

## **North Charleston Elementary School Redesign Public Engagement**

**Tuesday September 23, 2008**

### **Notes**

#### **Group 1 (Elliot Smalley and Patricia Yandle)**

- How does minimal school size impact class size
- How will we look at magnet schools as part of possible consolidation
- Is there any consideration of trade school
- Measure educational value differently
- How factoring in transportation access to car
- AP/Honors in every HS class/school
- Teacher quality growth
- Parent involvement as part of criteria
- Graduation rates – trends
- Scholarship earnings
- Discipline-suspension, expulsion
- Program for teachers to learn Spanish
- Giving parents more decision making authority

#### **Group 2 (Denise Unisom and Connie Britton)**

- Is the building program going to have an impact on the facility condition
- Middle schools are all fairly equal academically. How will that fit in the criteria
- Will academic supports be part of new plan
- Could a primary school be considered for North Area
- Will all criteria be equally weighted
- How will Sucker Middle impact redesign
- What distance time for travel is appropriate
- How would consolidation impact students overall
- Will special programs such as Clark impact academic achievement and scores carried at “home school”
- Has there been any consideration of grade level schools (6<sup>th</sup> grade academy)
- Has there been consideration for building new facilities to house “consolidated” schools
- How will the PTA and other “voices” of the schools impact decisions
- Would there be any consideration for repurposing an existing facility into a grade level facility
- Will the redesign include additional construction
- What will happen to old CROC building
- Will consideration be made for trades
- If research supports smaller schools, how will consolidation impact local school education
- What is going to happen to Ron McNair Bldg
- How will renovation of NICHES fit into redesign
- How are these meetings coordinated w/school functions

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**Group 3 (Michael Bobby and Janet Rose)**

- Is there anything etched in stone regarding what the School Board wants the district to do
- Has the district considered attendance rezoning to balance school enrollment
- Would rezoning cause an increase in learning cottages at another school
- Will rezoning result in increased class size
- Is the district intent to implement this fall
- Are charter schools included in the redesign process
- How does the change in the focus of magnet schools over time relate to CLUB and other changes
- How does the redesign work fit in with other district initiatives, such as school choice and programs (not done in isolation)
- How do CCSD design standards accommodate what will happen in future – are schools designed to plan for future
- Will the magnet schools for which the district has not supported in concept be the first to be redesigned
- How will they be considered in this overall redesign and change process
- Is the goal for all schools to have the same programs – after redesign will the redesigned and non-redesigned schools have the same quality programs
- Does consolidation mean creating a very large campus
- Dr. Gifford talked of minimum school size. Are there maximums
- What is the impact on consolidation plan if more charters pop up
- Will charters request use of district building
- Is the building program going to continue as planned or will it be modified to fit the redesign of our schools

**Group 4 (Brenda Nelson and Greg Keith)**

- What about student –teacher ratios
- What about redrawing attendance zones so over-crowded schools send student to under-crowded
- Will funding be allocated to support redesigns
- Should importance of early childhood programs be considered – expansion
- Should transfer for students from school-to-school (in same district) be allowed – what about in a different district
- What specifically is being considered under “building use”
- How are opportunities communicated to community
- How will building use be weighted in comparison to other factors
- Will ways school present or teach information (best practices) be considered
- Concern – CLUB transfers remove students from schools in a particular area – will these transfers count against a school in the rating criteria

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- Is it fair that not all students can take advantage of all programs (magnet programs)

**Group 5 (John Emerson and Bob Olson)**

- School size – k-12 vs. k-5, 6-8, 9-12 vs. magnet schools
- Decline due to school requirements (such as additional expenses)
- Will primary school receive consideration
- Some communities do not know they can use schools for other functions
- Struggling schools need more resources
- Report card grade influenced by special needs populations
- Teacher turnover should be considered
- Consider depressed areas
- Consider future development
- Facilities (condition) – don't forget teacher to student ration
- Campus size – is it better to have more students in the same area? More might not be better
- Operational efficiency – class size is important. Size of school can vary as long as class size remains small
- Schools should have focus to help fund programs. School should meet the needs of its students