

August 16, 2010

CMS Board Work Session

Home Schools

- How do we know when our elementaries, middles and high schools are too big or too small?
- What role should planned new capacity (e.g. unfunded relief) have in the drawing of new boundaries?
- Should utilization (over or under a specified threshold) trigger a boundary change or closure/consolidation, even though it may be unrelated to effectiveness or outcomes?
- Assuming the purpose of proximity to the student's residence is parental involvement, what role does proximity to the parent's workplace play in parental involvement?

Magnet Schools

- Under the new guiding principles is the existing lottery logic (i.e. first choice maximizer) appropriate? Are the existing lottery priorities appropriate?
- Economical transportation costs become a factor in drawing boundaries that are compact and proximate to a student's residence. Should this also influence magnet program locations?

Stability and Predictability

- Should facility utilization be a percent target for all schools at the time of boundary adjustment decision, or should we allow for projected enrollment growth for a specified number of years? With a six year cycle of comprehensive review, should six years also be that planning horizon?
- Utilization triggers will influence stability. Staff has been recommending a capital project for relief at 150% of capacity for elementary schools and at 100% of capacity for secondary schools. Are these targets appropriate? Should they be influenced by the lack of capital funding?

Diversity

- Since the new guiding principles are silent on the issue, is a non-magnet lottery appropriate?

Effective Use of Resources

- Is capacity in a mobile classroom as good as capacity in the school building?
- Should we make allowances in the capacity calculations as we currently do for teacher planning areas at secondary schools? (Every secondary teacher planning in their own room will increase our need for secondary classrooms by about 25%.)
- If efficiency is the measure should costs (maintenance, operating, staffing) be considerations for closure or consolidation, even though these parameters are not related to improving achievement? (Since larger facilities are more efficient, this will tend to increase the size of enrollment at our facilities.)
- What criteria or parameters should determine transportation eligibility?
- Are current levels of bus service for CMS transportation eligible students acceptable? These include:
 - Common bus stops - walk distances up to .2 mile for elementary and up to .4 mile for secondary
 - Shuttle bus stops – assigned bus stop locations at CMS schools for specified 11 full magnet school students
 - Alternate Stops – extended services for defined and approved “daycare” stops
 - Consolidated Stops – a designated and approved location that families volunteer to pick up and drop off their child (strict criteria apply to these stops and use of these stops)
 - No transportation zones for specific schools
 - Grandfathered services only for rising 12th graders (senior privilege) subject to new school or program related boundary changes