

CMSD Academic Transformation Plan Community Meeting
South High School Meeting Location
Wednesday, January 6, 2010
Attendance: 150

SCHOOL NOTES FOR SOUTH HIGH BREAKOUT SESSION

THE FOLLOWING ARE PARENT CONCERNS AT SOUTH HIGH:

- The proposed CMSD Transformation Plan does not include a voice for the Cleveland Teacher's Union
- Why is it not possible for CMSD to have a collaboration to keep South High open?
- How will the Transformation Plan impact transportation of CMSD students to other schools in the Cleveland metro area?
- Parents and community would like notification of future meetings well in advance, giving everyone time to prepare.
Dr. Sanders assured the parent advance notice would be given for future meetings.
- Ms. Dorcus Johnson and her group (Treu-Mart/Case Youth Development & Resiliency Fellows) would like the district to consider how major changes will affect students impacted the plan. (phone number: (216) 451-5305).
- The community needs more time to digest this massive document and be able to respond knowledgeably.
Dr. Sanders acknowledged the complexity of the document and agreed to let the community digest the plan and would come back for meetings in the future.
- Staff member of South High School had two questions. How long will the RTTT funds last, and secondly, how will the district supplement the funding? Comment: collaboration with the CTU is needed.
Dr. Sanders responded that the RTTT funds are guaranteed for three years. After that time other funds will be needed to fill the gap. The District believes in collaboration, and that teachers are vital to this work. Also, along with collaboration, we need results and students need to succeed to and be prepared for college.

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- One of the South High attendance liaisons has seen major changes for the good at South due to the new administration. She would like the District to give them a chance to complete their transformation.
- Students voiced concerns on the change of schools. They feel they will have to go into survival mode if moved to a new school and this will negatively impact their academic outcome. Will the District provide transportation for the safety of the students traveling outside their neighborhoods?

Dr. Sanders stated that by state law the District is not required to provide transportation to high school students. We realize that RTA is cutting some routes and we will take that into consideration along with the existing collaborations with CMSD security, CPD and RTA security when looking at the safety of our students. In addition, there will be a Transformation Management Office established to address concerns related to the implementation of the plan.

- A parent asked if the selection of high school would be made available to students prior to the 8th grade. This particular parent applied to two programs and got rejection letters too late to choose other programs for her child. Currently her student attends South High School and the parent is pleased with the climate of the school.

Dr. Sanders responded to the parent that the District has done much to communicate program choices through parent round-ups and district-sponsored college fairs. The District's goal is to provide greater opportunities for success to all students.

- What will happen to programs such as cosmetology, sports medicine currently housed at South? Will Washington Park remain intact with all its program including Horticulture, Small Engine Repair and Small Animal Care?
- One of the District's deaf interpreters, who is also a CMSD parent, commented on the plan to relocate the K-8 hearing-impaired programs to the new Willson school. Currently South has a hearing-impaired program for some high school students. If South is closed, where will the program be located?
- An alumnus of South High commented about whether or not the District considered the new football field behind the school and the plans for the neighborhood's new housing development with major investments from

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Third Federal Savings and Loan. He suggested that if the District sold naming rights to the community, money could be generated for the school. The District should also look into other opportunities to partner with colleges such as Chancellor University and Tri-C for providing other quality programs at South High.

- South High students offered the following comments: 1) Based on the high school data provided in the Transformation Plan, Glenville should close, not South. 2) If the academic indicators for South were so low, wouldn't they drag down the scores and overcrowd the new schools that these students have to attend?
- The South HS Senior Class Vice President stated that the students were concerned for their safety.
- As Dr. Sanders was leaving he stopped to talk with a group of students who wanted him to know that South High and Kennedy students do not get along.

Dr. Sanders assured the students that their safety would be taken into consideration when making a final decision.

The following questions below were asked by Elizabeth Coles, a concerned community member:

How does the Transformation Plan address:

- The need for and value-added by increasing preschool education:
 - How many preschool slots will be lost by closed buildings?
 - How many will be lost when buildings reach maximum capacity? (i.e. Miles Park)
 - Will the Early Childhood School be replicated?
- Gifted and Talented Education is essential to serving the special needs of this population.
 - What percentage of the identified population is currently being served? (Method of Identification)
 - Have you identified the availability of honor classes in all regional high schools? (East Tech to be specific)

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- Individual Graduation Educational Program.
What guidance programs will be available for 8th grade parent and students to:
 1. Assess skills and interests
 2. Create a high school plan
 3. Choose the appropriate school
 4. Remediate before entering high school
 5. Visit potential choices
 6. Become aware of dates/criterion/tests or deadlines
 7. When will parents receive student assignments?

- Will an IEP be developed for each student that fails OAT?

- Extracurricular Activities
Students learn as much through real experience as classroom experiences. What plans are there to ensure availability to participate in such things as:
 - High School Newspapers
 - Language clubs
 - Music Performances (choir, orchestra)
 - Marching Band
 - Dramatic Performances (other than city-wide school of arts)
 - Character Building Clubs (JV, National Honor and Little Buddy)
 - School Service Organizations (library assistance, future nurses)
 - Student Government (local/citywide) School BankingWill you monitor those paid to carry out activities?

- School Governance
In the movement toward premier status, what will be the defined role of parents and the community in local school governance?

Will schools be allowed to determine staffing, guidelines for alternative assessment and entrance criteria? Will parents/community be active participants or just recipients?

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- **Building Program**

What will be the impact of the transformation program on future buildings, and will the community see an accounting of future expenditures as well as lost funds when buildings are renovated and closed?

In 4 years, what will happen to the girls and boys who are in the single-gender schools? Now is the time to determine what single-gender high schools to be planned. Since this population will max out at 400 students, has a K-12 model been considered?

- **Transportation**

Is there a transportation plan that accompanies this transformation? Was there a look at safety with the walking patterns?

RTA is changing and canceling routes. Has there been an impact study?

Will school start times be altered to adjust to the long distances that students have to travel, especially in bad weather?

- **Safety and Security**

Fact: Poorest city in America
Most racially-segregated
Highest rate of foreclosure/abandoned/neglected housing
Neighborhood gang problems

How will you provide for the safety to and from schools, as well as within buildings as neighborhoods and gangs are mixed. (i.e. CSA @ Harry E. Davis)

SCHOOL NOTES FOR UNION SCHOOL BREAKOUT SESSION

THE FOLLOWING ARE PARENT CONCERNS AT UNION SCHOOL:

- Parent involvement, discipline, and academics are the focus for Union.

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- Target students to build relationships that help guide them to success such as providing them with tools that are essential to their success (computer labs, guidance counselors, smart boards, and peer tutoring).
- Does the CMSD Transformation Plan entail downsizing student classroom populations?
- When will CMSD know when changes enacted through the Transformation Plan have been fully implemented?

SCHOOL NOTES FOR MOUND SCHOOL BREAKOUT SESSION

THE FOLLOWING ARE PARENT CONCERNS AT MOUND SCHOOL:

- Where will students attend high school?
- Will students with IEPs still participate with STEM Schools?
- Why would teachers with extensive experience have to reapply?
- What would teachers' job descriptions look like under the CMSD Transformation Plan?
- Does CMSD believe that a possible high turnover in principals as a result of the implementation of the Transformation Plan is beneficial?

SCHOOL NOTES FOR AB HART SCHOOL BREAKOUT SESSION

THE FOLLOWING ARE PARENT CONCERNS AT AB HART SCHOOL:

- Will CMSD charter schools remain CMSD Charter Schools or become independent?
- Will the CMSD Transformation Plan incorporate outsourcing of teachers to Charter Schools?
- If AB Hart closes, it should be demolished and not turned into a Charter School.
- Will CMSD parents have choices to where their children attend school?
- Will Willow move to the South Cluster?
- Will gang activity be addressed?

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SCHOOL NOTES FOR FULLERTON BREAKOUT SESSION

THE FOLLOWING ARE PARENT CONCERNS AT FULLERTON:

- How will implementation of the CMUSD Transformation Plan impact teachers, family liaisons, and students?
- Is CMUSD ready to sign a MOU regarding voluntary transfer fair?
- Under the CMUSD Transformation Plan, how many teachers and administrators are planning to retire?