

*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:
Myers Park

Transportation Zones

What Matters Most to You in Creating Transportation Zones? Why are these attributes important or not important to you?

Balance Percentage of Students in Poverty

Why most important (16)

- People are attracted to diversity in schools
- Diversity enriches all students and families
- Helps students succeed
- Child to have access to and experiences with diverse student populations
- More teachers (smaller classes) and training on teaching all students
- Current distribution of EDS across zones too unbalanced
- Ensure that all students have equal opportunity
- Balanced classes positively impact teacher retention
- Diversity
- Unity for Charlotte
- Research findings (higher poverty, less academic achievement)
- Equity/equal opportunity
- Stopping cycle of poverty
- Important that a student regardless of SES is recognized by other peer groups
- We have hyper-segregated schools currently, this would be making schools more equitable
- Exposes low SES to new opportunities
- Learns from this
- Different from them
- Exposure to lots of different rise w/the tide
- Everyone benefits
- Diversity is part of education

- Magnets need to reflect community as a whole—balanced SES helps ensure this
- This helps balance transportation needs assuming lower SES more inclined to use
- BOE goal
- *Imbalance* with current zones
- Equal opportunity and access for students
- Addressing this will help w/Phase II of student assignment review
- BALANCE is key word
- Magnets provide opportunity to reflect community
- Educational equality
- Grouped by themes
- Upward mobility (helps)

Why least important

- Most magnets have more diversity—opt-in nature of schools yields voluntary integration

Other comments

- SE social issues that could impact instruction
- Worried about forced—parent involvement may be less
- Hard to balance—valid measure?
- Need to consider the zone and transportation barriers

Similar Programs in Each Zone

Why most important (17)

- Opportunities for all
- Not fair to have a zone without opportunities
- Every child in CMS should have access to *same* programs without a large distance for travel
- Allows smaller distance from home (depends on program)
- Equity of options across zones
- Opportunities for students across the county
- Popular magnets should be more accessible
- Geography/SES should not be the factor for students to have access to programs
- Equitable access to program within each zone
- Opportunity for high-quality programs
- Opportunity to reduce traffic time

- If you have similar options, it creates more accessibility and less transportation
- Exposes low SES to new opportunities
- Transient populations would have consistency in programs
- One should have access to programs regardless of zone
- Equity
- Directly related to economic diversity
- WLA should not be the only magnet (7Q, Mont., etc.)
- Primary responsibility to educate so same opportunity and access matter for all—equal opportunity
- Equity and balance for all
- Drives other attributes
- Consistency and quality of replicated programs matter (e.g. IB, dual language—differences in programs)
- Keeps people from choosing magnets for free reasons
- Decrease bus time
- Equity across zone
- CLT continues to grow—busier with traffic

Why least important

- Magnets may not truly be unique
- “Similar” doesn’t address consistency and quality
- Not sure CMS has the ability to provide strong duplicate programs

Other comments

- # of programs is different from high *quality* of programs
- Distributing “what’s working well to all the zone” to lessen transportation burdens
- Why not 5-6 zones? Why not 4?

Size of Zone

Why most important (5)

- Long bus rides = student discipline issues
- Start time of magnets
- Appreciative of family time and commitments
- Resources allocation
- Don’t want kids on bus for hours missing extracurriculars and HW time
- By allowing similar programs, zone size would not matter as much
- Child shouldn’t be on the bus/ride times

- Lack of neighborhood feel/community
- Prefer smaller because *length of bus rides* (e.g. live in Cotswold and STEM option is in Palisades—when Oaklawn is biking distance)
 - Is this size or where line is drawn?
- Time on the bus reduction

Why least important (1)

- Population density varies so much
- Logical barriers more important than size
- Ensure no dramatic increase to transportation cost and times
- Geographic area—don't care about
- Geographic size—care more about length of bus ride
- Gets taken care of by addressing “similar programs in zone”

Other comments

- Limit zones by 20 min travel time
- Zone across county?
- Considering other balances, this should be least important
- ? Depends on home school assignment
- Optional: you *choose* if you want the long ride

Intact High School Feeder pattern

Why most important (1)

- Student trajectory (ES to MS to HS) impacts decision to choose a magnet
- Proximity
- Keeping siblings together
- Going to school with similar and new peers across schools/relationships
- Friends/stability
- Travel time for parents
- Children's relationships (social/emotional side of learning)
- Consistency
- Students have friends (people they know) there—ES, MS, HS
- Builds ongoing relationships

Why least important (11)

- Huge impact on school resources & overcrowding
- It's a part of life
- Choose for what magnet is, rest is irrelevant *** (quirky but okay)

- Hard to maintain if in a magnet, it's either/or
- Kids "starting over" have been fine
- Kids are exposed to more diversity to help students grow

Other comments

- How will change in magnet transportation zone impact home transportation zones in phase #2?
- Important but not as much as other attributes
- Current feeder patterns are splitting groups, often by SES

Whole Town within single zone

Why most important

- Kids from same neighborhood should attend the same school

Why least important (13)

- Charlotte is too big (do not live in a town)
- Unwieldy size
- Town not important to magnets
- At odds with other attributes
- Cover this w/home school boundaries
- Hinder ability to decrease size of zones
- Creates too many constraints
- Harder to balance % of students in poverty
- We don't live there!

Other comments

- We all live in Charlotte!!!
- We had options that allowed opportunities that did not relate to the town area

Other Comments

- Who needs transport?
- Difference in school make-up and transportation

Which is the best option overall for CMS families & children? Why? Do you have any suggestions to improve this option?

- Map 3 appears to have the most EDS diversity however we would be concerned about length of transportation
- 4B – balances diversity the best (but perception is lines are weird. Why is that wedge there?)

- 3 – better chance of getting programs in each zone
- 4A – keeps zone smaller, median standard deviation of poverty, center city split between all 4 districts
- 3 – makes more sense geographically
- 4a – if add more magnets to this zone
- 3 – give each zone a fair amount of options
- 4A – but confusions abound around the 4B intentions with an artificial boundary. EDS percentage seems more balanced across zones equal distribution of magnets across all zones would be preferable. Get more busses!
- Map 3 – because more options and it is a simpler magnet system. Getting 3 STEM magnets vs needing 4 STEM magnets. Will help with feeder for high school
- 4A is our favorite – feels more equitable with options, feels logistically more efficient
- 3 – mostly appeared balanced
- many could not fully appreciate the impact of options
- 4A – has more equality in number of magnets and improves EDS
- Zone 3 or 4A addresses balancing poverty, which is important issue
- However, 4B does a better option for the zone with highest poverty
- Map 3, three zones. Fewer zones mean more resources allocated to each school
- Streamline transportation
- Map 4A is most preferred because geographic and EDS considerations both taken into account
- Map 4A – however, need more magnet options in the east and far north. Our group liked this option because of more equitable distribution
- 4A is what we consider best
- 3 – more concentration of EDS which is good, more transportation time, need more distribution of magnet schools for students that are far
- 4A makes more sense for most number of students, 4 zones have better transportation, want spread out for partial magnet options, need programs in each zone
- Map 3 – balances percentage of students in poverty, similar programs in each zone
- What is the impact of cost and time of 3 transportation zones?
- 3 – had high support, better distribution of magnets/zone/

- 4A – had the highest support, small zones are helpful, logically is balanced, most geographically balanced, but improve the balance of number of students
- 4A – least disruptive, more balanced EDS
- 3 – equal populations; more magnet options
- 4A – had the most even distribution of EDS percentage
- 4B has the most potential for a future evening out of program availability
- More options are necessary in the northern area
- Group torn between 3 and 4A – seem to break up poverty better – need to add more magnets for each zone so there are closer for access
- Where is center city zone?
- Map 4A – four transportation zones
- We think 3 and 4A are more reasonable options – 4B does not look workable – 3 zones seem workable; poverty levels are balanced better in zone 3
- 4A – smaller zones make magnets more accessible

In your opinion, which is the least preferable option overall for CMS families and children? Why?

- 4B
- Map 3 – three transportation zones
- 4B – adds all magnets in violet
- Map 3 – zones are too big
- Map 3 – zones are too big, long bus rides
- 3 – makes zone bigger, travel time too long
- Map 3 – too large of a travel zone
- 4B – violet and green zone percentage of EDS too high
- Map 3 has very large zones, which means greater travel time via bus
- 4B – EDS population stays centralized
- 4B – this was our least favorite, we felt the congestion traveling through zone purple was not equitable to other areas
- 4B
- 3 zones is too much travel/chase
- “4B looks like a disaster in the making”
- Do not trust that CMS will not use 4B magnet plan to change the home zone
- All options seem to have some amount of advantages and disadvantages
- Map 4B; significantly impacts current zones, odd boundary lines
- Map 4B – least preferred the boundaries between

- Blue and violet dividing line is problematic
- Resembles gerrymandered congressional boundaries
- Map 3 – least preferred, 3 zones/large zone size
- 4B – least preferred does not make sense
- 4B – does not make sense (gerrymandering), does not meet with our most important factors
- 4B – still too imbalanced from EDS perspective (22% difference between highest/lowest)
- 3 – big zones, high transport times, EDS gaps

What is most important for your table to share with CMS about transportation zones? (Please summarize – in a sentence or a few key points)

- We need more equally dispersed magnet schools within the zones
- Length of bus ride is important
- Having options in each zone is important
- Need more time to make these decisions; too much data to process, would like information, ahead of time
- Good options, equitable area, and least amount of travel
- Transparency around goals and objectives necessary
- Want greater number of magnets in each zone
- Each zone needs representative sampling of magnet themes (especially popular themes)
- Simplicity, ability to offer similar magnet programs in each zone
- Logistics and efficiency of transportation need to be given first priority
- Want to know home school options
- The kind of magnet is most important
- Struggling looking at map without defined magnet schools
- We would prefer a “pie chart” for magnet
- Fear these will be used to change/influence home schools
- Shorter bus rides
- Traffic pattern/time of day/rush hour taken into account (4pm end times)
- Distribution of schools
- Distance – walk zones should be included for partial magnets too, not just full magnets; radius for closest school
- Key is WHICH programs are available in each zone
- Transportation zones may not be the KEY issue/problem in this phase
- Whatever is chosen, the decision needs to reflect the priorities and need to look at the impact on resources

- Need similar programs in each zone – more dispersment for EDS students and less time on bus
- More programs in highly concentrated EDS zones
- Number of options compared with number of students plus equitable distribution of EDS students
- Least change
- Minimize transportation (limits extra curricular options)
- All options reduce SES disparity
- No plans get EDS difference < 5%
- Keep transportation zones condensed and not with narrow stretches and entangles
- Equal opportunities across zones, same programs with same quality in each zone
- Number of quality magnet options in EACH ZONE, however big the zone
- Duration of commute – getting home after dark creates a number of difficulties for students, especially those involved in extra-curriculars
- Shorter drives for students
- More magnet options per zone
- Reducing time in the bus by providing similar programs
- Multiple of the same magnet program in each zone
- Need more information to make a proper decision

Any other comments about Transportation Zones?

- Lots of questions, no strong votes for favorite/least
- Shortest bus routes
- Least amount of time on bus
- Intact feeder program
- Whole town with single zone
- Leave at 4
- Option 4B seems less disruptive
- Reducing time on bus
- 4B option – option B looks like gerrymandering
- Map 4A – option A, best option
- 4B – option A, need at least 4 zones
- Map 4B creates a wide EDS disporing (22%) versus the other 2, Maps (15%, or worse) This is least preferable. Most preferable is Map 3 because it has the least EDS dispute bad geographics similarity between the three zone, which should allow for reduced transportation costs
- Best – map 3
- Least – map 4B
- Most important

- Most important- balance percentage of students in poverty, but balance with transportation time
- Do not want even longer us rides
- 4A seems the least traumatic while not making size too large
- Prefer 4A why is gray zone so small though?
- Do not feel like it was clear what these zones drive initially we were told and only impacts magnets but then facilitator said it does impact home school zones. Should be more transparent and not patronize us
- Least favorable option is large zone. I feel very sorry for Davidson, Huntersville, etc., I support more home school zones
- Balance percent of students in poverty
- Similar programs in each zone
- Most important: Balance percentage of students in poverty. Why? Because data shows that it improves school outcomes
- Least important: intact high school feeder pattern – what is the individual measurable achievement value?
- High school feeder
- Balance percent poverty
- Similar programs
- Least whole town

Lottery

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

- B – can structure economic balance of school most easily
- C – similar to B – with support
- Scenario B – children gain and many benefit they walk to school
- Scenario A or B
- Scenario C – this plan upholds the diversity while allowing for nearby students to attend. This contributes to decreasing commute, one of our main concerns
- B – like neighborhood option/walking distance
- B – If magnet near your home you should be able to go to that school. Give the magnet more a home school feel.
- Scenario B – Provides opportunity to walk zone
- Scenario C – provides opportunity and maintains SES distribution
- Option A – Keep sibling and continuation guarantee – if your only goal is SES equality
- A – because magnets are elective
- Some people appreciated < .5 mile defined seats
- Some liked A but that's assuming zones do not change, hard to gauge otherwise

- Scenario B – most acceptable
Scenario C – also a possible option depending on the SES parameters
- Option A – gives equal opportunity across the board
- Option C – creates more of a neighborhood school, helps with transportation
- Scenario C – is most preferred because it balances priorities of community feel and equitable access
- Scenario C – equal distribution across SES levels plus seats for SES within ½ mile
- Scenario B – kids close should get priority
- C – allows for balance while still allowing families to attend a local school
- Scenario B – walk zone/neighborhood aspect, school would represent the neighborhood it is in
- Scenario C – because it will not skew the SES balance
- A – options available for “want to be there” rather than happen to live there, more diversity (1 vote)
- B – flexible/to community preferences (2 votes)
- C – preferences community without skewing SES, more diversity (2 votes)
- Some for A – most fair
- B or C – takes into account neighborhood “buy in”; community support for school
- Option B – Community support; allows you to also go to neighborhood school

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

- Scenario C – limiting ability for a child to go to its home school because of socio economic problems
- A – does not keep neighborhood together; lacks transport practically
- B – could skew populations (SES) of magnet based o neighborhood
- C – less seats for full zone/people who really want program
- Scenario B – because it could skew the SES balance
- A – because it does not take neighborhoods into account, because of concerns over parent involvement
- B – because it should not be about proximity, only about quality
- A – does not consider proximity at all
- Scenario A
- Scenario A – no consideration of ½ mile radius
- Scenario A – is least preferred no element of neighborhood/community link to school

- Option B – gives an advantage to those who can not afford the neighborhood, not truly equal
- Scenario A – since neighborhood students are not taken under consideration. Transportation cost for CMS is also a consideration
- Others said C did not seem far
- Scenario “A” – lacks community involvement therefore it was our least favorite
- Scenario A – does not provide preference to walk zone
- A – does not give children that live close to the school a better chance of getting in
- A – where they do not consider location
- Option C – is too limiting to families that fall within same SES group and majority of students that live within a half mile, but they reside outside of .5 miles. It would make it challenging for them to get in
- Scenario B – it takes out the consideration for diversity
- Scenario C – may hinder students from outside walk zone getting in from certain SES
- A – lack of walk zone availability is detrimental to school long term from a parent support view

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)

- Neighborhood support of schools is key to success we feel
- It would be helpful for neighborhoods to be able to attend magnets in walking distance – encourages people to move there and bring up property values
- The difference between partial and full magnets – do partials use the same methods
- Lottery is inherently fair – everyone has an equal opportunity to get in. Success in magnets is largely dependent on parental involvement, so each family that applies should get EQUAL ACCESS
- We need more information to provide the best feedback
 - Would like to know how many people from each SES group are actually applying?
 - How do we make home schools better? Would this solve issues?

- Would we feel different if we did not live in blue?
- People use it to get out of their home school vs going to the magnet for its specialty
- We have prioritized walk zone and think A and C are both valid approaches. There is a general sense of wanting to maintain SES opportunities
- Neighborhood feel is to stay in tact
- Discussion recap: having academic qualifications for magnet programs – maintain level of standards (except COTSWOLD – it is a gem!)
- Importance of home school is evident
- Too difficult to participate in – application, dates, too different
- Does not seem like there are enough seats
- Proximity to schools
- A lottery system should be equal across all areas
- Both SES diversity and Neighborhood/community element should be balanced in prioritization
- Increase number of full magnets
- Make lottery process more transparent
- Better promotions of magnet fair
- Provide assistance to parents with completing the lottery process
- Try to be inclusive of ½ mile people
- Maintain balance
- Communicate with more families about their lottery options just like voter registration drives
- ½ mile too tiny for proximity zone, some wish it were 1 mile
- Not all the programs are same – BE CONSISTENT
- Balance in SES is important; do not tip too far one way or another
- Diversity inexperience/classmates
- Compromising the functionality of choice system
- Better marketing for magnets
- Tool for educational value, not a tool for moving kids around
- Full and partial magnets NEED to be taken into account
- Want to keep neighborhood together while prioritizing diversity
- CMS should improve communication of magnet options, application process, lottery division

- Living with in walking distance to go to magnet is important to some, BUT not all agree – because they could go to home school; magnet is choice
- Pro for A – seems most fair; regardless of where you live
- Does not sound like a lottery if not being chosen randomly
- Very confusing to parents

Any other comments about Lottery Priorities?

- Any suggestions to improve?
- I like scenario B. Students who live within a half mile of the school need to be a priority
- C does the best job of balancing the walk zone and socio economic balance
- Scenario B! At least can attempt to have a neighborhood feel with a magnet program
- I think home school and guaranteed local/home magnet is most important
- A – if you are a magnet I do not think proximity to school should matter for lottery
- Preservation of local school alternatives is extremely important, so scenario B is the alternative to preserve that. The least preferable is Scenario A because it does not preserve local school alternatives. The most important issue is to maintain current sibling guarantees and current schools for current students
- Give priority to applicants who have applied XS
- If, due to boundary changes, a child is moved from a high performing home school to a home school with significantly lower performance, they receive priority consideration in the magnet lottery. All scenarios only focus on SES, vs. other factors, should be equal access across all
- Same as above (shortest bus routes)
- Lowest cost

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. Early College – college credit for no cost – great access for SES 2. World Languages – global environment, brain function, exposure to different cultures 3. The ones that are the most “successful” – attendance visual arts |
| <ol style="list-style-type: none"> 1. STEM |

<ol style="list-style-type: none"> 2. IB 3. Montessori/Global Studies
<ol style="list-style-type: none"> 1. World languages 2. STEM 3. Early Middle College, Montessori, Visual and Performing Arts
<ol style="list-style-type: none"> 1. STEM – 21st learners 2. Early Middle Colleges – high flyers goal oriented 3. World Languages – preparedness 4. Montessori
<ol style="list-style-type: none"> 1. STEM/STEAM 2. IB \ expands students' views of the world 3. Global Studies / <p>Which has longest wait list?</p>
<ol style="list-style-type: none"> 1. STEM 2. World Languages 3. TD/Montessori
<ol style="list-style-type: none"> 1. STEM 2. IB 3. Blended and Virtual Learning
<ol style="list-style-type: none"> 1. TD – gifted learners have unique social and emotional issues not addressed in CMS, elevates teaching and learning at school 2. IB – link to college 3. Early Middle College – college credits, languages
<ol style="list-style-type: none"> 1. STEM – high demand 2. Montessori – high demand 3. Idea Development
<ol style="list-style-type: none"> 1. STEM – future focused 2. World Language – Dual/English and Spanish 3. Early Middle Colleges – add more tracts and start in 9th grade
<ol style="list-style-type: none"> 1. Montessori – hardest one to get into 2. Language 3. Early and Middle College
<p>Ranking was difficult</p>
<ol style="list-style-type: none"> 1. STEM – very important to current society, technology is the way our world is heading 2. Business – important foundation for real world 3. World Languages – currently difficult to get in
<ol style="list-style-type: none"> 1. Montessori Elementary – expand and replicate – current admission is too competitive 2. Global Studies and Leadership – unique and high demand

3. STEM – expanded because of high societal demand
<ol style="list-style-type: none"> 1. World Languages 2. STEM 3. IB (in favor of already have many programs)
<ol style="list-style-type: none"> 1. World Language Program – all zones would benefit 2. STEM – all can benefit 3. IB – impacts a lot of kids
<ul style="list-style-type: none"> • Montessori – there are wait lists • Early/Middle Colleges – college affordability reduces the need to build new high schools • World Languages – important skill/need to be competitive • Traditional – not enough schools’ now <p>(not ranked)</p>
<ol style="list-style-type: none"> 1. STEM/STEAM – expand based on need of science knowledge NOT EVEN just in magnets!! 2. Learning Immersion/TD – especially for middle and high school (which does not exist) – analytical aspect creative problem solving/learning use different curriculum which is good 3. World Languages – speak 2nd language is very important for US students, long wait lists at places like Collinswood; foreign language should be at every school
<ol style="list-style-type: none"> 1. EMC – free tuition, flexible in college IB – global perspective, discussion, group/critical (2-way tie) 2. Learning Immersion – real world, prof dev STEM – crucial for today Montessori – addresses different learning styles, access as public for benefit World Language – learning skills and culture (4-way tie) 3. Traditional – addressing learning styles
<ol style="list-style-type: none"> 1. STEM 2. Languages 3. Montessori 4. Performing Arts
<ol style="list-style-type: none"> 1. Business and Entrepreneurship – there is only one for entire CMS 2. STEM 3. Visual and Performing Arts – only 1 HS <u>for CMS</u>
<ol style="list-style-type: none"> 1. IB 2. STEM

3. Early and Middle Colleges

New School Options And Magnet Programs Under Consideration For 2017: Are there options in the pipeline you believe CMS should not pursue? Why?

- No strong opinions
- Billingsville – add a theme
- iMeck because of concerns over online education
- Sedgefield Montessori
- Do not include more partial magnets
- No strong opinion – partial magnets were in question
- Paw Creek
- No
- No virtual schools
- Museum magnets
- Micro society – JA can provide that
- Not a lot of enthusiasm for any other than single sex
- No more partial magnets
- Micro society – high school level only

Themes NOT CURRENTLY in 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. Why for each choice?

1. No – do not dilute it
2. Magnets – focus on improving them
1. Why add more? What gap needed to be filled?
1. Expeditionary learning
2. Career based
3. Museum magnet
1. Additional Career Based
2. Young men/women prep – sexist competition – build confidence
3. Culturally inspired
4. <u>Design Thinking</u>
1. Additional Career Based – practical
2. Micro Society – like achievement – engaging

3. Civic engagement – such valuable skills – <u>life skills</u>
<ol style="list-style-type: none"> 1. Montessori middle/high school 2. Single sex, young men's or young women's prep 3. Additional career-based themes for non-college track
<ol style="list-style-type: none"> 1. Career based 2. VoTech
<ol style="list-style-type: none"> 1. Single Sex – different needs for each, especially in middle school 2. Career-based – exposes kids to careers may not otherwise get 3. TD high school – not offered – unique issues not being addressed and elevates teaching and learning at school
<ol style="list-style-type: none"> 1. Trades and Crafts 2. Career based
<ol style="list-style-type: none"> 1. Career Based 2. Single sex education 3. Expeditionary learning/Micro society
<ol style="list-style-type: none"> 1. Multiple Intelligences – good way to teach/learn 2. Expeditionary learning 3. Young Men's Prep/ Young Women's Prep – because we do not have any
<ol style="list-style-type: none"> 1. Career-based – prepares kids 2. Single sex – boys and girls learn differently 3. Expeditionary learning
<ol style="list-style-type: none"> 1. Expeditionary learning – appealing concept 2. Additional vocational program
<ol style="list-style-type: none"> 1. Additional Career based 2. Expeditionary Learning 3. Micro-society
<ul style="list-style-type: none"> • Expeditionary Learning • Additional career-based themes <p>(unranked)</p>
<ol style="list-style-type: none"> 1. Single Sex 2. Trade-based (electrician etc.) (own program idea) 3. Career-based – real world skills, non college track 4. Expeditionary Learning – <u>tangible</u> learning, helps children who learn a different way do this learning
<ol style="list-style-type: none"> 1. Expeditionary Learning – exposure to other topics 2. Additional Career/multiple intel 3. Culturally – Inspired
<ol style="list-style-type: none"> 1. Civic engagement 2. Career based

3. Health sciences
1. Additional career-based
2. Civic engagement and community leadership
3. Expeditionary learning

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?

- Year round
- TD
- Environmental Studies
- Magnet for whole school not partial
- Viable Option – many said yes emphatically
- 3 no's, 1 yes – museum across street, not enough information
- Yes; Montessori? STEM?
- No, transport; like to go to school with kids they know
- Look at wait lists for other schools in the area
- Yes, would like to see STEM or IB
- Yes, based on location
- Concern over location, language theme
- Yes, excellent location
- TD or Montessori
- Additional career-based themes
- STEM
- TD or Montessori or language – because they are popular
- STEAM
- Not sure
- Since it is near Mint Museum, take advantage of those resources, or add a STEAM/STEM or TD
- Montessori, TD, Museum magnet, multiple intelligences

What barriers to accessing to magnets CMS must address?

- Transportation, paperwork, level, difficulty to enroll
- Transportation
- Proximity to me
- SES children will not get into magnets due to low parent engagement
- Confusing process
- Without community organizations how do parents know
- Too many with qualification that SES students would not qualify for
- Transportation

- More options/more seats
- Better explained – make it simple – one shelter of all open housed. Better communication
- Transportation distance
- Transportation/location
- Equity and transportation and availability
- Too many options! Putting pressure on existing programs to increase our choice is not ideal
- Transportation
- Accessibility
- Equal opportunity across zones – same foci in each zone
- Communication; exposure in preschool, transportation
- Transportation
- School/program availability
- Equitability
- Look of information, communication, marketing transportation
- Computer access for lottery/sessions for doing this
- Community awareness. Work with community leaders
- Personal connections to draw people to the magnet
- Be CLESR about the PROCESS to lottery. YouTube video

What is **most important** for your table to share with CMS about Magnets/
Options? (Please summarize – in a sentence or a few key)

- Stay with what works – DO NOT ADD NEW. Stay with what works
- Add computer science/coding to ALL schools rather than just magnets
- Do not do museum magnet
- Need to communicate these to the community!
- Are all of these options truly better-educating our students?
- Look into what is already successful
- Equitable across zones – better explanations of the programs
- Comparable options available in all zones instead of offering 20 options offer 6-8 and more of them in all transportation zones
- They are becoming so “niche” they are too exclusive
- Vocational
- This is a large issue that we can not solve tonight, please do not rush into a decision. Teacher retainment through increase wages would help the issue with underperforming schools. Should we pay teachers that work at underperforming schools be paid more.

- Maintain integrity of the magnet through high expectations and standards
– offer variety and enough for all students
- Consider disruption to current families. Frequent change in boundaries lottery criteria, etc. cause disruption among families and in communities, causing many families to leave CMS
- Bell schedule needs to be family friendly! And consistent

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?

- Too many flaws of schools. How can one organization hope to maintain excellence while also trying to be all things to all people?
- “Design thinking” magnet schools
- Make Billingsville Elementary a full STEM/STEAM school
- Not enough career-based themes
- STEM, IB, Early/Middle College
- Would need to see performance, TD theme, educating how to apply
- Priority to underperforming home school zoned families
- Consider making Sedgefield Elementary a magnet. Would pull neighbors back in and relieve overcrowding at Slemounding schools. Make it a TD school to draw in high performing students from nearby schools
- Existing magnets - STEM, Early/middle college, TD
- Would liked career-based magnet
- Existing magnets – STEM/STEAM, business, global/leadership, military
- Existing magnets – STEM
- Existing magnets – Similar Programs and percent of poverty
- Existing magnets – Montessori! Teaches the joy of learning
- Themes NOT CURRENTLY OFFERED in CMS – Montessori High School!
Same sex options! Career-based!
- Barriers – the kids left behind are still left behind
- Most important – keep teachers – pay them more, especially in poor-performing schools
- Pay our teachers more. We are losing our teachers
- Magnets balance across areas

- Existing magnets –
 1. STEM/STEAM – this is where jobs/the future are
 2. business/entrepreneur and teach children and create their future
 3. traditional
- CMS should ensure that it is not overspending on new options to the exclusion of detriment of current program/facilities
- Themes NOT CURRENTLY OFFERED in CMS – career based themes to help students as they prepare for life
- Billingsville Elementary – not viable option, not over focusing on SES, to the exclusion of everything else
- If home schools were improved, we would not need to be adding other options

Any other comments about Magnet/School Options?

- Early College – college credit without cost, world language
- Look at waiting lists and respond to your customers

Other

Parking Lot Questions/Comments:

- Please focus on more magnet schools in uptown area! It is growing with young professionals!
- Traditional school description is not completely accurate – needs to include leader in me
- Please do not add a museum magnet. I do not think people will be interested