

Lancaster Central School District study question:  
*Are there options that might provide more cost-effective ways or patterns to organize how the PreK-12 program is implemented/delivered over the next three years?*



RESULTS OF THE  
*PLANNING FOR THE FUTURE*  
WORKSHOP OF THE  
*LANCASTER CENTRAL SCHOOL DISTRICT*  
BOARD OF EDUCATION and  
SUPERINTENDENT

ON NOVEMBER 27, 2017

Workshop facilitated and report prepared by:  
SES Study Team, LLC

December 1, 2017

*Custom tools and research to aid a school district in defining a vision and decision options for serving students in the future."*

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### **Planning for the Future**

A Customized Workshop Presented to the Board of Education and the Superintendent of Schools  
for the Lancaster Central School District

Central Avenue Board Room  
November 27, 2017; 6:30 PM

Workshop facilitators, the SES Study Team:  
Paul M. Seversky and Douglas Exley

### **WORKSHOP AGENDA**

1. Welcome and introduction to tonight's workshop: President of the Lancaster Central School Board of Education, Mr. Patrick Uhteg
2. *What are the key questions/data that our school community needs to answer/discuss about how best to organize and deliver the grades pre-kindergarten through grade twelve program over the next three years?*

#### *Outcomes:*

1. A rank-ordered tool that the district can use to focus their continued discussions, analysis, and actions.
2. A blueprint for the study and for other district leadership analysis and research.

#### Particulars about the Study:

- ✓ The study question:

*Are there options that might provide more cost-effective ways or patterns to organize how the PreK-12 Program is implemented/delivered over the next three years?*

- ✓ Methodology for the study; a focus on possible options and their 'opportunities and challenges'.
- ✓ Baseline tools. *Enrollment/Demographic Study, Pupil Capacity Study*
- ✓ The *Program Implementation Study* as a tool for: school community discussion, analysis, possible decision making.
- ✓ Public communication about the study and the role of the Board and district leadership.

3. Closing Thoughts by:

President of the Board of Education, Mr. Patrick Uhteg  
Dr. Michael Vallely, Superintendent

A result of the *Planning for the Future Work Session* is a tool that documents an outline of the priorities, values, questions, and objectives of the Board and administrative team as they proceed with long-range planning for the school district. A second result of the planning session is to inform the public about 'what is on the minds' of the Board of Education and the administrative team as they work on a key element of their roles—long-range planning. The planning tool developed this evening will be compiled and posted on the website of the district. Participation in the workshop is by the Board members, the Superintendent, and the administrative team members. Visitors to the workshop usually gain valuable insights as they listen and observe the Boards and the administrative team work together.

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On November 27, 2017, the Lancaster Central School District Board of Education and Superintendent worked together in a public workshop session to answer the following question:

***What are the key questions/data that our school community needs to answer/discuss about how best to organize and deliver the grades pre-kindergarten through grade twelve program over the next three years?***

The purpose of the effort was to create a written tool by the Board and Superintendent that will guide the study commissioned by the Board. The goal of the study is to answer the following question:

*Are there options that might provide more cost-effective ways or patterns to organize how the PreK-12 Program is implemented/delivered over the next three years?*

The study will ‘hold up a mirror’ to many data sets about the district. The result is to identify a range of possible scenario options that the district and community *may* want to consider as they chart the future of the Lancaster Central School District.

The written tool developed at the November 27 workshop also is valuable to engage public discussion and staff discussion about the short range and long range future efforts of the school district.

All of the ‘answers’ to the workshop question provided by the Board of Education members Superintendent are important. All are listed in this workshop-outcome report. The rank-ordering of the ‘answers’ by the Board and Superintendent is a preliminary scan. The scan suggests which of the items might be given priority collaborative attention by the study, district, and community in identifying viable scenario options that the Lancaster Central School District may or may not want to pursue.

Planning for a people-service organization is not a static effort. The ‘life’ of a school district serving the young people and community is dynamic. It often is influenced by variables over which the district and community have no direct control. Such variables include future pupil enrollments, State policy about school funding, and the local economy. This guide that lists the values expressed by the Board of Education and Superintendent will help focus the development of the study of options to deliver and implement the educational program in the future. It also may help community discussion of a very important public policy planning decision faced by the Board of Education over the coming months.

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## **Background about the Commissioned Study**

Long range planning by the Board of Education is an integral part of the culture of the policy leadership of the Lancaster Central School District.

In November the Board of Education commissioned The SES Study Team, LLC to prepare the study to help the Board, leadership team, and community analyze possible options to organize and deliver the Lancaster program in the future.

The role of the Study Team is to “hold up a mirror” to data about the school district, organize the data without bias into useable planning tools for the school district and the community. SES, as ‘guest outsiders’, will identify (as guided by the data) possible ‘doable’ options, and suggest *opportunities and challenges* of various optional scenarios to implement/deliver the educational program. The role is accomplished with transparency of the data; with no bias toward particular possible options; and without advocacy of which option(s) should be implemented. The only stake the consultant has in what the Board ultimately implements or decides is: ‘Did the work of the study *help the district* make the best decisions possible to serve Lancaster Central students in the future?’

The study will be prepared over the next five to six months. As each research tool for the study is prepared, it will be posted on the Lancaster School District website to encourage all stakeholders of the school district to discuss and analyze pertinent data that are baseline tools to help school district planning.

This report of the results of the *Planning for the Future Workshop* with the Board of Education on November 27 is the first research tool of the study.

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***What are the key questions/data that our school community needs to answer/discuss about how best to organize and deliver the grades pre-kindergarten through grade twelve program over the next three years?***

<b>Rank Order</b>	<b>Key Questions/Data/Topics Identified and Rank-Ordered by the Lancaster School District Board of Education and Superintendent on November 27, 2017</b>
1	Communication and transparency of information with all stakeholders.
2	Options that will allow flexibility for Lancaster to provide current and possibly future programs (like: STEM approaches, career tech academies.....)
3	What are the current pupil capacities of our school buildings?
4	Are there options that can help reduce time on the bus by K-3 pupils?
5	Options that focus on supporting student performance and program offerings.
6	Options that will address social-economic diversity among the elementary school attendance zones. Are there special needs programs that now are served outside of the district that could be served in a program and cost-effectively manner within the Lancaster schools?
7	Is a 'North-South' configuration for pre-K-3 a viable option?
8	If 4, 5, 6 were delivered in a different way, what program elements might be lost or gained?
9	Are we using the school buildings as best as possible to serve the grade levels?
10	What are up-to-date enrollment projection data, staff/FTE costs, transportation costs? What might be the estimated cost impact of the various options?
11	How might the various options influence staffing?
12	Sensitivity to how the options might influence family 'habits' and culture.
13	How options address 'school culture' with such items as class size, condition of the school buildings, home location of students served at respective elementary schools.
14	Involvement of staff in reviewing of option ideas.

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