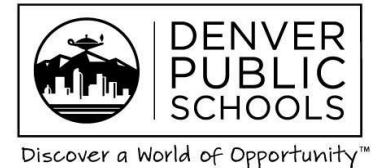


# CSC Meeting Minutes

Denver Center for International Studies  
DCIS  
574 West 6<sup>th</sup> Avenue  
Denver, CO 80204



Committee Members: (Please see the CSC meeting sign-in sheet for the attendee list)

2015-16

Date: 18 February 2016

Time: 4:30pm – 6:30pm

Meeting Location: Melanie Grant Travel Center, Room #104

## DCIS Mission Statement

**Denver Center for International Studies prepares students for college by developing multilingual, interculturally competent citizens who are actively involved in our rapidly changing world.**

Committee Members: (Please see the CSC meeting sign-in sheet for the attendee list)

### CSC Members:

Parents:

- Jason Sand (Chair) – [jasonpsand@gmail.com](mailto:jasonpsand@gmail.com)
- Karen Herbert – [herbks@gmail.com](mailto:herbks@gmail.com)
- Vivian Masket – [vivian\\_masket@dpsk12.org](mailto:vivian_masket@dpsk12.org)
- Tanya Tribelhorn – [tribelhorns@comcast.net](mailto:tribelhorns@comcast.net)
- Staff Members:
- Theresa McCorquodale (Principal) – [theresa\\_mccorquodale@dpsk12.org](mailto:theresa_mccorquodale@dpsk12.org)
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- Students:
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## DCIS Mission Statement

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## Agenda

4:30 pm Call to order, welcome

4:35-4:40 pm Agenda & action items (previous meeting) review

- Review the letter to Board of Education (submitted by Tanya) - Identify next steps

Discussion:

- Add in some data that supports our recommendations (enrollment numbers, projections, actuals, time spent addressing gaps, etc.)
- Include information on what we have accessed as supports when following the SchoolChoice process, and how those strategies have been assets
- Linking in language linked to DPS goals (e.g., student achievement, test scores, etc.)
- Consideration of reference to private school operations - helps provide a link to how the choice process works compared to other systems
- Reach out to other CSC's to gather more information to gauge impact of choice process on enrollment - is this a viable avenue?
- Impact of 8th graders changing choice at the last minute
- Consensus Items
  - CSC Consensus - Request that 8th graders become part of the SchoolChoice process with the understanding that 8th graders can confirm their first preference is DCIS
  - CSC Consensus - Letter will be signed by CSC as representative body, but correspondence will go through CSC Chair
- Action Steps (School Board of Education Letter)
  - Revise the draft with above considerations (Vivian)
  - Share data related to enrollment numbers (Theresa)
  - Talk with DSA and MLK CSC's to gauge the impact of SchoolChoice on their enrollment (Tanya)
  - Upload document in Google Doc (Vivian) & All review (CSC)

4:40-5:00 pm Public input

- Feedback
  - Based on the proposed budget cuts at last meeting, there is concern about having a lack of teachers/staff to implement a 7-period schedule - concerns about students outside of juniors/seniors with off-periods - concerns about the image of the school as related to the effectiveness of our programming - concerns about school culture and increasing the unstructured time for some students - concerns about supervision if a large number of students are with off-periods
    - It was shared that we will not have students with off-periods in the middle of the day, only at the beginning or end of the day
    - Seniors who are on-track to graduate may have an off-period - similar with juniors - this decreases the number of classes that need to fill the schedule
    - It is also important to note that one of the reasons we can have a 7-period schedule is because we were not maximizing our resources
    - We've added a PE teacher to provide classes

- Some language classes will be combined, then additional electives can be added
- Question about CCD classes maintaining - we are keeping Italian, Drama, and Chinese - question as to why those languages were chosen over other classes
  - CSC wanted to focus on the language component and it aligns with our graduation requirements
  - Any of our current teachers that are qualified to teach concurrent enrollment, it does not impact our budget
- Question about math programming for students who will need a 4th math class to graduate if we are not providing the CCD options - questions about colleges still requiring the 4 years of required math
  - We will have AP math classes
  - There is a process that students who pass AP Calculus can waive the 4th year of math (must see admin for options)
  - Other waivers can be applied in special cases
    - CSC will request the counselors to gather confirmation from a minimum of 10 schools (in state, out of state, ivy, STEM focused, etc.) to confirm that waivers granted for advanced completion of courses offered in various content areas (e.g., math, english, etc.) does not impact admission requirements
    - We also have sections to allow for math intervention
- It was shared that several students are thinking about leaving the school with the reduction of upper level classes - concerns about losing students who would otherwise want to be part of our community due to lack of academic rigor options
- There has been feedback that we need to add instructional minutes into our bell schedule - there is a request for an update to be presented to CSC at the next meeting - confirmed by admin

5:00-6:25 pm

#### Agenda Items

- Further Vision Planning for Future Needs (e.g., 3-years, 5-years)
  - Brainstorming what we envision for DCIS in the future
    - It is perceived that budgeting is going to get more difficult, and there is likely going to be more demands with time
    - It is important to review the core of who we are, and what is important to our community - what keeps our school special?
    - Potential of increasing outside funding - grants, donations, etc. - has to start within the building, but could also be supported by volunteers, students
    - Concerns about grants and not being sustainable - it may be more feasible for grants to fund language classes and elective classes
    - Grants also help create learning communities, strengthens fundraising, other professional benefits occur beyond the scope of receiving grant funds, can also strengthen the connection to parent community
    - Schools also hold events and raise funds that could support an FTE
    - Overall - there needs to be a more concentrated focus re: fundraising
    - Ways to get grant writing in progress - clubs, outreach to parents, post on website, ask for volunteers in/out of school, elective class
    - CSC Chair will reach out to a contact re: grant options
    - CSC member to reach out to contacts at DU re: grant options

- Discussion of how to identify what a good number of students is and what can be offered to support diploma options
- Explore streamlining language programs in the future, with possible reduction of a world language FTE
  - Discussed the impact of having low enrollment classes in world language classes, and how we could restructure those - based on current numbers, this is an area that may need to be decreased
  - It was shared that several staff members have expressed strong feelings about not cutting world language - there seems to be less concern about the equity of small world language classes compared to larger content area classes
  - Concern is that we are not funded to teach small classes
  - One option may be to cut social studies to support the world language classes
  - questions about why the Japanese classes are so low - interest, schedule restrictions, rigor?
  - it was also shared that at the beginning of the school, students were equitably placed in world language classes - classes are designed to engage students and support them - there are concerns about students not wanting to rise to the rigor or challenge, and then students are seeking "easier" options
  - Students are now required to complete 5 years of language, students can't switch
  - It was shared that with 700 students, we can't sustain the number of languages we have
  - In the past, we had students opt into our school based on a language choice - historically it seemed to help balance the language options - perhaps we should revisit the acceptance process - it may help to limit the language options to help ensure the equity of language options
  - Based on the what is being shared, it seems like some of the students opting in in later years (high school) are entering in lower level language classes and are not spanning to the higher levels of language based on when they enroll
  - Proposal to limit the number of years required to three to continue supporting language options, or refocusing our options to allow for the other programming - however, there have been numerous cuts to the other aspects of our programming (social studies classes, travel center, etc.)
  - Question about broadening world language options in place of popular european languages (e.g., chinese, arabic, etc.)
  - Social studies is also important - most of our students are gaining skills that relate to a global community - there is more to being a global citizen than a world language
  - Are there options for weighting languages within the choice process - yes this is possible, but there were concerns about students selecting a language to get enrolled
  - Question about why 5 levels of a language is the magic number? Why was that chosen? Reason was unknown.
  - Request for outreach to begin to allow others to share in this conversation - explore to students, staff, parents, Town Hall
  - There is a need to determine what language options will be offered next year to help staff the electives that will be needed to fill the 7-period schedule

- Shared that some staff are upset because agendas are not detailed to help others fully evaluate the impact of decisions made in relation to agenda items - shared that transparency can help support of decisions
- It is also requested that if decisions need to be made, to have them outlined prior to the meeting so that we are all aware of how to focus our time
- Importance of holding a town hall (or other format) to gather feedback
- CSC did not find consensus on focusing restructuring of course options only with world language - CSC would like more community input to help guide those decisions
- CSC did not find consensus on focusing restructuring course option only with social studies - CSC would like more community input to help guide those decisions
- Sharing discipline/attendance data
  - Moved to an action item for next meeting

6:25-6:50 pm                      Agenda Setting & Action Item Review

- Agenda Setting
  - Continue Further Vision Planning Discussion
  - Consensus to move CSC to 3/8/16 @ 6 pm
- Action Steps
  - School Board of Education Letter
    - Revise the draft with above considerations (Karen)
    - Share data related to enrollment numbers (Theresa)
  - Course Requirements and College Impact
    - CSC will request the counselors to gather confirmation from a minimum of 10 schools (in state, out of state, ivy, STEM focused, etc.) to confirm that waivers granted for advanced completion of courses offered in various content areas (e.g., math, english, etc.) does not impact admission requirements
  - Bell Schedule
    - Update re: scheduling committees changes to bell schedule to add in instructional minutes
  - Fundraising re: Future Vision
    - CSC Chair will reach out to a contact re: grant options (Jason)
    - CSC member to reach out to contacts at DU re: grant options (Vivian)
  - Sharing of attendance/discipline data
  - Gathering Feedback
    - Formats to include - Town Hall (3/3/16), lunch event (pending)
    - Protocol to be used to gather information
    - Translation services available
    - Parents will likely need an overview of our classes and how they fit in our program
    - Focus of meetings
      - Share the current budget needs - and the need to re-prioritize course offerings that are currently in place
      - Options may include restructuring world language, social studies, other unknown options (math, lang arts, science are not negotiable) to help support student choices
      - Purpose - solicit public input to help guide those decisions

- Items for review/consensus
  - Determine what courses will need to be restructured to sustain our scheduling needs

6:50 pm

Conclusion and Depart

**NOTE:** All agendas are posted publically in a timely fashion on school's website and/or in a highly visible area in the building.