

West Ashley High School Redesign Public Engagement
Wednesday October 1, 2008

Notes

Group 1 ()

- Can we separate the success of a school from the facility (where temporary for example)
- Are we renaming schools
- What will be the impact of a situation where the facility can't keep up with population growth
- Will all the schools be renamed
- Will enrollment trends affect the status of magnet
- How will bus transportation affect redesign
- How will magnet schools be affected by redesign
- Does operational efficiency affect redesign consideration/alternatives to reduce cost before consolidation
- Will we look at different configurations, i.e. K-8, K-12, K-6, 7-12 to maximize building efficiency
- Will redesign have an impact on school choice
- Will successful programs be continued and replicated regardless of size

Group 2 (Mary Reynolds and Irene Meier)

- Why would a school lose capacity – examine reasons
- How does leadership impact the school bldg conditions and capacity
- In a new school design how can we ensure we have strong leadership high quality teachers and curriculum
- Is funding equitable for all students regardless of size
- Can we ensure every district
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- Can we ensure every district have a meeting – no meeting for district 3
- Please consider discipline issues/problems as factors in redesign
- How does redesign process affect building plans in progress
- Will transfer “in”/ “out” issues be addressed
- If programs/schools are growing/expanding will they be considered in redesign
- Are we looking at differentiation to meet higher standards vs. minimally adequate
- How will we attract schools to our schools that are failing
- Also look at discipline issues as a factor when considering redesign
- Loss of instructional time as a factor related to redesign

Group 3 (Terri Shannon and Bob Olson)

- Questions as to how schools are assigned grades
- Magnet schools consideration traditional vs. magnet
- How can magnet programs (schools) be expanded – Montessori
- Did charter schools contribute to our district's financial situation

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- When will district determine weighting of factors
- Parental involvement is a huge factor
- Do we have school's over their capacity
- How will changes be implemented-timeline
- What will happen to staff
- Consider rural vs. suburban vs. inner city
- Depressed areas create issues
- Transportation issues
- Fidelity of magnets is a concern
- Charters are a concern
- Poverty is an issue

Group 4 (Doug Gepford and Elainna Rickenbacker)

- Do Magnet schools get the same amount of money – receive extra allocations
- Is CE Williams a magnet – School of Math and Science
- Magnet School and equity of funding
- Charter schools and equity of funding
- NCLB transfers – does the funding follow the student – yes and no funding follows student if student transfers prior to 10th day
- Are transfers not happening prior to 10 day do to late delivery of PACT scores
- Do we provide transportation for NCLB transfers
- Should/will academic success carry heavier weight than per pupil success
- Concern of penalization for facility – Montessori Community not weighing student success
- 2 schools in one building – separate programs ins same building after consolidation
- What will happen to building if school closes
- Fuel costs with transfer of students/increase transportation cost
- Constituent Board and community should have control over attendance zone lines for magnet schools/not District office downtown
- Rezoning and funding server impact of CE Williams
- NCLB are schools/district looking into needs of students prior to authorizing transfer/attempt to serve student at home school before transfer is approved
- Money is not the only issue

Group 5 (Elliot Smalley and Bill Briggman)

- Operational cost vs academic achievement
- Concern class size for elementary schools (small size)
- Use mo. Model
- Opportunity to move students

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- Transfers – why parents want to transfer students
- Transportation cost for students esp. NCLB
- Students should go to the school in community
- Money to build new schools or for improvement vs. money to keep current schools open