

1. Mary Miller, 6/17B/28- Representing Bear Creek K-8. Considered both financial and facility criteria- against closing Carmody. Would disrupt whole area; require more busing, lead to under capacity at Bear Creek HS. No guarantee savings would be realized, building would need to be sold, zoning limits salability. Conceivable that they would need to build a new middle after closing one in the future. No benefit to students. Option 6- conditional yes. If must do one, Option 6 is the only one they would support. There would be no cost savings. Could reduce overcrowding. Least disruptive. Would only move students early, extra sports and club options. Maintains flow of students to BC HS. Option 28- NO. Don't mess with success. K-8 proven nationally as a model for academic success and safety. Ranks as top middle program in district and state on CSAP. Many students take honors and AP, high grad rate. Long waiting list. Recognized success by community. Gives families a choice for their students, option for best fit. Concern about how program would be integrated. Not sure how would fit 6th graders when already over capacity. Just built classrooms that would have to be retrofitted, not financially sound.
2. Susan- Westridge GT- Against GT program relocation- damages West Ridge community, damages continuity. Integrated program; not stand alone. Taken years to make successful, admin and staff support important. All students, even non GT, benefit. Other students can take GT classes for accelerated. Student needs are met in this program. Can't recreate environment that helps them flourish anywhere else. Only save \$11,000. Westridge is at capacity, not including pre-k. Go for Option 9, move preschool; will save \$50k. Preschool community is portable. Surveyed GT parents if they would move- only 50% would stay, many would stay, go to home school, out of district. Why not? Transportation and splitting siblings. Financial implications- not complete financial picture given, GT program attracts out of district, and move would jeopardize that. Could lose money if students go out of district- two students leaving would offset savings. 5 are considering leaving over decision. Doesn't make sense. Meager savings and causes issues. Have position paper that will be shared.
3. Mary T- Governors Ranch, Option 14- 92% of community signed petition against option. Would like to stay apart of Columbine. Only rationale possible transportation savings. If Blue Heron and Governors Ranch added will save some transportation, students already choice enroll into Columbine. Administration thinks they can add in Blue Heron and keep Governors Ranch. No other options change articulation area for HS students. Would affect youth sports program; have to change teams. If 3A and 3B would have passed 8% of revenue would have gone to option schools and 4% to charter schools, are they facing cuts? Savings don't correlate with emotional impact. Community has invested resources, time into Governors Ranch. They are deeply attached to Columbine. Against Option 12, data indicated decreased enrollment at the High School not taken into account closing the Ken Caryl. Risk of losing programs. Significant cost savings in other options; cannot show same savings for closing Ken Caryl. Is there a buyer? Ken Caryl enrollment is not declining, in fact growing. Would like to see transparency about sale, impact on community's athletic facilities. Columbine is 1600 project students, choice. We are Columbine.
4. Keith H- Rep for Stony Creek- They don't want to move Northern boundary. For Options 7C, 7F using existing classrooms to remove temps on their own. Plan has been develop with school Principal. Against 7E1 and 7E2. 7C Move preschool; 7F consolidate two LLC programs to Mt. Carbon, continue to restrict choice. Some classrooms are using for non-regular classroom programs (lab) can be used for 6th. These options will bring down capacity, continuing the trend they already started. Savings \$51,000, pay back off less than 5 yrs. Option already proposed has fewer saving then that, require busing, not eliminate all temps. No cost savings from moving students, but makes them move articulation areas three times. Negative impact on students with increased mobility. Frequent school changes cause issues of low schools, retention issues, isolation. Disruptive to students and community. Mobility also diminishes graduation prospects. District should be focused on avoiding mobility. Displaces scouts.

600 signatures supporting plan. Options they are against go against district and community interests. Parent-student would have to move several times, split from peers. Too much change and uncertainty. Negative impact on her child's wellbeing and future.

5. Laura- Parent at Bradford Elem. Want to keep 6th graders. Oppose 7A AND 7B-4, 12. School is a top performing elementary, at optimal capacity. Excellent administration of choice. Costs three times more than savings. Disrupts three programs. 11 yrs to benefit. 7B-4, MOVES OUT 6th graders, then bring in other population. 3 times more than saved. Massive upheaval. Research shows that 6th graders in elementary do better than those in middle. No positive financial benefit from any of these options. Would instead support option of closing Ken Caryl; more savings, improve capacity, move students into better facility. Approve of as a short term move, but to retain property for future use. No IB, STEM, Voc Ed programs in the area. Consider how to generate revenue? Corp sponsorship of STEM program. Even after these options there would still be a shortfall, other avenues? Teachers are important. What about changes in professional development to save money (WebEx, online training instead) keep Bradford 6th graders at the school. Against interrupting successful program with no real savings. Support Option 12 as maximum savings.
6. Eric- Powderhorn Elementary- unintended consequential- opposed to Option 10B/11- split of elementary; would cause split in community, support. Force families to consider private, home schools. Far too long to see financial benefit- 4-6 years. Referring to mission, this seems to be in conflict by adding student stress from moves. Little savings, huge impact on students. Money just used to improve temps, doesn't allow full benefit to be seen, instead throwing it out. Closing school goes against good biz practices. Committee should be looking at contracted services to save funds- such as maintenance. Look at options that have the least impact in the classroom. Closing schools/ moving students should only be considered after all other options have been exhausted. Against on grounds of safety. Parking lot just redone. By increasing numbers at the school, increases safety issues, transportation issues for families, negative impact on community cohesion. Powderhorn's playground in not appropriate for young children, or gym facilities. These changes would negate any savings. Consider volunteer and financial support families give to the school; fundraisers have generated a lot of money for the school. Strong buddy system in the school, help children to learn and grow.
7. Carmody- students speaking for school- Option 6 and 17b- 7th graders- support keeping the school open. Great education environment. Feel welcome and happy. Positive atmosphere. Caring teachers and admin. Want to continue at school. Carmody is more than just a school, it's a second home. They are family. Full of energy, excitement. Even when they make mistakes they have support to pick them up. Might not be best school, but can do it if they work hard. Scared if school closed. Much more than a school. Middle school can be a tough time, not had that experienced. Can't imagine going to school without peers. Feel comfortable and safe. Biggest feeder school for BC. Why only go to a school for a year? Don't want to not see teachers there. Other options exist- bring 6th graders from other schools to Carmody. Wouldn't just affect current students, but students looking forward to going there. Students brought in would be happy to go there, would like greater options at the middle school.
8. Michelle- Mortensen parent- it is a special school- great, caring staff, diverse population. Options proposed would increase their capacity. Could take additional 4 classrooms, 96 students. Classrooms are already full utilized though with other programs- autism, etc. that require more space. 7B2- Moving 6th graders. Believe it's in their best interest to keep them there. Majority of families keep their kids at the elm for 6th grade even though they already have to option. Opposed to moving only one group of 6th graders, negative impact on the ones that would stay.

9. Anita, Parent Columbine Hills, 8- Moving pre-k into CH, creating partner schools. Two distinct options- moving preschools would get rid of temps and allow cottages to be sold- see as a viable option. Would bring within capacity goals. Dutch Creek partnership option is not viable- low savings, higher costs. Transportation costs would likely be higher, cuts into savings. Increase in instructional costs due to having different curriculum, need for training. Would need to make other changes to align which would have costs. Moving preschool only would be best, keep all savings of option without making partner schools. Redistricting would alleviate over capacity at one school, increase at Dutch Creek. Advocate eliminating temps and restricting choice as good ways to reduce capacity. Other option is full day-k, before and after school. Any other examples of partner school success? Only savings from moving pre-k, no savings to combining but with lots of cost instead. Consider other alternatives first.
10. Cheryl- Teacher, rep of Coronado GT parents- 1. 7B2- Program has grown over the yrs, due to teachers, supportive environment at school and comm. 25% of students at school are GT, more students in program than shown. Many students choice in, 90 students. Given up convenience of neighborhood school. Hard to ask kids to move again. GT students may have harder time with adjustment. Moving GT program would only save \$15,000 but cause lots of disruption. Coronado would become an underutilized school if GT and 6th grade students moved (80% with just GT move, 72% with 6th grade). Just slightly over now. 2 temps can be removed without moving any students. Programs that use them could move into the building. Other option- partner with overcapacity school in the area, they could work together as partners. Reduce temps, increase student success. Doesn't make sense to just shift problem around. Pre-k program is income generator, at full capacity already, keeps kids at Coronado. Mortensen would not have room for them. No savings with GT move; can get rid of 2 temps already, partner schools would also be good option.
11. Mark, Dutch Creek, 8- 2 criteria's- choice and academic success, are suspect- unfair to judge on criteria that are based on flawed policy. Punishes families that choose to stay, can't do otherwise. Long payback time, underestimated transportation costs. Land sale should not justify. Concerned about students crossing major streets. Have been working hard to improve performance over the years. Decrease support with two schools. Families might leave. Afterschool events- can create issues for families to get there without being able to walk. Too much moving of students. Instruction- across grad groupings will be limited. Free and Reduced program, minority students are outperforming their peers. Cause more transportation and pollution. Would support GT program moving to Dutch Creek. Add pre-k students to Columbine Hills to solve capacity. For restricting choice in over capacity schools. Believe these issues outweigh savings.
12. Barb- Rep parents at Schaffer- concerned about 7B-1- other viable options- increased kindergarten tuition (\$27,000 in new rev). Asking not to remove temps. For restricting choice, can be changed later. Any changes in boundaries affect prop values. Support moving 6th. School has already done this and seen positive benefit. Significant costs to community with boundary changes- would decrease tax rev, negative impact on community, stress to students, and loss of parent support. Request more transparency in boundary changes. Would request partnership with district and affected community. Former 6th grade teacher that has made this transition- more successful 7th and 8th graders, as well as 6th. Big time of change, more time at the middle school, gives more time to settle, form communities more elective options, teachers' content specialists. Addressing parent concerns with mixing 6th with 8th- it has already happened in elementary, in clubs. It's best for them.

13. Dave- Kendallvue PTA, Accountability committee - Human costs too high; outweigh savings- 7b- closing only open enroll school in articulation area would harm community- 1. Student productivity down, decline in involvement, enrollment decrease, prop values would decline- reduce property taxes. 28- Reduction in temps would hurt program. Suggest leaving intact core program, look at moving aux. programs instead if temps must be closed. Support 6 if it is feasible and minimize negative impact to students in transition. Based on number provided, spending \$25 mil on energy. View problem as opportunity to create long term energy savings solution. Federal money available for energy saving measures. Prefer looking at this, then options that negatively impact students.
14. Julia –rep West Gate Parents- they are for moving 6th graders to Carmody, against closing Carmody. BC HS would lose main feeder. Students form strong bonds in middle, hard to move to new school at this time. Splitting students across three schools would be too difficult. Keep students together, move 6th to Carmody. Don't close Carmody.
15. Teacher at KC- opposed to closing. Costs to move underestimated- lots of tech in place, expensive to move. Invested \$3 mil in building upgrades recently, new furniture. KC- all kids would have to cross Wads- so significant costs to bus, or there would be safety issues. It is good for kids to walk to school, this would be lost. What are costs of integrating with other school? How would curriculum programs be merged? Loss of textbook investment. School rated High or Excellent for last 10 yrs. While middle school has decreased in district, at KC it has increased. If schools merge, over 1,100 students at combined schools- unmanageable. What happens when families move back in area? What message is it sending to community? Is it realistic that land will sell for price mentioned? There was an example of another land sale that took two years. Good existing relationship between school and community. Community supportive of schools, bonds, mill levies- might lose if unhappy. What about moving to a 4 day work week? Worked in mountain area. Option that could be changed later if unsuccessful. Big savings in Utah. Willing to move 6th graders too if needed.
16. BCHS parent and staff- against 17B- splitting Carmody students to 3 schools. Have created structures for transitioning students, have worked to align curriculum. Implemented mentoring program at elementary to support transition/ school spirit. Moving middle school students out of articulation would not be in their interest. Work as articulation area is very important- vertical alignment, common language. Growth in entering student CSAP scores due to work with Carmody. Encourage everyone to think big picture. Middle school programs build AP programs. AP programs lead to college success. Vertical teaming helps students, create equality. Attribute success in part to Carmody. Good relationship with school, students had opportunities due to vertical teaming at Carmody. If community loses major feeder they will lose students. Moving 6th would be ok, students would do well, hers have.
17. Lakewood P&R- partnership with schools brings resources into school and area, one example parks. Carmody special to community, middle school years are formative. Lakewood provides support to these students. Capital investment from area businesses for campus resources near the school. Thrive in school community and in the campus of resources created for them. Lakewood government- Carmody is heart of community. Hurt education of students. Students feed into BC, force students to go to their middle schools that don't feed into Bear Creek. City has invested tons of resources into Carmody recreation area. There are other options that would have fewer consequences, such as moving 6th grade which they would support. Carmody is more than just a building, important to community.
18. BC Student- Attending BC k-8 has helped him be successful. It is an excellent school that prepared him well and will prepare other students. Keep BCK-8 as a K-8.

Monday, 16 November 2009

19. West Ridge GT student- against moving GT program. It's his home school, walk there. Just moved into GT program. Have been involved in clubs at school. Have taken full advantage of what school has to offer. Made friends with GT and regular students. What happens to these friendships? Feel GT program unfairly picked on, sending the message that education is not their top priority. Would negatively impact him emotionally, socially, developmentally.
20. Susan, parent rep Powderhorn- RTI should be a considered factor- when everyone works together students have more success. RTI federal/state mandate- family involvement key piece. Parent involvement would be lost if partner schools created, would force families to choice how to support and volunteer between two schools. Families have donated to provide resources, not have families divided.
21. Charles Smith- parent against 8 and 12- .5 mile, 3 mile. Declining property values, one difference- Partnership will eliminate neighborhood feel for both schools, families would choose neighborhoods with one school. Declining house values as a result for both neighborhoods. Many prospective house buyers went to these schools as children. Would have to take clients looking for houses farther for Jeffco school options. Decreased prop values and decreased revenues.