

South High School Community Meeting – 1-6-10

(Responses as of 1-19-10)

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:

Article 25 Section 7 of the collective bargaining agreement outlines the district's and CTU's commitment to phase in universal pre-school at every K-8 school building. The district has not changed position on this important service.

How many preschool slots will be lost by closed buildings?

No pre-school units are expected to close. These units are expected to move to other facilities along with the services for K-12 students.

How many will be lost when buildings reach maximum capacity? (i.e. Miles Park)

Our goal is that all of the existing pre-school seats transition as part of the Transformation Plan. It is likely that some schools will have fewer available seats while others will have additional seats available as part of a district-wide student assignment plan. The student assignment plan cannot be determined until the Board makes a final recommendation regarding which school buildings will be closed. At that time the district can move forward with planning regarding all classroom seats.

Will the Early Childhood School be replicated?

The early childhood center is a model that can be replicated as part of the transformation plan. No specific part of the transformation plan states that it must be replicated, although it is considered one of the district's successful models from which we should build upon.

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)

(response forthcoming)

Have you identified the availability of honor classes in all regional high schools? (East Tech to be specific)

The academy strategy is designed to allow us to grow academies for honors programs and for at-risk learners in each high school region. For example, the College Board EXCEerator model takes advantage of the pre-AP and Advanced Placement Curriculum to build a successful urban high school model. While types of models have been suggested for all district high schools, local Transformation Teams will assist the district in making final decisions about which school models are best fits for local high schools, including East Technical High School.

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

Our high school transition program is facilitated through the Social Studies curriculum. Eighth grade students participate in four units (5-9 days) throughout the school year.

Topics are:

- Oct/Nov Unit 1: Organization/note taking/pre planning
- Jan/Feb Unit 2: Self awareness/prioritizing. (This is when the Choices booklet is shared with all 8th graders so they can begin applying to high school)
- March/April Unit 3: Communication (including verbal and nonverbal strategies for peer and adult engagement)
- May Unit 4: Action Plan. This unit brings it all together where students are creating a personalized plan to be successful in the high school they have selected to attend in the fall.

Note students are working on their IACP throughout the entire year. During the fall, students complete their career assessment survey through OCIS and in the spring we use a supplemental publication called the Nuts and Bolts of High School.

To recap:

- #1: assess skills done in the fall

#2: creation of high school plan starts during first unit (October, finalized in May)

#3 & #6: choose appropriate school and testing dates - December through Feb (unit two)

#4: woven through all four units, twilight sites and 8th grade summer school

#5: visit potential choices starts from attending the high school fair; students visit high schools

7. When will parents receive student assignments?

Assuming the Board of Education takes action at the February 23rd Board Business Meeting, parents and students should expect to receive a tentative student assignment in April 2010. Students and families will then have the opportunity to investigate the number of options available in their academic neighborhood and complete open-enrollment requests before the close of the school year. All students should expect to receive a final student assignment on their June report card.

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

No. IEPs (Individualized Educational Plans) are developed only for those students who are identified as having a learning disability through a multi-factored evaluation. While it is our goal to ensure that every student who needs intervention is provided with tailored assistance, we cannot by law place a student on an IEP simply because s/he has not passed a portion of the Ohio Achievement Test.

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 Banking

The district agrees that extra-curricular activities are particularly important to middle and high school students and will continue to attempt to offer a wide range of options for students. The district has just completed the first version of the encore curriculum, including curriculum in music (choir, orchestra, band, and

dance) and visual arts (drawing, painting, ceramics, digital arts, etc.). The district has also implemented character education programs including BRICK, Girl Power, Gentleman's Club and others, and continues to sponsor Student Councils in our schools. These types of authentic experiences are considered essential and, where resources allow, will be encouraged and fostered in every school.

Will you monitor those paid to carry out activities?

Yes. One of the stated goals of The Academic Transformation Plan is to hold all members of the CMSD faculty and staff, as well as community participants, accountable for results through rigorous evaluation, effective professional development and support, and data-driven accountability.

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?

(response forthcoming)

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?

Reviewing and revising the Building Program Master Plan is another activity that will be covered by the Strategic Development Initiative. Current and future enrollment projections will be reviewed along with the Transformation Plan and the Board and OSFC will approve a revision to the Building Program Master Plan.

Projected budgets and then actual expenses are captured by the finance department for each building and/or project and is available when

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?

The district is aware that a high school version of the Boys and Girls Leadership Academies will become necessary within the next four years. The Academic Transformation Plan speaks to the need to open new school models over time

and this would be one example. The district is open to examining both traditional high school models (grades 9-12) and less traditional K-12 models in unique programs like these.

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?

Yes, the District has discussed transportation as part of the plan. The District is reviewing the plan to determine the impact on transportation. Every year the District reviews the walking routes and will also do so with the new plan. The District has met with RTA and we are reviewing the changes plan by RTA and the impact on our students.

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)

None of these issues are created by the transformation plan. We will re-deploy officers to the new schools based on new populations and serious incidents. Our strategy continues to be a full partnership with local law enforcement to share resources and info to collectively address the concerns for safety. Our strategy includes a plan to patrol the walking routes around our buildings, we continue to conduct a yearly audit prior to each school year, the results identify abandoned and neglected houses. The Department of Building and Housing follows up to abate as many of the concerns as possible prior to the start of school.

CMSD has a gang unit and gang analyst. Consistent with our humanware strategy, we have a website (center for safe youth) with resources for students, parents and staff to proactively reduce the violence and gang activity that our students may face. We work closely with the Department of Community Relations and the peace workers to identify and secure hotspots and known

areas with high crime issues. There continues to be a need for and we continue to seek community support in the form of parent patrols, in-school greeters and citizens willing to provide humanware support to our students. RTA has been a partner in safety as it relates to our riders on public transportation. The number of serious measured incidents continues to decline and are down nearly 30% YTD.