

Approved by the Charlotte-  
Mecklenburg Board of Education  
December 13, 2016  
Regular Board Meeting



Charlotte, North Carolina

October 11, 2016

**REGULAR MEETING  
of the  
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION**

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on October 11, 2016.

Present: Mary T. McCray, Chairperson, Member At-Large  
Elyse C. Dashew, Vice Chairperson, Member At-Large  
Ericka Ellis-Stewart, Member At-Large  
Rhonda Lennon, District 1  
Thelma Byers-Bailey, District 2  
Dr. Ruby M. Jones, District 3  
Tom Tate, District 4  
Eric C. Davis, District 5  
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board.

**Upon motion by Ericka Ellis-Stewart, seconded by Thelma Byers-Bailey, the Board voted unanimously to go into Closed Session for the following purpose:**

- **To instruct the Board's staff concerning the position to be taken in negotiating material terms of a contract for the acquisition of property by purchase, and**
- **To consult with the Board's attorneys on matters covered by the attorney-client privilege, specifically as it pertains to the lawsuit filed against the Board by Tyki Irving.**

**The motion was made pursuant to Sections 143-318.11(a)(3) and (a)(5) of the North Carolina General Statutes.**

The Board held a Closed Session meeting from 5:08 p.m. until 5:36 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:00 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large  
Elyse C. Dashew, Vice Chairperson, Member At-Large  
Ericka Ellis-Stewart, Member At-Large  
Rhonda Lennon, District 1

Thelma Byers-Bailey, District 2  
Dr. Ruby M. Jones, District 3  
Tom Tate, District 4  
Eric C. Davis, District 5  
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; Julie Beck, Manager of Board Services; Members of Executive Staff; and Nancy Daughtridge, Clerk to the Board.

## I. CALL TO ORDER

Chairperson McCray welcomed everyone to the October 11, 2016 Regular Board meeting which was held in the Meeting Chamber.

### A. Adoption of the Agenda

Chairperson McCray called for a motion to adopt the proposed agenda.

**Ericka Ellis-Stewart moved that the Board adopt the agenda as presented and the motion was seconded by Paul Bailey.**

Prior to the Board vote on the motion, Chairperson McCray read a statement to ensure all Board members understood that item VI. E., First Reading on Proposed Amendments to Policy JCA, *Student Assignment Plan*, and Exhibit JCA-E, *Student Assignment Plan Priorities – Magnet Programs*, would not be formally approved by the Policy Committee and recommended to the Board. Although there were seven Board members participating either in person or by phone at the Policy Committee held on October 10, 2016, the committee could not take action because the majority of its members were not physically present at that meeting. By voting for the motion, the Board will be voting to exempt the amendments to Policy JCA and Exhibit JCA-E from the process for approving policy revisions as set forth under Policy BG, *School Board Policy Process*, and specifically Exhibit BG-E, *Board of Education Policy Process*. Public hearings on the amendments to Policy JCA and Exhibit JCA-E will not be affected by this action. Approving the agenda as currently set forth will allow the Board to maintain the established timeline to complete this part of the Student Assignment Review process.

Chairperson McCray asked Board members if they had any questions regarding the statement. Board members did not have any questions.

**Chairperson McCray called for the Board vote on the motion to adopt the agenda as presented, the motion passed upon unanimous voice vote of the Board.**

### B. Pledge of Allegiance

Chairperson McCray called upon Eric Davis to introduce the student to lead those present and in the viewing audience in the Pledge of Allegiance and speak to the October character trait of *responsibility*. Mr. Davis introduced Johnny Darling who is a 5<sup>th</sup> grade student at Lansdowne Elementary School. Johnny's family relocated to Charlotte from Chicago, Illinois in 2009.

Johnny's Kindergarten teacher, Ms. Stiff, acclimated Johnny to Lansdowne IB World School and his 1<sup>st</sup> and 2<sup>nd</sup> grade teacher, Ms. Saunders, helped him develop both academically and socially. Johnny's 3<sup>rd</sup> grade teacher, Ms. Edwards, and 4<sup>th</sup> grade teacher, Ms. Grist, created an atmosphere where character traits were stressed and internalized. This year, Johnny is in Mr. Phelp's 5<sup>th</sup> grade class and his favorite subjects are math and science. Johnny also loves to participate in sports and enjoys playing video games in his spare time. Johnny has been on the AB Honor Roll for the last two years, plays point guard for his basketball team at the YMCA, and quarterback for the C-Meck Panthers. This year Johnny set his own goals and created a vision board. Jonny wants to continue being an AB Honor roll student, volunteer in different capacities at his school, and be a 'bucket filler' at every possible opportunity. A bucket filler, is someone who uses kind words and actions to others such as saying please and thank you. Lansdowne uses this program as part of their character education and no bullying policy. Both staff and students practice Bucket Filling. Johnny wants to make an impact on Lansdowne just as the school made an impact on him. Attending the meeting with Johnny were his parents, Johnny and Kimberli Darling; siblings, Jurnee and Jordin; grandparents, Emma Darling, Mary Banks, and John Banks; aunt, Annissa Williams; cousins, Jonathan Williams, Ashanti Johnson and Stephen Johnson; Lansdowne Elementary School principal, Penelope Crisp; and Central Learning Community superintendent, Tara Lynn Sullivan.

Johnny invited everyone to stand and join him in reciting the Pledge of Allegiance. Following the Pledge of Allegiance, Johnny said responsibility is defined as the opportunity to act independently and make decisions without authorization. Showing responsibility is taking care of yourself in school and everywhere you go. Johnny discussed the importance of education because that helps him show responsibility by having the integrity to do the right thing; ability to set goals and work towards achieving them; treating others with respect; making the right choices to be the best person he can be; and to be successful in school and life.

## **II. PUBLIC HEARING**

### **A. Public Hearing on Proposed Amendments to Bylaw BEDC, *Quorum*, " and Policy BDE, *Board Committees*.**

Chairperson McCray opened the Public Hearing on Proposed Amendments to Bylaw BEDC, *Quorum*, and Policy BDE, *Board Committees*. Chairperson McCray reported there were no speakers scheduled to speak before the Board and declared the Public Hearing closed at 6:08 p.m.

## **III. REQUESTS FROM THE PUBLIC**

Chairperson McCray reported the Public Requests section is an opportunity to hear from the public and she provided an overview of the protocol for public speakers. Each speaker will have three minutes to address the Board on any topic of their choosing but personal and individual matters should not be addressed in this forum. CMS employees and their families should not be addressed in the comments and the use of inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules. Eighteen speakers were scheduled to speak before the Board.

Three people discussed concerns regarding CMS not renewing the lease at Double Oaks School and the negative impact closing that facility will have on the community and Food Bank at Double Oaks which will close at the end of the year. Double Oaks serves as a valuable resource to the

community and they asked the Board to reconsider the lease at Double Oaks, do something to keep it open, or help them find another facility.

- Maggie Wallace Price represented senior citizens in the community who are on a fixed income and rely on the food bank. They do not know what they will do if that facility is closed.
- Dondhi Burrell reviewed a list of the community-based activities, goodwill, and services provided to the community.
- Norman ‘Jake’ Drisker, represented the Masonic Outreach Center at Double Oaks, talked about the services they provide to the community and veterans in an effort to help them get resources, services, and food for their families.

Two people spoke regarding the Montclaire neighborhood located in south Charlotte, thanked the Board for their service to the community, and thanked Eric Davis for working with them. The Montclaire Neighborhood Association’s School Task Force surveyed the 700 residents in the neighborhood and the results will be emailed to the Board. Of the 136 respondents, more than half do not like the perception of the CMS schools to which they are assigned: Montclaire Elementary, Sedgefield Middle, and Harding University High which is ten miles away. They would like to work with the Board to develop options for the neighborhood on behalf of the children. Many families are leaving the neighborhood because they do not like their assignment of schools or send their children to other CMS schools or schools outside of CMS. They asked the Board to add magnet and choice programs at the schools they are assigned to (STEM or STEAM at Montclaire) and consider assignment to the high schools closer to their homes: South Mecklenburg, Myers Park, and Olympic.

- John McKenna
- Joseph Thomas

Four doctoral students at UNC-Charlotte talked about the importance of the Culture of Caring Program and how they use the program to mentor students at Turning Point Academy. They invited the Board to visit UNC-Charlotte and Turning Point Academy to see the results of their work and the positive impact the program has on students. Many of the students at Turning Point Academy have gifts and talents and the program helps bring those traits out. The program meets the social and emotional needs, creates a sense of hope for students, and should be implemented in all the CMS schools.

- Rueben Moore
- Tiffany Hollis
- Dynilah Hewitt
- LaShanta Richardson

Darius Simms said America is one of the most diverse countries in the world and the increase in diversity has made positive changes for society and the economy. School is the place for many experiences and preparation for the real world and life. It is important that schools be diverse so students can be exposed to different cultures and backgrounds. Some CMS students are lacking opportunities in cultural diversity because many of the CMS schools are segregated by poverty and race. The Board can cause a great change in CMS schools by increasing diversity at the schools, increasing the number of magnet programs and increasing access to magnet schools.

Four CMS students and members of the Charlotte Mecklenburg Youth Council discussed the position of Student Advisor on the Board of Education and provided recommendations for the Board’s consideration. They thanked the Board for consideration of this important position and

expressed concern that none of the recommendations they presented were in the proposed recommendation. They asked the Board to revise the plan, make the process more inclusive and bias free, and not just a popularity contest. A student on the Board is important because students are impacted by the Board's decisions. They hope the person represents the character of Charlotte and the voice of the student. They hope to work with the Board in the future on this initiative.

- Jason Kerman, senior at North Mecklenburg High School
- Ryan Golden, senior at North Mecklenburg High School
- Joel Odom, student at Northwest School of the Arts
- Maayan Eaves, senior at Mallard Creek High School

Katy Ridnour represented Veritas Community School and asked the Board to reimburse them the remaining \$72,000 still owed for renovations made at the school and expenses incurred for early termination of the lease at Villa Heights. Ms. Ridnour discussed concerns about the early termination of the lease and asked the Board to review the dialogue with charter schools and the CMS leasing policy.

Jess Miller discussed concerns regarding the proposed student assignment plan and the availability of seats. Last year, CMS had 38,000 students seating in stated designated D and F schools and the proposed plan is only adding a few thousand seats. Ms. Miller asked, where are the seats and is this seat worthy of this student? The Board must be committed to make changes to the system and structure of CMS.

Chairperson McCray called the Requests From The Public closed at 6:55 p.m.

#### IV. CONSENT ITEMS

##### A. Minutes

###### A. Recommend Approval of Closed Session Minutes.

- *August 25, 2016*
- *September 8, 2016*
- *September 13, 2016*
- *September 15, 2016*

###### B. Recommend Approval of Open Session Minutes.

- *July 26, 2016 Regular Board Meeting*
- *August 2, 2016 Work Session – Student Assignment Review*

##### B. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through October 11, 2016.

*The report includes prior hires not processed when the report was presented at the Board meeting on September 27, 2016.*

- *Total Hires July 1, 2016 - June 30, 2017: 2,175 (Licensed Hires: 1,351/Non-Licensed Hires: 824.*
- *Total Promotions July 1, 2016 - June 30, 2017: 531 (Licensed Promotions: 259/Non-licensed Promotions: 272).*
- *Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 5.*

##### C. Recommend Approval of Supplementary Funding Request for Charlotte-Mecklenburg Schools Human Resources Department Success by Design: Transforming Teacher Roles.

*Funding is requested to create a plan for growing and sustaining a pipeline of differentiated professional development to support the existing Success by Design teacher-leader program. Success by Design utilizes innovative classroom re-design models that offer highly-effective teachers*

*opportunities to advance in their careers without completely leaving the classroom. The program was created to positively impact academic achievement for more students, build capacity among school teams, and provide a salary differential to the teacher-leaders hired into these advanced roles. Throughout the past three years, Success by Design has continued to expand, now with 35 schools trained, all-the-while learning a great deal through trial and error, surveying stakeholders, and analyzing our data. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction: Teacher Compensation Models and Advanced Teaching Roles - \$2,645,131.*

Chairperson McCray called for a motion to adopt the Consent Agenda as presented.

**Upon motion by Paul Bailey that the Board adopt the Consent Items A. through C., seconded by Rhonda Lennon, and upon no Board discussion the motion passed upon 8-0 voice vote of the Board. Ericka Ellis-Stewart was out of the room at the time of vote.**

## V. ACTION ITEMS

### A. Recommend Approval of Superintendent's Plan to Add a Student Advisor to the Board of Education

*Correlation to Board of Education Theory of Action for Change: It is the intention of the Board of Education that all district systems will be aligned with Managed Performance/Empowerment in order to provide the framework for improving student achievement in CMS. Continuous redesign will be required and the Board will develop reform policies consistent with this approach.*

Chairperson McCray called upon Ann Clark to present the recommendation. Superintendent Clark thanked the leadership of Generation Nation and the CMS students that serve on that committee for their persistence and perseverance in helping achieve the first milestone of having a student serve on the Board of Education. Superintendent Clark said the Generation Nation students were extremely helpful and presented their recommendations to the members of the Policy Committee at a recent Policy Committee meeting. The recommendation before the Board is to have a student join the Board at the dais, hopefully beginning November 2016 to serve a term ending May 2017. Superintendent Clark provided an overview of the Superintendent's recommendation for a Student Advisor to the Board of Education.

#### **Superintendent's Recommendation Student Advisor to the Board of Education**

The Policy Committee discussed a proposal from Ms. Ellis-Stewart to have a student serve as a voting member of the Board of Education, based on a model from Montgomery County, Maryland, where the student member of the Board is elected by middle and high school students. Although the Policy Committee identified many positive aspects from having a student serve in this capacity, the North Carolina Constitution and General Statutes establish a minimum age of 21 for eligibility for election to office. Therefore, the model from Montgomery County is not one that the Board can replicate in CMS.

As it is not legally permissible for a student to serve as an elected member of the CMS Board, the Policy Committee and the Superintendent are recommending instead that a student serve as an advisor to the Board and be selected according to a process discussed at the September 8, 2016 Policy Committee meeting.

- A student would be selected to serve as an advisor to the Board starting in the 2016-2017 school year. For the initial year, the student would serve until the end of the 2016-2017 school year. For subsequent years, the student would serve for a full school year.
- The Student Advisor to the Board would be selected according to the following process:

- Each comprehensive high school, Cooperative Innovative High School, Early College High School or Middle College High School in CMS, as well as high school students in K-12 schools, will elect one student to serve on the Superintendent's Student Advisory Council.
- The election for the Superintendent's Student Advisory Council will be conducted at each CMS high school according to the process used to elect class and student council officers.
  - For the 2016-2017 school year, the election of this council will occur during the month of October 2016. Students in the 11<sup>th</sup> and 12<sup>th</sup> grades are eligible for election.
  - Starting with the election of the Superintendent's Student Advisory Council for the 2017-2018 and subsequent school years, this election shall be conducted during the spring of the school year preceding the school year during which the students will serve. Students in the 10<sup>th</sup> and 11<sup>th</sup> grades are eligible for election.
  - Each high school principal will notify the Superintendent of the name of the student selected for the Superintendent's Student Advisory Council.
- The Superintendent's Student Advisory Council will be convened by the Superintendent within two weeks of the completion of the election process. For the 2017-2018 and subsequent school years, the first meeting of the Superintendent's Student Advisory Council will be convened during the month of May. At that meeting, the Student Advisor to the Board will be selected by majority vote from among the members of the Advisory Council.
  - Prior to this first meeting, any student elected to the Superintendent's Student Advisory Council interested in serving as the Student Advisor to the Board must submit a one page statement of interest by a deadline established by the Superintendent. This statement will be shared with the other members of the Superintendent's Student Advisory Council prior to the first meeting.
- The Superintendent's Student Advisory Council will meet with the Superintendent once a month throughout the school year.
- The Student Advisor to the Board will have the following responsibilities:
  - Attend regular meetings of the Board of Education except as those meetings occur during school hours;
  - Attend Board committee meetings as time and schedule permit;
  - Attend public meetings conducted by the Board as time and schedule permit;
  - Review Board materials prior to meetings and be prepared to make recommendations or offer feedback to the Board on matters scheduled to come before the Board;
  - For the student serving in this capacity during the 2016-2017 school year, participate in the Superintendent Search activities as is appropriate;
  - Attend all meetings of the Superintendent's Student Advisory Council;
  - Stay in regular contact with members of the Superintendent's Student Advisory Council regarding matters scheduled to come before the Board and solicit the feedback of this group on such matters;
  - For the student serving in this capacity during the 2016-2017 school year, work with the Superintendent to develop applicable Board policies to provide a more detailed description of the scope of the responsibilities for this position for subsequent years; and
  - Work with the Superintendent's Policy Advisor or other designated staff to bring policies developed for this purpose to the Board for approval, including drafting documents and developing and conducting presentations to the Board.
- The Superintendent's Chief of Staff (or other designated staff person) will serve as the liaison to the Student Advisor for all Board related activities.

Superintendent Clark is thrilled about the opportunity to present the recommendation to the Board for consideration and she thanked Ericka Ellis-Stewart for advocating to have the presence of the student voice on the Board of Education. Superintendent Clark will continue to meet with Generation Nation and Youth Advisory Council throughout the year which are great opportunities to meet with students to discuss and get feedback on pertinent topics such as the budget, student assignment, and issues of interest to students.

Superintendent Clark said the recommendation is for Board consideration and approval of the proposed plan to add a Student Advisor to the Board of Education. Following the approval of this item, the selection process will begin immediately in effort to have a student present at the dais in the next few months.

Chairperson McCray called for a motion on the Superintendent's recommendation.

**Upon motion by Ericka Ellis-Stewart that the Board accept the Superintendent's Plan to add a Student Advisor to the Board of Education, seconded by Tom Tate,** a Board discussion followed.

Chairperson McCray opened the floor to Board member questions and comments.

- Paul Bailey thanked the students who spoke earlier in the meeting regarding the Student Advisor position. The recommendation is not perfect and is a living document that can be improved to make it better to serve the Board of Education, the community, and the students. The process is not designed to be a popularity contest and Mr. Bailey urged the students to ensure the process does not become a popularity contest because being in politics is not an easy role. Mr. Bailey urged everyone to get out to vote in the November elections.
- Rhonda Lennon admires the work of Generation Nation and she would support CMS having an Advisory Council of High School Students from every high school because having twenty-six students representing the 147,000 students in CMS would provide good representative government. Ms. Lennon serves the members of District 1 and should the students have an issue at their school they can call her.
- Thelma Byers-Bailey was impressed by the students who spoke earlier in the meeting and noted they represent the types of students the Board is seeking to serve in this capacity.
- Ericka Ellis-Stewart said she has served on the board of the Council of Urban Boards of Education (CUBE) since 2013 and through that process she has met students from throughout the country who serve on the board of education for their school district. Those students are passionate, engaging, have a command of the issues involving students and schools, and are committed to serving. Having the student perspective and voice on the board of education and in the governance process is important because the student is the end user of the Board's work. Ms. Ellis-Stewart was excited to bring this recommendation to the Board and liked the Montgomery County Maryland model where the student is an elected official but CMS cannot use that model because of the North Carolina Constitution. The recommendation is a good starting point and compromise. Ms. Ellis-Stewart said having the student voice on the Board will provide insight and inform the Board's decisions and she looks forward to working with a young person.
- Elyse Dashew said the Board can learn a lot from our students because they have a different way of framing questions, looking at issues, and can provide a perspective as the end user of the Board's work. Ms. Dashew has worked with and learned from youth leaders in the past and

they have a valuable voice. Ms. Dashew is happy the Board is moving forward with a student advisor on the Board and she wants the role to be real, legitimate, and successful. Ms. Dashew expressed concern that the proposed model has some flaws that may limit the success of the initiative. The process should cast a wide net to reach a broad pool of candidates and not just a model of the usual student leaders. The advisory position should also include more than one student to serve for the term because having one student may limit the students who can serve and limit their ability to participate in school activities. The Policy Committee and Superintendent invited Generation Nation to present input on this initiative and the proposed plan does not include any of the recommendations they presented. Ms. Dashew supports the concept of having the student voice on the Board but will not support the plan as presented.

- Tom Tate commended the Policy Committee, the Superintendent, and the Board for moving forward with this initiative in just a few months. The proposed plan is a good first step to place a student advisor on the Board in the next couple of months and allows for improvements as we move forward in the process. Mr. Tate will support the recommendation.

**Chairperson McCray called for the Board vote on the motion that the Board accept the Superintendent's Plan to add a Student Advisor to the Board of Education, the motion passed upon 7-2 voice vote of the Board.**

*Aye: Board members Ellis-Stewart, Lennon, Byers-Bailey, Jones, Tate, Davis, and Bailey.*

*Nay: Board members McCray and Dashew.*

## **VI. REPORT/INFORMATION ITEMS**

### **A. Report on Budget Amendments for July 2016 and August 2016**

*Correlation to Board of Education Vision, Mission, and Core Beliefs: Operating effectively and efficiently with fiscal accountability.*

*As required by the FY 2016-17 Budget Resolution, Section IV, adopted August 9, 2016, a report of budget amendments shall be made to the Board of Education on a monthly basis.*

***Fiscal Implications:***

*Fiscal Year 2016-17 Federal Operating Revenue increased by \$1,893*

*Fiscal Year 2016-17 Other Operating Revenue increased by \$6,679,447*

*Fiscal Year 2016-17 Federal Operating Expenditures increased by \$1,893*

*Fiscal Year 2015-16 Other Operating Expenditures increased by \$6,679,447*

Chairperson McCray called upon Ann Clark to present Budget Amendments for July 2016 and August 2016. Superintendent Clark reported this is the monthly report and as presented.

### **B. Report on Financial Statements for August 31, 2016**

*Correlation to Board of Education Vision, Mission, and Core Beliefs: Operating effectively and efficiently with fiscal accountability.*

*Section 115 C-436 of the North Carolina School Budget and Fiscal Control Act requires the Finance Officer to present statements of the financial conditions of the local school administrative unit to the Board and the Superintendent.*

Chairperson McCray called upon Ann Clark to present the Report on Financial Statements for August 31, 2016. Superintendent Clark reported this is the monthly report and as presented.

### C. Report on Capital Project Ordinances for July 2016 and August 2016

*Correlation to Board of Education Vision, Mission, and Core Beliefs: Operating effectively and efficiently with fiscal accountability.*

*As required by the FY 2016-2017 Budget Resolution, Section IV, adopted August 9, 2016, a report of budget amendments shall be made to the Board of Education on a monthly basis.*

#### ***Fiscal Implications***

*Fiscal Year 2016-17 Other Capital Outlay Revenue increased by \$7,530,237*

*Fiscal Year 2016-17 Other Capital Outlay Expenses increased by \$7,530,237,*

Chairperson McCray called upon Ann Clark to present the Capital Project Ordinances for July 2016 and August 2016. Superintendent Clark reported this is the monthly report and as presented.

### D. Update on Student Assignment Review

*Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring there is no discernible difference between achievement levels of students by race, gender, or economic level.*

Chairperson McCray called upon Ann Clark to introduce the Update on Student Assignment Review. Superintendent Clark said this is an important night for our community and students as we begin to unfold the work of the last eighteen months on the Student Assignment Plan and Phase I of the process. Superintendent Clark called upon Scott McCully and Akeshia Craven-Howell to present the report and Sarah Crowder, Policy Administrator, to participate at the dais.

Akeshia Craven-Howell and Scott McCully provided an overview of staff's best thinking for the Phase I work of the Student Assignment Plan. This is the culmination of work over the past eighteen months of engaging the community, benchmarking against other school systems, and working closely with the Board in order for staff to develop best thinking that aligns to the Goals and Guiding Principles for Student Assignment approved by the Board earlier this year. Ms. Craven-Howell and Mr. McCully presented the report in sections and allowed Board members to ask questions related to each section.

- Phase I Scope: Phase I is about leveraging choice to achieve the Board's goals for Student Assignment. This work involves transportation zones, lottery priorities, new school options and magnet seats, and entry and continuation requirements.
- Phase I Student Assignment Plan Components: Methodology to Determine Socioeconomic Status (SES), Transportation Zones, Methodology to Incorporate SES Priority in the Lottery for School Options and Magnet Seats, Rolling 4-Year Plan to Increase the Number of Options and Magnet Seats, and Recommendations for Entry and Continuation Requirements to Remove Unnecessary Barriers to School Options and Magnets.
- Methodology to Determining Socioeconomic Status (SES): For many years, CMS used Economically Disadvantaged Student (EDS) data as defined as Free and Reduced Lunch to identify schools that were advantaged or disadvantaged. CMS stopped using the EDS percentage in 2013 and began using the Community Eligibility Provision program. This required CMS to utilize a different method to determine socioeconomic status for our schools. Over the past several months CMS has reviewed several methods to determine SES.
  - Seven Key Factors (each correlating to educational (dis)advantage): The Board agreed to utilize seven factors to determine SES.

Key Factor	Census/American Community Survey	Family Reported Data	CMS Data
Household Income	X	X	
Parent Educational Attainment	X	X	
English Language Ability	X		
Single Parent Household	X		
Home Ownership	X		
Number of Minors in Household		X	
Home School Performance			X

- Census Data: Block groups – divisions of census tracts; clusters of blocks within the same census tract; contains 600 to 3,000 people.
    - CMS and family reported data is based on individual student.
  - Review of Maps of the County with Block Group Analysis: Mecklenburg County has 548 Block groups representing at least one CMS student.
    - Block groups are divided into three categories: High SES (high education attainment and advantaged), Medium SES, or Low SES (most disadvantaged).
    - Based on home address, each CMS student is matched to a Block group.
  - Transportation Zones - SES Block Groups and Transportation Zones are inextricably linked:
    - Applicant Pool: The composition of the Transportation Zone can be seen as a proxy for the composition of the applicant pool for the options and magnets in that zone.
    - Transportation zones with similar distributions of low, medium, and high SES block groups can contribute to SES diversity in school options and magnets.
    - Transportation Zones have a significant impact on choice:
      - Access: Students in a given Transportation Zone have priority access to options in that zone ahead of students from outside the zone.
      - Transportation: Students are eligible for CMS transportation for options in their Transportation Zone.
    - Transportation Zone – Three-Zone Approach (high School feeder patterns include):
      - Violet Zone: Hough, Hopewell, Mallard Creek, North Mecklenburg, Vance, West Charlotte, and West Mecklenburg\*.
      - Blue Zone: Ardrey Kell, Harding University, Myers Park, Olympic, South Mecklenburg, and West Mecklenburg\*.
      - Green Zone: Butler, East Mecklenburg, Garinger, Independence, Providence, and Rocky River.
- \*West Mecklenburg is divided between the Violet and Blue transportation zones.

Board member questions and comments:

- Tom Tate said how will the families residing on the border of the transportation zones be handled? Mr. McCully said they can apply to magnet programs but they would not have a priority through that process and there may be some flexibility in the school performance priority. Over the years, it has been a challenge to review this in a five or six transportation zone split and it will be more advantageous to having larger zones in a three zone split. Mr. Tate asked are the SES components and number of students equally distributed among the three zones? Mr. McCully said staff believes this is a valid plan and the number of students in each zone is close with approximately 41,000 to 42,000. There is a range for the SES block groups but that is a relative number based upon how the block groups are classified and the most it

varies is about eighteen percentage points. Mr. Tate asked are there equal numbers of magnet program among the three zones? Ms. Craven-Howell said equal distribution of the same types of opportunities is a priority throughout the zones and it will be a priority of the plan to ensure equality throughout the district. Superintendent Clark said this will also be a focus area for Career and Technical Education programs.

- Ericka Ellis-Stewart said families in the Villa Heights area are concerned the community will be split by the transportation zones. Mr. McCully said it appears that they reside in the old Grey Transportation Zone which merged with the Violet Transportation Zone and that entire community should be in the Violet Transportation Zone.
  
  - Methodology to Incorporate SES Priority in the School Options and Magnet Lottery:
    - Two key components:
      - How a student's block group and family-reported data determine the student's priority in the lottery.
      - How the lottery will work to seat students based on existing guarantees and priorities, as well as new priorities.
    - Determine a student's SES priority in the lottery.
      - Each student gets a two-part designation: Part a and Part b.
      - Part a is determined by the *home address and block group*; and can be either high, medium, or low.
      - Part b is determined by *family reported data*; and can be either high, medium, low, or null.
      - There are twelve total potential designations: low/low, low/med, low/high, low/null, med/low, med/med, med/high, med/null, high/low, high/med, high/high, and high/null.
        - \*Low SES is most often associated with educational disadvantage.
        - \*High SES is most often associated with educational advantage.
    - For partial magnet schools, magnet seat allocations in the lottery take into account the SES composition of the home school enrollment.
    - For full magnet schools and school options, seats are allocated equally across low, medium, and high SES without regard to the make-up of the schools' current enrollment.
    - Guarantees and Priorities to decide how students are seated in the lottery:
      - Sibling Guarantee: Allows a younger sibling/twin of a student already assigned to a magnet program via the lottery or to a home school via the School Performance Priority, to attend the school of the older sibling/twin.
      - Continuation Guarantee: Allows students currently enrolled in a magnet program via the lottery, or in a home via the School Performance Priority to remain through the terminal grade and continue to the next level school for the program, if one exists.
      - SES Priority\*: Assigns students a priority for seats designated as either low, medium, or high SES based on the student's block group and family reported data.
      - School Performance Priority: Provided a priority for students attending a home school designated by the state as low-performing for three consecutive years.
      - Proximity Priority: Provides a priority for students residing within 1/3 mile radius of a full magnet. This priority does not apply to partial magnet schools.
      - Transportation Zone Priority: Provides transportation to school options and magnets within the zone for students residing in the zone. Students in the transportation zone have priority and for options in that zone ahead of students residing outside the zone.
- \*Indicates new priority for Phase I Student Assignment.

Ms. Craven-Howell provided the Board with examples of how the lottery will use the information to assign seats. Following the review of the examples, Superintendent Clark said the process looks complicated but the process is very understandable and the complicated part will be processed/automated by the computer. CMS will develop a strategic marketing and communication plan to help parents know their choices, make the process simple to understand, and target Title I schools to ensure those families know the process and their school options. There are a limited number of seats and this has always been a lottery process and it will continue to be a lottery process.

Board member questions and comments:

- Chairperson McCray wants to ensure CMS will communicate to parents the importance of parents providing the parent reporting information. Ms. Craven-Howell said there is an intentional marketing and communication plan to build awareness among students and families who are already underrepresented in the lottery, to ensure all families are aware of the changes, and how to navigate the process.
- Rhonda Lennon said many of our home schools are overcrowded and have mobile units and some people believe CMS should also allow magnet schools to be overcrowded and have mobile units to accommodate more students. Superintendent Clark said this will be considered and the facilities team is assessing all sites for availability and space for mobile units. Following the assessment, staff will report back to the Board to provide information on schools and locations where new seats can be added.
- Dr. Ruby Jones said parents will be asked why their child was not selected and we will need practical responses.
- Ericka Ellis-Stewart and Tom Tate stressed the importance of understanding the number of seats available between the first and second lottery, managing the wait pools, and targeting students who have priority for seats in the second lottery.
- Rhonda Lennon said this work is awesome and CMS is striving to fill all seats. Ms. Lennon commended the great work of staff and noted that CMS will be able to sell this to other school districts.
- Elyse Dashew commended staff for the great work.

Superintendent Clark said staff hopes to advance the Phase II work in an effort to understand the costs associated with Phase I and Phase II so information can be factored into the upcoming budget which is typically presented to the Board in April.

- Rolling 4-Year Plan to Increase the Number of Options and Magnet Seats: The 2017-2020 4-Year Plan will add 12,935 seats.
  - Living document to plan for at least 4-years from the current school year:

<b>Priorities</b>	<b>Inputs</b>
Equitable access	Demand
SES Diversity	Continuation Feeds
Program Quality	Sustainability (\$, HR, etc.)
Theme Fidelity	Capital Improvement Plan
	Schools with Space

- School Options – Rolling 4-Year Plan 2017-2018 Openings:

School	Zone	Options	Theme	Grades Served	Seats at Opening	Seats at Capacity
Old Newell	Violet	Full Magnet	Computer Science/Coding	K-5	550	550
Billingsville	Blue	Partial Magnet	STEM (Health Science)	K-5	300	300
Paw Creek	Violet	Partial Magnet	Computer Science/Coding	K-5	60	120
Early College @ UNC-Charlotte	Countywide	School Option	Early Educators	9-13	110	500
Merancas Middle College	Countywide	School Option	Middle College	11-13	120	300
Secondary Montessori	Countywide	Full Magnet	Montessori	7-12	375	750
Hawthorne Academy	Countywide	Full Magnet	Add Public Service and JROTC from Marie G. Davis	9-12	400	400
Marie G. Davis	Countywide	Full Magnet	Transition Global Students to International Baccalaureate	K-8	1,474	1,474
Winget Park	Blue	Partial Magnet	Shift STEM Magnet from Palisades Park Elementary	K-5	225	225
				Total	3,614	4,619

- School Options – Rolling 4-Year Plan 2018-2019 Openings. Superintendent Clark noted the plan is fluid and based upon recent feedback may add a Magnet Program at Rama Road Elementary. CMS will continue to review and process for adding seats.

School	Zone	Options	Theme	Grades Served	Seats at Opening	Seats at Capacity
Albemarle Road Relief	Green	Partial Magnet	Dual Language	K-8	500	500
Northeast Middle	Green	Partial Magnet	TBD with community input	6-8	225	225
Quail Hollow	Blue	Partial Magnet	TBD with community input	6-8	250	250
Sedgefield Elementary	Blue	Partial Magnet	TBD with community input	K-5	175	175
Sedgefield Middle	Blue	Partial Magnet	TBD with community input	6-8	200	200
Old Wilson	Blue	Full Magnet	TBD with community input	6-8	700	700
				Total	2,050	2,050

- School Options – Rolling 4-Year Plan - 2019-2020 and 2020-2021 Openings. Most options are driven by 2017 Bond Projects.

School	Zone	Options	Theme	Grades Served	Seats at Opening	Seats at Capacity
North K-8 Language Immersion	Violet	Full Magnet	Language Immersion	K-8	1,950	1,950
South K-8 Language Immersion	Blue/Green	Full Magnet	Language Immersion	K-8		
Waddell High	Blue	Full Magnet	Integrated Magnet (IB, STEM)	9-12	888	1,776
Collingswood (Replacement)	Blue	Full Magnet	Dual Language	K-8	940	940
				Total	3,778	4,666
Rea Farm Relief	Blue	Partial Magnet	STEAM	K-8	500	500
Montclair	Blue	Partial Magnet	TBD with community input	K-5	300	300
Montessori	Blue	Full Magnet	Montessori	PK-6	575	800
				Total	1,365	1,600

Board member questions and comments:

- Elyse Dashew said many members in the community are concerned about the overcrowded state of our schools and the challenges with student assignment. The community and County Commissioners are looking at this closely and want to know how they can help and how CMS will increase seats in successful programs. The County Commissioners may be interested in funding more facilities to add seats in successful programs. Superintendent Clark said at this point, the proposed 4-Year Plan has the potential to add almost 13,000 seats through the magnet and school choice options. In addition, staff is assessing options for adding mobile units at some magnet schools and upon completion that information will be shared with the Board. CMS is striving to add as many seats as possible in the first year of implementation.
- Paul Bailey asked is it anticipated that the schools in the 4-Year Rolling Plan will be included in a proposed fall 2017 Bond package, and if so, it is important we begin providing the community information on what we plan to achieve, the impact on new seats in the various areas of the community, and explain that we are not just asking for more money. Superintendent Clark said, yes, and we hope to accelerate support for the 2017 Bond Referendum to the County Commissioners and marketing it to the community to seek their support. Superintendent Clark said the Board has a Joint Meeting with the Board of County Commissioners on October 13, 2016 and at that meeting we will start the discussion and process of sharing information and the connection to the CMS capital projects. The County Commissioners and county staff will receive this information prior to that meeting.
- Dr. Ruby Jones is happy that Rama Road will be added to the list of school options for the 2017-2018 school year. It is important to add choice and diversity at our schools and ensure all CMS schools are schools of excellence that engage students to learn. All CMS schools should be lifted up and benefit from this process. Superintendent Clark noted that at the

community engagement sessions we will be seeking feedback from parents on the magnet programs, themes, and learning/instructional approaches they are seeking for their children.

- Thelma Byers-Bailey said this process provides school options for all students and that includes students in home schools to attend other schools. This will help reduce the severe overcrowded conditions at some home schools and help make all schools a school of opportunity.
- Ericka Ellis-Stewart said this information is a lot to understand and we should be proactive by offering to meet with the County Commissioners in small group or one on one meetings to provide clarification and answer questions either before or after the October 13<sup>th</sup> meeting. Superintendent Clark agreed with Ms. Ellis-Stewart. Ms. Ellis-Stewart said the capital component of the plan is very important otherwise the almost 13,000 seats will be cut to only 6,600 seats and our ability to move this vision is cut in half. To make this successful, it is incumbent on this Board to have deep communication with the County Commissioners and county staff as well as move the community to understand and support this initiative. Superintendent Clark said our goal will be to continue to add options and hopefully by the fourth year we will have doubled the number of magnet and choice options seats. We hope to advance a formal facilities request to the Board of County Commissioners in December 2016 so that we can begin the messaging in early 2017. The process will include a campaign to market the new seats, choices, and magnets as well as communicate that these are the capital projects that hinge on a 2017 Bond Referendum.
- Rhonda Lennon said we will begin the next steps and start the discussion on home schools in the next couple of months and that will make members of the community happy. Ms. Lennon said for clarification regarding Winget Park Elementary and Palisades Park Elementary. Winget Park had space available while Palisades Park was an overcrowded, partial magnet. One of the Board's goals was to keep home schools as a priority. All the students who reside in the home school boundary for Palisades will remain at Palisades. CMS will move the Magnet Program from Palisades to the closest school which is Winget Park so the program can grow. This was an option to focus on our home schools, expand a successful magnet program, and protect the school boundaries. This is an effort to show the Board is serious about the Board's Goals and Guiding Principles for Student Assignment.
- Chairperson McCray asked is there a continuation program for the schools planned for the 2018-2019 Opening? Ms. Craven-Howell said, yes, and that will be a part of the conversation in the community engagement sessions. Chairperson McCray said this is great information and she asked for information on the plans to improve the partial magnet programs at West Charlotte High, Cochrane Collegiate Academy, and Ranson Middle. Ms. Craven-Howell provided information and noted that the Director of Advanced Studies is working with the schools to improve the outcomes in the IB Program, the Middle Years program, and the Diploma Program at West Charlotte which recently received positive results. CMS is seeking to invest in an IB Career program at West Charlotte. The strategies of the program will improve the quality of the program at the schools while decreasing the outdated misinformed perceptions about some of our schools. Chairperson McCray said there is research on students having access to three career paths that include an apprenticeship and an AP or IB career path with an internship. Ms. Craven-Howell said CMS has a similar program at East Mecklenburg High and the IB Career Program at West Charlotte. Chairperson McCray asked what CMS is doing to enhance the Visual Arts programs at the two elementary schools to increase the number of students advancing to Northwest School of the Arts? Ms. Craven-Howell said CMS is working with the Sarah Lilly Grace Organization who are working with CMS Visual Arts schools to develop Visual and Performing Art standards to be offered in K-5 to set students up for success

in a 6-12 program. Chairperson McCray stressed the importance of CMS communicating the great programs and choices we have at our schools. West Charlotte High School has a viable program that is showing success.

- Elyse Dashew said parents and staff in the Language Immersion and World Language programs are enthusiastic that the programs are being expanded but there is concern about CMS' ability to staff those programs with quality staff because of the Visa challenges. Ms. Dashew hopes this concern will continue to be a priority. Superintendent Clark said program inputs includes Human Resources and that is directed to the language programs that are the hardest to staff. We are sensitive to the challenges of adding new programs.
- School Options Entry and Continuation Requirements: The work involved several months of conversations with principals and theme-based groups, theme-based parent advisory councils, and representatives from each of the magnet schools. The collaborative work focused on how to make magnet programs better, increase access, and remove barriers to access. The work is the best thinking and agreement among principals, parent advisory councils, and staff.
  - Develop and/or adopt a set of theme specific standards for each school option and magnet program.
  - Use the standards to determine what a student needs to know and be able to demonstrate in order to be successful in the program.
  - Adjust entry requirements based on the standards with a bias toward: increasing access and eliminating unnecessary barriers; maintaining high standards of rigor and student performance; and ensuring school options, magnets and home schools share equal accountability for student outcomes.

<b>Theme</b>	<b>Grade Level</b>	<b>Current Requirements</b>	<b>Future Requirements</b>
Early College	9-13	Entry: None Continuation: None	Continuation: College ready by start of 11 <sup>th</sup> grade based on UNC-Charlotte placement criteria
Middle College	11-12	Entry: 2.5 unweighted GPA, placement exam, transcript review	Entry: Remove GPA requirement; keep placement exam, transcript review
Global Studies, Leadership, Military and Public Service	K-5	Entry: Participate in small group orientation session	Entrance: None Continuation: None
	6-8	Entry: Participate in small group orientation session Continuation: Pass World Language and elective course annually	Entrance: None Continuation: None
	9-12	Entry: Interview; no prior retentions in middle or high school Continuation: Participate in JROTC, Pass Work Language; AP in 11 <sup>th</sup> and 12 <sup>th</sup> grades	Entrance: None Continuation: Participation in JROTC and/or Public Service Academy annually; pass associated courses annually

Theme	Grade Level	Current Requirements	Future Requirements
STEM / STEAM	K-5	Entry: None Continuation: None *Morehead 5 <sup>th</sup> grade Level III Math	Entry: None Continuation: None
	6-8	Entry: Level III Math Continuation: Pass Math, Science, and STE(A)M elective; participate in all Math and Science fairs	Entrance: None Continuation: Participate in a STE(A)M co-curricular each year; pass STE(A)M elective each year
	9-10	Entry: Level III Math At 10 <sup>th</sup> Grade: Level III Math and Science EOG At 11 <sup>th</sup> Grade: Transcript review	Entrance: None 11 <sup>th</sup> Grade: Transcript review Continuation: Pass (STE(A)M /Project Lead The Way (PLTW) course annually; participate in a STE(A)M co-curricular activity
	11-12	Continuation: Pass (STE(A)M elective course annually Continuation: Pass STE(A)M elective course annually	
World Language	K-5	K entry: None 1 <sup>st</sup> - 5 <sup>th</sup> Entry: Language Assessment	No change
	6-8	Entrance: Level III Reading; language assessment Continuation: Pass target language course	Entry: Late entry language assessment Continuation: No change
	9-12	Entrance: Level III Reading; on track to complete Level I and II of language class by end of 9 <sup>th</sup> grade Continuation: Pass two consecutive World Language courses each year	Entry: None Continuation: Pass two consecutive World Language courses each year

Theme	Grade Level	Current Requirements	Future Requirements
International Baccalaureate	K-5 (PYP)	Entry: None Continuation: None	No change
	6-8 (MYP)	Entry: Level III Reading and Math <u>and/or</u> TD continuation <u>and/or</u> PYP continuation  Continuation: Pass World Language; complete community service hours	Entrance: Level III Reading <u>and/or</u> TD continuation <u>and/or</u> PYP continuation Continuation: No change
	9-10 (MYP)  11-12 (DP)	Entry: Level III Reading and Math <u>and/or</u> MYP continuation  At 10 <sup>th</sup> Grade: Level III Reading and Math EOG, pass English I and Math I or II with a minimum C  At 11 <sup>th</sup> Grade: Transcript review	Entry: Level III Reading <u>and/or</u> MYP continuation At 10 <sup>th</sup> Grade: Pass English I and Math I or II with minimum C Continuation: Pass three MYP courses; complete 10 <sup>th</sup> grade project At 11 <sup>th</sup> Grade: Transcript review Continuation: Students may opt to complete IB content certificates if they are not on track to complete the IB Diploma by the end of 11 <sup>th</sup> grade
No changes to Learning Immersion or Talent Development, Montessori, Traditional, Arts and Virtual/Blended Learning themes PYP: Primary Years Program, MYP: Middle Years Program, DP: Diploma Path			

Board member questions and comments:

- Paul Bailey said regarding future requirements for STEM and STEAM, CMS must be careful about reducing the requirements. This pathway will lead students to engineering and business school which can be very demanding. If you have requirements that do not demand, you may be setting the student up for failure. Mr. Bailey supports keeping the entry requirements in place to ensure students can achieve and be successful beyond high school. Ms. Craven-Howell provided comments to support the recommendation and noted that currently some schools require an entry requirement while others do not. This recommendation provides consistency and the STEM/STEAM programs sets students up for multiple pathways that includes an industry standard to go directly to work, to attend a two-year college, or to get a four-year

engineering degree. This program is relevant for students across the spectrum regardless of their post-secondary plan. The students must pass the continuation requirements annually.

- Thelma Byers-Bailey expressed concern regarding the World Language requirement because some students want to take two languages at the same time and this may limit students from learning multiple language. Ms. Craven-Howell noted that students who are progressing in languages would meet the bar for continuation. The proposed plan is guidance for principals and families and would be based on demonstration by the student. Ms. Craven-Howell will review the language of the continuation requirement.
- Rhonda Lennon said the proposed plan is not dropping the bar for entry requirements but creating consistency for all students to have access to programs. Many students participate in the STEM and STEAM programs at partial Magnet schools regardless of their level, i.e., Palisades Park. The STEM and STEAM programs are phenomenal.
- Chairperson McCray wants to ensure the schools with Project Lead the Way programs will prepare students to be successful and works with the next level school. Ms. Craven-Howell said, yes, this has been a program in middle school and is being rolled out in elementary school.
- Next Steps:
  - Ongoing Community Engagement Sessions:
    - *Superintendent Coffees*: October 17<sup>th</sup>, October 26<sup>th</sup>, November 1<sup>st</sup>, and November 7<sup>th</sup>.
    - Town Hall Meetings: October 17<sup>th</sup> and November 7<sup>th</sup>, 7:00 p.m. to 9:00 p.m.
    - School-specific Community Sessions for schools impacted for the 2017-2108 school year: October 12, 2016 through October 31, 2016.
  - Public Hearing: October 25, 2016 and November 9, 2016, Regular Board meetings.
  - Board Action: November 9, 2016, Regular Board meeting.

Board member questions and comments:

- Eric Davis said regarding middle college, some students perform better through the year opposed to an end of year exam and suggested CMS consider an either/or on the GPA or placement exam. Ms. Craven-Howell said she would review this suggestion. Mr. Davis also suggest that CMS consider a partial IB. Superintendent Clark said CMS is allowing students to continue with an IB content certificate or complete the IB Diploma program. Mr. Davis commended Mr. McCully, Ms. Craven-Howell, Ms. Crowder, and the team for the outstanding and thoughtful work. The proposed plan will provide a tremendous service to CMS, the county, and the city. Mr. Davis is proud of this work, the work is linked to all departments in CMS, and under the leadership of Ann Clark as Superintendent the work will get done. Most importantly, the plan is linked to social mobility and CMS will need collaboration from our county partners. CMS needs more capacity in our schools and only the county can do that. Mr. Davis urged the County Commissioners to help CMS improve social mobility. Mr. Davis also urged the Opportunity Task Force and the parents to join CMS in supporting the plan.

First Reading on Proposed Amendments to Policy JCA, Student Assignment Plan, and Exhibit JCA-E, Student Assignment Plan Priorities – Magnet Programs

*Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring there is no discernible difference between achievement levels of students by race, gender, or economic level.*

Chairperson McCray called Ann Clark to introduce the First Reading on Proposed Amendments to Policy JCA, *Student Assignment Plan*, and Exhibit JCA-E, *Student Assignment Plan Priorities – Magnet Programs*. Superintendent Clark commended the work of the full Board for their focus

and diligent work on developing amendments to Policy JCA and Exhibit JCA-E. This work has been ongoing over the past eighteen months and all Board members have attended some or all of the Policy Committee meetings and provided input on the proposed policy and exhibit. The diligent work of the Board speaks to the commitment the Board has to its Student Assignment Goals and Guiding Principles which were adopted earlier in the year. Superintendent Clark recognized Tom Tate, Chairperson of the Policy Committee, for shepherding the process; staff members Akeshia Craven-Howell, Scott McCully, and Sarah Crowder; the community; support staff in the Board Office; and the members of the Alves Educational Consultants Group, Ltd.: Michael Alves, Rick Kahlenberg, and John Brittain,

Superintendent Clark said proposed amendments to Policy JCA, *Student Assignment Plan*, and Exhibit JCA-E, *Student Assignment Plan Priorities - Magnet Programs*, are before the Board for First Reading. Significant changes to the policy and exhibit are recommended to reflect the Board's review of the Student Assignment Plan and are incorporated in the proposed policy and exhibit. Superintendent Clark called upon Sarah Crowder, Policy Administrator, to highlight the significant changes recommended in proposed amendments for Policy JCA and Exhibit JCA-E.

Sarah Crowder said the proposed recommendations reflect the Board's work and review of the Student Assignment Plan since March 2015. Policy JCA and Exhibit JCA-E are the governing documents and provide the overarching rules for the Student Assignment Plan. Policy JCA and Exhibit JCA-E do not contain the details of the Student Assignment Plan such as the location of magnets, type of magnets, school boundaries, home school locations, and transportation zones.

Proposed changes to Policy JCA:

- Add the Goals and Guiding Principles for Student Assignment approved by the Board February 23, 2016 and April 26, 2016.
- Revise the sections that describe the lottery process and the continuation guarantees to include schools options and the new School Performance Priority.
- Slightly revise the definition of "home school guarantee" to be consistent with the definition in the Guiding Principles.
- Expand the "stay put option" beyond rising seniors in high school to include students in terminal grades at all school levels.
- Revise the section on participation in partial school magnet programs by non-magnet program students.
- Revise the section contingent assignments to eliminate violation of the student discipline and attendance rules as reasons for which students may be reassigned to their home schools.
- Provide more detail to the Superintendent about the Board's intentions for the communication plan for the student assignment plan.

Exhibit JCA-E has been completely rewritten, proposed revisions include:

- Change the title to reflect the expanded use of the lottery beyond assignments to magnet schools.
- Change the description of the lottery to add school options to the programs for which students may apply through the lottery.
- Add socioeconomic status (SES) to the current lottery priorities of proximity area and transportation zone and describing how seats in each SES priority ranking category will be allotted at each school.

- Add the School Performance Priority for assignments to home schools as well as magnets and school options.
- Allow all students assigned to partial school magnets to participate in the magnet program.
- Remove the provision that allowed students to apply only to high school International Baccalaureate programs serving the transportation zone in which the student lives.
- Clarify the programs to which the sibling and continuation guarantees apply.
- Reorder the hierarchy of the lottery rankings and describe how they will be applied to assign students to magnets and school options through phases of the lottery.

Policy JCA and Exhibit JCA-E have been discussed by the Board and Policy Committee on numerous occasions since March 2015. The proposed policy and exhibit will be posted on the CMS Website for public input, the Board will hold a Public Hearing on October 25, 2016 and November 9, 2016, and the Board vote on November 9, 2016.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and provide comments.

- Chairperson McCray asked the definition for a designated choice school? Ms. Crowder said these are the schools listed on the state's low-performance for three consecutive years and students who attend those schools would be eligible to exercise that priority. The Board is directing the Superintendent to designate homes schools to which those students could apply. Students would be eligible to apply to three of those designated homes schools and would receive transportation through their senior year in high school.
- Ericka Ellis-Stewart requested a list of schools on the designated list and asked would the students be able to opt into A and B schools or only move up from an F school to a D school? Ms. Ellis-Stewart said to make an impact it is important to change the trajectory for a child and give them equitable access to a quality education. Superintendent Clark said this question was asked at the Policy Committee on October 10, 2016 and staff is vetting that question and will provide information at the October 25, 2016 Regular Board meeting.

## **VII. REPORT FROM SUPERINTENDENT**

Superintendent Clark reported on the following:

- *Superintendent Coffees:* The first two are scheduled October 17, 2016, 3:00 p.m. to 4:30 p.m., at Piedmont IB Middle School and October 26, 2016, 5:30 p.m. to 7:00 p.m., at Elon Park Elementary School.
- Early Release Day: October 12, 2016.
- Technology Rollout: Whitewater Academy on October 12, 2016 at 4:00 p.m.

## **VIII. REPORT FROM BOARD MEMBERS**

Chairperson McCray opened the floor to Board member comments and asked members to not hold the floor for more than three minutes.

- Rhonda Lennon highlighted that October is Cancer Awareness Month and urged everyone to schedule their annual mammogram.
- Thelma Byers-Bailey enjoyed attending a District 2 Verizon Technology Rollout at Westerly Hills Academy. This was a phenomenal experience and students were excited about receiving their own iPad and hot spot for their home.

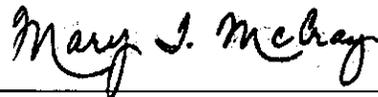
- Paul Bailey said this agenda was scheduled to have an important report from Project L.I.F.T. but that item was deferred because of the lengthy Student Assignment Update. The presenters of that report deserve the Board's attention and presenting the report after 10:00 p.m. would not give them the attention they deserve. Mr. Bailey looks forward to the Board receiving that report in the near future.
- Elyse Dashew enjoyed participating in a Four-Day Carolina Outward Bound Experience with some amazing teachers from several CMS schools. The event took place at Pisgah National Forest and participants experienced team building; rock climbing; hiking; sleeping under the stars; and learning communication skills, resilience, and experiential learning. Ms. Dashew thanked the teachers for inviting her to participate and looks forward to the next adventure with her new lifelong friends. Ms. Dashew will post Carolina Outward Bound information on her Facebook page.
- Ericka Ellis-Stewart highlighted names of people who have been in the news and the attention throughout the nation regarding African-American males who have been shot by police officers in the line of duty. It is important that elected officials and community members discuss how to move forward on these important matters to make systemic changes.
- Mary McCray offered thoughts and prayers for the people in eastern North Carolina who are suffering from the devastation of hurricane Matthews.

## ADJOURNMENT

Chairperson McCray called for a motion to adjourn the Regular Board meeting.

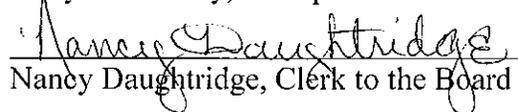
**Upon motion by Rhonda Lennon that the Board adjourn the Regular Board meeting, seconded by Elyse Dashew, the motion passed upon 9-0 voice vote of the Board.**

The Regular Board meeting adjourned at 10:14 p.m.




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Mary T. McCray, Chairperson




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Nancy Daughtridge, Clerk to the Board