PRESENT

Debbie Meissner advised the committee that the minutes are sent out electronically to all those who have signed up to receive e-mails from her. If you are new tonight and want to be added to the e-mail list, please put an asterisk next to your name so that Debbie Meissner knows to ADD you to the Group E-Mail. Also, all the minutes, agendas, speeches, and data are posted on the district website below:

http://www.westerville.k12.oh.us/administrativeDepartment.aspx?aid=82

INTRODUCTION OF DISTRICT REPRESENTATIVES
Dave Baker (Executive Director, K-8 Academic Affairs); Steve Petercsak (Interim Coordinator, Academic Affairs); Vicki Jarrell (Principal, Emerson Magnet School); Dr. Scott Ebbrecht (Principal of Longfellow and Central College Magnet Schools); Brian Orrenmaa (Principal at Fouse Elementary); Dr. Machelle Kline (Director, Assessment & Alternative Education Services)

WHERE DO OUR MAGNET SCHOOL STUDENTS COME FROM?
Dr. Machelle Kline, Director of Assessment and Alternative Education Services, stated that the question came up from the group a couple of weeks ago asking to see what areas/neighborhoods do our magnet school students come from. Bob Lynde, Transportation Manager, using the district’s Transfinder system, which has every student in the district, can separate the students by home schools, magnet schools, any way we want to separate it out. Machelle presented a map of the district for each magnet school (Central College, Emerson, Hanby, Longfellow and Robert Frost-Grades 1 and 2 only) showing the location of each student by their home address that goes to that particular magnet school. There is also a district map showing where ALL magnet school students live. The maps are on the website listed above for anyone to review.

It was noted that the district tries to distribute students who go to the Math and Science Magnet schools closest to their home to reduce bussing costs as much as possible. Also, Hanby’s map includes the gifted students.

Steve Petercsak noted that Huber Ridge School is a tight-knit neighborhood school – very few buses come to Huber Ridge. Dr. Kline stated that Hawthorne is a very transient neighborhood. Just this year, 112 new students moved into the neighborhood. This could affect the numbers in those schools of students applying for magnet schools as we look at the maps. Wilder, which is also in the Southern portion of the district, had 99 students or 21% at magnet schools.
DISTRIBUTION OF STUDENTS BETWEEN ALL OF THE MAGNET SCHOOLS

<table>
<thead>
<tr>
<th>HOME SCHOOL</th>
<th>NUMBER OF STUDENTS</th>
<th>STUDENTS IN MAGNET SCHOOLS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcott</td>
<td>682</td>
<td>141</td>
<td>21%</td>
</tr>
<tr>
<td>Annehurst</td>
<td>366</td>
<td>83</td>
<td>23%</td>
</tr>
<tr>
<td>Cherrington</td>
<td>385</td>
<td>43</td>
<td>11%</td>
</tr>
<tr>
<td>Fouse</td>
<td>723</td>
<td>78</td>
<td>11%</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>661</td>
<td>74</td>
<td>11%</td>
</tr>
<tr>
<td>Huber Ridge</td>
<td>580</td>
<td>50</td>
<td>9%</td>
</tr>
<tr>
<td>McVay</td>
<td>502</td>
<td>106</td>
<td>21%</td>
</tr>
<tr>
<td>Mark Twain</td>
<td>479</td>
<td>63</td>
<td>13%</td>
</tr>
<tr>
<td>Pointview</td>
<td>304</td>
<td>72</td>
<td>24%</td>
</tr>
<tr>
<td>Robert Frost</td>
<td>483 (Count Includes the two Magnet Classrooms)</td>
<td>56</td>
<td>12%</td>
</tr>
<tr>
<td>Whitter</td>
<td>340 (All Magnet Schools Are Within their Attendance Area)</td>
<td>100</td>
<td>29%</td>
</tr>
<tr>
<td>Wilder</td>
<td>480</td>
<td>99</td>
<td>21%</td>
</tr>
</tbody>
</table>

HOW DOES A STUDENT APPLY FOR MAGNET SCHOOLS?

Steve Petercsak stated that students apply to the program – not the school. Then if you are selected, the district has a series of criteria it uses in placing the student at a certain math and science magnet school. That criteria is listed below:

- Transportation
- Sibling in Program
- Gender Balance
- Ask Parents Where They Would Like Their Child to Go To

Steve Petercsak said the district tries to keep the items listed above in mind and goes through the applications and matches them up.

HOW IS INFORMATION ON MAGNET SCHOOLS DISSEMINATED TO PARENTS?

- Grades 1 through 5 – Get application to take home
- Kindergarten – Bulk mail to all Kindergarten parents to make sure they get information at their home
- Application is online
- Newspapers to promote and publicize the program
- Magnet School Fair
- PTÁ Meetings – Steve Petercsak goes to various schools to speak about the magnet schools
- Visited ESL families in small groups to give them information
- Talking about having Mini-Fairs for ESL families so they can come and ask questions and have translators there to help
- Steve Petercsak stated the district has a continuing effort, in coordination with the ESL program, to provide magnet school information to the Somali and Hispanic families that reside in our school district. This outreach has generated more interest from these communities, thus an increase in applications.
VISION, MISSION, VALUES AND GOALS OF THE DISTRICT IN REGARDS TO THE ISSUE OF SIBLING PRIORITY
Dave Baker stated that one of the charges that Dr. Good has given for this group in terms of bringing a recommendation to him is that the recommendation reflects the Vision, Mission, Values and Goals of the District. As an activity, the group needs to try and tie in their belief system regarding sibling priority with those Values, Mission, Vision and Goals. This activity is not about how magnet schools are affected. **It is how sibling priority fits into the district’s Values, Mission, Vision and Goals.**

The activity was tabled at the meeting as the group requested that they receive the activity to do in an e-mail so they can spend more time and thought on their response, which they will then return to Debbie Meissner (meissned@wcsoh.org) by the close of business on **MONDAY, OCTOBER 4**. It is also posted on the district’s website, which is listed on page one of these minutes. The results of the activity will be shared at the next meeting on October 7, 2010.

QUESTIONS/ANSWERS

*What is the Definition of Sibling Priority as it relates to the magnet school lottery process?*
Sibling Priority in regards to the magnet lottery can be either whole siblings, half siblings, or step siblings that live in the SAME HOUSEHOLD.

*Are the only options of this group is to have a random lottery for everyone or sibling priority? Has the district considered or can this group come up with some other kind of solution that would serve everyone, such as expanding the magnet schools?*
Debbie Meissner said the charge she was given was a limited scope of either having a pure lottery or sibling priority. She said that if through this process, the group comes up with other recommendations that can be offered through our report, they can certainly do that. Dave Baker also added that the district is working on expanding the magnet school program. That is why the two classrooms at Robert Frost were introduced this year because the district saw the need for math and science. The district will be adding one more grade level at Robert Frost next year also. He stated that the district could not add as rapidly as the numbers are asking and in the short amount of time like next Spring. We do not have the resources to expand quicker than that this year but we could gradually add more. Dave also stated that some of the district’s “traditional” schools are starting to look at the magnet school practices for their programs. He said the intent of the magnet schools many years ago was to identify the best practices in the program and work on how to foster those into our other schools giving all students access to those things. Example: Cherrington is looking heavily at the STEM (Science, Technology, Engineering and Mathematics) Program. Teachers are doing a huge amount of research in identifying some of the STEM issues to bring into their school.

*Will this decision be an Administrative Policy or a Board Policy?*
Debbie Meissner stated the scope of this committee is to come up with a recommendation to send to the Superintendent that gives him a recommendation of whether or not we should stay as we are or whether or not we should give a different recommendation on how we go forward with the selection for magnet enrollees. From that, he would make the determination on whether or not it goes through Board Policy.

FINAL RECOMMENDATION
Debbie Meissner stated that none of the administrators at the head table have a vested interest in the outcome of this recommendation. They share a passion for education and doing the right thing. The administrators would like to see how both sides and those in the middle feel about this issue **AS IT RELATES TO THE DISTRICT’S VISION, MISSION, VALUES AND GOALS.** The results of the activity requested above will be shared at the next meeting.