

December 10, 2015

10:30 AM – 12:30 PM

CMGC
5th Floor
Room 527/528

Upcoming
Meetings

December 17, 2015
(called meeting)

Board of Education

Policy Committee

Regular Meeting

Tom Tate, Chair

Paul Bailey

Thelma Byers-Bailey

Eric Davis

Ruby Jones

Ericka Ellis-Stewart

Agenda

I. Guiding Principles for Student Assignment (10:30 AM – 12:00 PM)

Continuation of discussion of Guiding Principles

Staff: Scott McCully, Sarah Crowder

Materials:

- CMS Student Assignment Guiding Principles: Policy Committee Worksheet (previously provided to members via email and hard copy)
- Policy ADA

Materials previously included with Agenda (in Red folder):

- Policy JCA
- Regulation JCA-R
- Exhibit JCA-E, Policy JFAC
- Regulation JFAC-R
- Previous Exhibit JCA-E2, "Student Assignment Priorities – Magnet Programs," (2004 version, amended in 2005, 2010 & 2013)

II. Update on Proposed Charlotte-Mecklenburg Board of Education Statement (12:00 – 12:15 PM)

CHARLOTTE-MECKLENBURG SCHOOLS

POLICY	CMS/NEPN Code:
Equitable Distribution of Resources	ADA

The Board of Education of Charlotte-Mecklenburg Schools is committed to providing the best education available anywhere, preparing every child to lead a rich and productive life. This commitment will be realized when the academic achievement of every student breaks the predictive link between student demographics (race, ethnicity, gender, socioeconomic status, and the like) and student achievement.

Equitable Allocation of Resources

Maximizing the academic achievement of every child requires strategic and equitable allocation of resources so that every student has access to excellent educational opportunities, including effective teachers and principals and sufficient support services for his or her unique individual needs. In addition, proactive attention must be given to students at risk of academic failure.

Measuring Success

The Superintendent shall develop a system of measurement based on the Board's Theory of Action and the goals of the current strategic plan (or its equivalent) to gauge the effectiveness of the allocation framework in improving student achievement. The measurement system must be based on achievement levels and growth, and, using the CMS accountability system, shall correlate resources (inputs) to academic results (outcomes). It shall include both quantitative (End of Grade, End of Course and other state assessment tools) and qualitative (School Quality Reviews or their equivalent processes) criteria. Results of the measurements will be considered in the Board self evaluation as well as evaluations for the Superintendent and certain employees.

The Board's Role

The Board of Education is ultimately responsible for ensuring that resources are allocated and distributed in ways that maximize the academic achievement of every child in every school. The Board will hold itself and the Superintendent accountable for achieving this goal. The Board may appoint an advisory group to provide community input and feedback.

The Superintendent's Role

The Superintendent shall establish and implement a systematic framework for distribution of resources throughout the district that ensures all students are taught by effective teachers and have equitable resources and facilities. As provided in Policy GCKA, the Superintendent retains the right to transfer or reassign staff as necessary to ensure effective distribution of personnel (instructional, support, and administrative).

Date of Adoption: 6/26/01

Page 1 of 2

Revised: 7/27/10

Legal Reference: N.C.G.S. § 115C-47, -276

Related CMS Policies: AE, AEC, BA, BA-E1, BA-E2, BBA, BDD, BDF, GCKA, GCKA-R, IJ

CHARLOTTE-MECKLENBURG SCHOOLS

POLICY Equitable Distribution of Resources	CMS/NEPN Code: ADA
---	----------------------------------

The Superintendent will propose for the approval of the Board appropriate timelines and methods for measuring progress in distributing resources to demonstrate that the predictive links between student demographics and student achievement have been broken.

The Superintendent will ensure that an annual report on equitable allocation and distribution of resources and their impact on student achievement and growth is completed and presented to the Board each year. As areas of deficiency are identified, the report shall include clear recommendations for improvement.

Policy Review

This policy will be reviewed by the Board every three years and revised as necessary.

Date of Adoption: 6/26/01

Page 2 of 2

Revised: 7/27/10

Legal Reference: N.C.G.S. § 115C-47, -276

Related CMS Policies: AE, AEC, BA, BA-E1, BA-E2, BBA, BDD, BDF, GCKA, GCKA-R, IJ

CHARLOTTE-MECKLENBURG SCHOOLS

POLICY	CMS/NEPN Code:
STUDENT ASSIGNMENT PLAN	JCA

As provided by North Carolina law, all students under the age of 21 years who are domiciled in Mecklenburg County and who have not been removed from school for cause or have not yet obtained a high school diploma are entitled to be enrolled in public school.¹ Students shall be assigned to a particular school by the Board of Education in accordance with the student's place of residence and a student assignment plan adopted by the Board.

GUIDING PRINCIPLES FOR STUDENT ASSIGNMENT²

In making decisions regarding the student assignment plan, the Board shall follow these Guiding Principles for Student Assignment, which are based on our Vision, Mission, Core Beliefs and Commitments, our Theory of Action, and input from the community.

The Mission of Charlotte-Mecklenburg Schools is to maximize academic achievement by every student in every school. Effective school-based leadership and teaching, differentiated staffing, and equitable and differentiated allocation of resources as expressed in Policy ADA (Equitable Distribution of Resources) have the greatest potential impacts on individual student learning. In addition, an effective student assignment plan can contribute to positive, supportive learning environments. The Board of Education is committed to creating such environments.

Home Schools

Home Schools are the foundation of our academic instruction delivery model. Since accomplishing our mission requires that every home school maximize student achievement, home schools are our first priority when making student assignment and operational decisions. Every student will be guaranteed an opportunity to attend a home school within proximity to where he/she lives.

Magnet Schools

Magnet Schools (Full and Partial) offer students opportunities for learning outside the assigned home school in environments that combine three characteristics:

1. A track record of consistently high student achievement
2. A track record of narrowing achievement gaps at a rate that exceeds the aggregate rate of home schools

¹ Students with a disability who receive Exception Children services are entitled to be enrolled in school until they turn 22 years old.

² The Guiding Principles were adopted by the Board on August 10, 2010 and incorporated into this policy on November 9, 2010.

Date of Adoption: 3/11/65, 8/10/70, 4/28/98

Page 1 of 8

Revised: 8/17/71...11/27/01, 11/23/04, 10/25/05, 7/22/08, 12/9/08, 11/10/09, 11/9/10, 12/11/13

Legal Reference: N.C.G.S. § 7B-3507, §§ 115C-366, -366.2, -367, -368; 42 U.S.C. § 11431 et. seq.

Cross Reference: ADA, IHBJ, JCA-R, JCA-E, JEB, JFAA, JFAB, JFAC, JFAC-R

3. One or more of the following: an academically distinct program, demonstrated innovation in creating high academic growth, and/or a student population that is distinctly more diverse than neighboring home schools.

Stability and Predictability

In order to generate and sustain community support, the student assignment plan must provide students and families with stability and predictability. To that end, the Board of Education commits to the following:

1. The Board shall consider current and future population growth, potential demographic shifts, and other factors in order to create assignment patterns that are sustainable over time.
2. The Board shall consider undertaking a comprehensive district-wide review of the student assignment plan every six years.
3. The Board reserves the right to make changes to the assignment plan on a localized basis due to the following factors: the opening and/or closing of schools, overcrowding, or underutilization. With the exception of situations deemed to constitute an emergency threat to the safety of students and/or staff, the Board will notify students and families of potential changes no fewer than nine months in advance and will approve any decision no later than November 15 affecting the school year beginning in the following calendar year, while striving to provide more ample notice whenever possible. The Board may alter this schedule in circumstances where the Board deems it appropriate to delay approval of changes in the assignment plan until December 15.
4. The current sibling guarantee that includes meeting eligibility requirements for magnet programs remains in effect.

Diversity

The student assignment plan will reflect the demographics of the school feeder areas in order to create diverse learning environments that better prepare students to live in our increasingly diverse country and to compete successfully in the global workforce.

Effective use of Capital Resources

The student assignment plan must be cost effective and make efficient use of our facilities and transportation resources. We will develop a facility use policy that includes overcrowding and underutilization, as well as alternative teaching delivery methods to maximize student achievement while reducing facilities and transportation costs.

Decision Matrix

While the Board will be mindful of our Mission, our commitment to Equity, and all aspects of our Guiding Principles when making student assignment decisions, only certain components currently can be measured objectively. Therefore, in order to provide fact-based starting points, the Board directs the Superintendent and staff to include the following prioritized decision-making rubric in any proposed changes to the student assignment plan.

1. Home Schools – Proximity will be based in priority order on:
 - a. travel distance from home to school;

- b. keeping entire neighborhoods assigned to the same school (staff shall use its discretion in considering commonly accepted neighborhood boundaries, zoning decisions, covenant agreements, HOAs, etc); and
 - c. to the extent possible, keeping whole elementary zones intact in middle and high school feeder patterns.
2. Stability and Predictability – the likelihood that the proposed assignments may be sustained over a period of time without adjustment.
 3. Diversity – consideration for creating a relative balance of economically disadvantaged students (EDS), with the understanding that there is currently a predictive link between poverty levels and achievement gaps.
 4. Effective use of capital resources – the total projected operating and replacement costs of facilities and transportation resources over a defined period of time.

Community Involvement

Along with our commitment to these Principles, the Board calls upon our community to join us in preparing our students to become productive citizens. For all our students to succeed, they need the support of more than just the CMS staff. Students, families, community members and groups, businesses, philanthropic groups, and other governmental bodies must become more aware of how their decisions impact students and join us in making educating all students a top priority. We call upon our entire community to act now to support individual students and schools.

STUDENT ASSIGNMENT PLAN POLICY

I. School Attendance Areas

- A. The Board of Education shall establish geographic boundaries for home schools and transportation zones, locations for magnet programs, and feeder patterns for home schools and magnet programs that identify the schools or programs at the next school level to which students have a guaranteed assignment (continuation schools).
 1. Attendance areas shall be determined based on the Guiding Principles set forth at the beginning of this policy.
 2. Any such action shall be taken only after the Board has held a public hearing on the initial proposal.
 3. With the exception of situations that constitute an emergency threat to the safety of staff or students, the Board will notify students and parents³ of potential changes to the student assignment plan no less than nine months in advance of the school year in which the changes would be effective.
- B. Notwithstanding the above, the Superintendent is authorized to make minor changes within a school year to home school boundaries in response to the construction of new roads or new subdivisions.⁴

³ “Parent” is defined in Regulation JCA-R as “unless otherwise stated, one or both parents, legal guardian, or legal custodian of a student.”

⁴ The Superintendent is authorized to take such action only when a school boundary splits an area in which a new subdivision has been developed and in which no students yet reside. The Superintendent may modify