Elementary Schools.

Preferences within this group for each of the scenarios (including 'None'):

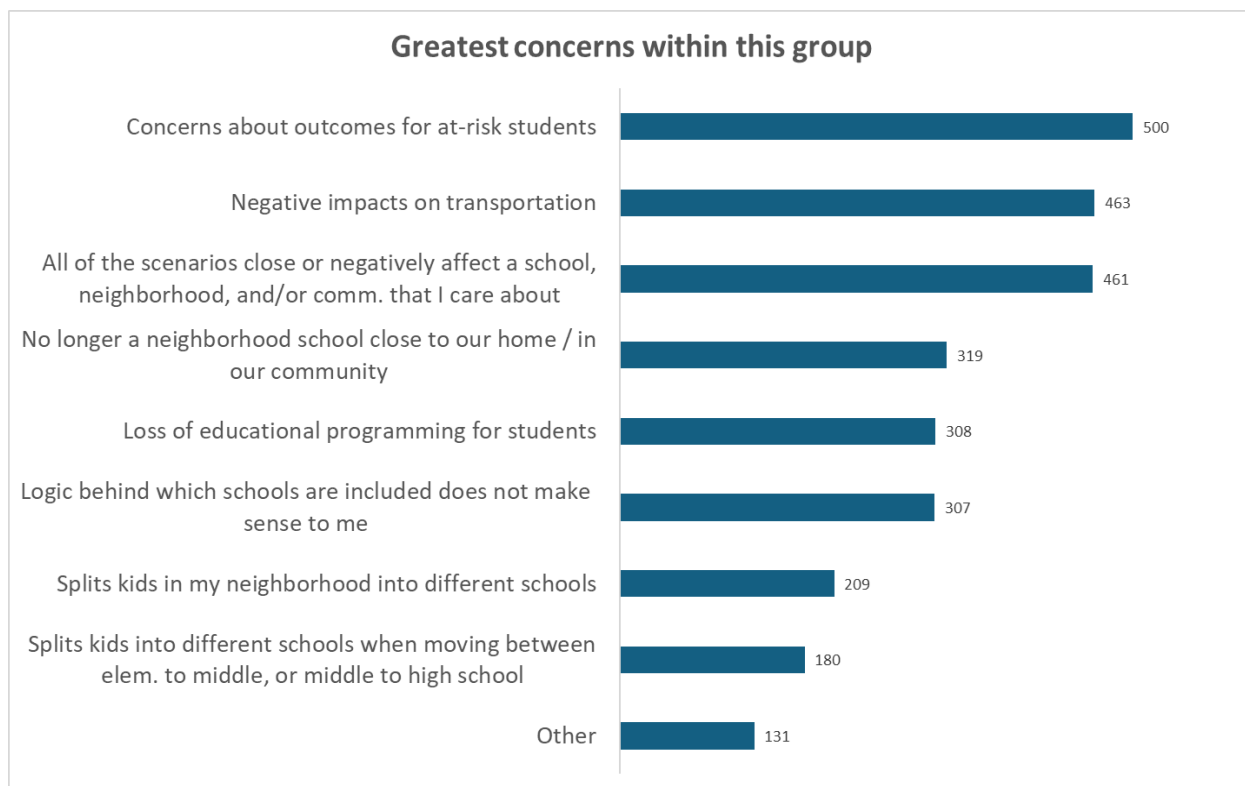


Reasons for preferences within this group:



Other: all of these scenarios are the same; keeps feeder patterns, Johnson building remains occupied, new space for Polaris, allows for continuous access between programs, keeps Olander as a neighborhood school.

Greatest concerns within this group:



Other: scenarios for this group are similar, there are no real options, why close Blevins when it has AC, loss of Webber/Johnson relationship, loss of social-emotional learning and counseling at Johnson, overcrowding and large class sizes harm kids, forces kids into new programs, loss of co-teaching at Beattie, difficult for Polaris to move, these scenarios harm the Rocky feeder system disproportionately, total lack of equity.

School by School Feedback & Considerations

Close Blevins Middle School

- Blevins is a school that supports low-income and at-risk students.
- The school has made recent investments in new air conditioning.
- Closing Blevins would create a "school desert" in the area, requiring many students to be bussed to other schools, which could lead to increased transportation costs and logistical issues.

Close Johnson Elementary

- The school's proximity to Webber Middle School provides unique opportunities for collaboration and transition between elementary and middle school students.
- Difficult for Polaris to move
- The school is also valued for its strong social-emotional learning programs and high levels of parent and community involvement.

Close Beattie Elementary

- Beattie is valued for its unique co-teaching model and open classroom concept, which are seen as beneficial for students and cannot be easily replicated in other schools.
- The school serves a diverse population, including many at-risk and low-income students.
- The school's location supports walkability and minimizes the need for bussing.

Themes from Open-ended Comments Specific to SW Schools

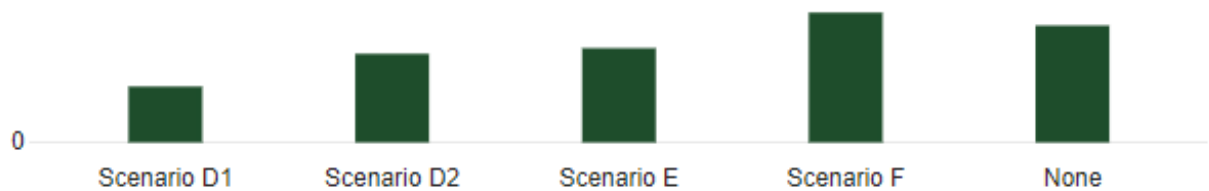
- These options are all the same
- Concerns about class sizes being too large at Webber.
- Equity concerns, proposed changes disproportionately affect schools serving marginalized and low-income communities in the Southwest.
- Need for better long-term planning and consideration of future growth and demographic changes in southwest neighborhoods.

Group 4: CLPEM, Irish, Dunn, Putnam, Polaris

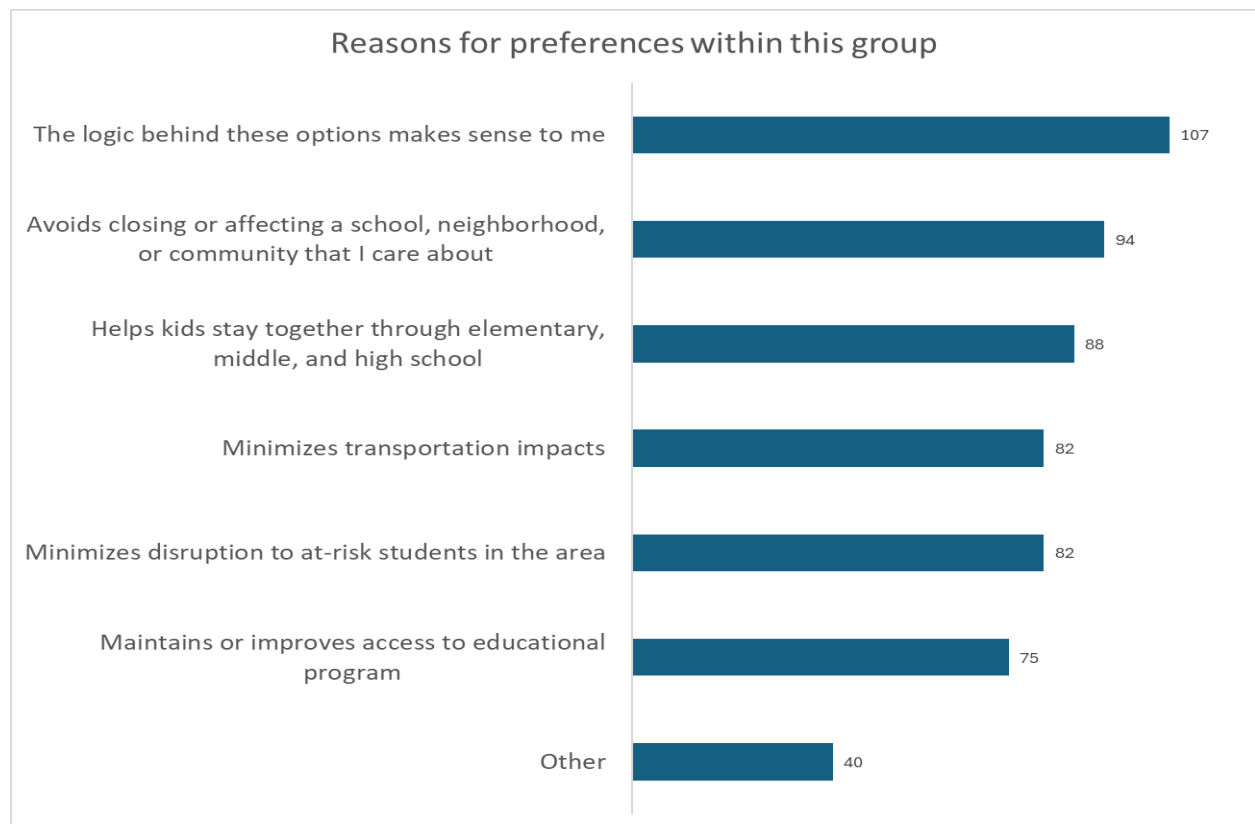
Group 4 consisted of options for elementary and middle schools on the Northwest side of the district including Cache La Poudre Elementary and Middle Schools, and Irish, Putnam, and Dunn Elementary, and a potential relocation of Polaris Expeditionary Learning School (K-12).

Scenario D1	Scenario D2	Scenario E	Scenario F
	Polaris: All of Polaris moves to Johnson Elementary School building.	Polaris: All of Polaris moves to Johnson Elementary School building.	
Cache La Poudre Elementary: Close CLPE, move students to Irish, Putnam, and Tavelli Elementary Schools			
Cache La Poudre Middle School: Close CLPMS and move students to Lincoln Middle School.			
Irish and Putnam: Irish and Putnam both keep their current boundaries. Students in K-2 may choose to attend either school and will receive bussing. New students in grades 3-5 will automatically go to Putnam. Promote Irish a Dual Language with guaranteed bussing for Spanish-speaking students, who can enroll at Irish year-round. Putnam becomes a CK school.	Irish: Move Irish to Polaris building as a 100% Choice Dual Language school, with potential to grow into K8 in the future. Former Irish boundary is absorbed by CLPE and Putnam, with adjustments to Dunn and Tavelli boundaries to balance enrollments.	Irish: Move Irish to Polaris building as a 100% Choice Dual Language school, with potential to grow into K8 in the future. Former Irish boundary is absorbed by CLPE and Putnam, with adjustments to Dunn and Tavelli boundaries to balance enrollments.	Putnam: Close Putnam, students move to Irish, Cache La Poudre (CLPE), Dunn, and Tavelli ES. Irish remains Dual Language, but students in grades K-2 may choose to attend either Irish or CLPE and will receive bussing to either school. New students in the expanded Irish boundary in grades 3-5 will automatically go to CLPE.

Preferences within this group for each of the scenarios (including 'None'):

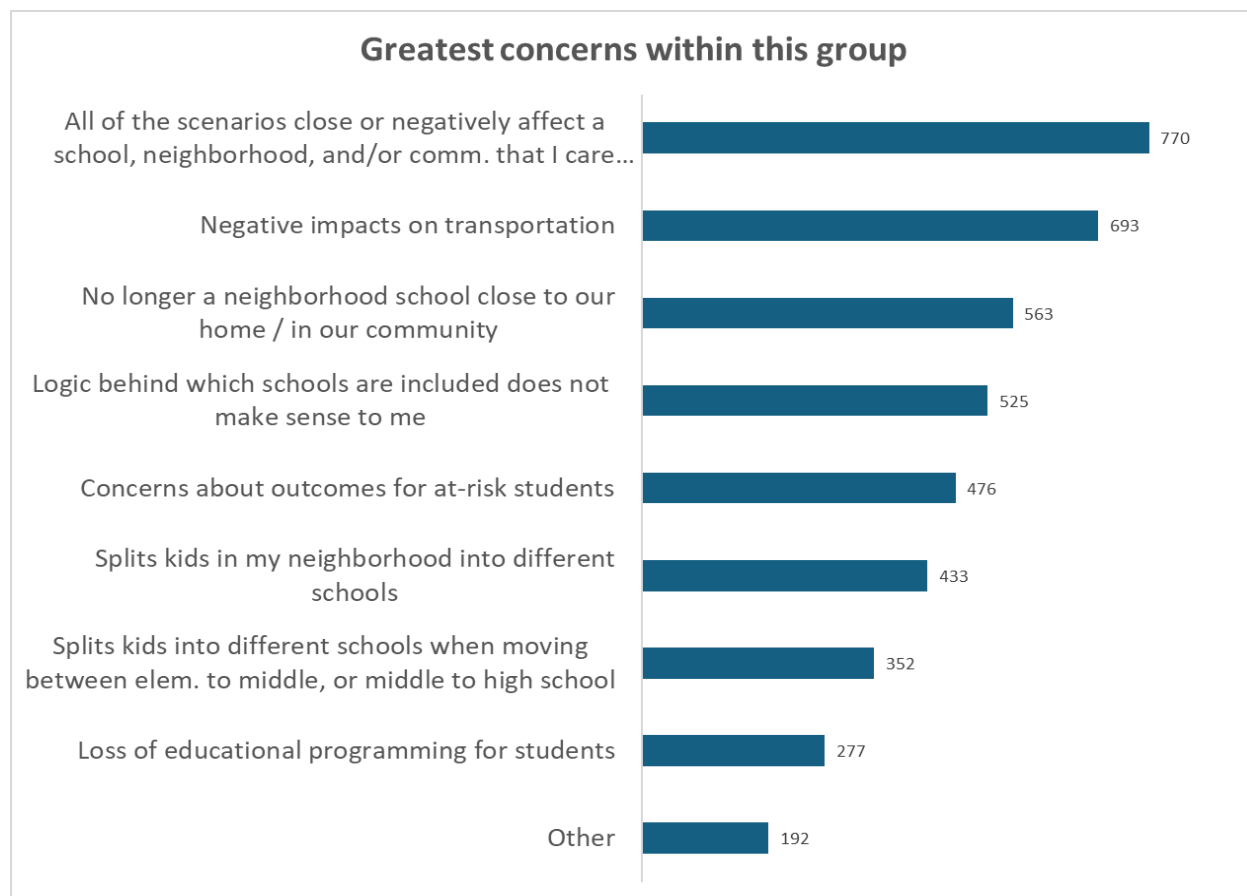


Reasons for preferences within this group



Other: expands DL programming, good to preserve CLP for Laporte and rural communities, supports transportation options to Irish, win-win solutions that balance NW enrollment, more equitable for at-risk students, minimizes number of schools closed, opens new space for Polaris.

Greatest concerns within this group



Other (192): Closing CLP deeply harms the Laporte community, creates a school desert in the center of town, increases transport times for students, overcrowding at NW middle schools, largely impacts low-SES schools, feels that the district is “catering” to Polaris vs. neighborhood schools, not enough discussion about space for ECE, equity indices are not considered.

School by School Feedback & Considerations

Close Cache La Poudre Elementary & Middle Schools

CLPE and CLPM serve a large geographical area, including many mountain and rural students who are already facing long commutes. Closing the schools would significantly increase travel times, making education less accessible for these students.

- Some suggestions include converting CLPE and CLPM into a K-8 school to maintain their presence and role in the community.

Move Irish Elementary or Expand Boundaries (with open bussing to OR Irish to Polaris 100% choice)

- Important to maintain and even expand Irish Elementary’s dual language (DL) program.
- Concerns about equity and ensuring that native Spanish speakers continue to have access to guaranteed bussing and DL programming.

- There are suggestions to make Irish a 100% choice school to enhance its dual language offerings and ensure it remains accessible to both English and Spanish speakers.

Expand Dunn Elementary Boundaries

- The boundary changes involve removing CSU international students from the neighborhood boundary, which affects a vulnerable minority population often without transportation.
- Some comments argue that Dunn's boundaries should not be adjusted as it is a thriving and full elementary school with a waitlist year after year.
- Dunn is criticized for catering to few neighborhood children and serving as a place for affluent families to exit from more diverse schools.
- There is a suggestion to close Dunn and redistribute its students to other schools like Putnam and Irish to achieve a more even distribution of free and reduced lunch populations and address equity issues.
- Dunn houses a Center-Based Autism (CBA) program, which is predicted to double in size next year.
- Some suggest moving the CBA program from Dunn to another school like Johnson, which has the space and a community need for such a program, ensuring these students remain well-supported within the district.

Close Putnam Elementary

- Putnam serves at-risk, low-income, and minority populations and closing it would exacerbate inequities in our community.
- From a Spanish-speaking respondent: Putnam is a community that provides security and care for the students, plus academic growth, so moving Putnam's students to other schools would be illogical.
- One respondent says that they don't support the expansion of CK programming because CK is centered entirely on white authors and isn't empowering for schools with diverse populations.

Polaris to Johnson

- The current Polaris building is described as ideal for its K-12 program, with its three wings supporting elementary, middle, and high school students.
- Concerns about the costs and logistical challenges of moving Polaris to a new building, particularly in replicating the facilities needed for high school science programs.
- Polaris has unique and successful educational programs, with a consistent waitlist and high demand.
- There is strong support for expanding the program to accommodate more students.
- Some comments suggest that moving Polaris to Johnson Elementary could be beneficial, allowing for better utilization of space and maintaining a vibrant school environment in the Johnson neighborhood. However, this move should ensure that current Johnson students are given priority to attend.

- Concerns are expressed about the potential disruption to the current Johnson community if Polaris were to move in, including issues such as increased traffic, rivalry between student populations, and the loss of the close-knit community environment.
- Ideas for maintaining and enhancing Polaris’s programs include keeping it at its current location, expanding the program to reduce waitlists, and ensuring that any moves or changes are carefully planned to minimize disruption to students and staff.

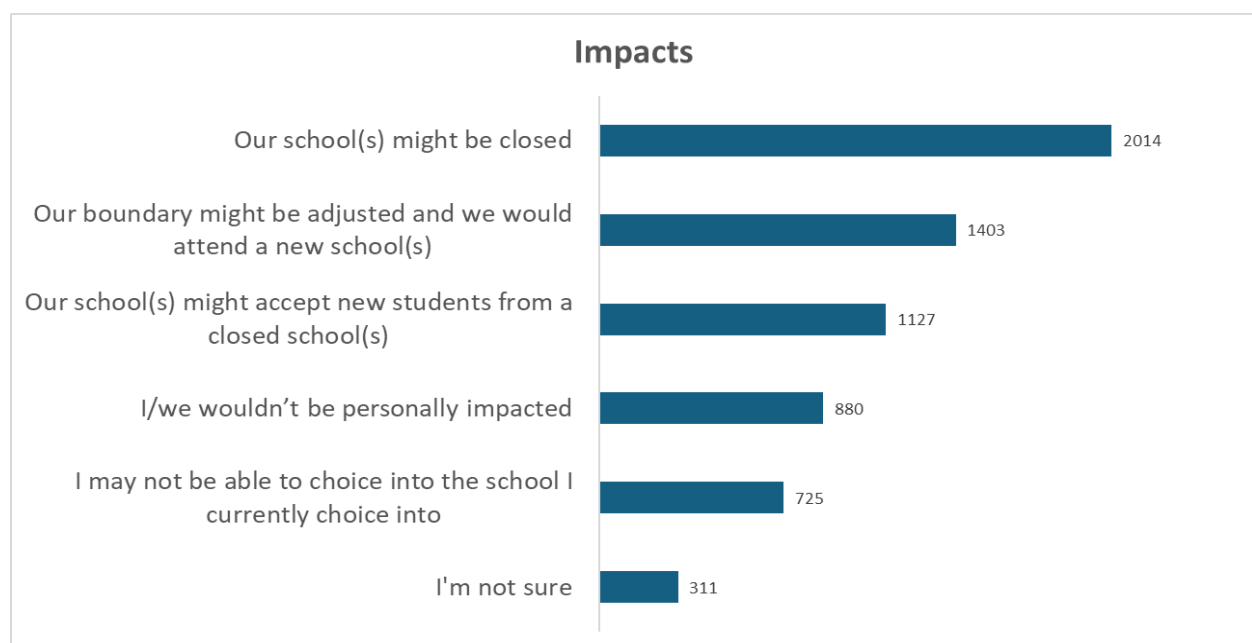
Themes from Open-ended Comments for Northwest Schools

- There is a strong call for prioritizing equity in decision-making and more thoughtful long-term planning that considers future growth and demographic changes.
- Explore alternative solutions, such as adjusting boundaries and improving utilization of existing facilities without closing schools.

SECTION 4: LOOKING AHEAD

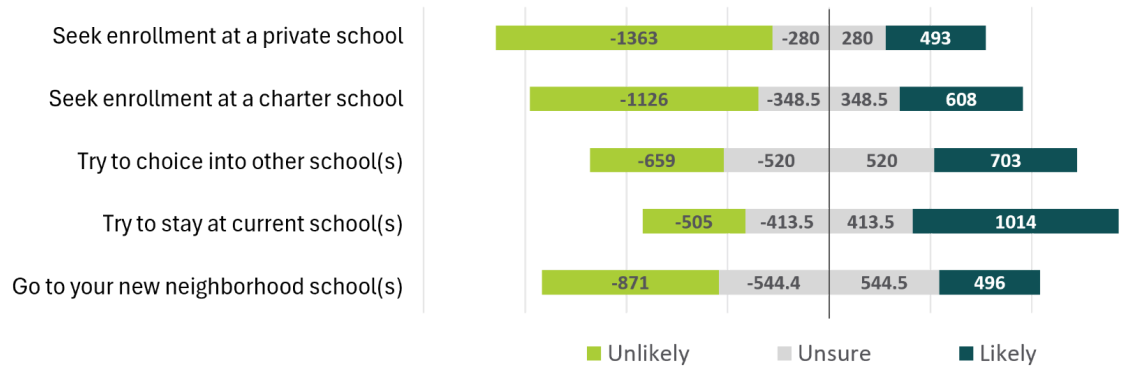
Impacts

Respondents were asked how they and/or their student might be impacted based on the included scenarios. The following represents respondents' answers from the most prevalent perceived impact to the least prevalent. A large number of respondents who indicated they would not be impacted were likely associated with a high school (see page 5).



Choice out

Respondents were asked how they would most likely choose to react if impacted by the scenario chosen by the School Board. Respondents indicated that they were most likely to try and stay at their current school(s) that are not their neighborhood school and were least likely to seek enrollment at a private school.

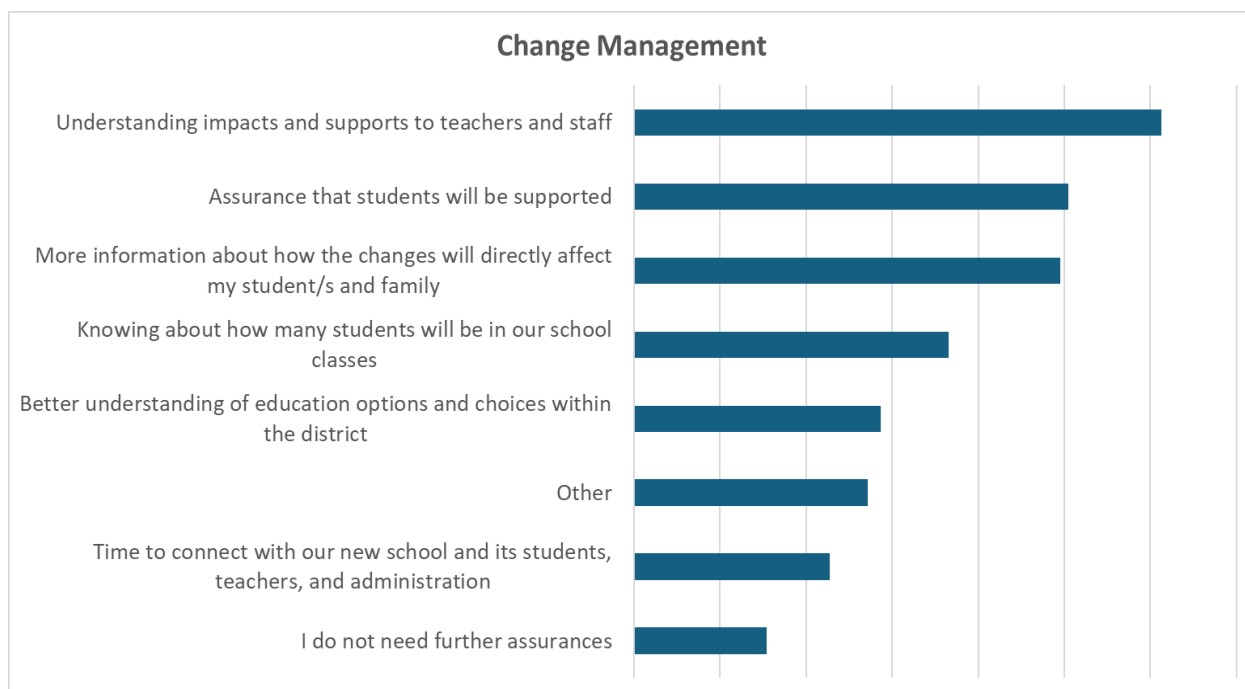


Common themes regarding school of choice

- Limiting school of choice could cause families to move to charter schools.
- Make PSD schools more appealing / competitive with charter school programming.

Change Management

Respondents listed that the following assurances would be needed during the change management process if they were to be impacted by a scenario chosen by the School Board:



Other (543): distrust of PSD administration and decision-making process, community needs to be heard and involved in decision-making, more transparency and clear communication, equity-focused decision-making ensuring that marginalized and at-risk populations are not disproportionately affected by changes, additional consideration and support for student access to specialized programs and resources, full consideration of transportation needs and logistics, consideration of impacts on property values.