

Lewis-Palmer School District
“D-38 Deliberates” Meeting Summary: December 5, 2018

Having concluded the D38 Deliberates community meeting on December 5, 2018, I respectfully submit the following report to the district leadership and D38 community. The information that follows is intended to document the evaluation of the process. Additional participant feedback regarding the content of the deliberation is included in a separate report.

Nothing in this report is intended as an endorsement nor condemnation of any position or priority. Rather, it is a reflection of the process which I facilitated and the participants’ evaluation on the process and its outcomes.

Contents of this report are as follows:

Basic Information..... 1
 Preference for Preschool Location in 2018-2019 1
 Arguments for Each Option 2
 Centralized..... 2
 Site-Based/Dispersed 2
 Hybrid..... 2
 Quantitative Evaluation Data Regarding the Process..... 3
 Qualitative Evaluation Data 3
 Kudos..... 3
 Suggestions for Improvement..... 3
 Table Facilitator Evaluations 3
 Emailed Suggestion 3
 Closing Thoughts 4

Basic Information

- The meeting was held at the D38 Admin Building on December 5, 2018 from 6-8 PM.
- Approximately 40 people attended with an additional 7 community volunteers who served as table hosts to facilitate small group conversation.
- The meeting included four main parts: a brief presentation regarding the importance of pre-school and the district’s legal obligations to provide services, an introduction of deliberation as a tool to manage difficult challenges, deliberation over the topic of pre-school locations for 2018-2019, and a closing/evaluation.
- At the conclusion of the deliberation participants shared their views in writing and provided feedback on the night as a whole. Participants also shared their preferences for preschool in 2018-2019 using colored index cards.
- Approximately 40 evaluations were completed and returned. The data that follows here reflect the results the process evaluation.

Preference for Preschool Location in 2018-2019

- Centralized: 2 (5%)
- Dispersed/Site-Based- 13 (33%)
- Hybrid/Some Consolidation- 24 (60%)
- Undecided- 1 (3%)

District staff also recorded the results of preferences expressed via raised cards by sub-group. In this, parents of current/future preschoolers showed a strong preference for dispersed/site-based pre-school programs.

Arguments for Each Option

Centralized

- More inclusive
- Efficiency of staff, resources, and curriculum.
- Long term- centralized is the best use of resources and opportunities for students.
- Purchased home based on centralized preschool idea
- NOTE- three people preferred centralized preschool as a long-term solution.

Site-Based/Dispersed

- Travel time/convenience (6)
- Sense of community, children being in home school with siblings and friends from their neighborhood (6).
- Comfort and continuity, empowering to have close connections. (6)
- Concern for safety with any solution, especially modular buildings (3).
- Prefer this but not sure how to manage it with BCES (2)
- Kilmer is a great place for site based. Great location, staff, etc. and familiar to the family.
- Dislike idea of cutting any tuition based students with centralization.
- Will lose parents with the hybrid idea.
- Added value and cost of private school

Hybrid

- Like two main centers (Grace Best with Kilmer satellite) to address geography and distance/convenience! (7)
- Site based is most popular with parents but no feasible for the district. (4)
- Some consolidation allows for more services/support for students and staff (3)
- Balances community connection with financial responsibility. (4)
- Opportunity for continued community/family/neighborhood and continuity (2)
- Keep pre-k on site and centralize preschool at PLEC and GBA. (2)
- Consider moving 6th grade to modulars and leave preschoolers in the elementary schools (move modulars to LPMS)
- Allows for a satellite option for those living far from town.
- Efficiency of staff, resources, and curriculum.
- Eases over-crowding until permanent solutions can be reached.
- Provides services to all students and helps ID needs before kindergarten. Develop a strong program that will grow.
- Incorporate two site-based preschool programs, pre-K, kinder, to allow CPP and exceptional students opportunity and an even playing field to teach while allowing current elementary schools to keep current pre-schools.
- Allows students who aren't ready for large groups to be in a more appropriate setting.
- There's NO room for centralization to happen. No room to keep at all sites.
- Move HAS to modulars.
- Limit size at site based to not impeded on K-6 classes. Send the overflow to a centralized location.

Quantitative Evaluation Data Regarding the Process

For each of the following five process evaluation questions, parties marked a score of 1 (strongly disagree) to 5 (strongly agreed). A score of 3 indicates neutral feelings. Averages scores for each of these questions are below.

1. Background information helped me better understand the challenges: 4.53
2. My table followed the ground rules 4.88
3. I was able to share my ideas: 4.88
4. I felt like my ideas were respected 4.90
5. My table host remained impartial: 4.88

Qualitative Evaluation Data

In addition to the quantitative data, participants were asked to share any additional comments, questions or suggestions. A summary of their comments to each of these questions follows here.

Kudos

- Very positive energy around consideration of moving current modulars to BC or K.
- I like the deliberative process these meetings use!
- Very informative discussion. (3)

Suggestions for Improvement

- Survey families/community to gather numbers of future families who would stay or go. (2)
- More folks might have voted for centralized if options were more defined (cost, location, etc.). Would be good to repeat with more information (2)
- Looking forward to the district/board making sound and quick decisions. Need to consider long-term solutions and growth to better manage them.
- Consider adding classrooms to buildings. Would be safer than modulars and still allow sense of community with neighborhoods schools.
- Intro was long. More discussion time would have been helpful.
- Looking into moving the 8-plex at Big Red to individual schools.

Table Facilitator Evaluations

Table facilitators were also asked to submit evaluations. six were returned. Based on these, table facilitators felt well prepared, that their tables followed the ground rules, that participants had enough background information, and that they were able to remain impartial.

Emailed Suggestion

Partner with Kids Country. Used in CA, when the schools got over capacity. Is a private contractor who builds onto the current elementary schools. Can accommodate WRAP or other programs offered for special needs or CPP students. Could be a combo for on-site preschool and centralized preschool. Don't have to worry about a building another site that would cost millions and no modular classrooms (which many are against for security reasons and so forth.) Make the next phase in our growing community more permanent to look like it belongs on the school campuses.

Hope the school district takes a hard look at our growing community needs before making such a drastic decision.

Closing Thoughts

It was my pleasure serving you in this capacity. I look forward to hearing more about your outcomes and would look forward to supporting your needs and your community in the future.

Carrie W. Bennett
Facilitator
Learning Through Difference, LLC