



WAKE COUNTY BOARD OF EDUCATION

WAKE COUNTY BOARD OF EDUCATION MEETING MINUTES JUNE 19, 2012

<u>Board Members Present</u>	<u>Staff Members Present</u>	
Kevin L. Hill, Chair	Superintendent Anthony J. Tata	Andre Smith
Keith Sutton, Vice Chair	Judy Pepler	Jacqueline Ellis
Chris Malone	Cathy Moore	Sylvia Wilkins
John Tedesco	Cris Mulder	Stephen Gainey
Jim Martin	David Neter	Lisa Grillo
Christine Kushner	Don Haydon	Marvin Connelly
Deborah Prickett	Danny Barnes	Joe Desormeaux
Susan P. Evans	Lloyd Gardner	Mark Winters
Debra Goldman	Pamela Kinsey-Barker	Board Attorney
	Julye Mizelle	Ann Majestic

Chair's Comments

- Chairman Hill congratulated all of the graduates. The commencement ceremonies over the last few weeks went very well. Chairman Hill attended the commencement ceremonies at Millbrook High School and Wakefield High School. He commended the administration, teachers, staff and students for excellent programs. Chairman Hill also thanked the teachers, administrators, and staff for a very good 2011-2012 school year. He shared that staff has continued their hard work and dedication and it is important for all to know that it does not go unnoticed. Chairman Hill shared that the Board has not forgotten the 40+ year round schools that are in the process of closing out schools and he is including them in the recognition and thanks as well. On behalf of the Board, Chairman Hill thanked everyone at the schools and behind the scenes that make the education of students in the Wake County Public School System receive notice throughout the country.

Superintendent Comments

- Superintendent Tata recognized Julye Mizelle's over 40 years of service to the Wake County Public School System and congratulated Ms. Mizelle on her retirement.
- Mr. Tata congratulated Broughton High School alumni, Webb Simpson for his U.S. Open win.
- Superintendent Tata shared that since the last Board Meeting; approximately 9,000 Wake County high school students received their diplomas. He congratulated all of the principals for excellent graduation ceremonies.
- Superintendent Tata shared that teachers and students at all levels have worked hard over the past several weeks to wrap up the school year and complete end-of-grade testing. Staff is encouraged by what they are seeing.

- Superintendent Tata announced that July 9, 2012, will be the first day for year-round schools. Staff has been working with principals and teachers on the transition to Common Core, which will bring a new level of rigor to the curriculum.
- Superintendent Tata congratulated students at Pleasant Union Elementary who recently won the grand prize in the National Discovery Education Music Video Challenge. The students created a music video about the Order of Operations and Algebra; which is part of a series on educational songs by Dr. Raj McKenna and the winning students will perform with Dr. Raj at an event and also receive backpacks, flip cameras, and other prizes from Discover Education.
- During the week of June 11th, Mr. Tata attended Wiley's Global Symposium. The discussion centered on the importance of international education, collaboration, and critical thinking.
- Superintendent Tata shared that Rolesville Middle School opened during the week of June 11th under the leadership of Deidre Lassiter. The new school will feature some innovation with biotech courses.
- Mr. Tata recognized the teachers, staff, and students at the four Renaissance Schools. Staff has seen initial impressive gains. The principals and teachers transformed the mission, culture, and day-to-day efforts at each school. Through additional resources and energy, staff believes that there are fantastic gains. A video of Barwell Elementary School was shared.

Board Members' Comments

- Mrs. Kushner shared that she was gratified to attend the graduation ceremonies of Broughton, Sanderson, Enloe, and Mary E. Phillips High Schools. She congratulated the graduates. Mrs. Kushner was also excited to celebrate with Mt. Vernon's Booster Program and those who completed eighth grade; giving students a chance to be successful and go on to high school ready to graduate in four years. Mrs. Kushner appreciated the opportunity to join Mr. Malone and Superintendent Tata at the Ribbon Cutting Ceremony to open Rolesville Middle School. Mrs. Kushner shared her appreciation to Martin Middle School and Mr. Vickery for being able to watch their performance of *Poppins* from the Special Education students. Mrs. Kushner shared that students participating in the Arts at all levels is valuable.
- Mrs. Prickett congratulated Chris Malone's child for graduating in 2012. Mrs. Prickett thanked the staff and the Security Department for coordinating and executing the graduations for a school system that is as large as Wake County.
- Mr. Malone thanked Mrs. Prickett for the congratulations of his son graduating; it was quite an event. Mr. Malone shared that it was nice to see the Rolesville Mayor and the Town Council at Rolesville Middle School's opening.
- Mr. Tedesco commended staff for the work done at Barwell Elementary and the other Renaissance Schools. He had the opportunity to visit both schools a couple of times through the transition and it is amazing at what is happening. Mr. Tedesco shared that he was honored to attend graduation ceremonies and commended all students for their efforts, honors, accomplishments, and scholarships. Mr. Tedesco commended Scotty McCreery for his graduation; Scotty received a Country Music Award the night before his graduation and had to catch a late night flight to get back in time for graduation. Garner is very proud of him. Mr. Tedesco wished his wife a happy birthday.

- Ms. Goldman shared that it is the time of year for clopenings; she reminded everyone of things happening with the families and staff on the year-round calendar. Ms. Goldman shared that she attended the Reedy Creek Middle School Eighth Grade Graduation. Ms. Goldman shared that attending the high school graduations is always exciting. Every student who has reached the level of commencement deserves to be praised. Ms. Goldman requested to see if there is any way to make the layout of graduation more family and parent friendly, bringing them closer to the stage to really be a part of their children's graduation.

APPROVAL OF THE MEETING AGENDA

Chairman Hill moved Item #10; Facilities, Contract for Real Estate Legal Support Services, from Consent to Action. Chairman Hill added a Closed Session Item; to consult with an attorney employed or retained by the Board in order to preserve the attorney-client privilege as provided in G.S. 143-318.11 (a) (3) in relationship to a Title IX issue.

Debra Goldman requested to move Item #26, Schematic Design: Richland Creek Elementary (E-25) and Item #31, Regional High Performance Seat Reserves from Action to Information as she does not believe the full Board has heard enough information on the items to vote on them. The other question Ms. Goldman had was on Item#30, Student Assignment Policy Review Direction to the Superintendent. Ms. Goldman stated that a policy review by the Board and Chair's direction should go to the Policy Committee before ever coming to the Board. Ms. Goldman shared that the policy review on the agenda was placed on the agenda by the Chair and Vice Chair; when reviewing policy that has come to the Board; they have been reviewed thoroughly in Policy Committee beforehand. Ms. Goldman requested that Item #30 be removed and placed on the Policy Committee agenda.

Mr. Malone asked Ms. Goldman if the Board discussed Item #26, Schematic Design: Richland Creek Elementary as an Action Item would suffice for her since it was discussed at a previous Facilities Committee Meeting. Ms. Goldman stated that presenting it and asking the Board to vote on it at the same moment is a little difficult.

Debra Goldman made a motion to approve the Agenda with the aforementioned changes, both by Chair Hill and the ones she included. The motion was seconded by John Tedesco.

Mr. Sutton shared that Ms. Goldman is out of order; that there is not a provision in policy that allows for one member to remove items from the agenda or move items to information; it only speaks to adding items to the agenda.

Chairman Hill shared that he was on his email until 1:00 p.m. that day, and did not see Ms. Goldman's request. Chairman Hill shared that changes to the agenda should be made by noon on Monday; he did accommodate Ms. Prickett's request that was sent early in the morning regarding Item #10; in terms of Items #30, and #31, they were discussed at Executive Committee; there is no policy that states that they must go through Policy Committee, it is at the Executive Committee's discretion to refer to Committee or not. Chairman Hill shared that he was inclined to leave Item #30 and Item #31 on the agenda.

Mr. Tedesco shared that the Chairman has the prerogative to do what they wish based on the Board's policy and how it is set up, he would suggest however, in respect to Mr. Hill's interest in setting up committees again and working better with colleagues, that Chairman Hill consider using

his prerogative to allow the policy direction to go through the Policy Committee as would be more appropriate and more reflective of the way Committees are set up.

Chairman Hill shared that in discussion with the Executive Committee during last week; Mr. Hill has heard, particularly in the last magnet review, time is of the essence currently. Decisions that would be made for 2013-14 must be made very quickly with only one meeting in late July. With this being time sensitive, Chairman Hill shared that he would use his prerogative to leave the item on the Agenda as was approved by the Executive Committee a week ago today.

Christine Kushner stated that given that the motion on the floor was out of order, she made a motion to approve the agenda as amended by Chairman Hill pulling Item #10 from Consent to Action and adding the Closed Session Item. The motion was seconded by Susan P. Evans.

Mrs. Prickett shared that to the issue of transparency, the item came to the Board in the Board Notebooks on Friday. The Board has discussed many of the issues for months; she agrees with Chairman Hill, time is of the essence.

Dr. Martin shared that the Transparency Policy has come to the Policy Committee and is currently at the request of staff, on hold, until staff can respond to it. Staff has recommended that the Transparency Policy be brought to the July Policy Committee Meeting. As far as Item #30 is concerned, Dr. Martin thinks it is important to note that it is a directive and is not a policy; if it were policy, it would appropriately go to the Policy Committee.

Mr. Tedesco agreed with Dr. Martin in that the item is more of a directive than a policy. Mr. Tedesco shared that he thought it was the Board's intent to move away from using directives in the system, as the Board pledged to AdvancED that the Board would lead without using directives and resolutions, but to lead by policy.

Chairman Hill directed Mr. Tedesco to look at the back up material for Item #30; "Board directs and is requested." Mr. Hill stated that he is not really certain that the Item is a directive as much as the Board is directing staff to give direction to the Board.

Ms. Goldman shared that to have the Schematic Design for E-25 walked on today, to see for the first time and to vote on it, places the Board in a precarious position, where they have not had time to vet it and not had time for the public to comment on it after having it presented publicly to the full Board. On Item #31 and Item #30, the Board has heard over and over again about not having all items to the Board ahead of time. Item # 30 only has information provided by a Board member, there was no staff prepared documentation for the item or Item #31. In the spirit of those things, Ms. Goldman asked the Board to strongly consider the message that the Board is sending as far as following policy.

Mrs. Prickett shared that the fact that Item #30 is an action item on the agenda seems to go against what AdvancED has given the Board as good governance. Mrs. Prickett shared that she is concerned about the process. With all the promises the Board has made to AdvancED and the meetings that have been had with staff members, this does not seem to be a wise decision at this time.

Mr. Tedesco highlighted his personal opinion of leadership; being the ability to grow and learn. Routinely over the last year, he has said that there are things he would have done differently than how he has done things in the past when he first came on the Board. Mr. Tedesco suggested that he has learned about process and cautioned the Board not to follow the same path. Mr. Tedesco shared that this is not the right process to deliver Item #30 to the community; if the Board wants to move forward in a positive way and genuine opportunity to build bipartisan support for efforts moving forward.

Chairman Hill called the question to the motion that was seconded to accept the Agenda as amended. The Board voted 5 to 4, with Jim Martin, Keith Sutton, Kevin L. Hill, Susan P. Evans, and Christine Kushner voting “yes” and Debra Goldman, John Tedesco, Chris Malone, and Deborah Prickett voting “no”. The motion passed for amending the Agenda.

Ms. Goldman pointed out the makeup of the Executive Committee being the Board Leadership, Chairman Hill, and Vice Chairman Sutton. Ms. Goldman also shared that the Board received today a handout or roadmap on how to work on the plan going forward and to make some implementations in year 2 and 3 of the plan from the Wake Education Partnership that had been shared with the Executive Committee months ago and had not been shared with the rest of the Board. Ms. Goldman shared that it is the responsibility of the Executive Committee to share information with the Board that can be of tremendous value.

PUBLIC COMMENT – 6 P.M.

Citizens who sign up to address the Board during public comment will be called on in priority order first for items on the agenda and then for items not on the agenda. Each individual speaker will be allowed three minutes for remarks. Issues or concerns involving personnel matters are not appropriate for this public comment setting. After 30 minutes of public comment, any speakers remaining will be recognized at the end of the agenda for their comments.

- **Erin Gaynor** – Ms. Gaynor shared that since she has moved to the area, her family has been in complete flux of where her children will attend school. Ms. Gaynor inquired as to why the Board would be changing an assignment plan that it has not been implemented fully. Ms. Gaynor shared that the Board does not have data yet on school assignment; there is only data regarding magnet schools. Ms. Gaynor shared that any change to the policy would be irrelevant as there is no information available. Ms. Gaynor shared that the Student Assignment Policy Review is unclear, undefined, and has no economic impact listed. The county just saved seven million dollars on bussing children. Ms. Gaynor shared that it is the parent’s responsibility to take action for their children’s education. It is the Board’s responsibility to take care of children’s education; not the Board’s personal political agenda. Ms. Gaynor shared that the Board needs to fight for the children and only the children.
- **Ed Willer** – Mr. Willer shared that he is a long-time residential realtor in the Raleigh area and shared his concern of the new assignment plan having a lack of base schools. Mr. Willer shared that schools have always been very important in home sales. In the past, Wake County Schools has had a wonderful reputation and as a realtor, he has worked with clients who moved to Wake County strictly because of Wake County’s schools. Mr. Willer shared that the new assignment plan is particularly difficult for newcomers with school age children, as they receive the leftover schools. Mr. Willer shared that the new assignment plan is having a negative impact on the community and encouraged the Board to reinstate base schools in future assignment plans.

- **Dawn Comfort** – Ms. Comfort shared her support of adding some form of base schools into the new assignment plan. Ms. Comfort’s concern with the plan as it stands today is that in her neighborhood and the downtown area in general, is that if you do not get into the system at kindergarten, you can’t get into a nearby school at all. Ms. Comfort shared that she has a rising second grader and a pre-school age child; both of whom are currently in a private Montessori school. When Ms. Comfort placed her children in the private school, her family was not making a thirteen year decision when they opted to keep their child in the school where they attended pre-school. Ms. Comfort was making a decision based on her child’s mental and emotional needs at that time; a decision revisited on a year-by-year basis. Having a base school gives parents the security they need to truly be able to make the choice that is right for their children at a particular point in time and not force parents into making a thirteen year education plan when their child is five.
- **Betsy Bennett** – Ms. Bennett requested that the Board increase certainty for Wake County families by having some sort of base school assignment and retain some choice. Ms. Bennett shared that there are great things about the Choice Plan and she would like to see some of those things kept. Ms. Bennett requested that the Board avoid disaster by creating more high poverty schools. She does not think it is fair to guarantee some residents a guaranteed spot in school through twelfth grade and then other residents are forced to be in a lottery; it is unwelcoming to new residents of Wake County. Ms. Bennett went on to say that she did not think that the old system was fair; there were people who had choices under the old system, but in her neighborhood, they did not get into magnet schools. Ms. Bennett asked that the Board pull together.
- **Louis Wooten** – Mr. Wooten shared that he is a lifelong Raleigh resident and has three children in the Wake County Public School System. Mr. Wooten applauded the Board for its decision to re-visit the Choice Assignment Plan. As the details of the plan have emerged, citizens have begun to realize that the plan has a lot of flaws; it is impacting housing values, making it unwelcoming to newcomers, splitting up neighborhoods, and even splitting up families. Mr. Wooten shared that the Choice Plan has no meaningful choice for anyone new to Wake County or people transitioning out of private schools. More alarmingly, as the data is coming in, the program looks like it is having the propensity of increasing the number of vulnerable children in certain schools; which will emanate to all aspects of the lives of citizens in Wake County. Mr. Wooten applauded the Board for having the courage to review the assignment plan.
- **Aranzazu Lascurain** – Ms. Lascurain shared that the Board likely has the necessary data from the Choice Selection process but hopes that the Board has the courage to initiate a re-direction of the student assignment policy. The Choice Selection Process was very seductive and deceptive at the same time. What was notable to Ms. Lascurain was the inherent competitive nature of the Choice System. It created a system of anxiety and complicated instructions where there were clear winners and losers; which is not the public education system wanted in Wake County or the one voted for last November. The incoming data from the Choice Process suggests a threatened magnet system, increased poverty levels, crowding in some schools, and vacancies in others. Ms. Lascurain asked the Board to make some changes and return to address-based assignments with flexibility at all grade levels. At the very minimum, allow rising 6th and 9th graders to participate in an open pool enrollment process for middle and high school levels; those are pivotal intersections for students. The lock in feeder patterns are extremely problematic for students and families. Ms. Lascurain shared that the magnet system is imperative for Wake County; expand it and keep it strong.

The public schools in Wake County are worth fighting for, they've been inspirational at all levels and nationally recognized.

- **Spencer Combos** – Mr. Combos shared that he thought the Choice Plan had a chance to work. Mr. Combos does not understand why the Board majority did not make the decision to re-look at the plan early on; to wait and do it now, totally caught him off guard. Mr. Combos shared that now is not the right time to change the course until the Board gives the Choice Plan a chance to be implemented. Mr. Combos requested that the Board be prudent and study the Choice Plan effectively and give it a chance before sudden changes are made.
- **Jennifer Mansfield** – Ms. Mansfield shared that changing the direction of the student assignment plan will be a huge mistake. Ms. Mansfield shared that she has never liked the Choice Plan and still does not like it, but the process has gone a lot better than she thought it would. Ms. Mansfield said that there are serious issues with the students who were not assigned to a school and newcomers. Ms. Mansfield is curious about the document that Wake Education Partnership provided to the Board with tips on how to make changes. Changing the plan is not going to be good for the community; if the Board majority wanted to pull the plug on the plan, it should have been done earlier. It is too late now; parents have invested a lot of time and emotion in the Choice Plan. Ms. Mansfield also requested that the Board return to a true lottery for magnets.
- **Neil Riemann** – Mr. Riemann shared that the assignment directive does not take the approach that he would have preferred, but he is pleased to see that it will address the re-segregation by race and income that began with assignments that pre-date the Choice Plan and will continue unless it is adjusted or replaced. Mr. Riemann is happy about the attention being paid to the issue, because racially isolated high poverty schools can succeed, but creating new ones is not really a great long term bet. While Mr. Riemann is happy that attention is being paid to the issue, he does have concerns about the proposed solutions. It is one thing to commit on paper to balance schools, it's another thing entirely to summon up the political will to re-assign and transport children that will be necessary to achieve balance under a neighborhood assignment plan. Without the will, an address-based assignment plan that emphasizes proximity will create more stratified schools than a Choice Plan with achievement controls would. Mr. Riemann is concerned that the text of the Directive equates demographic balance with healthy schools. The system cannot create balanced schools and call them healthy and any directive that talks about student achievement and assignment should only call schools healthy when they produce growth for most segments of their population and not just a few of them. Mr. Riemann is concerned with suggestions that a base assignment system offers more predictability and stability and a better use of capacity than the Choice model. It offers more predictability as to initial assignment, but it cannot offer more long-term predictability and stability than the current Choice Plan. The more the Board tries to bolt on stability to a neighborhood assignment plan, the more trouble there will be maintaining appropriate school populations in terms of capacity and numbers. Despite the concerns, Mr. Riemann does think that the current plan needs to be changed; it lacks adequate constraints on the number of low achieving children who will be sent to a given school, it lacks adequate measures to ensure that low achieving children are encouraged to attend schools where they are likely to enjoy above average growth, and it lacks any sort of measures that also avoids re-segregating schools by race and income. Mr. Riemann commended the Board for addressing those things, but base assignments do not. The Board needs to not just appease one set of affluent parents at the expense of another.

- **Edie Benchabbat** - Ms. Benchabbat inquired how many board members were elected in the last election and promised that they would not throw out the current Choice Assignment Plan? Ms. Benchabbat shared her feelings based on what happened in her neighborhood. Ms. Benchabbat's neighborhood is the largest or second largest precinct in District 3 and when assignment has come up in the past, she feels that Mr. Hill has stonewalled her neighborhood, even with providing signed petitions for him to meet with her neighborhood and hear their concerns. Ms. Benchabbat stated that a backdoor deal was made with the principal and was placed in writing in an email that her neighborhood's Board of Directors received. Ms. Benchabbat shared that what brings about stability is the Board making a decision and sticking to it; making tweaks where necessary, not throwing out a plan because the majority on the Board changed. Ms. Benchabbat wants the Board to think about what is best for the students and requested that the Board tweak the Choice plan and not change it.
- **Lynn Stellings** – Ms. Stellings shared that she is a realtor in Wake County and has the opportunity to work with relocation families. Ms. Stellings shared that one of the first questions that relocation families ask is where will my child go to school? The lack of transparency creates confusion and mistrust of the assignment plan for newcomers. It also creates a lot of anxiety for unassigned children and their parents over where they will end up going to school. Ms. Stellings shared that realtors cannot continue to attract the best and the brightest relocation families by assigning the newcomers to the leftover, under chosen schools rather than schools close to home or some portion of a choice. Ms. Stellings shared that the concept of choice sounds appealing as does the concept of community schools, but the reality is that many schools are already well over capacity and Wake County is experiencing exponential growth. Ms. Stellings requested that the Board reconsider the plan with some tweaks or a base school assignment. The education of families must be a priority for Wake County Schools.
- **Ellen Nightengale** – Ms. Nightengale thanked the Board for unassigning her child to kindergarten. Ms. Nightengale shared that it was a great way to make people actually see what the Choice Plan will do to schools and communities. As friends and strangers helped her fumble through her personal panic, it widened everyone's eyes and forced all of Wake County to pay closer attention. Tonight, the Board will vote on critical policies and Ms. Nightengale feels it is not too late. Ms. Nightengale shared that allowing the Choice Plan to be adopted has dangerous implications for Raleigh's future. In her downtown community, she sees the issues; there is a need for seats at every level. The Thompson School seats are needed by the surrounding downtown community not for segregated, single-sex education that the community will not support. With no address-based assignment, any school-age child who moves anywhere inside the beltline will be unable to go to schools near their home. Wake County schools are full, with waiting lists 75 children deep in some cases for kindergarten. Ms. Nightengale shared the Choice Plan has no controls for diversity of any kind; the projections for the 2012-2013 school year shows there is a creation of more high poverty schools and widening of the achievement gap. As high poverty schools lose community favor, they will empty of good teachers and students leaving more buildings under-utilized and creating a new cycle of problems. Ms. Nightengale shared that the Plan was sold as neighborhood and community-based schools but Ms. Nightengale's Oakwood area kindergartener children will attend 10 different public schools; this divides their community, threatens property value, costs more money in transportation, and increases the demand for private schools. The node data that determines where each address may attend school is also outdated. Accurate numbers and data should have been gathered and

presented before changing anything. Ms. Nightengale shared that she wants address-based school assignment and feeder patterns, choice through the magnet system, healthy diverse schools with high academic achievement, and enough seats to allow for growth without constant reassignment.

- **Robert Coyle** – Mr. Coyle applauded the Board for creating options to balance educational choices; choices are always a good thing. On the assignment process and the question on base schools, Mr. Coyle referred back to the Board’s goals and one of the goals states “promoting community-based schools with consideration of proximity to home, student safety, and stability of family.” Mr. Coyle shared his concern of grandfathering; in his neighborhood where he will move back in August after living abroad for three years, 42 students are in middle school and out of the 42 students a majority attends Mills Park Middle School where his son will be a pioneer and attend Salem Middle School. Another concern for Mr. Coyle is siblings, his two other children attend Highcroft Elementary, but if nothing changes next year, Mr. Coyle will have two of his children in different middle schools and his daughter in elementary. There is a chance that all three of his children will have different calendars which does not create continuity. Mr. Coyle shared that the Choice program is brilliant and that the Board should consider address-based defaults. At a minimum, families should be in the same feeder patterns and that it should be added to the assignment policy. New families should be able to achieve the same goals as existing families in Wake County.
- **Lee Hogewood** – Mr. Hogewood shared that he applauds the Board and hopes that they will take up the issue of starting from the proposition of base assignments and then allow for and protect a system of robust choice. Mr. Hogewood thinks that it is clear that choice is something that people embrace and can be overlaid across a base school system in an effective way.
- **Sally Wooten** – Ms. Wooten shared that she is thankful to the Board members who have put changes to the assignment plan on the table. Ms. Wooten shared that adding a base school to each address is simply common sense. No family should have to wait months to find out what public school their child will attend and no child should be unassigned to a public school for months. Ms. Wooten stated that families moving to Wake County should not have to wonder where their children will attend school; they should be able to purchase a new home with a reasonable idea of what school they will attend. Under the new assignment plan this is not the case and realtors are finding their clients requesting to look in Chapel-Hill. Ms. Wooten stated that not only is it unreasonable to have homes not assigned to a base school, it is unreasonable to have such a complicated system in place. Having a base school would allow parents to easily choose to attend the base and if they wanted to choose something different they could and would look into that process. Ms. Wooten shared that now, everyone new to the Wake County Public School System has to look into the Choice Process and the timing of it is very important. If someone moves into Wake County after the Choice period, you will be stuck with whatever schools have space and no matter how far they are from your home. Ms. Wooten shared that if the Board does not make changes to the plan now, the same numerous problems that parents have experienced during this round will continue for the 2013-14 school year. Ms. Wooten thanked the Board for their leadership, vision, and strength.
- **Rhonda Curtright** – Ms. Curtright thanked the Board for their hard work. Ms. Curtright shared that she believes that there are some solutions to the Choice plan as it is not perfect. Ms. Curtright shared that a base plan is not perfect either. Ms. Curtright shared that there is concern as to why the Board would want to again, throw change to the public so soon when

everyone was on the road to digesting the Choice Plan. Pulling a rug out from under the public with an ideal that will merely swap other issues while creating massive stress and concern for many. Changing the new assignment plan to include base assignments is a fundamental change in the Choice Plan is not good. Ms. Curtright shared that growth is inevitable and is a fact in Wake County; base assignments equals forced reassignments. Making a major change now dishonors and disrespects every citizen who has emotionally and psychologically invested in the Choice Plan. Ms. Curtright shared that staff will have to refocus and redirect very drastically. Staff should be focusing on improvements to the Choice Plan; not huge changes.

- **Collins Barwick** – Mr. Barwick shared that the great thing about the Choice Plan was when it came out it was a neighborhood/community school plan and as we know, it has not quite worked out that way. One of the instances that have been discussed is that many children in the same neighborhood will be going to 10 different schools per neighborhood in the old base areas. Mr. Barwick shared that the node data is at least 10 years old and the plan was based on that data, which is not fair. Mr. Barwick applauds the Board for revisiting that as the public needs updated data on the nodes. Mr. Barwick shared that the public needs an addressed-based school assignment feeder pattern for certainty along with a choice plan. Mr. Barwick shared that he would like a combination of a neighborhood base school assignment plan incorporating the choice plan, getting the best from both.
- **Amy Lee** – Ms. Lee shared that Superintendent Tata has claimed that on many occasions that he will not re-segregate schools, yet under the new choice plan that is exactly what is happening. Ms. Lee shared that it is not happening overnight, because the majority of students grandfathered into the schools where they were already enrolled. However, there is a clear trend toward segregation in the school system. While eastern and southeastern Wake County is mostly affected, some of the schools on the road to segregation may surprise many. Schools like Apex Elementary and East Cary Middle School are increasing in poor and minority students. An eleven and a half percent increase in free and reduced lunch students at East Cary Middle School is extreme. Ms. Lee shared that the Superintendent claims to support diversity but is allowing the magnet schools to re-segregate as well. Over 70% of magnet schools are increasing in free and reduced lunch percentages as well as Black and Hispanic percentages. These schools are the only source of integration left in Wake County. Ms. Lee shared that there seems to be a clear disconnect in statements that the Superintendent makes to the media and at the Board table and what is actually happening. Ms. Lee shared that Mr. Tata was quoted in February of this year as saying that, “we are reinforcing the magnet program” yet the opposite seems to be happening. Ms. Lee shared that he has also made comments recently regarding achievement gaps at magnet schools compared to non-magnet schools. Such a broad statement is not true and is like comparing apples and oranges. Looking at disaggregated data on the North Carolina Department of Public Instructions website, there is evidence of magnet schools outperforming non-magnets with similar needy populations on EOG tests for both economically disadvantaged and non-economically disadvantaged students. There is also evidence of economically disadvantaged students in magnet schools outperforming their ED counterparts in schools with a third of the needy population. The problem with achievement gaps is not isolated in magnet schools and Ms. Lee is appalled at a Superintendent who would intentionally single out and demoralize the staff and parents in magnet schools who work tirelessly to help students achieve in and out of the classroom. Ms. Lee shared that magnet programs serve

approximately 20% of students and the County does spend more money to keep the magnets full of students and prevent them from becoming expensive high poverty schools.

- **Beth Graff** – Ms. Graff shared that in western Wake County a child can live within walking distance of a school that isn't a magnet school, and still not be able to attend the school under the new Choice Plan. Under the new choice plan, a child cannot attend a school if the school is overcrowded. Ms. Graff stated that with the Choice Plan, instead of neighborhoods being kept together in western Wake, people are seeing children in the same neighborhood being bused to several different schools. Ms. Graff shared that the Choice Plan is based on the model of a system in a low growth area of Cambridge Massachusetts; the Cambridge Public School District has approximately 6,000 students, Wake County has approximately 140,000. The Choice Plan is not working on a system the size of Wake County that is continuing to experience high growth. Ms. Graff stated that Wake County needs an addressed-based system with a choice option.
- **Peter Rumsey** – Mr. Rumsey shared that he is fearful that the magnet program is potentially incompatible with the choice system as it is currently construed. Mr. Rumsey would hope that as a Board, they recognize the unique opportunity to come together and learn from what has been done before and to find ways to move together. With a new bond issue, Mr. Rumsey asked how is the county going to avoid having the same problems of reassignment when the new schools are opened. Mr. Rumsey encouraged the Board to study and to study now while they have the opportunity.
- **Amy Womble** – Ms. Womble shared that many parents have headed fund raising campaigns and donated goods and services to support local schools. She can assure the Superintendent and School Board that there are no surplus funds in the budget. She is disappointed that they think that there is cash for bonuses. Every athletic booster and band group each month raises an average \$200,000 annually for the programs to exist. While Ms. Womble honors Wake County's principals, assistant principals, and non-school based certified employees, a \$500 pre-tax bonus which amounts to 70 cents on the dollar in their wallets. She bets most principals would rather see all of those funds spent on re-hiring teacher assistants and custodial staff or purchasing much needed supplies. Handing out a pittance bonus is nothing more than a PR campaign; it has little to do with the highest and best use of funds of which there is no greater return on investment than dollars spent in classrooms. Ms. Womble shared that it is bad enough that the Commissioners and State Legislators have their heads in the sand, but expects the Board of Education to do better.
- **Lettie Rhodes** – Ms. Rhodes offered the Board the opportunity to play "Name that Speaker". Ms. Rhodes shared that all quotes come from one mouth and except for the dates and sources are direct quotes. From Board Minutes in Board Comments September 9, 2010, "*I believe that every student should have a base assignment so that when a family chooses a place to live, they can count on the stability of a school assignment within proximity to their home.*" From the Independent, September 16, 2010, "*I want to be very clear, I do not support creating more high poverty schools. I do not support segregation of any shape or form. I do not support crowded classrooms of students who are not getting the support they deserve.*" From the N & O Blog, September 27, 2010, "*I believe very strongly when choosing where you live, you should know where you're children will go to school. Every parent should have a base school, true calendar choice, and ability to apply to magnet schools.*" Also from the N & O Blog, October 10, 2010, "*Overwhelmingly, I've heard from citizens who want base assignments; when we choose a house, we want to know where we're going to school.*" Have you figured it out? Ms. Goldman. In the time since you spoke these words, many things have changed, but he fundamentals of the Wake County community have not. Ms. Rhodes shared that

Wake County is still a community where excellent education for all is paramount; where parents want to make informed decisions for the benefit of their children and where we expect our elected officials to advocate for these things. Ms. Rhodes asked Ms. Goldman and her colleagues to hold these fundamentals close to their heart as they evaluate the strengths and weaknesses of the new assignment policy as well as possible changes. Ms. Rhodes also asked as the Board seeks to make improvements, always to bear in mind the goal of achievement for each and every one of the Wake County children.

- **Russell Capps** – Mr. Capps presented a petition of support and appreciation to Superintendent Tata from the Wake County Taxpayers Association. Mr. Capps stated that the Association has not had contact with the Superintendent since his visit with the group in January 2011. The Association has however, been following the Superintendent with great interest and are pleased with his excellent manner and professionalism in the leadership position. Increasingly however, the Association has become concerned, embarrassed, and ashamed of the failure of a number of people including some Board Members to grant the Superintendent the proper respect, courtesy, and support in his important position as the leader of the Wake County Public School System; Wake County’s largest and vitally important enterprise. The Taxpayers Association regards Mr. Tata as among the very best and most professionally experienced person for the job in the nation. At a recent meeting of the Wake County Taxpayers Association, members quickly and unanimously endorsed and signed a petition of appreciation and support condemning the vicious actions of those who seem committed to spend their time planning and scheming moves against the Superintendent’s excellent leadership. The Association is fearful that their efforts will ultimately result in the destruction of the very system itself. Mr. Capps presented the petition of support containing signatures of persons who are highly appreciative of the Superintendent.
- **Iilina Ewen** – Ms. Ewen shared that she represented North Carolina in Parenting Magazine’s Mom Congress in May. She was selected as a delegate from the state and was surprised when she went to D.C. among her delegate peers that Wake County was on everyone’s radar. Ms. Ewen shared that her children are going into 4th and 2nd grade at Wiley Elementary School and her husband had a recent opportunity to take a job in Philadelphia; it would have been a significant pay raise and there was some comfort knowing that they could look at a house and know exactly where their children would go to school. The family went on a whirlwind trip to visit schools that they thought might mirror what their experience at Wiley has been. On paper, Ms. Ewen stated that it would have been the right move. In the end, they decided that their experience at Wiley Elementary was such a profoundly positive influence on their children that they turned that job down. Ms. Ewen shared that her basis of advocacy is in educational equity and parent engagement. Ms. Ewen shares her story as a testament to what the educators at Wiley have done. Ms. Ewen’s family turned down the job and part of that is that they knew if they came to Wake County in three years they would not get back into Wiley and her older son would be starting middle school and did not want to take the risk of not knowing where he would attend school. Ms. Ewen stated that someone, somewhere, is doing something right, she wants to see more of that coming.
- **Patty Williams** – Ms. Williams shared that she was reviewing the vision statement and the core beliefs agreed to by the Board and Superintendent Tata back in March 2011. One of those core beliefs states, “Supportive and passionate parents, families, student mentors and other members of the multicultural Wake County community are active participants in the education of our students.” An important part of the education of our students is about

creating a safe and fair climate for learning. Ms. Williams stated that, weeks ago we were promised that the Memorandum of Understanding for School Resource Officers would be revised but since then, the silence has been palpable. Naturally, the lack of public information on any progress begs the question “is anyone working on reforming the program that cost taxpayers in excess of \$4million annually and impacts most schools in the district. If work is being done on the program, have Board members been kept apprised of any progress? Ms. Williams shared that there are supportive parents and other members of the multicultural Wake County community including Advocates for Children Services and the N.C. Juvenile Defender, who wish to actively participate in making changes to the way discipline is handled in schools. Ms. Williams shared that they want to be involved and according to Board policy and beliefs, they should be involved. Some individuals participated in the now defunct Suspensions PLT, they have provided the names of judges in other states who have implemented successful programs that have emptied courtrooms and kept classrooms filled. Ms. Williams shared three documents with the Board; recommendations dating back to July 2010, a document on law enforcement in our schools that was prepared in February 2011, and finally a paper from the Great Schools in Wake, Advocates for Children’s Services, and the YWCA put together at the end of last year. All of the documents have been provided to the Board in the past and clearly demonstrate the need for reform. They provide a detailed rubric for making it happen. Ms. Williams shared that policies and practices need to be created that end the disproportionate pushing of black students into the juvenile and criminal systems. Ms. Williams stated that the system needs to stop pushing students out for minor offenses and create a new MOU for SROs that redefines their roles and responsibilities and changes the culture within schools to be less punitive and more preventative and rehabilitative. Hundreds of students are becoming court involved for school-based incidents. Students including innocent bystanders have been seriously hurt by pepper spray. Ms. Williams inquired why the school system was moving glacially on a matter of such great importance.

CONSENT ITEMS

Susan P. Evans made a motion to approve the Consent Agenda. The motion was seconded by Keith Sutton. The motion was unanimously approved.

CONSENT ITEMS

APPROVAL OF MEETING MINUTES

- 8. March 6, 2012 - Board of Education Meeting Minutes
- April 11, 2012 - Facilities Committee Meeting Minutes

FACILITIES

9. RECOMMENDATION FOR CHANGES TO TRANSPORTATION BOARD POLICIES 7105, 7125, 7155, AND 7160

Second Reading.

Several student transportation policies are being revised to incorporate provisions of the Choice Assignment Plan. These revisions to the policies were reviewed by

the Superintendent's Leadership Team on May 7, 2012 and then again on May 21, 2012. The Policy Committee reviewed the revisions on May 29, 2012 and the Board accepted the first reading on June 5, 2012. Fiscal Implications: None. Savings: Not applicable. Recommendation for Action: Board approval is requested.

SCHOOL PERFORMANCE

11. AMENDMENT ONE TO GLOBAL TRANSLATION SYSTEMS, INC.

Federal and state laws require that public school systems must take steps to ensure that the parents of a child with a disability are afforded the opportunity to participate in developing their child's Individualized Education Program (IEP). This includes arranging for an interpreter for parents whose language is other than English. We contract with Global Translation Systems to provide interpreting services for families of students with disabilities. Because of the increased number of students whose parents speak and understand a language other than English, we are experiencing an increased need for interpreting services late in this school year as compared to the 2010-11 school year. Prior to the beginning of May 2012 the highest number of weekly appointments totaled 65. The first two weeks of May the number of appointments scheduled for each of the first two weeks in May exceeded 100 appointments. The total number of appointments scheduled in 2010-11 was 1875. So far this year Special Education has scheduled 2095 appointments, an 11% increase. Appointments will continue to be requested through the end of June. Because of this increase and our requirement to provide these services, Special Education Services is requesting to increase our contract with Global by \$30,000. Fiscal Implications: Funding in the Special Education Services' budget in the amount of \$305,000 is to be used to pay the cost of these services. Savings: Not applicable. Recommendation for Action: Board approval is requested.

12. CONTRACT WITH BAYADA HEALTHCARE, INC.

We are contracting with Bayada Healthcare, Inc., to provide nursing services for three (3) identified special education students who are medically fragile. The hourly rate is \$42.25 for an RN and \$39.65 for an LPN. Fiscal Implications: Funding in the Special Education Services' budget in the amount of \$131,000 is to be used to pay the cost of these services. Savings: Not applicable. Recommendation for Action: Board approval is requested.

13. CONTRACT WITH I AM UNIQUE SPECIAL CARE AND CASE MANAGEMENT

We are contracting with I Am Unique Special Care & Case Management to provide nursing services for two (2) identified special education students this school year. These students require one on one skilled nursing. The hourly rate is \$36.44 for an RN or LPN. Fiscal Implications: Funding in the Special Education Services' budget in the amount of \$104,947.20 is to be used to pay the cost of these services. Savings: Savings: Not applicable. Recommendation for Action: Board approval is request.

14. CONTRACT WITH MAXIM HEALTHCARE SERVICES, INC.

We are contracting with Maxim Healthcare Services, Inc. to provide nursing services for five (5) identified special education students who are medically fragile. The hourly rate is \$42 for an RN and \$39 for an LPN which is the same per hour rate for 2011-12. Maxim also provides Habilitation Technicians at an hourly rate of \$29 for emergency situations. Over the past few years Hab Techs have been utilized two to three times per year for an average cost of \$500 per year. Fiscal Implications: Funding in the Special Education Services' budget in the amount of \$246,960 is to be used to pay the cost of these services. Savings: Not applicable. Recommendation for Action: Board approval is requested.

15. CONTRACT WITH PEDIATRIC SERVICES OF AMERICA

We are contracting with Pediatric Services of America, Inc. to provide nursing services for five (5) identified special education students who are medically fragile. The hourly rate is \$42.00 for an RN and \$40.00 for an LPN. Fiscal Implications: Funding in the Special Education Services' budget in the amount of \$302,400 is to be used to pay the cost of these services. Savings: Not applicable. Recommendation for Action: Board approval is requested.

16. CONTRACT WITH TLC OPERATIONS (TAMMY LYNN CENTER FOR DEVELOPMENTAL DISABILITIES)

Tammy Lynn Center provides special education and related services to students with special needs. The Wake County Public School System (WCPSS) has contracted with developmental day centers for over twenty years to provide special education and related services to students with disabilities ages three (3) through twenty one (21). The North Carolina Department of Public Instruction provides funding for students receiving services in developmental day centers. Fiscal Implications: The State of North Carolina provides categorical monies totaling \$9,991.00 per child, per year, for children ages three (3) through twenty one (21) served in Developmental Day Centers. In addition, each year, the state provides \$50.00 per child per year to help provide needed supplies and materials. Funding from the state in the amount of \$210,861 (or approved state Developmental Day program rate) is to be used for these services. WCPSS will pay a fee not to exceed \$189,340.20 to provide nursing services for three (3) students placed by an IEP Team at Tammy Lynn Developmental Day. WCPSS will also pay a fee not to exceed \$106,009.09 for related services and an additional teacher assistant. The total amount of the contract is \$506,210.29. Savings: Not applicable. Recommendation for Action: Board approval is requested.

17. EAST GARNER MAGNET MIDDLE SCHOOL TRIP TO ROME, ITALY AND ATHENS, GREECE

- Students participating will be representative of grades 6 through 8.
- Approximately 18 students and 3 chaperones will participate providing a 6:1 ratio.

- Students will depart from RDU on Wednesday, June 24, 2013 and return on Monday, July 2, 2013. No school days will be missed.
- This trip is directly tied into the IB philosophy at our school as a Magnet School of Distinction as well as the curriculum throughout all three grade levels with emphasis on the 6th grade Humanities curriculum.

Fiscal Implications: The total cost per student including all airport fees and taxes as well as the 2 optional excursions will be approximately \$3,365. The cost covers all breakfasts and dinners on tour as well as transportation, full-time tour director, city tours and admittance into all the sites. To make the trip affordable for students with financial hardship, the school will be working with the PTSA in seeking financial assistance through a variety of grants and scholarship funds.

Savings: Not Applicable. Recommendation for Action: Board approval is requested.

TRANSFORMATION

18. GRANT PROPOSALS

- Competitive (#21512): GlaxoSmithKline, Corporate Grants / Central Services.

Fiscal Implications: Any required cash and/or in-kind matching contributions vary by grant program. Savings: Grant funding supplements existing resources.

Recommendation for Action: Board approval is requested.

HUMAN RESOURCES

19. RECOMMENDATION FOR EMPLOYMENT

1. Support
2. Contract Central Services Administrator

20. REQUEST FOR LEAVE(S)

BOARD

21. BOARD ADVISORY COUNCIL REPORTS

Board Advisory Council Chair's submitted reports for the 2011-2012 school year to the Board of Education for their review and approval. Fiscal Implications:

Not applicable. Savings: Not applicable. Recommendation for Action: Board approval is requested for the reports submitted.

The Board recessed at 7:53 p.m. The Board returned to Open Session at 8:17 p.m.

INFORMATION ITEMS

SCHOOL PERFORMANCE

6. COMMON CORE TRANSITION

Beginning in the 2012-13 school year, Wake County Schools will transition to the Common Core/Essential Standards Curriculum. We are providing an overview of the transition to the Common Core/Essential Standards Curriculum including an understanding of the changes and the associated training and preparation for implementation. Fiscal Implications: Not applicable. Savings: Not applicable. Recommendation for Action: The presentation is for information purposes only.

Cathy Moore, Deputy Superintendent of School Performance, shared information with the Board regarding the transition to the Common Core Standards and the Essential Standards in North Carolina. See Attachment A.

Mrs. Kushner asked how the county was implementing the standards and at what levels? Which students would be affected the most and when will the transitions be made? Mrs. Moore shared that that most difficult transition is going to be at the middle school level. The rigor and depth that is required at the middle school level across the board in all of the standards is much more than what has been expected in the past.

Mr. Sutton asked how will the district, the state, and the nation assess readiness for the standards? Mrs. Moore shared that there is not a readiness assessment. Districts and states have had to bear the burden of the transition; with some guidance at the state level and some attempts to provide LEAs with cross walks and GAP documents. Professional development has been left up to the districts to figure out; our district has completed a lot of train-the-trainer models. In longer term, the assessment is going to be new assessments that come with the Common Core State Standards and the Essential Standards. The Common Core Standards will be assessed initially through North Carolina with some revised assessments in the next year or two and then eventually move to online assessments. Mrs. Moore shared that North Carolina is a member of the Smarter Balance Assessment Consortium, which is a group of states nationwide that come together to share resources and knowledge to develop assessments in 2014-15. Mrs. Moore shared that the assessments will be very different because they are set on common standards across states. In the past, Wake County has only been able to compare itself to itself, as they are Wake County created assessments, as the county moves into the assessments that are Common Core across states, the standards are much higher and the county will be looking at its scores compared to other districts in other states.

Mr. Tedesco shared his concern of the Common Core being set up in a linear process to build upon over time, that there is no way to avoid some of the gaps by 2012-13 for some of the students or prepare all of the teachers for this that he is afraid that the county will look terrible next year. Mr. Tedesco asked if we are setting our students and teachers up for failure by doing the transition and the timeline so quickly before assessments are done. Mr. Tedesco shared that he supports it, but before the county kicks in the assessments on something so new, it seemed that it would have made sense to have a little more of a timeline before we set ourselves up for the big cliff? Is it something that we need to be prepared for to educate the public about? Mrs. Moore shared that scores will drop at least for the first year or two, because we will still be using the North Carolina assessments. This will be a major transition. Mrs. Moore then went on to discuss NAEP. NAEP is a national test that is given randomly at the 4th grade, 7th grade, and 10th grade levels. WCPSS sets the cut score for what is proficient she then went on to give an example.

Ms. Goldman asked how the county is going to address how rigorous 6th, 7th, 8th and Algebra I should have been and deal with any gaps, and teach students new geometry. Mrs. Moore shared that the training and providing the resources to teachers is what will be most critical and important in supporting them in making the transition. Staff has a few pieces that they are introducing in the district which will provide teachers access to benchmarks that will be given three times a year with Common Core ready items and the formative assessment item bank that

will allow PLTs to create their own ongoing formative assessments. Mrs. Moore stated that continuing to provide the professional development and support throughout the year is essential and for staff to ensure that the professional development being provided gives the tools and resources necessary ensuring sure that staff is penetrating down to the classroom level. Ms. Goldman shared that her overarching concern is that the county can offer the professional development, offer the tools, but even as it existed; school by school, classroom by classroom, teacher by teacher, and student by student, it varies and it varies a lot. How does the county make sure that the students are being assessed at entry so that the teachers really know every child in the classroom and if there is a gap? How will staff address this so that we are not leaving students behind? Mrs. Moore shared that it is something that staff always does as teachers develop tools in their PLT and in their subject areas. Mrs. Moore shared that there is not a formal tool that does that, however, it is something that staff can talk about and ensure that teachers have the tools they might need. There is always assessment that occurs.

Dr. Martin shared that he is concerned about the math accelerated students and all accelerated Students. Dr. Martin wants to be assured that staff will not skip content, but also not hold back the possibilities of acceleration this year pretending as though everybody will be able to differentiate in the same classroom. Dr. Martin inquired if middle school will be the most challenging transition, what is staff doing about it? Are there plans to address it? Mrs. Moore said that staff has communicated to teachers, provided the training, given the opportunity to gauge the standards, providing gap documents, putting resources in CMAPP and the pacing guides are the things that staff has put into place to ensure that they have the tools for the transition. Mrs. Moore said that it is going to be hard, but staff has done a lot of work to provide teachers with training, tools, structures, opportunities to engage the content so that they can be prepared to work within their groups at school and within their grade levels. Staff stands prepared to help support teachers and provide them what the needs might be and a lot of that will have to come through the ongoing assessments that will be done in the transition to see how students respond.

Dr. Martin shared that he would appreciate and he thinks teachers would appreciate it if staff is careful not to completely talk about the new way and the old way. Dr. Martin shared that the Common Core is not a drastic change from what is not already going on in good teaching classrooms. Dr. Martin shared that as the county implements the standards, recognize that there needs to be flexibility so teachers can teach their area of expertise.

7. STATE BOARD OF EDUCATION – ESEA WAIVER REQUEST

North Carolina is one of eight states receiving flexibility waivers from key provisions of No Child Left Behind in exchange for state-developed plans to prepare all students for college and career, focus aid on the neediest students, and support effective teaching and leadership. US Secretary of Education Arne Duncan announced the new round of waiver approvals on Tuesday. To date, 19 states have received waiver approval, and another 18 waiver plans are under review. This decision comes after several months of peer reviews and negotiation with the US Department of Education. Through this process, North Carolina education leaders clarified information provided in support of its waivers and adjusted some elements of the state's plan. Fiscal Implications: Not applicable. Savings: Not applicable. Recommendation for Action: The presentation is for information purposes only.

Cathy Moore, Deputy Superintendent for School Performance, shared that the waiver was

approved. Mrs. Moore shared that there were four principles in the request that had to be addressed by the state of North Carolina to receive the flexibility; the four principles included,

- College-and-Career Ready Expectations for all Students
- State-Developed Differentiated Recognition, Accountability, and Support (synthesizing feedback),
- Supporting Effective Instruction and Leadership, and
- Reducing Duplication and Unnecessary Burden

Mrs. Moore focused on Principle 2, State Developed Differentiated Recognition Accountability and Support and shared information with the Board. See Attachment B.

Mr. Tedesco asked if there was still an out component for families who want to attend a different school. Mrs. Moore shared none of those sanctions are a part of the new Annual Measureable Objectives (AMO). Mr. Tedesco also if there were realistic, tangible things that the state is going to provide to help the district achieve the AMO goals. Mrs. Moore shared that schools that are designated priority are focus schools, schools that are Title I that meet those criteria. The school system has some flexibility that will come with the Title I funding because schools are transitioning to school-wide Title I. Instead of doing things like required SES, the district now has to ensure that it is using Title I dollars to support the focus schools.

Dr. Martin shared that he appreciated the categories being defined largely by the state, but is concerned however, about how the district talks about gaps. Dr. Martin would like to have as the county's target the free and reduced lunch population that has proficiency at 50% or below and the non-free and reduced lunch population that has an achievement level of 80% or below.

ACTION ITEMS

SCHOOL PERFORMANCE

22. CONTRACT WITH PUBLIC CONSULTING GROUP

On March 31, 2010, WCPSS entered into a 27 month contract with Public Consulting Group to address an electronic format to develop, enter, and monitor IEP, PEP, LEP plans, 504, and SST. The current contract reflects pricing for hosting student plans and documents (currently 86,118 plans and 396,118 documents), serving 62,076 unique students, as well as additional development. Fiscal Implications: WCPSS has negotiated a contract to reflect two years of pricing. Contract year 2012-2013 is not to exceed \$965,000.00. Contract year 2013-2014 is not to exceed \$885,000.00. Savings: Not applicable. Recommendation for Action: Board approval is requested.

Karen Hamilton, Senior Director for Counseling and Student Support Services, shared that the current contract presented includes the additional development and hosting four plans and for individual student documents.

Jim Martin made a motion to approve. The motion was seconded by Susan P. Evans. The motion was unanimously approved.

23. CONTRACT WITH PUBLIC CONSULTING GROUP

The contract includes activities related to reimbursement for services for "Fee for Service" and "Medicaid Administrative Claiming (MAC)," both related to Medicaid functions provided by the

district. WCPSS began contracting for these services in 1997. Fiscal Implications: The total contract amount for 2012-2013 school year is \$186,000.00 (\$125,000.00 MAC and \$61,000.00 fee for Service). MAC services are delivered for a flat rate. Fee for Service is billed on percentage of reimbursement. MAC services addressed in this contract will be bid out for fiscal year 2013-2014. Savings: Not applicable. Recommendation for Action: Board approval is requested.

Cora Mitchell-Hayes, Director of Special Education Services, shared information with the Board.

Susan P. Evans made a motion to approve. The motion was seconded by Deborah Prickett. The motion was unanimously approved.

TRANSFORMATION

21. TUITION FEE FOR NON-RESIDENT STUDENTS FOR 2012-2013

Tuition for non-resident students for the 2011-12 school year was set at \$2,720.90. The staff of the Office of Student Assignment recommends that the tuition fee for nonresident students for the 2012-2013 school year be set at \$2,660.00. The recommended fee, as calculated by the Accounting Department, is based on the 2011-2012 county tax appropriation for current expense, capital outlay and capital improvement. There are very few nonresident students who pay tuition. During the current school year, the parents of three seniors who moved out-of-county elected to have their students remain enrolled and pay tuition. Fiscal Implications: Tuition fees collected will go into the general fund. Recommendation for Action: Board approval is requested.

Judy Pepler, Chief Transformation Officer/Chief of Staff, shared information with the Board. Keith Sutton made a motion to approve. The motion was seconded by Chris Malone.

Mrs. Evans inquired as to why the dollar amount decreased from the current year to the next year. Mrs. Pepler shared that in general, the number of students the district has is increasing and the county appropriation is either flat or declining and so the amount of tuition that the district charges are declining. Dr. Martin stated that the district is lowering tuition by \$60.90, the decrease in cost per capita that the district is asking based on the tuition. Current enrollment is already higher than projected; the district is looking at more than a sixty dollar per student drop in terms of what the district is receiving from the county.

With no further questions from the Board, the board voted unanimously to approve the motion for the tuition fee for non-resident students for 2012-2013.

22. THOMPSON BUILDING FOR THE WAKE YOUNG MEN'S LEADERSHIP ACADEMY

On May 15, 2012, the Board assigned Wake Young Men's Academy to a temporary location at the modular campus adjacent to East Millbrook Middle School. Subsequently, discussions with Wake County staff have determined that the former A.A. Thompson School at 567 East Hargett Street is available and would be an ideal location for the permanent home of the Wake Young Men's Leadership Academy. Staff provided information to the Board on the building and potential renovations and expansion during the work session discussion. Fiscal Implications: Initial discussions with Wake County indicate that the County will lease the building to WCPSS

for \$1 per year. Cost for renovations and potential expansion are being determined. Savings: The proposed lease cost of \$1 per year is far below what would be the cost for any commercial site. Recommendation for Action: That the Board designate the A.A. Thompson School building as the permanent site for the Wake Young Men's Leadership Academy, and authorizes staff to negotiate a Memorandum of Understanding Agreement for use of the building with Wake County staff.

Ann Dishong, Director, Office of School Innovation, requested that the Board designate the Thompson School Building as the permanent site for the Wake Young Men's Leadership Academy and authorize staff to negotiate a Memorandum of Understanding Agreement for use of the building with Wake County Staff.

Keith Sutton made a motion to approve. The motion was seconded by John Tedesco.

Board Counsel, Ann Majestic, asked the Board to consider the designation as "permanent". Mrs. Majestic understands that it is not temporary, but she worries about a motion that contains "permanent" when most things in the district are not.

Susan P. Evans made a motion to amend the previous motion to strike the word "permanent" from the motion. The motion was seconded by John Tedesco. The motion was unanimously approved.

Mrs. Evans clarified that the layout of the building with the cafeteria and gym being on the second floor, by State Statute, precludes the building from being used as an elementary school.

Ms. Goldman shared that she is happy to have a home for the Wake Young Men's Leadership Academy. The parents and students are to be commended for their patience in waiting.

Dr. Martin shared that he believes that the Board should move forward looking at the facility, however he is not yet convinced that this is the best use of programming. The Board requested that a variety of programming be brought to the Board for use of the Thompson Building. Dr. Martin shared that he feels that the Board has not had sufficient evaluation and long-term planning; therefore he will be voting against it. His vote is not a vote against the academies, it is a vote for long-term planning.

Ms. Goldman shared that the Board had presented that this would be savings of over \$3 million to the school system, Ms. Goldman inquired if that was overall and what the breakdown of the \$3 million is time wise.

Ms. Dishong shared that that would have been the difference between what it would have cost the district at Governor Morehead versus the Thompson Building.

Mr. Tedesco inquired as to how that is in comparison to what the district originally projected and budgeted for the Young Men's Academy. The Board originally set aside some budgeting for both the men's and women's leadership academies that number was projected to include a variety of options. With the dollars already set aside for that, how is this in comparison to that?

Don Haydon, Chief Facilities and Operations Officer, shared that this brings the district back in

line with the original proposal. If the district had to spend the extra \$3 million, the district would have had to come up with a solution for funding.

Mrs. Dishong shared that the young men's academy will begin at the Spring Forest modular campus adjacent to East Millbrook Middle. Any time between January and the start of school, is when the academy will move to the Thompson Building dependent upon the renovation timeline.

The Board returned to the original motion to approve the Thompson Building for the Wake Young Men's Leadership Academy. The Board voted 8 to 1, with Jim Martin casting the dissenting vote.

FACILITIES

26. SCHEMATIC DESIGN: RICHLAND CREEK ELEMENTARY (E-25)

The CIP 2006 School Building Program includes a new elementary school (Richland Creek) to be built in Wake Forest. The schematic design documents, prepared by Small Kane Webster Conley Architects, PA, for the construction of E-25 Richland Creek, were presented to and approved by the Facilities Committee on June 12, 2012. Fiscal Implications: The proposed project budget is \$21,553,012, which includes an offsite improvement allowance of \$1,500,000, although the scope for offsite work has not been established yet. A future reallocation from Reserve will be needed at the completion of design to fully fund this project. Savings: Not applicable. Recommendation for Action: Board approval is requested.

Joe Desormeaux, Assistant Superintendent for Facilities, shared that in September 2011, the Board approved the innovative facility plan to use savings from CIP 2006. One item in the plan was the funding of design and construction for Richland Creek Elementary School. A second item in the plan was to alter the architect selection process to promote firms to provide innovative changes to the district's design guidelines to help reduce costs.

Small Kane Webster Conley Architects were selected through the process and approved by the Board. Staff presented the schematic design that they produced. The design is familiar; it started with the reuse of the Herbert Akins and Sycamore Creek designs. Future milestones include construction bid dates are targeted for December of 2012, construction to start in March 2013, and final construction will be complete in July 2014.

A third item in the plan was emphasizing new sustainability initiatives. On a parallel track, the district has a geothermal initiative progressing as an additional sustainable feature to be included in the project.

The proposed project budget is \$21,553,000 which includes an offsite improvement allowance of \$1.5 million. The entire scope of the project has not been established as of yet. A future reallocation will be needed from the reserve when design is complete to fully fund the project.

Dr. Martin shared that the purpose of committees is to hear the presentation and questioned if the Board had to hear it again. Mr. Malone shared that he would love for all committee work to be where the committee approves, and the Board does not talk about it; but he thinks that there are some Board members who would like to know what they are voting on and respect that fact.

Sheri Green, Director of Planning and Construction, shared that the model being used for Richland Creek is in its eighth use most recently at Herbert Akins and Sycamore Creek Elementary. The site is 28.8 acres in the northern part of the county very close to the Franklin County line. A site plan for the school was shared with the Board.

Ms. Goldman stated that historically, when the Board is presented information, they are shown large examples. It is very difficult to approve a \$23 million design when it can't be seen. Ms. Goldman asked the number of staff that will be at the school versus the number of parking lots? Are there more than routes of ingress and egress? What are the surrounding areas? Ms. Goldman said that the Board has not been presented such a limited viewpoint on a school; this makes her uncomfortable and suspicious not being able to see anything. Ms. Green shared that staff would provide a larger print.

Ms. Goldman proposed that the Board wait on voting on the item until staff can provide larger examples for the Board to view before the next meeting and discuss.

Chairman Hill inquired how time sensitive the item was? Ms. Green shared that staff is on the schematic design phase and if the Board needs to wait until the next meeting, staff can certainly wait until that time.

Mrs. Prickett shared that it doesn't feel like an immediate need to build Richland Creek. Mrs. Prickett shared that she heard a lot of parents speak about the crowding in the western Wake area and around the Mills Park Middle School area. Mrs. Prickett shared that she is concerned about the money now and the immediate needs that the school system has now for crowding.

Mr. Malone shared that he does not have a problem with waiting if the Board really sees that the project needs to wait. Mr. Malone inquired if the rest of the Board is satisfied with what they see? If they are, then he would like to proceed. The school is needed in the area due to capacity issues.

Chris Malone made a motion to approve, seconded by Jim Martin.

Mr. Tedesco shared that he was willing to support Mr. Malone as Facilities Chair and understanding that he had the opportunity to evaluate the project further than he has, however, Mr. Tedesco is concerned that the Board has an agenda item looming with assignment, based upon that and how assignments are going to play out, where does the Board know that it needs schools? Mr. Tedesco shared that it may be prudent upon the Board to understand what it is doing with assignment before it understands where it will build schools.

Ms. Goldman shared that her concern was that she has a list of questions based on looking at the schematic design that is rather small to read and understand. Ms. Goldman shared that her intent was not to delay the item a month, but to ask for the item to be delayed until the next meeting so that the Board can have a larger schematic to look at and ask intelligent, detailed questions about the design. Ms. Goldman's request to have the item delayed for one meeting was simply so that the Board can have a better chance to review it and ask questions about capacity. Is it a large enough design to house the students? Is the Board going to end up opening it with more modulars? Will there be enough parking spaces for teachers and families. There seems to be an ongoing problem with design of schools where the school will host an

event and there is no place for everyone to park. Ms. Goldman wants to ensure that all items are discussed prior to voting.

Mr. Malone shared that it would have been a good idea to have a presentation regarding the schematic design during the work session prior to the meeting; as long as the conversation about the schematic design is along the lines of questioning the schematic design Mr. Malone is okay to proceed and can wait if need be to bring the information back, however, if the conversation is about reallocation of funds he is not okay with it.

Ann Majestic, Board Counsel, shared that there is a motion on the table by Chris Malone that was seconded. The motion was to approve the item. Mrs. Majestic shared that it would require further discussion prior to a vote being taken.

Chris Malone withdrew his motion. Debra Goldman made a motion to table the schematic design for Richland Creek Elementary School until the next convening of the entire Board and leave to the Chair's discretion if the item would go to the work session prior to the Board meeting. The motion was seconded by Deborah Prickett.

Dr. Martin requested that Board members who have questions pertaining to examining maps be done prior to the work session or submit questions to staff prior to the Board meeting.

The Board voted 8 to 1, with John Tedesco casting the dissenting vote. The motion passed to table the item until the next convening of the Board.

FINANCE

27. ADOPTION OF THE 2012-13 ANNUAL BALANCED BUDGET RESOLUTION

State statute requires the Wake County Public School System to adopt a budget resolution prior to the beginning of the fiscal year on July 1. The 2012-2013 budget resolution provides the legal document necessary for auditors to see the beginning budget for the school system. The auditors will review the budget resolution and compare it to the July 1, 2012 budget on Oracle to verify our starting point for the year. Any revisions to the budget after July 1 are reported to the Board of Education monthly. There may be changes to the budget based on actions approved by the Board of Education during the year. These would also be processed upon approval, and the resulting entry included in the monthly summaries. Additional information is attached. Fiscal Implications: To establish the Adopted Budget for the Wake County Public School System for 2012-2013 year prior to the beginning of the fiscal year as required by state statute. The budget resolution includes county appropriation revenue for the operating budget of \$318,341,737 as approved by the Wake County commissioners. Recommendation for Action: To approve the annual budget resolution for fiscal year 2012-2013 in accordance with G.S. 115C-425, 115C-426, 115C-432, and 115C-433.

David Neter, Chief Business Officer, shared that on June 18, 2012, County Commissioners passed a budget for Wake County for 2012-2013 including the final county appropriation for the Wake County Public School System. That final county appropriation represents a \$3.9 million increase in county appropriation for the school system over the current year. The Board's proposed budget that was sent to the county in mid-May, included a request to increase the county appropriation by \$8.8 million.

At the June 19th work session, staff presented a proposal to reconcile the \$4.85 million gap. Also at the work session, staff presented an update on the state budget including a likely removal of the increase to the state discretionary reduction.

The Board discussed staff's recommendation for closing the budget gap and also an alternative proposal that would close the \$4.85 million gap through increasing the amount of fund balance appropriated to the 2012-2013 budget by this amount. There was indication of support for the alternative in increasing the fund balance appropriation. Since the work session, staff has confirmed that there is the additional \$4.85 million in the fund balance to appropriate to next year's operating budget and the budget reconciliation sheet and balanced budget resolution before the Board reflects the additional fund balance appropriation to balance the Board's budget. With this additional appropriation the Board's proposed 2012-2013 budget approved by the Board in May remains intact with the only change being an increased fund balance appropriation to meet the gap between the amount of county appropriation requested and the final county appropriation. The 2012-2013 budget before the Board does include the 1% salary supplement increase for certified staff which will become effective July 1, 2012.

Keith Sutton made a motion to approve the 2012-2013 Annual Balanced Budget Resolution. The motion was seconded by Deborah Prickett.

Dr. Martin shared that he had concerns with the budget. He does respect what the staff has done in the proposals that have been brought forward. Nevertheless, he believes it is important for the public to be aware and all to pay attention to the fact that as reported in the media, the Wake County revenue increase was 2.3%, Wake County Public Schools in this appropriation, has not received a proportional share of the increased revenue of the entire county. There were statements made with respect to the appropriation to Wake County Public Schools that we were asking the county to make up for a deficiency in what the state has been providing. When looking at the numbers, the state appropriation is not going down; the county is not being asked to make up a hole from the state, the request that the Board made in the proposed budget was little more than constant per pupil dollars. The request that the Board made of the County Commissioners increased the request per student to be \$1.55. Dr. Martin finds it unreasonable for the Board to not have an equal proportion of the increase. Dr. Martin shared that he cannot support a budget that results in a lower per capita funding of Wake County students.

Mr. Tedesco shared that he respects the fact that the County Commissioners when making decisions, had to consider a variety of things in their pool. Mr. Tedesco shared that he is appreciative that the County Commissioners gave WCPSS an increase.

Mrs. Kushner shared that she continues to be concerned that WCPSS is spending money that it doesn't have assurance of receiving from the state. While she has heard every board member express support for the 1% salary supplement increase, she would much rather do it as originally proposed by Mr. Neter, at a later time in July once the Board knows what the state budget looks like. Mrs. Kushner is very disconcerted in not waiting a month to know exactly what will be received from the state.

Ms. Goldman shared that she felt the Board received reassurance that there would be a little more explanation of what is being requested. Mr. Neter shared that information presented at

the work session was the reduction in county appropriation and a reduction in fund balance appropriation of \$408,000. On the expenditure side, the board saw the removal of the 1% salary increase (temporarily) and the reduction in fund balance appropriated to balance out. What the Board has now, on the revenue side, reduction in county appropriation but an increase in other local in the amount of \$4.8 million increase in fund balance appropriation. On the expenditure side, there are no changes, as there are no changes being made to what was in the proposed budget that was adopted in early May to what the Board directed staff in the work session to include for tonight's meeting.

Mr. Tedesco highlighted, that in the work session meeting, Mr. Neter feels comfortable that WCPSS has the additional funds to go into the fund balance based on the projected over/under account. Mr. Neter shared that funds are available currently in the fund balance without anything from the current year rolling into next year to cover the appropriation into next year's budget to cover the 1% supplement increase. Above and beyond that, Mr. Neter shared that there will be items that roll into fund balance for next year separate from this.

After clarifying comments from Mr. Neter, the Board voted on the Adoption of the 2012-2013 Balanced Budget with Keith Sutton, Kevin L. Hill, and Deborah Prickett voting "yes" and Jim Martin, Debra Goldman, John Tedesco, Chris Malone, Susan P. Evans, and Christine Kushner voting "no". The motion failed to pass on a 3 to 6 vote.

Christine Kushner made a motion to go back to the original suggestion of the staff that would pass the budget with the 1% supplement held frozen until July and then the Board come back in July once the budget has been determined, and adds the 1% supplement back in with a firm commitment to stand by and honor staff by giving the 1% supplement. The motion was seconded by Susan P. Evans.

Mr. Neter shared that it is his understanding that Mrs. Kushner's motion is to look at the recommendation that was presented to the Board initially in the work session and propose that for balancing the Board's budget resolution.

Mr. Neter would bring back to the Board if there is additional funding available through both the removing of the increase to the discretionary reduction and any other additional state funding reductions. Mr. Neter shared that staff's recommendation to the Board for any additional funding, the first thing on the table would be to implement a 1% salary increase, the cost of \$5.3 million using the recurring funding streams from the state and make it retroactive to July 1st.

Mrs. Majestic shared that the motion should contain a direction to the staff, if "x" happens at the legislature, that the staff bring this back for action by the Board to approve the teacher supplement; so that it reflects the concern of some board members to make clear that there is a commitment. Mrs. Kushner stated that she would be happy to add that to her motion. Mrs. Evans seconded Mrs. Kushner addition.

Mrs. Majestic stated that it would be helpful to clarify that to treat the supplement as a bonus, even as a temporary measure, requires the issuance of the check as bonus and not salary requires different reductions for the salary; it's a different code in budget codes and is very complicated. Staff didn't go into that detail that is why she believes they are advising against it. It is not as simple as calling it something different it requires an entirely different processing of the check,

withholdings, etc.

Mrs. Evans called for the question.

Ms. Goldman shared that the Board's intent is to support staff and give them the 1% salary supplement as soon as the Board is able and know that it is sustainable.

David Neter shared that he believes what he has heard would be for the Board to go back in the process of reconciling the budget gap (\$4.85 million) to go back to the initial recommendation of closing the gap, removing the 1% salary supplement increase for certified staff from the proposed budget, which more than cover the gap, reduce the amount of fund balance appropriated by \$480,000 and then include verbiage in the motion that says, "once the state finalizes its 2012-2013 budget, if the state does remove the increase to the discretionary reduction as staff currently anticipates, and then the Board would direct the superintendent and staff to bring back a recommendation to utilize the effective new revenues to put into place the 1% salary supplement for certified staff retroactive to July 1, 2012. Christine Kushner made a motion to approve staff's recommendation. The motion was seconded by Susan P. Evans.

Mr. Neter shared that since the work session, he has learned that now it is anticipated that the state will have a budget finalized on July 2nd. Mr. Neter shared that staff's recommendation gives the Board the ability to not have to make a decision about this before the Board has certainty underneath it.

The Board voted 8 to 1, with Jim Martin casting the dissenting vote. The motion passed.

The Board recessed at 10:22 p.m. The Board returned to Open Session at 10:38 p.m.

Christine Kushner made a motion to suspend policy for the end time of the Board Meeting so that the Board can go beyond 11:00 p.m. The motion was seconded by Susan P. Evans. Mrs. Majestic clarified that the motion does not need to be to suspend policy; the Board Meetings policy provides that the Board can go beyond 11:00 p.m. by a vote. Mrs. Kushner revised her motion to ask for a vote to go beyond 11:00 p.m.

Mr. Tedesco inquired about the process historically, in the past, the Board needed a 2/3 majority vote and asked for clarification from the Board Attorney. Mrs. Majestic shared that the Board has rarely used the extension past 11:00 p.m. for a Board Meeting and if Mrs. Majestic advised a 2/3 majority vote, it was a mistake on her part as she just specifically consulted the policy.

Mr. Malone asked when that policy was last revised; Mrs. Majestic replied 2009. The board voted 5 to 4 to meet beyond 11:00 p.m. with Christine Kushner, Susan P. Evans, Kevin L. Hill, Keith Sutton, and Jim Martin voting "yes" and Debra Goldman, John Tedesco, Chris Malone, and Deborah Prickett voting "no". The motion passed.

10. CONTRACT FOR REAL ESTATE LEGAL SUPPORT SERVICES

The current contract for real estate legal support services with Boxley, Bolton, Garber & Haywood, LLP, expires on June 30, 2012, and a new contract has been negotiated for the next

fiscal year. Services will be provided as needed to assist in real estate matters involving real estate owned or leased by the Board, as well as real estate to be acquired. The scope of this contract does not include services as closing attorney, because that work is accomplished by the County Attorney. The contract term is from July 1, 2012 to June 30, 2013, and it includes a termination clause. A copy of the proposed contract and a memo describing current, on going, and potential real estate issues are attached. Staff recommends approval in accordance with Board Policy 1214. Fiscal Implications: The maximum annual amount of \$60,000 proposed in the agreement includes fees for services based upon an hourly rate schedule which is the same as that for the Board Attorney. A separate purchase order in the amount of \$2,000 will cover reimbursements of out-of-pocket expenses advanced by the firm. Funding is available from the CIP 2006 Land Purchase budget. Savings: Not applicable. Recommendation for Action: Board approval is requested.

Don Haydon, Chief Facilities and Operations Officer, shared information with the Board. Jim Martin made a motion to approve. The motion was seconded by Christine Kushner.

Mrs. Prickett shared that it looks like the funding is available from the CIP land purchase budget; the \$60,000 looks like more money coming out of the same budget that the Board would be building buildings from or purchasing land for more schools. Mr. Haydon shared that the whole facilities and construction department is funded from the bond, staff and supporting contracts are funded from the bond. Mrs. Prickett shared that she doesn't remember seeing this money on the CIP budget. Mr. Haydon shared that it is within the real estate line item. Mrs. Prickett questioned what kinds of services are being provided. Mr. Haydon shared that the funding does not include the acquisition of new real property. Mr. Haydon clarified that the County Attorney does the closing on new acquisitions and so far they have completed E-41 and E-24.

Mr. Haydon stated that the agreement that the Board of Commissioners and the Board of Education entered into in July 2011, was that the Wake County Board of Education will refer the closing of school site acquisitions to the Wake County Attorney or through contracts that his office awards.

With no further questions, the Board voted unanimously to approve the contract for Real Estate Legal Support Services.

28. ONE TIME BONUS FOR ALL NON-CERTIFIED POSITIONS, PRINCIPALS, ASSISTANT PRINCIPALS, AND NON-SCHOOL BASED CERTIFIED POSITIONS

It is proposed to use current year savings to provide a one-time bonus to all non-certified positions, principals, assistant principals, and non-school based certified positions. A similar bonus was paid last year to all certified school-based staff below the level of principal and assistant principal. The bonus will be paid to all qualifying staff who are employees of record on June 1, 2012. The gross amount of the bonus is to be \$500.00, with a pro-rata bonus paid to qualifying staff that are not full time. Members of the Superintendent's Leadership Team are not eligible to receive this bonus. Fiscal Implications: Payment of the proposed bonus will require an estimated \$3.6 million. Savings from the current year budget will be assigned to fund the bonus to be paid in July 2012. Savings: N/A. Recommendation for Action: Board approval is requested.

David Neter, Chief Business Officer, shared that during the day's work session, staff presented detailed information about the proposed one-time \$500 bonus to specified staff that was originally presented to the Board in March when staff presented the initial budget for 2012-2013.

The basis for the one-time bonus is the same as the one-time bonus staff provided a year ago for all school-based certified staff below the level of principal and assistant principal. The bonus proposed for this year would be for those positions not eligible for the bonus last year including principals, assistant principals, central services based certified staff and all non certified based in either schools or central services divisions. Part-time employees will receive a pro-rata share of the \$500 bonus. Members of the Superintendent's Leadership Team would not be eligible for the \$500 bonus.

The one-time bonus will be funded through current year savings that would be assigned so that staff would pay it in July of this calendar year. The estimated amount of funding required for this is \$3.6 million and funding is available.

As discussed in the work session, a \$500 bonus to staff is not that large of an amount when considering staff has gone four years without compensation increase when during the same period of time there have been year over year cost of living increases. Staff believes it is important to send a message to the other employees that they are a valued part of the Wake County Team and in support of teachers and students.

John Tedesco made a motion to approve. The motion was seconded by Debra Goldman.

Dr. Martin shared that as noted in the work session, he does not support paying out bonuses at a time when the Board just stated that it does not have money to pay teachers. Dr. Martin shared that if the Board was going to do something like this, it would need to be tied to the same clause, that if we get that extra revenue from the state, then the Board could consider paying out the bonuses. Dr. Martin does not see this as the best use of the school system's funds. Dr. Martin does want to support principals and all the other staff, but he also wants to make sure that the Board is putting the resources where they are needed the most.

The Board voted 8 to 1 on the motion to approve the one-time bonus for all non-certified positions, principals, assistant principals, and non-school based certified positions. Jim Martin casted the dissenting vote. The motion passed.

29. REVISIONS TO BOARD POLICIES 2313/3013/4013

First Reading; Request Waiver of Second Reading.

A revision to board policies 2313, 3013, 4013 is required and predicated upon a new FCC requirement, effective July 1, 2012, requiring provision of internet safety training to all students. The respective board policies have been revised to ensure that the Wake County Public School System will be in full compliance with the new FCC requirements and will not risk receipt of future E-Rate revenues. Fiscal Implications: N/A. Savings: N/A. Recommendation for Action: Board approval is requested. Board waiver of second reading is requested.

David Neter, Chief Business Officer, shared that there is a new FCC regulation that becomes effective July 1, 2012, requiring the provision of internet safety training to all students. The

regulation further requires that staff include the requirement within board policies. Staff already has in place an internet safety program for students. Mr. Neter shared that Deputy Superintendent for School Performance, Cathy Moore, is working to develop standardized forms so that the district can maintain consistent documentation from school to school to ensure that the district is in compliance.

Christine Kushner made a motion to approve. The motion was seconded by Deborah Prickett. The motion was unanimously approved.

BOARD

32. STUDENT ASSIGNMENT POLICY REVIEW DIRECTION TO THE SUPERINTENDENT

Board members, as well as students, parents and members of the community, have expressed concerns about some of the effects of the current student assignment plan that does not provide base school assignments. Board direction is requested on considering any adjustments to the student assignment plan for 2013-2014 to incorporate the use of base school assignments. Fiscal Implications: To be determined. Recommendation for Action: Board direction is requested.

Vice Chairman, Keith Sutton, shared that the Board is directing the superintendent and staff to begin developing a proposal to convert the Wake County Student Assignment Plan for the 2013-2014 school year from a choice driven plan to an addressed-based assignment plan with expanded magnet and theme-school choice.

Mr. Sutton shared that the effort should integrate the best practices and strategies gained from the institutional knowledge of the Office of Growth and Planning and the data and research obtained by the Student Assignment Task Force.

Finding an effective and sustainable means to assign students in Wake County has been a challenge due to population growth, budget constraints, and other factors. While varying segments of the community place higher priorities on certain values, there are several key components that must be taken into consideration for any plan; they are:

- Student achievement,
- Stability, and
- Proximity

The directive is intended to set a clear path for establishing a solid foundation upon which any successful assignment plan in Wake County can be improved. The directive is not intended to be a policy or establish policy. It sets forth measurable objectives, targets, and sequence of tasks that the Wake County Board of Education directs the superintendent and staff to perform as the district moves forward in the planning and implementation of the assignment plan for the 2013-2014 school year and beyond.

Mr. Sutton shared that there are steps and actions that the Board can take to make more informed decisions regarding the further development of the plan. The Board wants to take the opportunity to make thoughtful adjustments and continue to make careful deliberations. While the directive is clear, it is intended to be light on detail; the thinking behind that is to provide direction and not detail; that is what staff is for.

The Board appreciates the work that staff has done on the current plan and will continue to do as they work to develop and improve on the plans that the Board has.

Mr. Sutton shared that one of the speakers, Betsy Bennett said that, *"this is a tall order"* we intend to deliver on the tall order. The Board is starting a process of making changes based on what it has learned and the foundation of that will be a base assignment plan. No plan has been designed at this time; there is much work to do.

The Board has an opportunity before it and is up to the challenge. The superintendent is up to the challenge and staff is up to the challenge. Everyone has the opportunity to come together to develop a plan that can be improved. We are Wake County. We are up to the challenge.

Keith Sutton made a motion to approve providing direction to the staff. The motion was seconded by Jim Martin.

Mr. Malone shared that he feels that the directive is an outline for a new plan that goes back to the old plan with flourishes of items from the controlled choice plan. Mr. Malone shared that staff has not implemented the current plan as of yet and feels that the Board should not put the extra burden on staff right now to go in two different directions at the same time. Mr. Malone shared that the current plan should be fully implemented before the Board comes back to the new directive and discuss it.

Mr. Sutton shared that the district will not be moving in two different directions; the directive is not a plan but simply direction being given to provide some direction.

Chris Malone made a motion to table the directive discussion until August when the traditional calendar students have returned to school. The motion was seconded by John Tedesco.

Mr. Tedesco shared that he respectfully disagrees with Mr. Malone that the directive is not just going back to the old way of doing business. In fact, this is much worse because if the Board's goals are to avoid re-segregation of schools, an issue of poverty, then the Board needs to address that first. If it is appropriate for the Board to discuss that issue, then it should deal with that issue first. Mr. Tedesco shared that there are ways to discuss that, through the current choice plan, with adjustments to the algorithm, but the Board should address that first, if that is the concern. Mr. Tedesco stated that as the directive is written, the Board needs to do a lot of things first; which requires the Board to be prudent and table the discussion and take time to analyze what needs to be looked at and fixed before the Board automatically wholesale scrap the choice model with a commitment for a base model. Focusing on a base model without addressing Board Policy 6200 will create high poverty schools automatically.

Mrs. Prickett asked how a resolution ranks in regards to a directive; which one is higher. Mrs. Majestic, Board Attorney shared that there is no such thing. Mrs. Majestic shared that the terms do not have any meaning in parliamentary procedure; it is all about taking action. A resolution is a vehicle for taking action; a motion to direct the staff to do something is a vehicle for taking action so Mrs. Majestic sees them as equivalent if they both contain elements in them that the Board is taking action.

Mrs. Prickett shared that she had a resolution that the Board needed to look at as it was a resolution entitled, Approving Student Assignment Plan. Mrs. Prickett shared that the resolution was approved and adopted on October 18, 2011. The resolution established specific guidelines to enact the assignment plan and to incorporate the appointment of committees to review and recommend adjustments as might be warranted under the direction of Superintendent Tata. Mrs. Prickett highlighted the following in the resolution, *“Whereas the task force started the process by conducting extensive research which included a review of the current assignment plans in 22 districts across the nation.” “They held 20 sessions to gather public input from over 4,000 comments from community members.”* Mrs. Prickett shared that there was an assignment simulation in which over 21,000 people participated. *“The task force travelled to 23 locations throughout the district to encourage feedback and assist parents as needed.”* Mrs. Prickett shared that there was strong support to approve the plan from political parties, democrat and republicans. Mrs. Prickett summed up her highlights of the resolution by sharing the end of the resolution which stated, *“Now, therefore be it resolved, that the Wake County Board of Education approves the student assignment proposal presented by the superintendent, which promotes stability, choice, proximity, and student achievement. The student assignment proposal also provides the flexibility necessary for high growth and supports success for all students. And further be it resolved, that the student assignment plan will remain in effect for a minimum of three years; allowing continuity for students and families. The superintendent will have ultimate responsibility for implementing the student assignment plan. A committee including internal and external stakeholders will be established for the purpose of ensuring continuous improvement of the student assignment plan. The committee’s responsibilities will include evaluating the process utilized in implementing the student assignment plan, evaluating the impact on the community, and making recommendations to the superintendent regarding possible changes. The superintendent will develop and provide the Wake County Board of Education with quarterly updates which will include implementation results, operational challenges, and recommendations for improvement.”*

Mrs. Prickett inquired if the Board can make a major adjustment to a formal resolution passed by a very strong majority and without following the restriction within the resolution without a 2/3 majority vote.

Mrs. Majestic stated that if the Board thinks back in time, the Board had prior resolutions; one to establish a zone plan and that was overridden by a later resolution to end it and to move to something else, and the resolution just referenced was a later resolution to re-direct it yet again. It is within the Board’s power to change course, even with such a resolution as that has been the history through the last 2-3 years. Mrs. Majestic has spoken often about the question of motions to rescind and her best reading of the Board’s policy connected with Robert’s Rules, is that it takes a majority vote if all members are present, it takes a majority vote for an item if prior notice has been given, it takes a 2/3 vote if one of the two occasions is not present. In any event, it would take a majority vote to change direction.

Ms. Goldman inquired if Mrs. Majestic said that it would take a 2/3 vote if everyone is not present? Mrs. Majestic interjected, “or if there hasn’t been prior notice, and there has been prior notice.”

Ms. Goldman shared that she finds that both motions to be completely inappropriate because the directive is directly in opposition to Policy 6200. The policy would need to be changed before a directive with this magnitude could be brought forward.

Ms. Majestic stated that the plan will have to be consistent with policy; however, since the Board

is not changing policy. Mrs. Majestic shared that she is not sure that this is entirely different from the process the Board followed in the last iteration. The planning began before the policy changes were made.

Ms. Goldman shared that the directive was brought forward on December 1, 2009 by her. Ms. Goldman shared that it was by Mr. Sutton's request at that meeting that it go to Policy Committee which she agreed to as it was the appropriate place. Nothing happened until the Policy Committee spent six months on the policy. When the policy was changed, then it progressed into the next series of planning to staff.

Mr. Sutton shared that at the last meeting, the Board approved policy for the current plan. The plan has been in motion since October 18, 2011. The Board has been developing policy along the way while still working on an assignment plan.

Ms. Goldman shared that the directive is directly in opposition to the policy regarding assignment.

Mrs. Kushner shared that Policy 6200's very first statement is "academic success for all Students" and that is what the plan is addressing and she cannot understand how that should not be the priority of any policy, any plan, any motion we make as a Board of Education. Ms. Goldman stated that in the heart of the policy, it says that student assignment plans will be based on the following factors, distance, choice, stability of assignment, facility utilization, grade structure, alignment with magnet schools program, and students with higher needs. Mrs. Kushner shared that the R & P still has base assignments in it. Ms. Goldman shared that the problem is that the plan will make student achievement a high priority at every school. Ms. Goldman shared that the Board can't base an assignment plan on student achievement.

Mr. Malone stated that the Board cannot move forward with the directive until changes have been made to Policy 6200.

Mr. Tedesco highlighted that while the Board was developing the other plan, after sending it from a directive that was inappropriately offered at that time, to shift the system automatically to a base assignment model will have costs associated with it. It would be appropriate, before the Board passes such a directive to understand what the potential costs would be, which is why he supports tabling the item for a couple months to receive more understanding.

The Board voted on the alternative motion to table the directive discussion until August when the traditional calendar students have returned to school with Deborah Prickett, Chris Malone, John Tedesco, and Debra Goldman voting "yes", and Christine Kushner, Susan P. Evans, Kevin L. Hill, Keith Sutton, and Jim Martin voting "no". The motion failed to pass on a 4 to 5 vote.

Mrs. Majestic shared that the last paragraph that states what the plan will be, is permissible and that it should direct staff to prepare a proposal that is different from the existing plan and to bring it to the Board for consideration. The Board could make a judgment at that time about whether there would need to be policy changes in order to undertake the proposal. Mrs. Majestic shared that she thought it was premature for the directive to contain an explicit statement of what the plan will be; it makes sense to put the components the Board is looking for in a plan, but she thought it was premature until the Board has the administration take the

directive and embody it into something to have the last paragraph.

Dr. Martin inquired if the Board could not correct the paragraph by saying *“it is anticipated that this may include or will include...”* Mrs. Majestic shared that she thinks it is permissible for the Board to say that they are asking the staff to come back with a three-year plan that is addressed based. Mrs. Majestic stated that it is really how the paragraph is worded.

Mr. Malone shared that implementing the directive would be a mistake right now and that families need stability and security in knowing that the school board is working together.

Mrs. Prickett shared that she did not think that it was appropriate for the plan to be crafted or worked on at the board table. Mrs. Prickett shared that the address-based plan is a fundamental change. Adding one base school for each residence is not a simple concept for a district this size. With the choice plan, families have lots of selections for their base school. The directive reduces choice and increases mandates. Families are tired of the constant changes like the old node plan created. One of the many strengths of the choice plan is the fact that it empowers all parents to make decisions that are in the best interest of their children, their families, and their circumstances. The presented directive will bring the Board back to forced reassignments rather than parents choosing their schools and the directive will also bring the Board back to the old failed bussing policy. Students will have to be moved out of their chosen schools to make room for those that will be bused in. Mrs. Prickett stated that the old bussing policy failed students that it was intended to help; which was the whole reason the board started the choice plan. The proposed process is nothing more than social engineering.

Mrs. Prickett asked board counsel if she showed facts that the old bussing for diversity did not help those that it was intended to help when responding to the federal Justice Department. Mrs. Majestic shared that counsel identified some information that raised a question about that but there was nothing conclusive. Counsel was able to show distances and after the public identified a flaw in that, counsel did send a revision to that; but it was to raise a question about whether or not the distance impacted achievement for students that were sent the farthest distances.

Chairman Hill called for a quick recess at 11:48 p.m. The Board returned to Open Session at 12:28 p.m.

Mrs. Evans shared that while she acknowledges that the Raleigh Chamber and the Wake Education Partnership are valuable partners in the community and that she respects the input of all citizens that the Board members are the elected officials charged with making the important decisions on behalf of the school system. While she welcomes that input, the Board has to be mindful of that. In terms of enrollment data, the Board has quite a bit of data to make data driven decisions.

Mrs. Evans shared the following thoughts of how she has arrived at this place feeling like the Board needs to re-evaluate its direction in regards to student assignment; *“In the past decade or so, our explosive population growth and the required opening of numerous new schools led to a large amount of movement within our student assignment. In some areas the same groups of families were impacted with reassignment several times within a few years. I believe everyone currently on this board acknowledges the previous problems with instability and is committed to improving upon that for our families. It has also become clear that while families are most concerned with having a quality school, most also prefer a school assignment within*

reasonable proximity of where they live and this board is mindful of that. However, while the introduction of the choice assignment plan was an attempt to offer a viable alternative to our previous assignment, I believe it has proved problematic. Large numbers of the community have expressed their anxiety over the complexities and perceived inequalities of the choice plan rules and the anxiety of not having a guaranteed assignment based on their address. In the areas of our student district where adequate capacity is being strained by continued growth, the choice model has put many at a disadvantage. Some neighborhoods are now being forced to scatter their children amongst several schools losing neighborhood cohesiveness.

The Choice Plan has put newcomers as well as those attempting to transfer to their typical residence area schools from private, charter, home schools, magnets, and year-rounds at a real disadvantage. Those families living in areas outside of the 1.5 mile radius of any school, are discriminated against in this plan. They typically have little chance of receiving their first choice school regardless of whether it's their closest school. Additionally, the defined feeder patterns have created definite winners and losers in the Choice Plan jeopardizing the attractiveness of our magnet schools for many families and over filling schools with pre-assigned students, such that many families no longer have a chance to effectively choose the school their students would have typically attended. As a result, schools in many areas such as Apex Middle and Apex High in my area, have dauntingly long waitlists which represent large numbers of frustrated families.

Additionally, the Choice Plan has created over-enrolled and under-enrolled schools, which is not an efficient use of our fiscal resources and it forces our schools to compete with one another even though they are not starting on level playing fields. The trend towards more economically stratified system of schools is also alarming. Based on the Choice Plan enrollment data for 2012-13, the percentages of lower income students at many schools which already had higher poverty levels than the district average are predicted to increase; this is an unhealthy trend that we should not allow to continue. It is my opinion that while the Choice Plan offered the promise of more stability for families, the number of negative consequences that have come to bear do not make it the best alternative. While it has been promoted as a remedy to end reassignments, I would argue that many families who received their 3rd, 4th, and 5th choices feel like they have been mandatorily reassigned.

While I recognize that there was a push for some change in the past few years, we must be willing to admit that change for the sake of change is not the goal. I do not feel that the pros of this choice model outweigh the cons for our school system, therefore, I support the directive being put forth tonight.

While I recognize that proposing to change student assignment again so soon, generates some concern from the community, it is important to recognize that approximately 95% of our students enrolled in our system in the 11-12 school year that just ended chose to grandfather into their previously assigned schools for the upcoming year. As a result, returning to a residence-based assignment plan the year after, would have little impact on a majority of our students.

I believe it is possible to develop a residence-based assignment plan that continues to incorporate some elements of choice, respects most families desire for schools that are within a reasonable distance of their home, encourages healthy balanced schools, and strives to provide families with an acceptable level of stability. I have confidence that with the experience of the Wake County Public School staff and the knowledge and dedication of this Board, we will be able to devise such a plan. Thank you."

Ms. Goldman shared that during the break, she saw a lot of attempts at collaboration among the Board and is hoping that the Board will come forward with something positive that the Board can support in more than a 5 to 4 vote; a Wake County Plan. Ms. Goldman does have concern with the lack of data because the plan that the Board is currently dealing with has not

been implemented yet. Ms. Goldman shared that the précis for the directive was based on opinion and not facts. Ms. Goldman shared a paragraph of a letter she received from a realtor. The letter reads as follows, *“In light of all the controversy surrounding the school assignment plan, I did want to voice my observations. As a very active real estate agent with over a hundred and some closed transactions last year and currently twenty-nine houses pending, I feel the choices of assignment given parents has greatly increased sales options in many neighborhoods. There were wonderful neighborhoods with not so wonderful school choices that were difficult to sell due to this. Now, with all of the options I have noticed the resistance due to schools has been eradicated. Thank you for the wonderful improvement. I totally support it 100%.”* Ms. Goldman asked that the wording of the directive be done very carefully and in a way that hopefully, all Board members can buy into and direct it back to staff so that staff can really work to figure out what needs to be done and take the direction very seriously and in a very methodical approach.

Dr. Martin shared that the Board should be careful with wording and language; it is the Board’s job to ensure that political chaos does not happen. Political chaos is created by often, misinformation. The Board does have data, not all the data, to make wise decisions. If you read the current language carefully, the language says nothing about wholeheartedly abandoning choice. The directive said nothing about student’s being reassigned to yet another school. Those are the kinds of language that will inflame political chaos. As the Board moves forward, the Board needs to do the same thing today that it needed to do before, the Board needs to look at the issues that need to be addressed. There were issues that needed to be addressed in the old assignment plan and there are issues that need to be addressed in current assignment plan. Some of the issues he sees include growth being at the top followed by demographics, predictability, neighborhood continuity, effective transportation, stability, sustainability, and capacity. Dr. Martin shared that the board should work together, look at data, think, and avoid political chaos. Dr. Martin thinks that the Board will have a plan that is good for Wake County moving forward, not looking back.

Mr. Tedesco agreed with Mrs. Evans comments in that the Wake Ed Partnership and the Chamber of Commerce do not have to make these decisions, although they have proven to be valuable partners in helping the Board to serve the community and students of Wake County. The Board is ultimately the body that has to make decisions; when the Board made the decision to move in the direction of choice last year, Dr. Morrison shared M & M’s because the Board agreed at that time that the Board would have to monitor and modify the choice plan. Mr. Tedesco shared that he is the first to admit that it has not solved all of the problems and has not met all of the goals and everyone needs to acknowledge that. The Choice plan has come a long way. There were problems in the old assignment model because of dealing with challenges in growth and in an outdated node model that grew over time that needed to be addressed and the Board tried to address that. Mr. Tedesco shared that he recognized that there are many shortcomings in the first year of implementation of the new plan, but he believes there is opportunity for the Board to work together. Mr. Tedesco shared that there is opportunity for leaders of the community to put down their swords and figure out what needs to be done, now is the time to evaluate the plan. Mr. Tedesco encouraged his colleagues to work together on evaluating the plan. It is time for the Board to show the community that the Board is not ready to send them back into a frenzy of chaos, that what the Board needs to do is evaluate the plan and look at things that worked well in both plans, look at what needs to be done to fix and tweak things moving forward, and work together as leaders to come up with real solutions.

Mr. Sutton shared that he made a motion earlier and he would like to word smith his previous

motion to read as follows,

The Wake County Board of Education directs the superintendent and staff to begin developing a revised Wake County Student Assignment Plan for the 2013 – 14 school year. This effort should evaluate the current and previous plans and integrate the best practices and strategies gained from the institutional knowledge of the Office of Growth and Planning (previous plan), and the data and research obtained by the Student Assignment Task Force (choice plan). The staff shall present these suggestions no later than September 2012.

Finding an effective and sustainable means to assign students in Wake County has been a challenge due to population growth, budget constraints, and other factors. While varying segments of the community place higher priorities on certain values, there are several key components that should be included in the proposed plan. They are as follows:

- Student achievement
- Stability
- Proximity

Student Achievement

The Wake County Student Assignment Plan will play a critical role in developing and maintaining a system of healthy schools throughout the county that supports student achievement and equity. While every school may not be equal in terms of its needs and allocation of resources, the district will make every effort to ensure that each school provides the maximum opportunity for all students and teachers to succeed and that every child is provided with a high quality educational experience. To accomplish this, academic achievement targets will be developed to determine a range for optimal school performance. In addition, the Board will revisit Policy 6200 to develop appropriate socio-economic factors to consider in the assignment process. These may include the use of census data, and/or individual data provided by parents such as income, educational attainment, or other information.

Stability

A focus on stability of assignment will be integral to the development of a multi-year plan. This will involve a periodic review of the plan at least every three years to monitor indicators such as population growth, demographic shifts, academic trends, and school performance data, as well as, program preferences expressed by parents. Thorough reviews and regular updates of the node system will increase stability by providing the system with the ability to keep neighborhoods and subdivisions cohesive and intact, to the extent possible. Other possible features that should provide increased stability may include the development of a “stay where you start” policy and programmatic feeder priorities.

Proximity

Over the last two years, the System has worked to increase the number of students who attend schools closer to their homes. A base assignment plan will build on these efforts by assigning a school or schools that are within a proximate distance to each known address. This effort will provide each student a school assignment within a reasonable distance of his or her residence, and it will also provide prospective families to the area with a reasonable degree of predictability of a base school assignment. Current residents who are newcomers to the school system such as charter school and home-schooled students, will also have the same reasonable degree of predictability. Seat capacity is critical to success in achieving this goal.

This directive is intended to set a clear path for establishing a solid foundation upon which any successful assignment plan in Wake County can be built. This directive is not intended to be a policy or establish policy. It sets forth measurable objectives, targets and a sequence of tasks that the Wake County Board of Education directs the Superintendent and staff to perform as we move forward in the planning and implementation of the assignment plan for the 2013-2014 school year and beyond.

The Board directs staff to propose an assignment plan that is a multi-year address-based student assignment plan that provides reasonable predictability and stability in assignment. The plan should make student achievement a high priority at every school, while making sure that every student attends a reasonably proximate school. The goal of this plan is to also ensure that every student in the Wake County Public School System attends a great school.

Ms. Goldman shared that the Board is still back to the language as the should's and should be's and should include are still a problem. Ms. Goldman failed to ask before for transfer data and that she would like to see it. The transfer data was distributed to all Board members.

Mr. Tedesco shared that for the last sentence to say "to direct staff to come back with a base plan" is a bit disingenuous to the first sentence. If the last sentence in the last paragraph could be changed to "directing staff to come back with a proposal" he would be willing to support the directive.

Chairman Hill called for a vote on the motion put forth by Keith Sutton that was seconded by Jim Martin. The Board voted 5 to 4 with Jim Martin, Keith Sutton, Kevin L. Hill, Susan P. Evans, and Christine Kushner voting in support of the directive and Debra Goldman, John Tedesco, Chris Malone, and Deborah Prickett voting against the directive. The motion passed.

33. REGIONAL HIGH PERFORMANCE SEAT RESERVES

The *Wake County Public School System Student Assignment Plan Implementation Year 2012-13* states that "A sufficient percentage of seats at high-performing schools must be allocated for students living in low performing nodes... This should also allow students in these areas to be selected for a high-performing school without creating a situation where any one school could be selected by a high number of students from low performing nodes thus creating an unhealthy balance of low performing students at that school." (Page 62, *Wake county Public School System Student Assignment Plan Implementation year 2012-2013*)

The Board directs the Superintendent to reserve a number or percentage of seats at each of the regional high performing schools for the 2012-2013 school year to accommodate students living in low performing nodes who register after July 18, 2012. Fiscal Implications: To be determined. Recommendation for Action: Superintendent directs staff to establish reserved seats at regional high performance schools.

Chairman Hill shared that he took responsibility for writing the précis and that he and Judy Pepler, Chief Transformation Officer/Chief of Staff, talked and that they received some direction from Board Attorney, Ann Majestic in terms of what came out of Executive Committee. All are in agreement on the intention being to ask staff for direction on setting aside seats in high performance schools after the expiration of the July 18th waitlist and asking for staff to come back with those options. Mrs. Pepler agreed that it was her understanding as well.

Mrs. Pepler requested that staff have the option to give the Board alternatives of how to have seats available for families that move in after July 18th.

Susan P. Evans made a motion to approve. The motion was seconded by Christine Kushner.

Ms. Goldman requested a list of what the regional high performing schools are and inquired if the schools were already filled. Ms. Goldman asked who was going to knock on the doors and say “your child is already accepted into this school, but now we need to kick them out to make room for set asides.” Chairman Hill shared that there is no intention of removing students from schools who have already been registered, which is why Chairman Hill requested staff to come back with suggestions for this.

Mrs. Pepler shared that information was in the Board’s work session materials that had the regional high performing schools and how many seats were available at the kindergarten level; staff was focused on kindergarten and there was a map with bars, that is where staff anticipated there might still be kindergartners that need a seat.

Mrs. Pepler shared that staff has not completed a full analysis as they were focused on kindergarten as this was the first year of the kindergarten plan, staff will have to look at the schools in terms of other grade levels and see what the capacity is based on the pre-assigns and the people that staff has seated already.

Mrs. Pepler shared that approximately 25% of the high performing school seats are already filled and won’t be available; staff is trying to look at the remaining 800 kindergartners; how many are coming from a low performing node and where can staff make sure there is a high performing regional choice seat available for them in the 75% of schools that still have some seats remaining. Staff still has to conduct a full analysis as they limited the analysis to kindergarten as that was the focus for this year, but will look to see what the availability might be in other grade levels in those regional high performing schools.

Mrs. Kushner shared that she feels that time is of the essence with the proposal; the Board had been talking about it for months and had heard that it did not need to do this, however, she feels the need to do it now. As one of the aspects that the Wake Ed Partnership recommended is setting aside available seats for students from low performing nodes. It is one of Wake Ed’s seven recommendations.

Chairman Hill shared that to be more specific, on page 62 of the Choice Plan that was voted on by the Board, that there would be some set asides.

Dr. Martin shared that he is not overly enthusiastic with the set aside strategy for dealing with this, at the same time, a control is needed for this.

Mrs. Pepler shared that staff has other alternatives besides seat asides that staff will forward to the Board. Mrs. Pepler further stated that staff would like to send the Board options of ways to handle this so that there would be seats available that would not necessarily be set asides, there may be minimums and maximums in terms of numbers of children in a school.

The Board voted on the motion made by Susan P. Evans that was seconded by Christine Kushner. The Board voted 5 to 4, with Jim Martin, Keith Sutton, Kevin L. Hill, Susan P. Evans,

and Christine Kushner voting in favor and Debra Goldman, John Tedesco, Chris Malone, and Deborah Prickett voting against. The motion passed.

CLOSED SESSION

John Tedesco made a motion to go into Closed Session at 1:03 a.m. to consider confidential personnel information protected under G.S. 143-318.11 (a)(6) and 115C-319, to establish or give instructions concerning the Board's negotiating position related to a potential acquisition of real property as provided in G.S. 143-318.11 (a)(5), and to consult with an attorney employed or retained by the Board in order to preserve the attorney-client privilege as provided in G.S. 143-318.11 (a)(3). The motion was seconded by Keith Sutton. The Board voted 5 to 4, to go into Closed Session with Jim Martin, Keith Sutton, Kevin L. Hill, Susan P. Evans, and Christine Kushner voting "yes" and Debra Goldman, John Tedesco, Chris Malone, and Deborah Prickett voting "no". The motion passed to go into Closed Session.

ACTION ITEMS CONT'D

HUMAN RESOURCES

34. RECOMMENDATION FOR ADMINISTRATIVE APPOINTMENT(S)

John Tedesco made a motion to approve the following Administrative Appointments:

- (1). Timothy Chadwick, Assistant Principal at Weatherstone Elementary School to Principal at Weatherstone Elementary School effective TBD.
- (2). Cheryl Fenner, Assistant Principal at Hilburn Academy to Principal at Fuller Elementary School effective 7/2/12.
- (3). Thaddeus Sherman, Assistant Principal at Carver Elementary School to Principal at Wakelon Elementary School effective 7/2/12.
- (4). Sarah Simmons, Assistant Principal at Vance Elementary School to Principal at Vance Elementary School effective 6/20/12.
- (5). Jordache Artis, 2011-2012 Converted Assistant Principal position at Durant Road Elementary to 2012-2013 Converted Assistant Principal position at Durant Road Elementary School effective 7/9/12 – 6/28/13.
- (6). Amy Betz, 2011-2012 Converted Assistant Principal positions at Holly Springs High School to 2012-2013 Converted Assistant Principal position at Holly Springs High School effective 8/1/12 – 6/28/13.
- (7). Altonia Bransome, 2011-2012 Converted Assistant Principal position at East Millbrook Middle School to 2012-2013 Converted Assistant Principal position at East Millbrook Middle School effective 8/15/12 – 6/14/13.
- (8). Roderic Brewington, Teacher at Leesville Road High School to Assistant Principal at Enloe High School effective 7/2/12.
- (9). Jessica Burroughs, 2011-2012 Converted Assistant Principal position at East Garner Middle School to 2012-2013 Converted Assistant Principal position at East Garner Middle School effective 7/2/12 – 6/28/13.
- (10). Jelynn Crane, 2011-2012 Converted Assistant Principal position 50% Teacher position 50% at Lacy Elementary School to 2012-2013 Interim Assistant Principal at Lacy Elementary School effective 8/1/12 – 6/28/13.
- (11). Travis Duncan, 2011-2012 Interim Assistant Principal at Wakefield Middle School to 2012-2013 Converted Assistant Principal position at Wakefield Middle School effective 8/1/12 – 6/28/13.
- (12). Rebecca Foote, Coordinator for Secondary Literacy Coaches to 2012-2013 Converted

- Assistant Principal position at Enloe High School effective 8/1/12 – 6/28/13.
- (13). Justin Good, 2011-2012 Converted Assistant Principal position at Baucom Elementary School to 2012-2013 Converted Assistant Principal position at Baucom Elementary School effective 8/15/12 – 6/14/13.
 - (14). Candis Jones, Applicant to Assistant Principal at Wake Forest-Rolesville High School effective 7/2/12.
 - (15). Jeffrey Kimbro, 2011-2012 Converted Assistant Principal position at Martin Middle School to 2012-2013 Converted Assistant Principal position at Martin Middle School effective 7/18/12 – 6/14/13.
 - (16). Susan Lavallee, Instructional Resource Teacher at Heritage Middle School to Assistant Principal at Heritage Middle School effective 7/2/12.
 - (17). Kathy Livengood, 2011-2012 Converted Assistant Principal position 50% Instructional Resource Teacher position 50% at Holly Ridge Middle School to 2012-2013 Converted Assistant Principal position 50% Instructional Resource Teacher position 50% at Holly Ridge Middle School effective 8/15/12 – 6/14/13.
 - (18). Marla Mondora, 2011-2012 Converted Assistant Principal position at Moore Square Middle School to 2012-2013 Converted Assistant Principal position at Moore Square Middle School effective 7/9/12 - 6/19/13.
 - (19). Jennifer Palmer, Teacher at Wendell Middle School to Assistant Principal at Wendell Middle School effective 8/15/12.
 - (20). Sandy Post, Applicant to Assistant Principal at Penny Road Elementary School effective 8/1/12.
 - (21). Steven Rhodes, Teacher at Salem Middle School to 2012-2013 Converted Assistant Principal position 50% Teacher position 50% at Salem Middle School effective 7/2/12 – 6/28/13.
 - (22). Eric Rosen, 2011-2012 Converted Assistant Principal position 50% Instructional Resource Teacher position 50% at Apex Middle School to 2012-2013 Converted Assistant Principal position 50% Instructional Resource Teacher position 50% at Apex Middle School effective 7/2/12 - 6/28/13.
 - (23). Mariah Walker – Teacher at Sanderson High School to Assistant Principal at Sanderson High School effective 7/23/12
 - (24). Monica Yllanes, Teacher at Holly Grove Middle School to 2012-2013 Converted Assistant Principal position 50% Instructional Resource Teacher position 50% at Holly Grove Middle School effective 7/2/12 – 6/28/13.

The motion was seconded by Susan P. Evans. The motion was unanimously approved.

On a motion by John Tedesco, seconded by Keith Sutton the Board returned to Open Session at 1:18 a.m. The motion was unanimously approved.

On a motion by John Tedesco, seconded by Susan P. Evans the Board returned to Closed Session at 1:21 a.m. The Board voted 6 to 2, with Christine Kushner and Deborah Prickett casting the dissenting votes. The motion passed and the Board returned to Closed Session.

Jim Martin made a motion to authorize staff to pursue the M-16 site. The motion was seconded by Chris Malone. The Board voted 7 to 1 to approve with Deborah Prickett casting the dissenting vote.

On a motion by John Tedesco, seconded by Chris Malone, the Board returned to Open Session

at 1:45 a.m.

ADJOURNMENT

There being no further business coming before the Board, Keith Sutton made a motion to adjourn, seconded by Chris Malone. The meeting adjourned at 1:46 a.m.


Respectfully submitted,

Kevin L. Hill, Chair, Wake County Board of Education

Anthony J. Tata, Superintendent, WCPSS

Melissa R. Allen, Recording Secretary

Common Core State Standards and Essential Standards

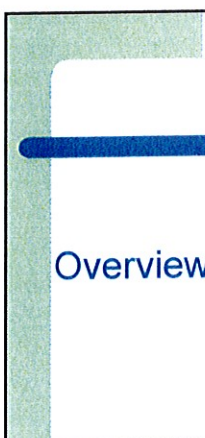


Common Core Standards

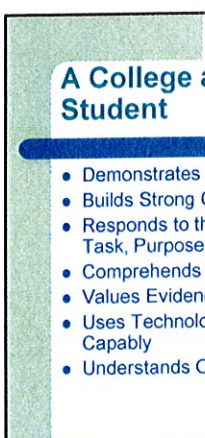
- English Language Arts K-12
- Mathematics K-12
- Literacy Component for History/Social Studies, Science, and Technical Subjects K-12 (A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject)

Essential Standards

- The following contents have adopted (or are in the process of being adopted) standards and implementation is scheduled for 2012-13:
 - Science
 - Arts Education
 - World Language
 - Social Studies
 - Healthful Living
 - Occupational Course of Study – Implemented in 2011-12
 - Information and Technology Skills – Implemented in 2011-12
 - Guidance
 - CTE

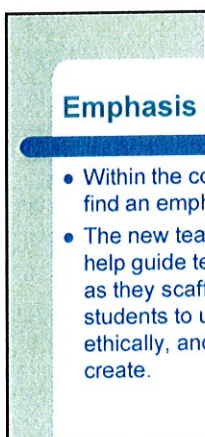


Overview of Common Core



A College and Career Ready Student

- Demonstrates Independence
- Builds Strong Content Knowledge
- Responds to the Varying Demands of Audience, Task, Purpose, and Discipline
- Comprehends and Critiques
- Values Evidence
- Uses Technology and Digital Media Strategically and Capably
- Understands Other Perspectives and Cultures



Emphasis on 21st Century Skills

- Within the common core standards, you will find an emphasis on 21st century skills
- The new teacher evaluation instrument will help guide teachers to improve, particularly as they scaffold for independence, teach students to use media effectively and ethically, and work with others to learn and create.

21st Century Skills Examples

- Critical Thinking and Problem Solving: Delineate and evaluate argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient. (Reading Standards for Informational Text Grades 9-10, 8)
- Collaboration: Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individuals as needed. (Speaking and Listening Grades 11-12, 1b)

English Language Arts Strands

- Reading: Text complexity and the growth of the comprehension
- Writing: Text types, responding to reading and research
- Speaking and Listening: Flexible communication and collaboration
- Language: Conventions, effective use, and vocabulary

Common Core for Mathematics K-5

- Elementary school standards for mathematical content are listed by domain:
 - Counting and cardinality (K only)
 - Operations and algebraic thinking
 - Number and operations in base ten
 - Number and operations/fractions (3-5 only)
 - Measurement and data
 - Geometry

Common Core for Mathematics 6-8

- Middle school standards for mathematical content are listed by domain:
 - Ratios and proportional relationships (6-7 only)
 - Number system
 - Expressions and equations
 - Geometry
 - Statistics and probability
 - Functions (8th only)

Common Core for Mathematics 9-12

- High school standards for mathematical content are listed in conceptual categories:
 - Number and Quantity
 - Algebra
 - Functions
 - Modeling
 - Geometry
 - Statistics and Probability

Common Core for Mathematics

- Additional standards that students should learn in order to take advanced courses such as calculus, advanced statistics, or discrete mathematics are indicated by (+), as in this example:
(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers).

Common Core Standards for Mathematical Practice K-12

- Standards for Mathematical Practice
 1. Make sense of problems and persevere in solving them.
 2. Reason abstractly and quantitatively.
 3. Construct viable arguments and critique the reasoning of others.
 4. Model with mathematics.
 5. Use appropriate tools strategically.
 6. Attend to precision.
 7. Look for and make use of structure.
 8. Look for and express regularity in repeated reasoning.

Literacy Component for History/Social Studies, Science, and Technical Subjects K-12

Features of 6-12 Literacy Standards

- Focus on **discipline-specific vocabulary**
- Acknowledgement of **unique text structures**
- Expectation for **reading and writing** in non-ELA classrooms
- Expectation for development of **informational/technical writing skills**
- Focus on **critical analysis and evidence**
- **Not replacement for Essential Standards**



K-12 Anchor Standards for Reading

- There are 10 standards organized under the following topics:
 - Key ideas and details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Level of Text Complexity

Sample Standard

ANCHOR STANDARD (Reading)	History/Social Studies	Science & Technical Subjects
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).	RST.6-8.3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Key Factors in History Reading Standards

1. Textual **evidence/sources**
2. **Relationship** among events
3. Importance of **author**
4. Thinking **across** sources

(adapted from Shanahan & Shanahan)

Key Factors in Science/TS Reading Standards

1. Understanding **complex processes** (follow precisely)
2. **Translation** (compare and contrast information in different forms, synthesize)
3. **Critical thinking** (distinguish among, assess, evaluate)

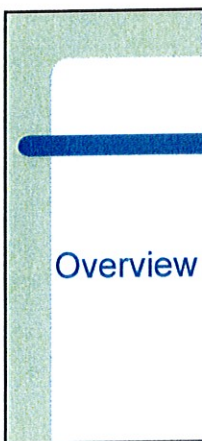
(adapted from Shanahan & Shanahan)

K- 12 Anchor Standards for Writing

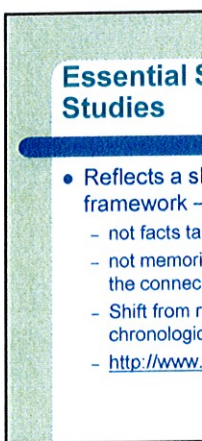
- There are 10 standards organized under the following topics:
 - Text types and purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing

What are the changes based on Common Core ?

- Emphasis on Reading and Writing
- Emphasis on 21st Century Skills
- Emphasis on Increasing Text Complexity

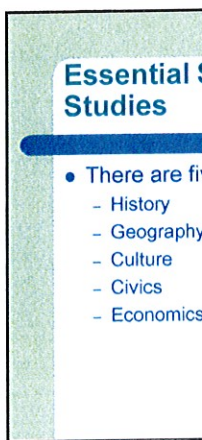


Overview of Essential Standards



Essential Standards for Social Studies

- Reflects a shift to a more conceptual framework –
 - not facts taught in isolation,
 - not memorization of names and dates but instead the connections and causality, and
 - Shift from regional coverage of content to chronological
 - <http://www.youtube.com/watch?v=wWz08mVUIt8>



Essential Standards for Social Studies

- There are five strands:
 - History
 - Geography
 - Culture
 - Civics
 - Economics

Essential Standards for Science

- In K-8, students study earth, life, and physical science topics each year
- Some topics have shifted from one grade level to another
- Inquiry is integrated into each topic

What are the changes in the Essential Standards from the Current SCoS?

- Identifies *essential* standards and further clarifies these standards through the objectives
- Emphasis on depth vs. breadth
- Based on Revised Bloom's Taxonomy
- http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

4 Principles of ESEA Flexibility



1. College-and-Career-Ready Expectations for All Students (✓)
2. State-Developed Differentiated Recognition, Accountability, and Support (synthesizing feedback)
3. Supporting Effective Instruction and Leadership (✓)
4. Reducing Duplication and Unnecessary Burden (✓)

January 2012

Draft

1

For Principle 2




- **Annual Measurable Objectives**
- **Subgroups and differentiated targets**
- **Priority, Focus and Reward Schools**

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2

ESEA: AMO




Reduce Not-Proficient by $\frac{1}{2}$ in 6 years (by 2017)

- Sets targets in a different way than NCLB
- Target perceived as achievable

Draft 3

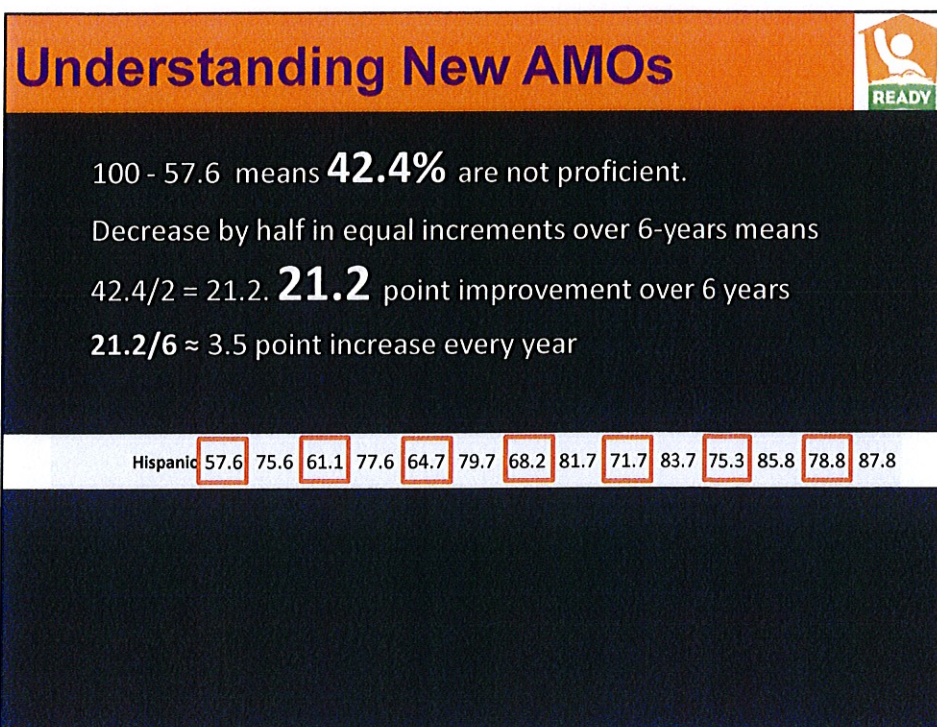
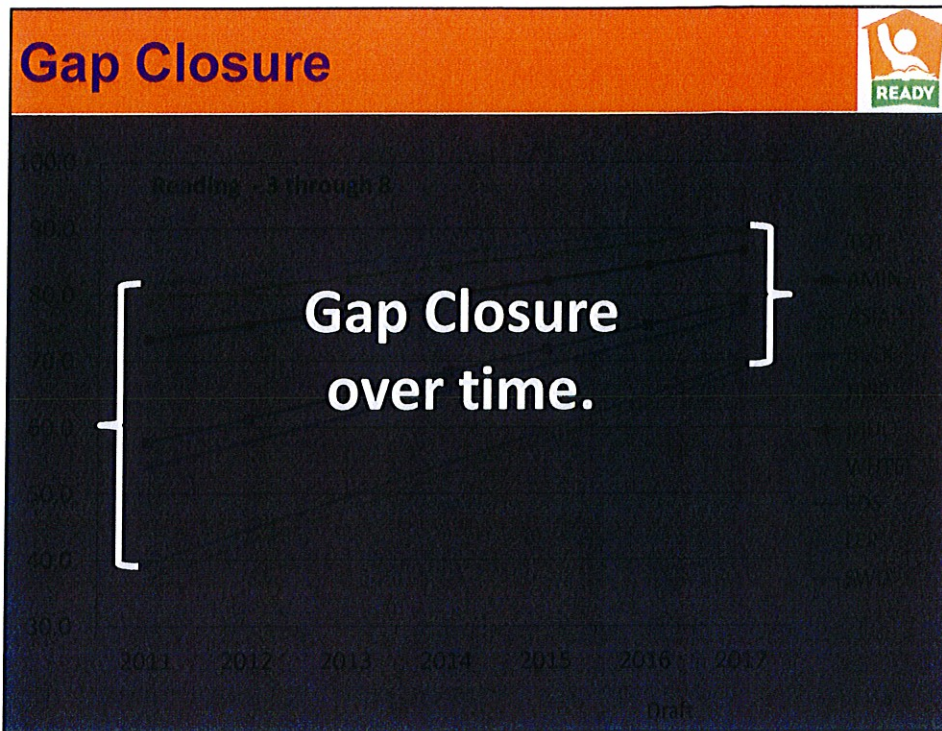
ESEA: AMO



Different Targets for Each Subgroup

- Recognizes different starting points for different subgroups

Draft Jan 3, 2012 Draft 4



Understanding New AMOs



Two important results of this method are

- 1) Acknowledges that subgroups have different starting points
- 2) Differentiated targets are ambitious and feasible

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7

ESEA: Priority, Focus, & Reward



Priority

Determined by

- Reading + Math Performance Composite < 50 % in 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- Graduation rate < 60 %

Focus

Determined by

- Schools with the largest in-school gaps for 2010-11 school year and one of the two previous years (2008-09 or 2009-10)
- Above state average 38.7%
- Title I schools with a subgroup with proficiency score below 50% for 2010-11 school year and one of the two previous years

Reward

Determined by

- Poverty rate at or above 50% and gap between highest and lowest performing subgroups below state average and
- Schools made AYP and all subgroups have performance composite above state performance composite and graduation rate, if any, above state graduation rate
- or
- Schools in the highest 10% performance composite progress and graduation rate progress, if any, for "all students" over a 2-year period.

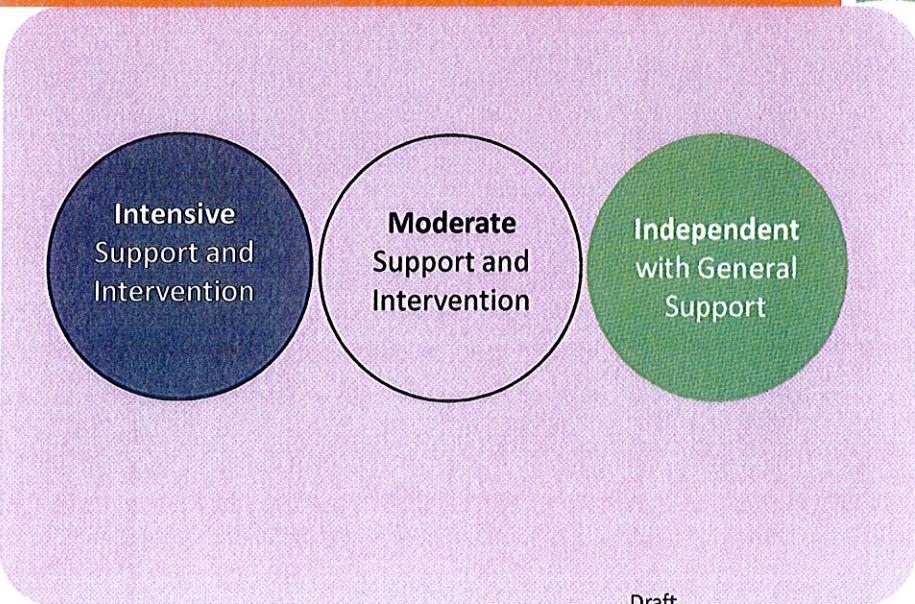
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ESEA: Priority, Focus, & Reward

Priority	Focus	Reward
Longview	Conn Douglas Durant Hunter Lynn Road Millbrook North Ridge Poe Wendell	Carver Smith Wakelon Zebulon
~80 Schools statewide	~130 Schools statewide	~127 Schools statewide

Draft

3 potential levels of support



The diagram consists of three overlapping circles on a light purple background. The leftmost circle is dark blue and contains the text 'Intensive Support and Intervention'. The middle circle is white with a black outline and contains the text 'Moderate Support and Intervention'. The rightmost circle is green and contains the text 'Independent with General Support'.

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