

Notes from Burke's School Redesign Public Engagement

Group 1 (Lou Martin and Dr. Nelson)

What should be added to the criteria?

- How many students are attending private schools
- The actual number of school aged children residing in the attendance zone
- How NCLB transfers impact the enrollment in the school
- How will process impact SPED students
- Document history of Out-of-District students attending D20 schools
- How are AA students/community/schools impacted by budgeting and restructuring changes
- Is there a need for more CTE schools like Garrett and existing school
- Opportunities for public to view results, recommendations, and provide feed-back
- Find out why white parents do not send their children to schools within enrollment zones
- Is the criteria and data trustworthy
- Within the fidelity of purpose/mission, will consideration be given to all schools having equal access to resources to accomplish their mission

Group 2 (Terri Nichols and Dr. Gepford)

- What will impact be to staff and children
- Does this include all schools including magnet schools
- Will transportation be provided for all students for regular and special activities
- Consideration: continuity of school program for generations/loyalty generations
- Is there a method for parents to provide input if not at meeting tonight
- Issue: quality of school/impact on students having to move/some students need small environment (will e-mail full comment)
- Transition to new school how will we help students feel welcomed/supported
- Will schools be rated on several years of test data (i.e. AYP)
- Will the district acquire land for future needs

Group 3 (Patricia Yandle and Sue Holiday)

- Question – what redesign means
- Redesign defined upfront to provide focus
- Timeline for implementation
- Impact – busing children
- Impact – scheduled buildings-why would we still need new buildings
- Look at reasons for transfers
- Impact on district 20 – lot of small schools - % expulsions
- Charter, Magnet and traditional – how do they fit together
- Other options for low performing schools besides redesign
- Schools applied grants (planning)

- Charter schools – funding/budgets – should be part of redesign – recent decisions –should be considered equally
- Diversity student population – add criteria
- Quality of teachers in schools – add criteria – how will we consider – teacher turnover
- Per pupil funding – how is this determined
- ID and IIIA – double hit

Group 4 (Mary Reynolds and Bill Lewis)

- 4 year enrollment –CD4 screen
- Minimal size for combination schools
- Xters from low performing schools
- Magnet transfers – does it hurt home school – no matter size – after all programs
- Minimal size of charter school
- Will it be possible to have a career center (vocational) in each district
- Could the cost
- How can the district offer extra-curricular activities to NCLB transfers out of district
- Will the redesign process consider changing from allocation process to funding programs
- Who will make the determination to what schools will be considered
- Will redesign consider creating primary schools (CD-2) or early childhood centers

Group 5 (Dr. Washington and Clara Heinsohn)

- Concern about rating – a school's size. Value a small school under 350
- Concern about funding the merged schools
- How are we going to consider transfer out as a criteria
- How will you restructure an historically small school
- Criteria has an unfair effect on downtown schools
- Parents need to be on the Board making the decisions
- Need to look at the funding formula
- What would be the teacher/pupil ration in merged schools
- Concerned about the weighting of the criteria
- Demographics should reflect future trends
- Have stronger partnerships with higher ed
- Accessibility to work should be considered
- Number of partners involved in the schools should be considered
- Will objectivity be maintained for downtown schools? If so how will it be maintained
- Consider changes in neighborhood populations
- How will vacant buildings be used
- How will schools be repurposed

- A student prefers a smaller school – need student's input
- Concerns about how a larger school will improve/affect learning
- How will this initiative affect special ed
- Staffing concerns