

*At the August 2016 community engagement sessions for the Student Assignment Review, small groups of participants shared input and feedback by writing on individual and table comments sheets and had their discussion captured on the whiteboard. This document is a **verbatim** compilation of the comments and discussion notes from the meeting. You can access the scanned version of the actual comment sheets and photos of the whiteboard on the CMS website as well as copies of the handouts and session presentation at <http://bit.ly/SAR-Feedback>.*

Meeting #/Location:
Round 1/Mallard Creek

Transportation Zones

Rank order the transportation attributes from most important to least important. And Why?

Top-why?

- Similar Range of Options
- Relative distribution of economic disadvantage student
- Reasonable and cost effective transport options
- Similar range of school options/magnets
- Relative distribution of economically disadvantage
- Ensure reasonable and cost effect transportation
- Keeping feeder patterns in same transportation zone
- Keeping towns intact as part of transportation zone
- Similar range of options
- Relative distribution of EDS
- High school feeder patterns
- Relative Distribution of Economically Disadvantage students
- Keeping entire high school feeder pattern
- Similar range of school options
- Relative distribution of EDS – opportunity
- Similar range of school options – opportunity
- Feeder Patterns
- Similar range of school options and magnets by them, grade level, etc.
- Agree that all the attributes are important – not sure if economically disadvantaged students should be last – the concern is regardless by school, the child still need support at home – students should have the same opportunity to teachers at Myers Park/Audrey Kell regardless of school
- Relative distribution of economically disadvantage students – students who are economically disadvantaged that requires more resources, diversity is important

- Similar range of school options because you can accelerate learning if students have similar interests
- Cost effective
- EDS Distribution
- Feeder pattern
- Similar Range of School options
- Relative distribution of EDS
- Keeping high school feeders in same zone
- Similar range of school
- Relative distribution options and magnet by theme grade
- Transportation cost effective level etc.
- Relative distribution of EDS – children should have access based on desire NOT academic/economic situation
- Similar range of school options and magnets by theme, grade level
- Ensure reasonable, cost-effective transportation options
- #2 similar range of school options
- Same program in each transportation zone
- #3 reasonable and cost effective
- Similar range of school options/magnets by theme
- Relative distribution of economically disadvantaged students
- Similar range of school options
- Relative distribution of EDS. Why? To give all students access to various options
- Similar range of school options and magnets by them, grade level – increase choices for students and opens school zones
- Relative distribution of economically disadvantaged students
- Ensure reasonable and cost effective transportation options – bus cost effective transportation options – bus cost should not matter
- Keeping entire high school feeder patterns in the same transportation zone
- Similar range of school options and magnets by theme, grade level
- Relative distribution of economically disadvantaged students
- Ensure reasonable and cost effective transportation options
- Keeping entire high school feeder patterns in the same transportation zone
- Similar range (offers all areas a variety of school)
- Relative distribution of EDS
- Keeping entire high school feeder
- High school feeder patterns

- Keeping towns intact - #2 because it links to the high school feeder pattern otherwise
- Similar range of options and magnets
- Distribution of EDS
- Similar range of school options and magnets by theme, grade level – choice equitable access, options across the district, commute, bell schedules, children should be able to attend neighborhood schools
- We believe that all 5 are critically important, because if we focused on one we feel as others are important as well

Least-why?

- Keeping town intact and entire high school feeder
- Towns intact
- Keeping towns intact
- Ensure Reasonable and cost effective transportation
- Keeping towns intact as part of a transportation zone – limited possibilities
- Towns intact
- Keeping the town intact
- Keeping high school feeder patterns
- Keeping towns a few schools get split with current plan
- Keeping towns intact – diversity is good
- #4 keeping entire high school feeder pattern in place
- #1 break up diversity
- keeping towns intact as part of a transportation zone
- Ensure reasonable and cost effective transportation options
- Keeping town intact as part of – because students are already being bused around
- Keeping towns intact as part of a transportation zone
- Keeping towns (discourages diversity)
- Cost effective transportation
- Keeping towns intact of a transportation zone

If you all don't agree, just note the differences and the reasons for the differences.

- All agreed that IBs deserve more opportunities than currently provided
- Economic disadvantage students should not be ranked as 5, all schools should be on same level – students feel different because family is not rich – can not change the child's environment even though child may be in the same school – child will return to the same school

Which is the best option overall for CMS families & children? (And Why?)

Do you have any suggestions to improve this option?

- If all magnet options are available -> kids will distribute themselves
- Similar range of school options and magnets by theme, grade, level, etc.
- Option #3 more options per zone
- 4B – need to know how non-magnet schools are affected because it gives the most opportunity to the northern transportation zone
- 3 – better transportation options
- 4B – aligns to our priorities
- All magnets should be available to everyone
- Attributes – similar range
- 4B – most people choice – 3 is least preferred (more time on a bus) – none of the choices really make a difference to really more the EDS that much, 71% vs 66%
- Options 3 zones because based on the map and data there are greater options especially to provide more possibilities for students since the more affluent communities need more diversity. More magnet options to the North
- Three Zone Transportation
- 3 is the best – most options and schools
- Option 3 because of increased likelihood of getting into a magnet program/lottery is greater
- 3 – provides more options and effectively reduces EDS for all areas
- 4B – provides options but also provides reasonable zones to minimize travel distance/time
- Similar range of school options replicated on different sides of town, plan it so that students do not have to be bussed on so far/long
- Similar range of school options and magnets by theme, grade level – students should be able to take IB, AP, or honors at any CMS schools
- Relative distribution of economically disadvantaged students (%EDS)
- Similar Range – create different magnet schools with a variety of magnet options in every zone
- The 3 zones map is the best option. It seems to give more equal options for magnet programs the 4A and 4B maps limit options in the Northern end of the county. 3 zones make it so that there are more options for transportation
- Option 3 – less zones can offer more variety

In your opinion, what is the least preferable option overall for CMS families & children. Why?

- Town and high school feeder – if you can see, or walk to the school (from your house) you should be able to go to the school
- Keeping towns intact as part of transportation zone
- Option 4A – very restrictive in terms of options
- 4A
- 4A – Divides feeder pattern
- 3 least preferred – more time on bus – although more magnets available
- 4A – we feel that the area is too small and has less options
- Zone 4B
- 4A – has the fewest choices for our area – unless you are opening magnets in grey zone
- option 4A because it does not seem equitable
- 4A – too similar to current option, does not present enough diversity/distribution of EDS
- Reasonable cost
- Keeping towns intact as part of a transportation zone
- Keeping towns intact as part of a transportation zone
- It minimizes diversity
- The current map is least preferable. It limits the options and transportation.

What is most important for your table to share with CMS about transportation zones? (Please summarize – in a sentence or a few key points -- and write it on the large sticky note at your table)

- Ensuring our schools are DIVERSE, providing reasonable
- Increases magnet high schools
- People want a more evenly distributed and wider set of magnet options available
- Map with every school
- Magnets seem to be centrally located
- How can we base the transportation on just a few magnet schools
- 1. Similar range of school
- 2. Cost effective
- 3. EDS
- 4. Feeder pattern
- 5. Town intact
- More EDS distribution

- More options with less zones
- With 4 zones the magnet schools are concentrated in one area
- Prefer neighborhood vs shuttle stop
- We are committed to relative distribution of EDS... to add to that, we would like to see a similar range of options within each zone
- Similar range of school options and magnets quality
- Need same options
- Less time on bus
- Similar range of school options and magnets by theme grade level etc. (example make all schools offer IB/AP/Honors/Standard courses
- That way a student would have the same options at all schools
- What most important zones
- Similar range of school options more important than transportation
- Similar range of school options in each transportation zone
- Focus on quality neighborhood schools in all zones
- Option to cross zone based on proximity and content
- Variety of options across zones and grade levels to attract students
- Home school should be closest school
- Feeder schools closer to home
- All values may appear different from all families
- Increase magnet options for high school
- I am currently zoned for violet. My son is a rising 3rd grader. We were given 3 options for magnet. He was placed on a waitlist as #62. No rhyme or reason could be given for the number. He is easily distracted my son spends more time with instructors than with me on weekdays. Winding Springs= Title 1
- Options should be equitable and expanded across 3 transportation zones and % EDS of each should reflect and represent overall average
- It is extremely important to give students more options to attend a school that pushes them. More options AND AVAILABILITIES should be available for students who will not be challenged in their home schools. So option #3 will give more options for our bright students
- More choices for magnets in our area
- Families should have similar options in each area
- If two areas have a performing arts school the third should have one too, same goes for other types of schools such as Montessori
- Cutting bus drivers/routes is not an option
- Consider all aspects (ie feeder patterns/choices) when making transportation decisions

- Do not consider cutting budget for transportation – it is non-negotiable!
- Keep feeder zones intact while giving most options available for similar schools/programs

Any other comments about Transportation Zones?

- 4A and 4B severely limits the northern-most area where I live
- shared stops may not be viable if children are on the bus for several hours
- Minimize time students spend on the bus
- Transportation Zone Ranking
 1. Ensure
 2. Keeping
 3. Relative
 4. Similar
 5. Keeping towns
- In order to truly look at EDS across the schools, we have to take on the tasks of looking at the actual home school zones
- Option 3
- Very concerned about being “drawn out” of a magnet my child is already admitted to/attending, or losing county-provided transportation to that magnet
- Concerned about being drawn out of magnet or losing county provided transportation
- The transportation zones should be set in a way that creates fairness amongst school culture and access to resources
- How much more would 4 zones cost as compared to 3?
- Transportation zones should reflect overall % EDS in CMS the disparity currently is unacceptable
- Transportation, regardless of how the zone is laid out, should be capped at 90 minutes before the bell schedule
- Similar range of school options and magnets by theme grade level
- Relative distribute
- Similarly range of school options and magnets
- Relative distribution

Lottery

Which do you believe is the best option overall for CMS families & children and why?

- Our group has come to a decision of option “C”. We say option “C” because of equal opportunity from low, mid and high SES students.
- Team left that the lottery process was
- Scenario C because it gives consideration for people that live in the neighbor and options SES
- Scenario B – opening up the lottery to neighborhood kids
- Scenario C – this scenario provides seats for students within a mile and ½ mile
- Scenario C – provides recognition for those in the immediate community while providing a balance for all students
- Expand seats to accommodate more students for the magnet – more diversity – neighborhood schools with extended options
- B = high quality schools Instructional Leadership Neighborhoods
- Scenario A – This option does not give any favoritism based on where they live
- Option A – is the most straight forward – and the most fair – but there is some disagreement. Having a house close to the school you think it your neighborhood school
- Scenario A because there is less focus in real estate a prioritized education
- Option B because it allows students in the local area to go to the local schools and those interest in the themed schools as well
- Scenario A – equal distribution
- C – can go to neighborhood school and consider proximity to school and SES will help with transportation costs
- Option C – consideration of students who attend the school truly based on interest in the magnet
- C
- Scenario A – random is fair
- Scenario C – 1st choice (unanimous)
- Scenario B – 2nd choice (3 out of 6)
- Scenario A – 3rd choice (3 out of 6)
- Scenario B
- Scenario A which equally distributes all possibilities across all SES students
- Scenario A – 3/7, Scenario B – 2/7, Scenario C – 2/7

Which option do you believe is the least preferable overall for CMS families and children? And why?

- Scenario B – the numbers are not equally distributed. It would shift the number of high SES to a higher number
- Scenario A –excluding kids because they live in ‘hood’ – which means they would have to bus to another school
- Scenario A and B – 3rd choice
- Scenario C – hardest to understand
- A
- A – does not include neighborhood kids
- A – least preferred
- B is not considering SES for 30 seats
- Scenario B – seats set aside regardless of students’ SES
- Option A because it does not allow local kids to go to school in their neighborhood
- Scenario B. It focuses solely on real estate with no consideration of SES
- B – because the allocation to students who are trying to get into the school goes down
- Scenario B – because a child can not choose where they live. No special consideration is needed.
- C – least preferable from them A and B
- Scenario A
- Scenario B
- Scenario A – does not provide seats for students that live near the school
- Scenario A because it does not take in consideration the neighborhood
- Option A

What is most important for your table to share with CMS about the lottery? (Please summarize – in a sentence or a few key points -- and write it on the large sticky note at your table)

- SES status
- Why is not lottery/magnet a option for students wanting to enter for high school
- Consistency in the lottery procedure
- As a parent there should be more options for children beginning at the elementary level. Lower options are forcing some children to suffer educationally
- Equal Distribution
- Equal Access
- Create more magnet options within each transportation zone

- C, this provides “local” students to the school increased opportunity and ensures diversity in this group as well as others
- If students are found eligible to attend a certain school through the lottery, transportation to these schools is important
- 1. B allow social and educational development
- 2. C
- 3. A because we want to go to the school across the street
- What are the entrance requirements?
- Equal access
- It is skewed
- Can overcrowded schools apply to other schools?
- Fairness equality matters
- Ease of understanding
- Details matter – how do we plan if SES is not equal – what are next steps for others to get in school if all seats are not filled based on low, medium, or high SES
- You should be able to enter into a magnet program ie (IB) as a 9th grader or a school change. If you have not or did not participate in middle school
- The lottery should provide seat for some students near the magnet school
- It should also have consistency
- What does the lottery look like for parents without internet access? How do we (CMS) ensure these parents are aware and able to participate?
- Create more options in each transportation zone
- Magnet seats should be available to kids that met program requirements – not SES!
- Kids should not be kept out of magnet because of money
- Being able to have a choice and a voice where your child goes to school
- Every opportunity should be given to everyone
- Equitable distribution is important
- Sibling guarantee should hold some priority in the lottery selection. A parent should not be forced into transportation and volunteer quandaries because of denied entrance to a particular school
- Entrance requirements into a particular school (EOC/EOG Scores) should not keep a child from the best environment for their learning
- Consider doing away with testing entrance requirements (or consider re-evaluating and introduce a portfolio process)
- Scenario A seems the most fair, but when you see the school closest to you is a magnet school you see it as your homeschool and that can make the fact your child can not automatically get into that school difficult

- If I am a parent who is desperately trying to get my child into a great school I am placed on a waitlist my child suffers very early on. This sets the tone for advancement into middle and high school. They are never given the chance to excel.
- Continuation guarantee is important to maintaining the whole learning and consistent learning of the students
- Keep an even playing field so no one has advantage over another
- Lottery priority is similar to upcoming elections. Eliminate hard numbers and reword so that people are not driven by numbers set a percentage goal instead of numbers
- I have not received adequate consideration for the situation my family is faced with
- Allow consideration for new to area students

Any other comments about Lottery Priorities?

- Quality of teachers
- If themes are considered the lottery process will fix itself
- Sibling priority to be given by default no matter how much the age difference between siblings are. (ie. They need not be in same school at a time due to age difference.
- Expand the options available at the dull and partial magnets to the home school and get rid of lotteries!
- Scenario B
- Personal high priority is to keep admission and retention requirements – when appropriate especially for themes like arts or academics so that students attend with students of similar abilities and interests. Plus, the themes will be more enriching and successful if students are like-minded and share same passionate interests.
- Keep admission and retention requirements
- Entrance requirements should be non-existent. On a review process should be offered as long as the child can perform well in the classroom. The sibling guarantee should take precedence
- Lottery priorities should eliminate as many barriers as possible
- How do entrance requirements effect these distributions for designation?
- ½ mile radius should not be a priority lottery should have a minimal number of priorities
- Scenario C

- A certain percentage of seats should go to higher qualified students wishing to attend a particular magnet school regardless of their SES – top 20%? Ranked applicants? Or their proximity to the school
- Close by student who are well-qualified but high SES should not be bumped because a lower-qualified low SES also lives close by
- For those students already enrolled in a magnet K-8 they should be allowed to stay
- Make sure it is explained and widely promoted widely understood and derived of
- The transportation zone will effect how I prioritize the lottery
- There should be academic requirements for some of these programs. It is hard to believe many have no requirements
- I would like more full magnets and to know teachers are accountable for teaching things differently in partial magnets, this is a major concern.

Magnet/School Options

EXISTING MAGNETS: Choose up to 3 programs –IN RANK ORDER – you think are most important for CMS expand or replicate. And why?

Top-why?

<ol style="list-style-type: none"> 1. IB 2. STEM 3. World Language 4. Career Readiness
<ol style="list-style-type: none"> 1. LI/TD tied with stem (2 chose each option) 2. IB tied with stem (2 chose each option) 3. LI/TD, STEM, World Language, Visual/Performing Arts, Montessori, Traditional (Each person had a different choice)
<ol style="list-style-type: none"> 1. STEM 2. Blended
<ol style="list-style-type: none"> 1. STEM 2. Traditional 3. Visual and Performing Arts
<ol style="list-style-type: none"> 1. STEM (equitable) 2. International Baccalaureate 3. Career Based Themes
<ol style="list-style-type: none"> 1. Traditional

<ol style="list-style-type: none"> Visual and Performing Arts Institute of Technology
<ol style="list-style-type: none"> IB – in <u>all</u> CMS schools Visual and Performing Arts STEM/STEAM
<ol style="list-style-type: none"> STEM IB World Languages
<ol style="list-style-type: none"> Early Colleges STEM World Language – Language Immersion
<ol style="list-style-type: none"> STEM – to support the need of the changing world World Languages/Language Immersion – supports other aspects of learning Traditional
<ol style="list-style-type: none"> IB – program that works well with all students Talent Development Program Add more A
<ol style="list-style-type: none"> STEM – because U.S. is behind in math World Languages/Language Immersion IB
<ol style="list-style-type: none"> Visual and Performing Arts (older students) Blended Learning, Institute of Technology <u>anything</u> where there are <u>few options</u> immersive option International Baccalaureate
<ol style="list-style-type: none"> Early College STEM World Language
<ol style="list-style-type: none"> Full IB – Elementary IB Language Immersion – Elementary Expand Online
<ol style="list-style-type: none"> Institute of Technology/STEM Visual and Performing Arts Traditional
<ol style="list-style-type: none"> STEM Language Immersion Learning Immersion
<ol style="list-style-type: none"> STEM – too few STEM programs! World Languages – more variety of languages (Chinese, Arabic, etc.) IB

<ol style="list-style-type: none"> 1. STEM – it offers the most options within itself 2. World Language – Language Immersion 3. In general we would like more full magnet programs
<ol style="list-style-type: none"> 1. STEM 2. Visual and Performing Arts 3. Montessori

IN THE PIPELINE: Are there options in the pipeline you believe CMS should not pursue? Why?

- Single sex schools
- Look for full magnet options at Billingsville Elementary and Paw Creek Elementary
- Paw Creek and Old Newell Elementary School because it is too specific for K-5 students
- Without further knowledge, we do not believe you should not pursue any (for 2018 ones, we do not see the need for a museum magnet)
- More Young Men’s Preparatory and Young Women’s Preparatory
- Culturally inspired education
- Career based theme – technical education
- Sedgefield Montessori Expansion
- Traditional Elementary School
- Montessori
- The more options the better
- Montessori
- Future educator (?)
- Museum magnet

MAGNETS NOT CURRENTLY AT CMS: Choose up to 3 magnets not currently offered by CMS –IN RANK ORDER – that you would most like to see at CMS. Please include your own program idea if it is not included on this list.

<ol style="list-style-type: none"> 1. Law Enforcement (Career based themes) 2. Expeditionary Learning 3. Civic Engagement
<ol style="list-style-type: none"> 1. Expeditionary 2. Career 3. Multiple Intel

<ol style="list-style-type: none"> 1. Career based – prepares our students for their future 2. Micro – society 3. Expeditionary learning
<ol style="list-style-type: none"> 1. Micro – society 2. Career – based theme 3. Civic engagement B community leadership
<ol style="list-style-type: none"> 1. Young men’s and women’s preparatory 2. Civic engagement 3. Additional career based themes 4. Music productions, culinary
<ol style="list-style-type: none"> 1. Additional career based themes 2. Young men/young women’s preparatory 3. Micro – society
<ol style="list-style-type: none"> 1. Middle College High School at CPCC Merancas Campus 2. Old Newell Elementary 3. Early College high school
<ol style="list-style-type: none"> 1. Young men/women’s prep – for middle school campuses 2. Culturally inspired education – to support a diverse focus on learning 3. Multiple intelligences – because every child is unique in his/her learning
<ol style="list-style-type: none"> 1. Multiple intelligences \ a combination of 2. Additional Career-based themes/ the 2 programs 3. Young men’s and women’s preparatory
<ol style="list-style-type: none"> 1. Early college – future educator 2. Vocational schools – students can get a lot out of the training denial – day to day 3. Entrepreneurship – waldorf/nature school
<ol style="list-style-type: none"> 1. Additional career based theme ie plumber electrician mechanic
<ol style="list-style-type: none"> 1. Veterinary 2. Single gender 3. Civic engagement 4. COVEY 7 - habits
<ol style="list-style-type: none"> 1. Career based themes 2. Culturally inspired 3. Expeditionary learning
<ol style="list-style-type: none"> 1. Career based 2. Multiple intelligences 3. Micro society
<ol style="list-style-type: none"> 1. Expeditionary learning 2. Academy of Health Sciences 3. Career based theme – green/forensic science engineering

<ol style="list-style-type: none"> 1. Additional career based including: something related to business and entrepreneurship, hospitality – management could prepare for the future 2. Multiple intelligences 3. Civic engagement and community leadership: we need informed citizen
<ol style="list-style-type: none"> 1. Preparatory – kids focus better 2. Additional career based themes 3. More computer science, robotics, euro space engineering

Billingsville Elementary: Based on its location, would you view that as a viable option for your child? If so, what theme would make it most attractive to you?

- No – too far
- No, it is reputation precedes. The distance is just too much.
- No. Billingsville should have World Languages
- STEAM
- World Language Immersion
- IB
- Traditional school
- Elementary IB
- If the program suits our needs, then the location is secondary
- Not an option based on location – a STEM or traditional theme would make it attractive
- STEM
- No
- Yes. Full magnet geared toward coding/STEM
- STEM program
- It would be an option
- No – too far
- Parents being informed

What barriers to accessing to magnets CMS must address?

- TD, visual arts can be embedded continuing in the program until the end of years at the school
- Offer more magnets scattered evenly through the county (especially STEM)
- Availability (overcrowding # of schools) and transportation if not with in zone

- Having certain magnet schools closed to public but its advertised as a lottery
- Not enough program options (based on population growth)
- Lottery consideration process is restrictive
- Entrance requirements, transportation
- The lottery system. Not enough slots, imperfect knowledge. Parents do not know about Montessori until a year too late
- Zone consistency in quality
- Choices need to be equal, make lottery easy to understand – navigating the system – can not get in if you do not stay
- Transportation
- Not enough magnet options in north
- Low pay does not attract the most talented professionals that are effective teachers
- Transportation
- Location
- Distance and regional variety

*What is **most important** for your table to share with CMS about Magnets/Options? (Please summarize – in a sentence or a few key points -- and write it on the large sticky note at your table)*

- Billingsville – World languages-language immersion
- We need more magnet options in a variety of zones, especially North
- Why can we not send resources/money to our lower SES areas
- Discussion needs to be had about non-magnet schools and the need for diversity
- Offer more magnets scattered evenly through the county (especially STEM)
- Time is lost while on the waitlist, more options should be available at successful magnets and expand those that are working
- Are the teachers at magnet schools held to a higher standard (paid more)?
- Are the requirements higher (teacher applying)?
- Existing:
 1. Early College
 2. STEM
- While we believe in diversity in our schools is critical, we also want more options for our children to facilitate different learning themes and programs
- STEM
- Performing arts
- Institute of technology
- Interesting:

- Additional career-based themes
 - Civic engagement and community leadership
 - Expeditionary learning
- Want more options for elementary IB, full magnet programs vs. partial magnet programs
- IB in all schools
- Eliminate Traditional Elementary School and change to STEM schools to decrease the waiting list at STEM (How does the “traditional elementary” differ from any other non magnet elementary)??
- Adding more schools with the option of traditional, visual and performing arts, institute of technology
- CMS should consider adding programs that offer additional career based themes and alternate programs for non-traditional students
- LI/TD
- STEM
- IB
- Distance from home to magnet school
- Availability of magnet programs close to home school should be widely varied (1 of each option would be preferable.)
- The access of having a lot of options
- Expeditionary learning
- More pay to attract talented and effective teachers
- School that will prepare kids for future job market
- Priority of similar range of school options and magnets by theme, grade level, etc... will help with equity and access of options
- Accessibility – more students can attend
- Availability – in my area where we live
- Transportation – not 40 min away!
- Families should be allowed to remain in program as long as they meet criteria, CMS should look at various ways to inform parents of other magnet options
- Limit/integrate magnet options together to help families make better choices

Individual Comments: Magnet/School Options

Billingsville Elementary: Based on its location, would you view this as a viable option for your child? If so, what theme would make it most attractive to you?

- It is too far and not easily accessible. I would only consider sending my child if it offered the best in class program STEM or blended learning would be most attractive program.
- Only if it provides the best education options

- It would definitely be a viable option. I believe the STEM would be highly attractive or even an IB option
- Traditional or multiple intelligences
- No – the location does not work for us
- Yes, micro-society
- Nature or Waldorf? But I am not sure if people in that area would go for it
- I would consider if (in theory though, because I am very satisfied with our current program). If I were to consider it, it would have to TD program
- I can not offer an informed opinion about this option. I would offer that CMS should take care that this option is as inclusive as possible
- No

Any other comments about Magnet/School Options?

- Offer more magnet programs across this county
- Description of magnets should be included in packet of forms
- Expand the magnet options to the home schools. Keep kids in their home school option. Increase scores in both North and West Charlotte
- With a focus on “Home Schools” I am not sure why CMS continues to offer magnets. Fix the schools to be a school you want your child to attend no matter the location.
- Agree with the group that STEM is the future and should be expanded above all other themes. Liberal arts should be emphasized through K-12. This leads into something our group did discuss which is not specializing so much at K-5 like the computer science and coding themes for K-5. Make it science or technology themed instead. Make K-5 less specialized or career oriented and instead more general themes so students can explore more interests to specialize or focus perhaps in high school.
- I love all of those new magnet options. This will set CMS apart and grow kids in awesome ways
- If the pre K program could be accessible to students not SES disadvantaged through paying tuition this would add to connecting with parents and get kids into the community earlier
- 1. How will CMS support foreign teacher visas if the plan is to expand the language immersion programs
 2. Is the plan still for Waddell and Collinswood to share a campus?
 3. What type of magnet is being considered for Waddell High School and what is the timeline?
 4. Did the community survey indicate a strong desire that warrants a 2nd language magnet?
 5. Will the same language be offered at the proposed northern language immersion program?

- Offer 5 core themes and weave other themes into them. For example:
 1. STEM + Arts = STEAM
 2. IB + TD/learning immersion
 3. Language and multiple intelligence
- Include entrepreneurship and leadership (not with military)
- Do whatever changes made for 2017-2018 affect my current magnet seat if I already have one?

Other

Most Important:

- Ensuring our schools are DIVERSE and having reasonable options to provide the best for our children
- Equal distribution

Parking Lot Questions/Comments:

- Effective 2017-2018, entry grade years
- Magnet sibling “pulling” – sibling should pull sibling regardless of “school” ie middle schooler should pull in elementary sibling for same magnet and same school group ie feeder schools
- Why can not CMS be transparent about the true nature of those meetings. We want to discuss non-magnet student assignment
- Can all schools offer options of STEM and IB
- Need create programs for summers or down down ex. Language immersion program or micro society programs
- Ask participants not to speak disparagingly of children/students