

*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:
Olympic

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 (7)

- Schools with very high % of SES students
- Overcrowding—building and bus
- Some schools start out at a disadvantage
- As a whole district, we need to level things out across our county
- Some schools do not have a PTA; this can be an issue
- Balance is important
- School education/attendance

Why least important (4)

- SES doesn't matter when staff and environment as well as teaching/parent involvement are effective
- \$ family makes should not determine access
- Could cause transportation issues
- Other challenges as to why someone is in a lower or higher income family, decision made by income—children don't have a choice
- Can't dictate where affluent or disadvantaged families live

Similar Programs in Each Zone

Why most important (16)

- Equal access for all students
- Shorter commute
- Fair to offer programs access because transportation should not limit
- Exposure for students, transportation should not penalize equal access
- Broad appeal

- Build up neighborhood schools
- Uniform across the board
- Helps equalize
- Education should be equal

Why least important (2)

- Efficiency is more important
- Link trade schools to areas without high % college

Other comments

- Magnets centralize students that are highly talented—create additional school options e.g. NWSA (not be penalized because of where bus takes you)

Size of Zone

Why most important (10)

- Shorter commute
- Similar programs
- Time of bus ride
- Amount of time on a school bus is a concern
- Cost
- Not on bus too long
- Moved to neighborhood schools
- Safety for HS drivers
- Community engagement—less connect w/school

Why least important (2)

- Children don't ride bus in some families
- "Not at the top of my list"

Intact High School Feeder pattern

Why most important (5)

- Synergy between ES, MS, HS—programs offered enrichment, proximity, consistency
- Predictability, family has experience 3 different assigned high schools (home schools)
- Stability for my children

- I want to be able to plan
- Whole elementary, whole middle feed to high school
- Vertical learning across feeder patterns

Why least important (0)

Whole Town within single zone

Why most important (2)

- Predictable HS feeder patterns are important, unable to opt out (e.g. charter)
- Honoring the other municipalities and their relationships with CMS

Why least important (3)

- There are other higher priorities
- Feeder patterns catch this for me
- Feasibility

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

- If we have no other choice, 4B map would be our choice as it limits travel time for students within the zone and also gives students choice
- 4A—would balance out grey zone
- 3 and 4A—grey zone more equitable, no one left out, equal access
- 4A—like the four zones (1 person); 3 zones—looking at EDS numbers and better balance with 3 zones (4 people); 4A or 4B—reduce the bus time (2 people)

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

- 4A—feel it's still such a large zone map
- 3—too large
- *Current option* seems to group “lower” socioeconomic students together; we want equal access to opportunities
- 3 zone—2 people; 5 people choose 4B

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

- Most important for the size of the zone. It is not healthy for students to have to be on the bus for lengthy periods of time

- Ensure zones are manageable; ensure there are enough drivers on hand; ensure size of zones encompass all socioeconomic levels
- Again, equality for all students; same opportunities for all students to access the same opportunities
- Green zone needs the most magnet schools (4 people)

Any other comments about Transportation Zones?

- Most important: % of students in poverty, similar programs in each zone; least: intact HS feeder pattern. Add more magnets to green zone or change zone to include magnet concentration in blue zone
- Most important: % of students in poverty, similar programs in each zone; least: intact towns. *Best*: 3 zones—most equitable EDS distribution throughout districts
- Option 3 zones, because percent EDS is equally distributed with this selection. Most important: similar programs in each zone, least: intact HS feeder patterns
- Most important: intact HS feeder patterns; worst: overcrowding of school

Lottery

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

- Scenario B—gives SES consideration as well as keeping those that live ½ mile (home school) a choice to be a part of it
- We do not believe in the lottery because it creates a stigma that non-magnet schools are not as good—have all schools on the SAME program regardless of socioeconomic zone they may be in
- B—but with some “improvements” out of A. Primarily, more students (seats) i.e. 150. Some liked different aspects of each plan
- Scenario C—seems to offer the most for low economic and kids in their area (6 people)

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

- Option A—doesn’t take into account those that live nearby
- A is least preferable option, did not like—no
- Scenario B—provides the least amount of seats for low SES (majority)

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

- Hard to measure fit/aptitude—need to have a way to ensure the magnet is right for the child applying. It should not just be based on SES—can you handle the curriculum? Part of the lottery process should also include teacher reviews in case a child doesn't test well and score well on EOGs (as an example); teacher will know if child is ready for magnet
- Continue to make an effort to help low SES, and be intentional about providing more opportunities for policies to support this effort

Any other comments about Lottery Priorities?

- Schools need to have lottery process letters on time and distribute them to schools; there needs to be non-internet based ways to get into lottery
- Best option: current lottery works fine; most important: keep current transportation

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?

1. STEM—better prepare kids for workforce in future 2. Military—help straighten out behavioral issues 3. Institute of Tech—the future is all about technology
1. STEM 2. IB 3. Learning Immersion
1. STEM—expanded, everyday life, future 2. Military Global
1. STEM elementary schools 2. Traditional = very popular 3. College/Dual Enrollment expanded w/transportation assistance

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

- Sedgfield Montessori—maybe we don't need that expanded to 10th grade
- No
- No, they all sounded good

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?

<ol style="list-style-type: none"> 1. Career-Based Themes—great for high school, gets ready for real world 2. Multiple Intelligences 3. Micro-Society (along w/#2, others would be too hard to implement)
<ol style="list-style-type: none"> 1. Sedgfield Montessori—why expand to only 10th grade 2. Hawthorne Academy of Health Sciences 3. iMeck HS at Cochrane Collegiate Academy—only if it expands into existing grey zone
<ol style="list-style-type: none"> 1. Micro-Society 2. Computer Society—technology is the future 3. Multiple Intelligences—students need this option
<ol style="list-style-type: none"> 1. Additional Career-Based Themes—career and college skills 2. Expeditionary Learning—leadership/hands-on 3. Single sex—Young Men's/Women's Prep

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?

- Based on how far away it is, if it's far, no
- No
- Partial arts program, computer science & coding technology
- STEAM program

What barriers to accessing to magnets CMS must address?

- Look at traffic and how far schools are away from home
- Continue to focus on goals; step in right direction; do what you say you're going to do, move forward
- Transportation, distance and start times

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

- Smaller zones, similar programs throughout the zone and the ones they offer need to be well done. If you want to send them further from home

- you will be responsible for transportation, not CMS. Zones should be manageable (i.e. smaller) so students are not on the buses too long
- They should be appropriately balanced between zones
 - *Provide* more magnets in green zone; deadlines and accepting your seats in a timely manner

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?

- n/a

Any other comments about Magnet/School Options?

- Yes: single gender, yes: social justice institute
- Group questions:
 - Existing magnets: Scenario B
 - New school options & magnet programs under consideration for 2017: New STEM high school

Other

Optional Transcriber Observations:

- Transportation zones:
 - Size of zone/transportation time/equal opportunities for all students in zone = most important
 - % of students in poverty/similar programs in each zone is priority
- Magnet/school options:
 - STEM is most popular option to expand on
 - Career-Based Themes, Micro-Society, and Multiple Intelligences all favored to implement at schools
 - Transportation, similar programs throughout zone, balance of magnets within zone = important