



Carson Elementary
Collaborative School Committee
April 25, 2017

CSC Members: Wendi Drummond, Matthew Parsons, Jennifer Villier, Denna Kennedy, Kimberly Ulery, Denise Cushing, Erica Kouzmanoff-Vymyslicky, Anne Larkin

District Representatives:

Mike Johnson- School Board Member
 Brian Eschbacher- Executive Director of Planning and Analysis
 Lee Cooper- Instructional Superintendent
 Rebecca McKinney-Director of Gifted and Talented
 Julie Hemphill- Deaf and Hard of Hearing Program Manager

Time	Agenda Item	Facilitator	Notes/Follow-Up
5PM	Welcome/Introductions	Anne Larkin	<p>District Representatives: Mike Johnson- School Board Member Brian Eschbacher- Executive Director of Planning and Analysis Lee Cooper- Instructional Superintendent Rebecca McKinney-Director of Gifted and Talented Julie Hemphill- Deaf and Hard of Hearing Program Manager</p> <p>CSC members: Denna Kennedy, Kim Ulery, Denise Cushing, Wendi Drummond, Jenny Villier, Erica Kouzmanoff-Vymyslicky</p> <p>*table introductions</p>
5:10PM	Enrollment Update	Brian Eschbacher	<ul style="list-style-type: none"> • January – middle of choice – finish choice process, then later meet to discuss enrollment changes. • Now: given growth in the neighborhood, what next? <ul style="list-style-type: none"> ◦ Carson enrollment is expanding, not typical of other trends in the district • Kinder choice 2016 vs. 2017 – 58.8% more students participated in choice – kinder applications in the area of any school in-district <ul style="list-style-type: none"> ◦ Rare for trend to be linear, compared to other areas: <ul style="list-style-type: none"> ▪ Steck – high growth in the past, 2 years of decline ▪ Bromwell – same ▪ Slavens – same ▪ Stapelton – built 500 single-family homes, decline in choice ◦ Neighborhoods grow and decline • % of families attending a school other than Carson (in DPS): <ul style="list-style-type: none"> ◦ 2012 – 26% attended elsewhere

			<ul style="list-style-type: none"> o 2015 - 18% o 2016 - 12% o 2017 - 12% <p>Kinder - 80 (# traditionally drops) 1st - 78 2nd - 78 3rd - 83 4th - 87 5th - 74 Total enrollment: 480</p>
5:15PM	Presentation of Capacity Relief strategies used in DPS	Brian Eschbacher	<p>A look at current class sizes shows the rooms needed to support students in the building:</p> <ul style="list-style-type: none"> • Based on current growth, Carson would require 5-6 more classrooms to support students residing in the boundary • How should DPS provide classrooms to allow all boundary students to attend Carson in the future? In other places: <ul style="list-style-type: none"> o Relocate programs to another school o Alter the school boundary o Build a new school o Build an addition o Install modular classrooms • Relocation - evaluate regional schools to see other location options for HGT and DHH <ul style="list-style-type: none"> o HGT - grades 1-4 --79 students o DHH - 21 students • Boundary change - adjust the existing boundary for Carson so fewer students would have a guaranteed seat <ul style="list-style-type: none"> o In the past: find a school with capacity, shift geographic area closest to that o Look at major streets • Build a new school - new schools become an option if there are 300+ more students enrolling in an area <ul style="list-style-type: none"> o Acreage - 10-12 acres needed o 30 million dollars o Need a lot of students to fill • Addition to existing building - to the northeast or southwest end of the building (no plans have been developed) <ul style="list-style-type: none"> o Would require additions to shared spaces: cafeteria, gym o Can add on to another school o No plans - would cost several million dollars o The school was not designed to add another floor ("pop the top") • Modularity - lower cost than addition, but can be an inefficient use of space and can be disruptive to the school day because they do not have plumbing <ul style="list-style-type: none"> o No plumbing - used for specials o Cafeteria may still need to be expanded to support the addition of 125-150 students. <p>Question about timeline: For every proposal, each student currently here would be able to finish at Carson. Changes to boundaries could impact students not yet currently enrolled.</p>

			<p>Question about numbers: HGT has about 20/grade level, traditional has about 55-65/grade level</p> <p>Question about resources for additions/modular – no capital funding at this time --identify funding source, work with board of education --could pass bond in 2020 to be used in 2021</p> <p>What is ideal capacity? -- 25 students/classroom to fund the school</p> <p>Question from community member- Have we looked at making the building a more efficient use of space? -- all the walls would need to be knocked down and would cost just as much as everything else suggested – students would be out of the building for a year</p> <p>How many classrooms do we need? – 5 or 6, modular supports 2 (3 modulars needed) Getting rid of 2 programs opens how many rooms? -- 2 DHH classrooms, 5 HGT rooms</p> <p>Question from community- What is the max number of students allowed in one classroom? – 35</p> <p>Question from community- Are students here going to be in large classrooms, no matter the changes that happen? – meeting this evening is to address trends in enrollment/long-term planning</p> <p><u>Timeline:</u> Relocating programs: start in 2018-19, gradual change so students can finish at Carson Altering boundary 2018-19 New building – years Build an addition – potentially fall of 2018, assuming money could be found Modulars – 2018</p>
5:30PM	Community Brainstorm of additional strategies	Emily Holmes	<p>Other options:</p> <ul style="list-style-type: none"> o Split the school (like Denver Language School) – different grade levels at different campuses <ul style="list-style-type: none"> o Would have to send 2 grade levels to another school <ul style="list-style-type: none"> ▪ 4/5 or K-1 o Staggered start times? – students would still need to share space for core classes
5:45PM	Community Discussion: Pros/Cons of all presented strategies	Emily Holmes	<ul style="list-style-type: none"> o As a table, discuss pros/cons of each strategy <ul style="list-style-type: none"> o Notes on a graphic organizer <p>Create a summary statement of the pros/cons for the table's assigned strategy</p>
6:20PM	Summarization of Pros/Cons	Anne Larkin	<p><u>1a. relocating HGT</u> <u>pros</u> – frees up 5 classrooms, encourage more diverse learners in the traditional classrooms <u>Cons</u> – community in the school might be changed, HGT students are in the Carson community already, possibly lose specialized teachers, unable to support general ed.</p> <p><u>1b. relocating DHH</u> <u>pros</u>– less disruptive than boundary changes, better facility for DHH possibly <u>Cons</u> – lose diversity in community, students integrated with traditional students learn from DHH, loss of personnel and funding</p>

			<p><u>2. boundaries</u> <u>pros</u>- will overall solve enrollment, would be able to add choice students if needed <u>cons</u>- worried about losing property values, splitting families, no guarantees that there's room in neighboring schools</p> <p><u>3. new school</u> - <u>pros</u>: new school may attract families <u>Cons</u> - no money, no land New school could possibly be a DSST - no land, no money, would require boundary changes</p> <p><u>4. addition</u> - cons - construction, playground space, money pros - less disruptive to school community/families, allows Carson to maintain the "diversity" achieved through the 3 programs.</p> <p><u>5. modular</u> - <u>Pros</u> - makes room, possibly allow for funding from other schools (relieving pressure from other buildings) <u>cons</u> - playground space, plumbing</p> <p><u>6. split school</u> <u>Pro</u> - continuity of community, lower number of people opting out of split school scenario <u>Cons</u> - difficult to manage 2 campuses, difficult for families (pick up/drop off), decreased sense of community</p>
6:25PM	Presentation of district level next steps	Brian Eschbacher	<ul style="list-style-type: none"> o Sticky note vote for individual feedback o Next CSC meeting May 9th
6:30PM	Summary of Minutes/Adjournment	Erica Kouzmanoff-Vymyslicky	