

General Comments Page	Question 1 - Benefits
Schools are in place to service the children	I think should be a group effort principal/counselor/student parent look at the whole picture. There's always more to it . It could be new admin/teachers/learning styles new transition.
All schools should have to meet the same standards	NA
Increase school resources/more support programs	More advocacy from parents on behalf of their children
Work with children concerning minor infractions before exiting them from program.	It should be a family thing. Parent/child/teacher
Communication to parents not received in a timely manner	All schools should be able to exit a student for poor behavior. Grades should not be a factor in determining a child's continued placement at a school.
Open dialogue	I think theses should be a different way to address the issue so it's not an easy out for teacher or student.
Schools should have the same criteria for exiting students	NA
School decision based on behavior	Schools would have to do everything to reach the children
Student that are exited are the ones in the testing gap	I think it should end.It would be beneficial to consider new teaching methods and ways to accept new students initially
	Providing access to equity
	By not being able to push out "disruptive" children e can identify where there are equity gaps.Could put a dent in school to prison pipeline
	Parent choice/involvement
	Schools will be required to meet the children where they are,Schools would have to provide more supports
	Kids will be allowed to stay at the school of their choice
	The school would not be able to kick out students who were not performing well.They would need to learn to help this child do better.Find ways for them to learn.They may learn different.

	Allowing students a second chance to do well and be successful and allowing the parents to make the decision to stay or leave.
	I think that this would allow some students time to better adjust to the current school and culture.
	It takes time for students to adjust so a benefit of this change would allow students time to adjust. This change allows parents to be empowered.
	Standardization of policies.
	More inclusion and influence for those that do have better grades/behavior.
	In my opinion, this practice (exit students for grades/behavior) should continue. Students are accepted in a school where so many others apply. It is up to them and their families to make sure the grades and behavior are in top form. If this is not the case it is ok to give a chance to others.
	SO, I don't think it needs to be either/or. Perhaps a "softening" of the exit policies? Is there a "probation" period? I guess the benefit could be if a child really wants to stay and strive to improve. This could help.
	I think if the families are the only ones allowed to exit the kids would keep them more involved.
	NO BENEFIT to end the current practice!! Magnets are better off with because of these consequences for all to understand.
	Unknown. Consequences are what make magnet schools in-demand.
	Decisión de la Familia Pido ayuda en la Escuela - Family Decision I ask for help at the School
	Parents will have the final word.

	ABSOLUTELY.Pushing a child out puts them in a situation to restart.Think about special needs
	Sería una buena opción.Como padres tienes la decision It would be a good option. As parents you have the decision.
	NA
	Build the student and help strengthen weaknesses of the student.
	NA
	Should be more rigor in policy and procedures with greater transparency.Provide structured opportunity before exit.
	NA
	Greater equity and fairness.Increased transparency, opportunities for students and schools to persist through challenges together
	This would allow the child to receive the help needed to make that school a good fit.All JCPS schools should be able to equip to help and allow all kids to go to any school.
	Yes.The district can benefit from the change.Let the parents decide where a child will go for schooling
	A child that may be struggling or falling behind in their program could benefit by this change.They could get the help they need to succeed by utilizing this change.
	Shouldn't be in hands of principal, school leaders, parents.

Types of interventions available .	There should be a joint effort between parents and the school so that kids won't be kicked out if things can be helped to get the student back on track.
Leaving it up to the school may be a problem.	Currently schools have a stronger reason/motivation to protect their reputation and scores then to work with a student who needs interpretation or help. The change would challenge and I hope strengthen leadership in the school community.
Communication.	Providing interventions that a resides school would and not causing any trauma to the child if they like the school they are in.
Exit should be done carefully involving parents, and the school along with the teachers	More equitable and fair process.
Be aware of the expectations up front.	More choice for parents, more power. May help correct for bias.
Teachers are not trained to handle many situations.	Equitable practices can improve without option of easily removing students.
Use different leadership styles	More choice for parents and forces schools to work with the student to help them be as successful as possible.
	To talking to family and helping.
	Puts the power back in parents hands. Helps parent /student/teacher relationship to work or the problem in a reasonable matter.
	My child went through not being able to return to Meyzeek and that wasn't fair to him because he was in several different activities.

	I honestly don't see how this is a benefit at all. As long as the principal is adhering to the requirements and not exiting kids without interventions or cause. I would keeps it as is.
	More set criteria to follow.
	The family will have the right to choose if they want to stay at the school.
	Will see the change. Can't wait. Thanks
	To give students second chances. But, give them counseling to give them chance to think about their behavior. Encouragement is what they need.
	Help control "school climate"
	The parents will have a choice to dismiss their child.
	Giving the opportunity of parents to get involved in children's education. Giving the space to a kid that would step up attach to standards.
	Having access brought to the entire county.
	Schools would have to find ways /problem solve to help a student be successful rather than just exit them. It forces the school to find creative ways to help students be successful,
	A child can make a choice on the school if good grades and behavior based on the school decision.
	Work with the kids And see what the problem is.
	This could end the unfair prejudice or misinterpretation of a students behavior or grades from disqualifying them from this opportunity
	Unable to see a benefit from discontinuing school initiated exits.

	Parents will have the power instead of the school just saying the school isn't right for the child. Everyone should be on the same page between parents, school, and administrators.
	More balanced.
	I don't think it should solely be the responsibility of the schools to tell students and families what is and isn't permitted. I think it should be a collection/collaborative efforts. It's about what or children are missing and what they need.
	It needs to be a joint conversation - school and parents must be a joint decision.
	Enhancing the educational environment for other students
	There's are so many students that apply for the magnet if a student keeps misbehaving then I feel like it's fair to remove due to high demand of students wanting to attend.
	Second chances. Parent power
	Parent should have the power or voice. Second chance. What type of violation..
	To be able to move your child out if necessary. Second chance.
	Process from school to school Have a conference with parent what is or isn't right for student.
	Parents are more involved in the choice of schools.
	Decreased bias.

	Schools have to try harder to help kids be successful. This makes child's success the schools priority. This should be parent's choice not school. Reduce racially motivated discipline and kicking kids out.
	I think that the staff and parents with studs should all evaluate together.
	Students not forced out
	This need to be a half and half decision. Parent/School.
	Some kids thrive in the magnet program.
	NA
	Open opportunities for other kids to get in off waitlist.
	Parents having power is important and people should have the choice.
	It would give parents total control, but I don't think that's a benefit.
	Ensuring overall school performance ratings, test scores, and academic reputation. Ensuring safer working conditions, controlled environment for teachers
	NA
	The school/teachers may have a greater incentive to work with students if the know they will opt be able to remove them.
	No benefit at all
	School should have the final say as to whether student can be successful in the program or not.
	Total parent involvement with decision making.
	Should be a parent and school decision.
	Help eliminate school "weeding out" students they don't want to deal with or students who bring down their school scores. Parent decision not a school decision. Would eliminate students with behavioral and academic issues getting pooled at particular schools and vice versa.

	This would benefit broader understanding of school programs that is not based up data derived from self selected high performing student population.
	All options and opportunities are explored to help.
	Parents have a choice schools are accountable for helping students achieve.
	Has everything been done to help the student.
	More willingness from teachers to try to make progress with students
	It may be good for that student if it's too much. Or maybe it's not what that student wants.
	Taking the choice away from the schools could mitigate school using their discretion and not a certain protocol,.
	It would give a parent comfort in knowing they do have options for their child.
	I can't think that keeping a child that isn't performing to level should stay in that program. The school needs a voice.
	NA
	Estoy en acuerdo y desacuerdo. acuerdo- si el alumno tiene un coeficiente bejor con la influencia de los compañeros los padres podrían mejorar su autoestima subir. I agree and disagree. agreement- if the student has a better coefficient with the influence of classmates, parents could improve their self-study.
	NA
	None. It is an extreme measure
	Change It.

	I believe if a student is not keeping up with their work or being bad in school they should be held accountable for this behavior. If we exhaust every option they should be removed from school.
	I personally think that there's no benefit for this proposal.
	I feel as if the parent should decide and or an administrator and maybe a board member should decide better or not the student should be kicked out
	My concern is the behavior that prevents others from learning. Now I do believe students with poor academics should only be if this is due to a behavior problem. Not because they are struggling to keep up.
	NO Don't change. There are standards, if they don't comply they don't stay. The parent should be aware of the behavior throughout the year and should play into the decision but not the complete.
	Do Not change this policy
	There is no benefit to this change
	Confront racism within the referral system. Implicit bias issues being conformed/
	Unnecessary exiting of black and brown students. Eliminates room for corruption in the margins. Lincoln Elementary ex. Before and after arts programs.
	NA

	<p>I do not see a benefit of discontinuing school initiated exits.</p>
	<p>Propongo que todas las escuelas de Louisville KY tengan Magnet programs para todos nuestro hijos, comeniando por elemntary schools, middle schools, and high schools. I una mejor educacion para todos!</p> <p>I propose that all Louisville KY schools have Magnet programs for all our children, starting with elemntary schools, middle schools, and high schools. I better education for everyone!</p>
	<p>NA</p>
	<p>It would improve commitments by the schools to students and families. Right now schools bully children and families because they know they can dismiss the child at their discretion. The schools are not always providing all the available resources before attempting exit.</p>
	<p>This is a good idea to discontinue as long as the child is progressing and or trying to progress.</p>
	<p>We need at least two schools that can help the children to relate to their problem so they can have a solution in the school.</p>
	<p>Schools are forced to think of creative appropriate ways to counsel students that appear to be having problems School administrators cannot expel students that are bringing down scores.</p>
	<p>Puts all schools on level playing field</p>
	<p>I do not see a benefit o no allowing schools to exit students from schools for discipline, performance and attendance.</p>

	Encourage and depend upon parent involvement.
	It would not be a concern for me continuing this policy as long as across the board.
	Children would feel better knowing that they have the true opportunity to succeed at the school.
	Removing disruptive students who prevent others from learning
	NA
	Less school pushout and displacement. Increase in sense of belonging.
	Students will have a second chance to improve their grades and behavior.
	Well it could give kids a chance to make a better choice to do better so it won't hold the other kids back.
	Parents should have parent choice.
	I don't see any.
	NONE
	NA
	NA
	NONE
	Could allow students to continue learning what they want to a their school. If studs are given more help they could turn around.
	NONE Don't do it.

	None, There is no positive to this. Make the exit programs more strict.
	More access for students
	More spots for more students for magnet schools. The demand is there.
	More people would be interested in attending these schools. More students would have access to the popular magnets. Less clusters
	More students have access to magnets
	More interest in attending these schools.
	Students would be in a program of their own choice, and interested students will be better behaved and involved.
	More schools that have the winning solution
	NA
	Benefits to replicated these programs would be that there would be more seats in the programs.
	Multiple magnet programs should be in ALL schools and not a few selected.
	Don't change the quality of the new magnet programs. Give everyone the same opportunity
	Yes give more students opportunity to learn.
	Increased access to unique offerings
	More options for students - less rejected transfer request
	Access, equity, opportunities for parent involvement, culture.
	More equal opportunities for ALL Jcps students. Students can possibly get what they want.

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Question 2 - Unintended Consequences	Question 3 - Considerations	
The student gets removed for reasons beyond their control. Parent makes decision and student is not in agreement and still do not perform.	That ultimately the decision will affect the child so they should have input.	
Parents and students must make choices if a child need to continue or discontinue.	NA	
Schools opt being equipped to address challenges of students.	Group effort or conference. All parties put everything on the table to make the best decision for the child.	
The kid could been going through something instead of just saying it for them schools need to know what's going on in the kids life.	Make sure that is what they want	
NA	NA	
NA	New stands need to be put in place so students don't self-sabotage	
Student may behave poorly or perform poorly just to go to another school.		
Family isolated and loose interest in the school	NA	
Child won't fit the expectation of teachers.Child and or family might be satisfied or very satisfied with learning and progress,	How children are accepted into the program initially.Why accepted.How to nurture "loss of interest"	
Parents don't engage in the process	How do we ensure there is connectivity and intersectionality.Connect community resources.	
Harder to maintain classrooms	Provide supportive services and resources.	
Struggle students academically.Student behavioral effects classroom	IEP plan implemented to access students ability to learning environment.	
Lower performance by the school.Removal of consequences for not meeting expectations.School culture change.	Money required to add supports to all schools.	
Students with behavior issues will be allowed to stay.The culture of the school could change,	NA	
Students who really do not want to be in the magnet will stay because their parents want them to stay.	The students need and wanting to be at the magnet school.	

The bad grades/behavior could continue	If the child is in the poor behavior/grades category, parent checking or interventions may be necessary to ensure that the child can be successful.	
The school could become a school where behavior is an issue.	There has to be tutoring, afterschool programming, as well as detention and disciplinary consequences need to be in place to maintain urgent school culture.	
A consequence could be students feeling as though there are no repercussions for poor choices/grades. Disruptive or uninvolved students can be the reason others don't learn.	To keep consistency between schools, make sure resources are available for students/parents who need it so they can stay caught up.	
Student needing behavioral academic or social support should be given that support not uprooted from their school community.	ECE kids.	
The kids that are exited will be set back even more -socially, emotionally, and educationally.	You could be taking that kids one interest away-may be the tie that binds.	
To discontinue this practice, could make schools to underperform. If students are not performing accordingly, the school will not either	Keep in mind that this would be the wrong direction to head. These schools are in place for a reason, do not lower the standards. This doesn't do any good especially to the students.	
I think the kids could stop viewing the magnets as different or a privilege. I also think that taking the power to remove a student will be, essentially, taking all power to enforce standards away from the school.	Again, more intervention programs and support before simply ejecting a "problem" - More dialogue.	
There should be some standards to be at a magnet school.	Always keep in mind that ALL kids are important . 2. We need to make sure all avenues have to be addressed. 3. Every child that struggles there's a reason behind that. 4. Don't just look at the test and numbers.	
Your magnets will go down the drain if you take this right from them.	Schools need more supportive programs within them. OR problem kids should be removed	
School performance could deteriorate.	The well-being of the student population as a whole should be largest consideration.	
NA	NA	
Low motivation to keep getting good grades/behavior.	Investigations on why kids are "falling behind" - is it really the kid or other factors?	

Making kids feel unwanted	Special needs but allowing families to make the decisions.	
Como consecuencia. Sería que si se deja sin alguna consecuencia los niños no responderá o no lucuorian por mantener el nivel - <i>As a consequence. It would be that if left without any consequences the children would not respond or do not profit by maintaining the level.</i>	NA	
Having students in schools that are not a good fit for that child learning abilities.	Need lots of support/resources.Mental health professionals.Process in place for school and parent.	
Some behavior problem students will continue to stay at schools	Exiting would be permissible but with transparent policy.	
Ending this would be a disservice to the kids who are in those programs working hard to meet the requirements.It would also be a disservice to student who would thrive at the schools, but were not able to get in.	Schools should absolutely be able to exit students who are under performing but there should be very clear and transparent guidelines.	
Other children have reduced chance of entry.	NA	
Possible behavior problems with student.Backlog of students trying to et in if a child is failing or not doing well in magnet program they should hold up to their deal.It is a privilege to et into magnet school.	Adequate resources for students maybe more defined guideline of what could cause exit.	
Behavior and safety challenges if adequate resources are not put in place.	Increase school resources like counselors, psychologists, academic coaches, etc. to ensure that students success.	
The student gets pushed to another school without any resolutions.The students won't receive the help needed to excel.Allows students to fall between the cracks.All JCPS schools should be on the same standards.	That schools need to evaluate and keep up with students progression and get them up to par and not transfer.	
Economic benefit. Getting students that are available for services.Harmful-Experiences	Getting all staff-administration prepared for this change.	
Should a child with poor grades or poor behavior get to stay at a school when there are other children waiting to get into that school or program?	This change could also stop further segregation.You would not want all good grades/behaviors in one school and poor grades/behaviors in another.	
Harmful to child - self esteem fitting in making new friends	Needs to be made by a panel of people.	

NA	To make sure it's fair across the board from the students not being kicked out too soon. (without helping them first) but also making sure the school doesn't get stuck with a student that is not thriving.	
Some principals and school families may object to the change and it could change their dedication to the practice.	I support his change, but the magnet schools would definitely need PD and support on how to work with a struggling student,	
None because the school should be doing any educational or behavioral interventions necessary that a resides school should have to do.	It is understandable, especially for a school that has a waiting list, it is sometimes warranted to let another child in who wants the program. But, they should be held at the same standard as a resides. Also it should help to have dual resides and/or replicating popular magnets. Especially for MS and HS students who already did their criteria based application and were already accepted.	
Students not feeling safe or respected,	Safety and assault and the opportunity to keep students safe and not traumatized. Keeping principals empowered. I would keep exits and option, but formalize the process.	
"problem" students disrupting classmates with limited consequences.	Controls for parents opting out to have choice in schools they can transfer to right now that's limited by capacity.	
Leadership may feel disempowered	Appeal for parents and appeals for schools.	
Parents could force a student to stay in a program that they are not interested in. It could force a school to deal with a student who doesn't want to be there when they know there is a waiting list of kids who do want to be there.	NA	
To help students.	NA	
Student disappointment. Families on wait list that can maintain at the school not able to be accepted, Balance the behavior, attitude, and academics. How much is enough for the students who are trying to learn without a distraction.	If needs are being met with families. If interest is being kept of the student Student input on decision.	
Grades and behavior are good to look at but there should also be an advantage to allowing the child to stay at the school and have intervention placed for the child.	NA	

I think this could disempower a lot of principals or school administrators and may also cause concerns.	I could see parents getting into a magnet and a parent not accepting.	
Personal opinions/cultures may cause some students to be dismissed when they need additional supports.	We should not give the appearance of giving up on students.	
The school may not be able to provide the support some of the students need to succeed,	Be able to help with the resources for the students,	
Opportunity benefits	They need to keep it going	
Should not be any unintended consequences if this change is implemented.	Have teachers give more encouragement to the students and ensure self worth.	
Does not always service best interest of student. Some balance in life of student is continued relationships in building, without the influence adult being the students teacher	Board controlled not school controlled.	
The kids that are need real help.	Should be some options other than just out,	
Leaving kid behind/not providing the time to improve. Taking a chair just to be in.	Giving tools and deadlines to accomplish extra work. Look for causes. Track issues that are causing this change. Couching time. One to one involvement.	
NA	NA	
I could affect the entire classroom if a student is not on board with the magnet. Could become disruptive.	Have to have more support staff and ways to deal with students who are failing.	
The child might have problems and lose the opportunity to gain it back. But a slip up could cause them to lose it all.	Stability is a must. Consistency is a must But they must follow rules;	
NA	NA	
1.A child self esteem could be negatively affected by feelings of rejection. 2.A school could use this process to increase available spots for students then can help increase standardized test scores.	1. Schools can misuse this power. 2.Parents could benefit from instruction, support and empowerment on how to help their child achieve at this school OR how to transition them into the right school,	
Allowing poor behavior to disrupt learning for the remaining students who want to be there and want to learn.	Balance of power between administration, school staff, and family.	

The child could get worse because of instability. School wouldn't try as hard to rehabilitate the child because they are just going to move them anyway,	Make sure the school provides the best possible care/behavior reprimanding/counseling to fix those issues before just moving a child. Make sure the next school knows these issues with child coming in.	
Student would take a spot that another student may appreciate or benefit more.	It should be 50/50 decide. Not just a parent or school choice.	
Not sure at this point except a lot of students are misunderstood and labeled incorrectly.	That this should be a collective effort not one sided.	
The mental stability of a child being moved, what resources would be in place to see this through the process.	Giving parents more power to intervene. Allowing principals to deal with issues a little better instead of informing parent that a teacher contract interferes with the process.	
This could reduce the confidence for students and parents. Simply shifting the issue to another school without correcting the underlying problem. The impact on a student's self esteem could be extremely detrimental.	Ensuring that vulnerable students are receiving the help that they need. Some students may encounter issues that requires a little more effort yet still have the capacity to be successful,	
Not sure but I feel that some schools are not for everyone	NA	
Parent not making decisions and child still is having problems. Child take up wanted spot.	Common answer from administration parent and teacher. All must come to agreement. Child should be involved as well depending on age	
Student could be having home issues.	School, parent, administration and child should talk before making change depending on the age of the child. If student is not adjusting well should be moved to open up for other students.	
Parents don't answer or ignores, Parent want to keep them there, Unstable,	Coming together to get it resolved.	
Maybe parents not agree should all be on same page? School didn't give effort.	Everyone be on same page. Needs to be a balance.	
Kids might remain in a school where they aren't succeeding.	Schools would need systems in place to support kids who are not succeeding at their current school.	
Parental lack of communication, Parental dismissal of issues at school.	There needs to be a representative, parent, school and central office working together for the best outcome for students.	
Parent refusing to transition elsewhere and this student and teachers becomes disengaged,	Additional training based on different learning styles, behavior abilities and personalities to ensure student success.	

Schools/staff/teachers aren't trained to deal with traumatized children. Discipline is racial.	Schools need training on PBIS, Trauma, Implicit Bias, Parents need resources.	
Schools will lose control on their students and classes,	Parents can be more responsible for pushing the student in the right direction.	
Parents may push kids to stay in a school that may not be a good fit for them because of next steps that school can lead to, Parents/school decide together,	NA	
Students au be kept in a program that really hurts a child.	NA	
Self-esteem issues, getting to know which school where the child is happy and thriving,	More power for parents and principal,	
Lottery system will be impacted,	How do we ensure a school is a good fit?	
Students being pushed by parents to continue on path they may come to hate, School and parent should decide together.	Kids should be involved at that point. Their opinion matters too,	
I think kids could be left behind.	NA	
Students who don't fit well in a magnet environment could have parent who refuse to leave.	An arbitration process would allow both parents and school to have a say in exiting.	
Discrimination and racial integrity.	Uniform policy and protocols for exit strategy. Identified academic, social, behavioral and mental health interventions. Family needs assessment.	
NA	Not really sure how I feel need to explore the idea more.	
It takes away a consequence that the schools are able to use when the student is not reaching certain standards and applying themselves. It could prevent a student who will do the work from having a spot the child is allowed to stay,.	NA	
School academics go down.	NA	
Shouldn't change.	The decline in the magnet programs.	
New spots never open.	NA	
Just because of a minor violation or a bad tem or health issues student may be exited,	How serious is the violation. Parent and school agreement.	
Make a lot of families mad maybe because their kids school might actually get lower school grades. "Oh Well". It's more equitable.	Every year maybe all families encouraged to really think about if school is the best fit at that school. Maye een parent conference. Where school and families work together for best things for the student.	

A better understanding of district performance.	NA	
Trapping students in	Communication is vital.	
Interventions not being used as needed.	Set protocols and stick to them.	
Make sure the student has been heard.	NA	
Could lose out on a student getting stopped who would perform.	Keeping low performing students at the school when another student could get in.	
The student may have a mental problem or home problem	How would the school help that parent move on?	
Discrimination in child being ignored or pushed to the side.	Protocol and policy to ensure it's equitably applied.	
NA	Make sure plans are followed up with. What would a parent do to help their child move on to a different school if needed	
The higher achieving students will be forced to have to be in contact with the disruptive or lower learning students and might not be reaching their potential.	I think there should be a 3 strikes system to give students a chance to improve.	
Student is not successful at their current school.	Stringent interviews to get into the magnet programs to ensure that student wants to be there.	
Desacuerdo - Realmente si el estudiante tiene un mal comportamiento la consecuencia sería eh el área de clase no dejar concentrar a sus compañeros y el nivel académico de la clase bajarizes. Disagreement - Really if the student has a bad behavior the consequence will be the class area will not let his classmates concentrate and the academic level of the class goes down.	analizar el problema y en base a eso dar una opción. Analyze the problem. and based on that give an option.	
The school overall performance will go down. The faculty will take time away from other students to concentrate on the student not thriving student to concentrate on the student not thriving. Could cause high performing students to leave because they are too scared to stay. Example, if a student is being bullied they won't want to come back.	363 students were exited based on school decision. This is 1% of the magnet population. Why change what is working.	
Would take decision making from the schools. Would decrease the high academic and behavioral standards.	Don't move forward with this. Very poor decision. Why are you messing with something that is working. Why not modify or centralize the program.	
NA	NA	

Child feels like a failure.	NA	
NA	NA	
NA	NA	
The kids who are there to learn don't. Magnet school should hold students and parents to a higher standard.	Don't change something that has worked for many years. Maybe make the review board of others besides teachers. More neutral individuals. Will magnet schools get more help with behavior to help with the change.	
NA	NA	
It will weaken a school.	People have to learn how to be responsible.	
The schools integrity will greatly suffer. Schools need the power to dismiss students. All efforts are made to prevent a student from having to be removed. My son.	Magnet schools are a strength. Removing the faculty's ability will undermine the foundation and discipline held at the school. Discipline eliminates disruption.	
Can we give students more room to act up?	Change the process in some ways to make it more fair.	
NA	NA	
No more high performing schools, except in the east end.	How can we keep behavior expectations high with low parental involvement and no exits? How would the magnets be different than any other school? What do we need to change something that works?	

Parents currently have the option to exit their student from a program. To completely remove the ability of a school to make a decision in the best interest of the school is not supportive of the school in the least. It also does not consider that the child and parent may not be respecting the values and mission of the school. Also, the school may be attempting to use an unbiased process that gives the child multiple chances and support. However the parent is not being responsible for their part in supporting the child or the school.	Rather than eliminate the ability of the school to exit, explore ways to revise and streamline the process so that both schools and parents can make informed decisions.	
Mejores niveles educativos para los profesores. Si los profesores no saben como transmitir cualquier asignatura o no le gusta el trabajo que desempeña pues no debería ser admitido en ninguna escuela. Better educational levels for teachers. If teachers do not know how to transmit any subject or do not like the work they do, it should not be admitted to any school.	NA	
NA	Is there data to show it's students do better after a school initiated exit?	
Must improve behavior interventions within the schools and have parents and administration outside of the school involved in the decision.	Teachers that are better prepared to teach children with special needs within the classroom. We need data for parent exit vs school exit.	
As long as the code of conduct is followed than the kids that have been allotted a spot will continue to have a spot.	In general the idea subjective discipline enhances should be looked at from an individual that is culturally competent.	
We need to separate the student's curriculum level and balance it out. IF the student is not able to participate in the curriculum. To have a regroup class. Above ISEP! For the child to deal and support their problem.	1. Put them in the program that they can excel. 2. in the same each school have 2 classes. 3. Help the children to marginalize their problems.	
Disruptive students remain and could potentially lower the quality of education of the other students.	Buy-in from local administrators. Consequences to local administrator for not properly	
Someone will find loop-holes	It will be very difficult to get buy-in from some school administrators.	
The school would be stuck with students that don't belong in the magnet programs.	A 3 strikes your out policy needs to be in place if you proceed this way. I am against this proposal.	

Other students leave magnet programs if the students are left in classroom with bad behavior and poor programs.	What is causing the bad behavior? Poor grades? Can there ever be exceptions? Should be a group consensus.	
Other children losing focus due to peers behavior.	NA	
Harder for kids to get into the school. Less to apply to schools for fear of not getting in.	Process for making sure schools are still balanced.	
.Schools get disproportionate students with behavioral issues.	NA	
Schools not accepting students who do not meet criteria - not taking a "risk" on students. Schools losing tool to support students.	Clarification of process of parent initiated process.	
NA	Ensuring that this district policy is standardized amongst schools - no school specific interpretations regarding implementation.	
Student may still have poor grades or behavior and also may affect the classroom and school.	It can go both ways good or bad depending on the child. It is a chance to take with no guarantee.	
More parent involvement.	Parent and school teaming up to solve problem.	
Schools would not give a child a chance based on what happen in elementary	Give them a system.	
The student can effect the class and other students.	Team work for parent and students.	
Students that want to be in these programs.	Those schools that are lottery entry don't get the chance to choose their students. I suggest we exclude those that use lottery to enroll and limit this to those with specific criteria for entry. Review the possible modification instead of removal of system.	
Frequent disruption in class instruction	NA	
Difficult for teachers to manage unruly behavior in the classroom. Diffict for studtns who want to learn in an environment where other students have behavior issues	Knowing school can exist studetns might keep some studetns accountable to the expectations of the school.	
Loss of taxes to community because students move to private schools or out of county school systems. Lowered education for all students in programs.	Why are you trying to get rid of something that works? See #1	
Could drop school GPA o pass rate. Could impede other student's ability to learn if some students are not removed.	This should be a parent decision on leaving the school. Other parent should be involved in the decision foe a student to leave the school.	
Parent or magnet schools value the option of schools to be able to exit students. If you take this away, you will remove one of the many things that make these schools successful.	NA	

You will destroy the good programs you have in JCPS.	Parent and student's have a responsibility to others not to be disruptive. This proposal huts well behaved ad attentive studs to serve undisciplined students.	
[Delusion] or the program	Keep the principals of the magnet program.	
NA	Keep the same format that made the magnet schools successful in the first place.	
Specific magnet ight not be as strong or mght be diluted. Not enough staff for new schools, might draw people from neighborhood schools and could make those schools suffer. Siblings could be split up too much.	Keep formula to keep magnet schools a success.	
Magnets could get "watered" down if not enough people are truly qulaified to be in it. Might be hard to hire proper staff.	Transportation issues.	
Public schools could suffer from little attendance	Keep same flow.	
unsure	Maintain the same environme nt of excellence which made the original program popular.	
More options	Transportation , climate.	
Possibly dilute the program, take away resources from schools who are doing well.	DO NOT change traditional school formula that has made it a success. le allow principal to cancel enrollment if students who do not meet academic and behavioral standards.	
NA	NA	
NA	NA	
NA	NA	
Just more opportunities to the private	Don't be biased to the underprivileged.	
Watering down successful magnets	What teacher training is available to ensure quality and fidelity? What is the process to deteremine what needs to be replicated.	
No real gauge for saturation Not enough resources. Variance in implementation.	Truly consider replication of entrace /admissions process.	
expectations, equity, lack of access, not enough resources, training for development, distribution of season teachers.	NA	
Where you replicate these magnets will the program be as good? Teachers be as good? As qualified? Where do you replicate?	Can you maintain diverse goals/thoughts? Training for teachers/staff is effectively replicate culture/programs.	

[illegible]