



Carson Elementary

Collaborative School Committee

May 9, 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

David Suppes – Chief Operating Officer

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	<ul style="list-style-type: none"> <li>• CSC members: Anne Larkin, Kimberly Ulery, Jenny Villier, Matt Parsons, Denna Kennedy, Denise Cushing, Erica Vymyslicky, Wendi Drummond</li> <li>• District representatives: David Suppes, Mike Johnson, Lee Cooper, Rebecca McKinney, Brian Eschbacher</li> </ul> <p>Purpose of meeting is to continue discussion of relief capacities from last meeting in April</p>
5:10PM	Recap of capacity relief process	Brian Eschbacher	<ul style="list-style-type: none"> <li>• How to create 5-6 classrooms to meet anticipated growth needs               <ul style="list-style-type: none"> <li>○ 2017-18 – trading ECE room for a Kinder room</li> <li>○ As time goes on, will need 3 traditional rooms per grade level to meet neighborhood needs</li> </ul> </li> <li>• Last meeting: 6 options addressed               <ul style="list-style-type: none"> <li>○ Relocate programs to other schools</li> <li>○ Alter school boundary</li> <li>○ Build a new school</li> <li>○ Build an addition</li> <li>○ Install modular classrooms</li> <li>○ Split grade levels across 2 campuses</li> </ul> </li> </ul>
5:15PM	Recap of community/staff/district input	Brian Eschbacher	<ul style="list-style-type: none"> <li>• Pros and cons for each option presented               <ul style="list-style-type: none"> <li>○ Most popular choices:                   <ul style="list-style-type: none"> <li>▪ Build an addition</li> <li>▪ Relocate the HGT program</li> </ul> </li> </ul> </li> </ul> <p>Addition to existing building:</p> <ul style="list-style-type: none"> <li>• Addition would require 6 additional classrooms and additional square footage for the cafeteria</li> <li>• Total enrollment would be 575-600 for the school</li> <li>• Would require loss of playfields and parking</li> <li>• Shared spaces for the arts and PE would have more usage</li> <li>• Rough cost estimate: \$5,000,000 – there is no funding currently available</li> </ul>

			<p>Carson was not designed to have a second floor added, and doing so would cost even more</p> <p>Program relocation:</p> <ul style="list-style-type: none"> <li>• DPS is confident in the ability to phase in the magnet, self-contained HGT program to another school in the region</li> <li>• The receiving school would be SPF green, similar to Carson</li> <li>• No current students would be required to relocate; the program will phase-in over time <ul style="list-style-type: none"> <li>◦ 5 year phase-in</li> </ul> </li> </ul> <p>All existing students currently in the self-contained HGT program would be able to stay at Carson</p>
5:25PM	Preliminary Recommendation	Anne Larkin / Brian Eschbacher	<p>Factors considered for recommendation: Areas of priority from school leadership/staff:</p> <ul style="list-style-type: none"> <li>*ability to continue serving all students currently here and meet their individualized needs</li> <li>*maintain the high level of support for our teachers</li> <li>*maintain the positive staff and community culture</li> </ul> <p>District staff factors considered:</p> <ul style="list-style-type: none"> <li>*utilize available classrooms in the region, providing appropriate stewardship of public resources</li> <li>*minimize disruption to campus</li> <li>*maintain options for future expansion at Carson if growth requires it</li> </ul> <p>Recommendation – relocate self-contained HGT</p> <ul style="list-style-type: none"> <li>• Ability to continue serving all students currently here and meet their individual needs, including HGT students in traditional classrooms</li> <li>• Values diversity by continuing DHH program at Carson</li> <li>• Maintain strength of relationships of the community by keeping the school closer to 450 students</li> <li>• Higher ability to keep siblings together in the future through HGT</li> <li>• Utilizes open classrooms in the region at a high-performing school</li> <li>• Allows Carson to continue to accelerate/enrich students who are identified as Gifted</li> <li>• Allows for future expansion if needed</li> <li>• HGT services and programming at Carson would be continued, but not in a self-contained classroom <ul style="list-style-type: none"> <li>◦ Create a model that works for Carson students through collaboration with GT teacher and Rebecca McKinney</li> </ul> </li> </ul> <p>One challenge currently – siblings cannot stay together (HGT student in one program, sibling can't choice in and attend traditional program at Carson)</p>
5:35PM	CSC and community Q&A	Anne Larkin	<ul style="list-style-type: none"> <li>• So the magnet program is gone? <ul style="list-style-type: none"> <li>◦ Students who are currently here will remain in the HGT self-contained – no new classes will be added</li> </ul> </li> <li>• So if a 3 year old tested in to HGT, then where would they go? <ul style="list-style-type: none"> <li>◦ Students who test into HGT could attend the magnet program at another school; this would be parent choice</li> <li>◦ Students who are identified HGT and stay at Carson will be served in the traditional classroom through a model created in conjunction with the GT teacher and the HGT District office</li> </ul> </li> <li>• Haven't studies proved that the majority of HGT students thrive better in a self-contained classroom? <ul style="list-style-type: none"> <li>◦ It's very student-dependent. There are HGT students in traditional classrooms who have their needs met. Key</li> </ul> </li> </ul>

			<p>factor – a school who has a strong model that meets students' needs.</p> <ul style="list-style-type: none"> <li>○ HGT self-contained will be offered at another school.</li> <li>○ Over time, all 5 HGT classrooms will be at another school.</li> <li>○ DPS has other self-contained HGT classrooms/programs in other schools already</li> </ul> <ul style="list-style-type: none"> <li>• Next year, will there still be HGT self-contained? <ul style="list-style-type: none"> <li>○ Yes.</li> <li>○ 2017-18 no changes to HGT self-contained</li> <li>○ 2018-19 2-5 grade at Carson</li> <li>○ 2019-20 3-5 grade at Carson</li> <li>○ 2020-21 4-5 grade at Carson</li> <li>○ 2021-22 5<sup>th</sup> only at Carson</li> <li>○ 2022-23 No HGT self-contained at Carson</li> <li>○ Moving the HGT magnet program allows Carson to serve the neighborhood school, including HGT students who remain at Carson</li> </ul> </li> <li>• What happens to the HGT teachers? Do they stay or do they have the option to go with the self-contained HGT classroom? <ul style="list-style-type: none"> <li>○ Teachers have the option of staying or applying for the HGT self-contained classroom position at the school it will be located</li> <li>○ Current HGT teachers at Carson have said they would want to stay at Carson</li> </ul> </li> <li>• It seems like a lot of the kids in HGT are already at Carson...isn't that back to the same problem very quickly? Shouldn't we be planning to build an addition soon anyway? At the last meeting you showed us a slide that showed that our boundary/neighborhood is growing...shouldn't we have this on the bond to build an addition? <ul style="list-style-type: none"> <li>○ In the HGT program, there are 19 students from the Carson neighborhood (out of the total HGT program of 80 students)</li> <li>○ Year over year (next 5 years), we will be adding an additional classroom (3 traditional classrooms for each grade level, as self-contained HGT phases in to another school)</li> <li>○ In other neighborhoods in the district, data reflects that areas go through phases of growth and decline over time</li> <li>○ Only 19 out of 80 self-contained HGT students are neighborhood (25% neighborhood, 75% are not)</li> <li>○ Continue to monitor enrollment on a year-by-year basis, not in a place today where decisions about building an addition/bond should be made</li> </ul> </li> <li>• It always seems like the funds aren't there. What is the process? <ul style="list-style-type: none"> <li>○ Voters – pass a bond (2016) <ul style="list-style-type: none"> <li>▪ The year before considering a bond, needs of the district are taken into consideration</li> </ul> </li> <li>○ Internal staff looks at needs of the district, citizens committee prioritizes needs, then makes a recommendation to the school board, the board decides to put it on the ballot</li> </ul> </li> <li>• Let's assume we continue to grow. Can we get your assurance that if we meet the threshold, we can get that addition, or all options on the table every time? Can we not be whittling down the school, we're taking away a great thing about the school. I just don't want to be the school that's always last in priority. <ul style="list-style-type: none"> <li>○ We have needs that far exceed our options with funding available</li> <li>○ Have to consider all options</li> <li>○ Do our best, try to be as fair and open as possible, not everyone gets everything that they'd like</li> </ul> </li> </ul>
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5:55PM	Summary/Identification of next steps	Anne Larkin/Brian Eschbacher	<ul style="list-style-type: none"> <li>○ Next meeting May 23<sup>rd</sup> -- Carson meeting with school leader of receiving school</li> </ul> <p>Carson CSC specific email address – send additional questions or unresolved issues</p> <p><a href="mailto:Carson_csc@dpsk12.org">Carson_csc@dpsk12.org</a></p> <p>click on the app to send an email to CSC</p>
6PM	Review of Minutes and Adjournment	Erica Kouzmanoff-Vymysliky	

