

# Educator Interest Inventory: Magnet School Options and School Calendar

## INTRODUCTION

Dear Colleagues:

Transylvania County Schools is committed to providing a world-class education to all the students of our county, and we value the input of our local community and colleagues regarding options that might enhance the educational opportunities we provide. A few weeks ago, we invited parents throughout our community to share their thoughts and opinions on two topics about which we often receive questions and suggestions: **magnet school options** and **school calendar options**. Because both topics are tightly connected to your work as an educator in our school district, and because your own professional perspectives help to inform our understanding of important issues like these, we would appreciate your taking a few moments to share your opinions with us. I want to emphasize that we are simply gathering information about both topics in order to improve our understanding. No plans or decisions, either tentative or firm, have been made about either topic.

In advance, I want to thank you for sharing your responses. Your feedback is very important to us as we continuously strive to improve the services we provide.

Sincerely,

Jeff McDaris, Ed.D.  
Superintendent

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**\*To begin, please indicate the school(s) where you work. Please check all that apply:**

- Brevard Elementary School
- Brevard Middle School
- Brevard High School
- Davidson River School
- Pisgah Forest Elementary School
- Rosman Elementary School
- Rosman High School
- Rosman Middle School
- TC Henderson Elementary School

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**\*Please indicate the instructional role you fill:**

- Literacy Specialist
- Media Coordinator
- Principal, Assistant Principal, or Lead Teacher
- School Counselor
- Student Advocate
- Teacher
- Teacher Assistant, Tutor, or Instructional Coach
- Other Licensed Instructional Role

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## PART 1: MAGNET SCHOOL OPTIONS

A **magnet school** provides specialized learning opportunities in a concentration area, while also providing more traditional instruction in the core academic areas. Some magnet schools provide concentrated instruction in the fine arts, science, technology, or another concentration area through specialized courses, while also providing traditional courses in English, math, science, and social studies. Other magnet schools provide specialized experiences in a particular concentration area by emphasizing them within traditional English, math, science, and social studies courses.

**\*Based on your understanding of the interests and needs of students with whom you work, please select ONE option that BEST describes your current level of interest in a magnet school option for them:**

- I am very interested in a magnet school option for my students.
- I am somewhat interested in a magnet school option for my students.
- I am not very interested in a magnet school option for my students.
- I have no interest whatsoever in a magnet school option for my students.
- I do not have enough information about magnet school options to state my opinion at this time.

**\*Based on your understanding of the interests and needs of students with whom you work, which, if any, of the following magnet school concentration areas would offer your students the greatest educational benefit? Please check all that apply:**

- Environmental Sciences
- Expeditionary Learning
- Humanities
- Science, Technology, Engineering, and Math
- Visual & Performing Arts
- None

Other (please specify)

**Please provide any additional information you would like to share about magnet school options, including any questions you may have about them:**

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## PART 2: SCHOOL CALENDAR OPTIONS

Under North Carolina's current school calendar rules, local school districts have the flexibility to adopt either **traditional** or **modified** school calendars.

**Traditional school calendars** must include at least 185 student attendance days OR 1,025 hours of instruction, and they typically run from mid-August until early June.

**Modified school calendars** must also include at least 185 student attendance days OR 1,025 hours of instruction, but they typically run from late July until late May and include two-week breaks for students at the end of the first, second, and third nine-week grading periods. Those two-week breaks may be used to provide special enrichment activities that are unavailable to students at other times during the school year, to provide focused tutorial and remedial opportunities to students who would benefit from them, to provide creative extracurricular activities to students, or to provide additional vacation opportunities for families.

The following models illustrate the possible structure of traditional and modified calendar options for the 2013-14 school year. They are provided for illustrative purposes only. In each model, students would not attend school on any color-coded date. The side-by-side comparison of those models summarizes the key differences between them. Please take just a moment to review these documents before answering the following questions about them:

[Model 1: Traditional Calendar with 185 Student Attendance Days](#)

[Model 2: Traditional Calendar with 180 Student Attendance Days](#)

[Model 3: Modified Calendar with 180 Student Attendance Days](#)

[Side-by-Side Comparison of 2013-14 School Calendar Models](#)

**\*Of the three school calendar models presented above, which ONE is MOST appealing to you?**

- Model 1: Traditional Calendar with 185 Student Attendance Days
- Model 2: Traditional Calendar with 180 Student Attendance Days
- Model 3: Modified Calendar with 180 Student Attendance Days

**\*Please describe what you like and dislike about the ONE school calendar model that is MOST appealing to you:**

**\*Of the three school calendar models presented above, which ONE is LEAST appealing to you?**

- Model 1: Traditional Calendar with 185 Student Attendance Days
- Model 2: Traditional Calendar with 180 Student Attendance Days
- Model 3: Modified Calendar with 180 Student Attendance Days

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**\*Please describe what you like and dislike about the ONE school calendar model that is LEAST appealing to you:**

**\*If the school where I currently work followed a modified school calendar next year, then I would most likely:**

- maintain employment at my current school following a modified school calendar
- seek a transfer of assignment to a different school following a traditional school calendar
- not decide my school assignment preference until learning more about the modified calendar and its implications for my work schedule

**\*If a modified calendar were not available at the school where I currently work but were available at another school in the county next year, then I would most likely:**

- maintain employment at my current school following a traditional school calendar
- seek a transfer of assignment to a different school following a modified school calendar
- not decide my school assignment preference until learning more about the modified calendar and its implications for my work schedule

**Please provide any additional information you would like to share about school calendar options, including any questions you may have about them:**