

**Long-Range Planning Committee**  
**May 17, 2017**  
**4:00 p.m.–6:00 p.m.**  
**Ames Multipurpose Room**

**“To review the district physical plant, program capacity, enrollment boundaries, transportation routing, and major capital equipment requirements, and determine what improvements to efficiency, sustainability, and infrastructure needs may be required during the next five to ten years.”**

**Attendees:** Terry Davis, Diane Doney, Shannon Bingham, Nicole Moyer, Betty Timmer, Dana Wedlick, Bob Colwell, Bill Canterbury, Brian Bostwick, Brett Collins, Chris Jobanputra, Karen Johnson, Lucie Stanish, Carmen Yon, Alan Moore, Erick Hartzell, Dave Culp, Mary Haas, Kathleen Ambron, Mike Porter, Jessica Gould, Brad Leitner, Patti Turner, Melissa Cooper, Donna Villamor, Clay Abla, Nate Thompson

**Absent:** Becca Damiano, Ralph Dergance, Roy Tanner (Carmen Yon attended in his place), Mark Crisman (Alan Moore attended in his place), Diane Leiker, Mark Lindstone

**Minutes:**

1. Welcome and review agenda
  - a. Diane welcomed committee members and provided an overview of what would be discussed.
2. [Presentation - Programs](#)
  - a. **Patti Turner, Director of Learning Services**
    - i. Patti presented the [2016 District Performance Framework](#) and talked about the information this provides and how this information guides the work of the district towards student growth and achievement.
    - ii. Discussed Title I and what this means for our schools and our funding (East, Field, and Centennial are Title I schools).
      1. Those schools receive approximately an extra \$1300 per pupil to serve their special populations.
      2. These are the highest concentrations of poverty and also the highest concentrations of students learning English (ELD programs).
    - iii. Gifted and talented services and support are found in every school.
  - b. **Kathleen Ambron, Director of Elementary Education**
    - i. Current structure: students attend a K–5 school, and this is something we would like to maintain.

- ii. Ideal: “4-round schools” where each school would have 4 sections of each grade level, which would mean an enrollment of just around 600 per elementary.
  - 1. Robust staffing model (including mental health staffing).
  - 2. Principal and an assistant principal or a dean.
  - 3. 4 classrooms where you can group students (i.e., if you have a group of 5th graders who are ready for 6th grade math, you can group them for that subject).
  - 4. Allows for full-time teachers for art, music, and PE, plus an extra slot, which can be filled with a specialized class like STEM.
  - 5. Wilder, Franklin, Lenski are examples of 4-round schools.
- iii. Another ideal: funded full-day kindergarten (parents don’t have to pay).
  - 1. We are able to do this at our Title I schools, as well as Moody and Hopkins.
  - 2. Other schools have tuition-based full-day kindergarten
    - a. Kindergarten Extended Day has a certified teacher all day and parents pay the other half of their salary.
    - b. K+ is where kindergarten student has a paraprofessional running an enrichment program in the other half of the day.
  - 3. We would have to evaluate needed space for all kindergarteners to attend full-time, as there is an increased space requirement.
- iv. Early Childhood Education (ECE)
  - 1. ECE Centers: The Village at Ames and The Village at North.
    - a. Parents can qualify for free ECE.
      - i. Students with disabilities.
      - ii. Head Start program (funded based on risk factors and economic factors).
      - iii. Colorado Preschool Program provides a free half-day based on at-risk and economic factors.
  - 2. Site-based preschools: Hopkins, Highland, Peabody, Wilder, and Moody.
    - a. All tuition-based.
  - 3. Funded ECE would be ideal.
    - a. Makes a huge difference for students as they enter kindergarten.
    - b. Certified ECE teachers a goal.
    - c. Transition to district ECE sites, rather than current site-based model.

**c. Clay Abla, Director of Secondary Education**

- i. Clay brought a handout showing what sorts of [career and technical education offerings](#) are available at our high schools.
- ii. Comprehensive Secondary School
  - 1. Middle School

- a. Grades 6–8
    - b. Math, English, Science, Social Sciences, Art, PE, Music, World Languages, STEM
    - c. Intramural sports
  - 2. High Schools
    - a. Grades 9–12
    - b. Same core classes, plus career and technical education classes (CTE) to create career pathways (see linked handout).
- iii. Career and Technical Education (CTE)
  - 1. Students who want to take CTE classes at a location other than their school, but the student is on their own for transportation; scheduling can be an issue as well.
  - 2. CTE courses count for elective credit; still need to meet graduation guidelines for required core coursework.
  - 3. Cherry Creek Schools is looking to build a CTE center over near Dove Valley.
    - a. We are partnering with them in the design of that facility and some of our students will likely take classes there.
- iv. Early high school
  - 1. Begins next year at LHS.
  - 2. Identify kids who want an early high school experience as 8th graders.
    - a. They have to apply and meet certain criteria.
    - b. 32 enrolled for next school year.
    - c. They attend those classes at LHS.
  - 3. This doesn't mean they get to graduate early, but this enables them to explore more options in classes because they have more time to complete the graduation requirements..
- v. International Baccalaureate (IB)
  - 1. Located at LHS.
  - 2. About 100 students choose to enroll at LHS for that program.
- vi. Athletic facilities
  - 1. High schools have athletic facilities on-site for outdoor sports.
  - 2. Lots of lacrosse teams practice at the middle schools because we don't have enough field space for them.
    - a. We partner with South Suburban on facilities (for example, golf), and South Suburban can use our fields as well.
  - 3. District Stadium (illuminated and has artificial turf).
  - 4. Growing numbers of kids participating in athletics, and we vie for certain field space.
    - a. Stadium is the only turf field and the only field with lighting.

- b. Littleton's Brookridge Field Park is lit with very old lights mounted on telephone poles.
    - 5. Sports participation can count towards a certain number of PE credits (but doesn't count for all their PE requirements--students will still have to take PE class(es)).
  - d. **Nate Thompson, Director of Social, Emotional, and Behavioral Services**
    - i. Nate brought a handout detailing [Alternative Education and Special Programs](#).
    - ii. Increase in Social/Emotional/Mental health needs for our students.
    - iii. Future: finding connections that help students with alternative learning styles is key in fostering a desire to come to school.
    - iv. Currently looking for a way to connect students who won't meet graduation requirements to a program that will help them study/prep for the GED exam and set them up to attend a community college once they pass.
  - e. **Melissa Cooper, Director of Special Education and Student Support Services**
    - i. Melissa talked about a continuum of services for all students identified as having a disability.
      - 1. How do we identify students as having a disability?
        - a. Eligible between ages of 3 and 21.
        - b. We are also required to evaluate babies to see if they qualify for services.
        - c. Evaluation process to determine whether they will need special services.
          - i. Team of professionals develops an IEP (individualized education program) that details services the student will need to be able to access the curriculum.
      - ii. We try our best to keep kids in their neighborhood school.
        - 1. Resource-level services are available at all buildings for students with mild to moderate needs.
      - iii. Some students require more intensive services than resource-level.
        - 1. Center-based programs then come into play.
          - a. Staffing dedicated to those specific disabilities.
        - 2. If they require services that we can't meet, we are required to provide it off-site (send them to another facility) and provide their transportation.
        - 3. Showing triangle from slide 7 of the presentation.
          - a. 70% can access curriculum at their neighborhood school.
          - b. About 28% can access at center-based programs.
          - c. About 2% require out-of-district placements.

- iv. Middle and high schools have significant needs and mental health center-based programs (no moderate).
- v. Melissa referenced a [Special Education Funding Pie Chart](#).
  - 1. Special Education budget is \$23 million; about \$2 million is funded by the state and about \$2.5 million is funded by the federal government.
- vi. Desired state for the future:
  - 1. Starting next year, looking at bringing the out-of-district placement students back to our district wherever possible and working with them towards reintegration into neighborhood schools.
    - a. At the North building, up to 16 students K–8 and hopefully this program will grow in subsequent years (which will require additional space).