

MINUTES
DURHAM PUBLIC SCHOOLS
BOARD OF EDUCATION
May 26, 2016

The Durham Public Schools Board of Education held its regular monthly meeting on Thursday, May 26, 2016 at 6:33 p.m. in the Fuller Administration Building, 511 Cleveland Street, Durham, North Carolina.

Board Members Present: Heidi Carter, Chair; Mike Lee, Vice-Chair; Natalie Beyer; Matt Sears and Leigh Bordley. Sendolo Diaminah and Minnie Forte-Brown were absent.

Administration Present: Dr. Bert L’Homme, Superintendent; Dr. Stacey Wilson-Norman, Deputy Superintendent of Academic Services; Hugh Osteen, Deputy Superintendent of Operational Services; Dr. Debbie Pitman, Assistant Superintendent of Student, Family, and Community Services; Chrissy Deal, Chief Communications Officer; Tom Crabtree, Assistant Superintendent of Human Resource Services and Aaron Beaulieu, Chief Finance Officer.

Attorneys Present: Ken Soo

Call to Order

Chair Carter called the meeting to order and presided over a moment of silence.

Celebrations

Board Members recognized:

- **Herald-Sun and Durham Public Schools Student of the Month:** Ryan Bunn, Hillside New Tech High School
- **Counselors of the Year:** Melissa Rosenberger, Southwest Elementary; Tara Herbert, Githens Middle School; Mariana Muniz-Fraticelli, Jordan High School and Quincy Dowden. Hillside High School.
- **Beginning Teachers of the Year:** Tiffany Rouse, Bethesda Elementary; Matthew Hickson, Neal Middle School; Hannah McMillan, Early College.
- **Transportation Awards:** Drivers of the Year; Brenda Liles, James Hawkins III, and Latisha Martin. Monitor of the Year; Pearlie Keith, Cokeita Barrett and Jeanette Risggsbee.
- **National Board Certified Teachers:** Amanda Rakes, Holt Elementary; Maryellen Finnigan, Little River; Tyreisha Jeffery, Northern High School and Jaclyn Rae Novotny, Hillside High School.
- **4-Year Straight A’s Students:** 18 students were recognized for achieving straight A’s their entire high school career.
- **Gates Millennium Scholarship:** The winners are Anthony Teachey and Tamontae Stanton-Jones from Hillside High School.
- **Coca Cola Scholarship:** Jalen McGee
- **G.K. Butterfield’s Congressional District Arts Award:** Rene Chavez Lopez
- **Hillside High School Boys Track:** The Hillside High School Track Team won the 2016 4A Track and Field State Championship and set national records.

- **NCAE Principal of the Year:** Dr. William Logan was named Principal of the Year.

Superintendent's Update

Dr. Bert L'Homme shared the following:

Important events in the life of DPS this week

- ***Teacher of the Year** banquet, honoring best of the best, congratulations to Justine Daniel at Githens*
- *Ms. Daniel started at Githens 10 years ago, started first literary magazine and creative writing club, and challenges her students to, in her words, "OWN IT!"*
- ***Retirement banquet**, honoring the teachers and staff who have built a legacy of service to students*
- *Most importantly, **graduation ceremonies** today for Early College, CMA and Middle College. Everything we do leads to this moment of graduation*

Also some exciting news about our schools and district

Coalition of Schools Educating Boys of Color has won a \$250,000 grant from the Kenan Charitable Trust

- *Will work with us to improve education for male students of color*
- *Using restorative justice practices to drive school change*
- *Will begin work with five pilot schools in January 2017, with on-site guidance and coaching*
- *Represents our commitment to addressing inequity and closing achievement gaps*

And some great things happening at Lowe's Grove Middle School

Howard N. Lee Institute has published this STEM Scholars Dream Book

- *These are the thoughts and dreams of students at Lowe's Grove's Howard N. Lee Institute STEM Academy*
- *Students write about what it means to be unique, to stand out, to hope to make meaningful contributions to the community*
- *Read these students' essays and be amazed, and put aside any misperceptions of what it's like to be a student at Lowe's Grove Middle School*

And one last note about Lowe's Grove—it has just been named the STEM School of the Year by Fidelity Investments

- *Award was for a K-12 school in Durham or Wake counties that demonstrated a dedication to a high quality learning experience for all students*
- *LGMS competed against many public and charter schools in both districts—beat the other two finalists, Wake STEM Early College High School and Envision Science Academy*
- *LGMS was able to highlight a variety of methods, events and techniques to engage students in STEM learning*

- *Congratulations to Lowe's Grove and to all our schools who innovate and support our students*

I want to end with Bettie Closs – Bettie was in the final 17 at the National Spelling Bee in Washington DC. We are so very proud of her.

Agenda Review

The agenda was approved unanimously.

Public Comment

Public Comment: There were six people to speak

Sheryl Smith – Ms. Smith voiced her concern about the breakfast at Eastway Elementary School and the staff that fix the breakfast. In addition, she voiced a concern with a student.

Anita Keith-Foust – Ms. Foust asked to be invited to the meeting concerning the Eastway breakfast. Ms. Foust stated that The Mothers of Durham are working out in the community. She also voiced her concern about telling the public to go online to find the information needed. Some of these people don't know how to use a computer.

Donna Rewalt – Ms. Rewalt stated that she was a DPS parent and was here tonight representing the Cooperative Extension Parents as Leaders Program. Tonight we are here on a field trip to learn how the decisions are made in an organized setting. She added a big shout out to board member Natalie Beyer who met with them and a role model for being an active parent in the schools and being a board member.

James Chavis – Mr. Chavis stated that he was a co-facilitator for PAC and a member of the Mayor's Poverty Initiative Committee. He provided a handout to the Board for review as well as invite the board to the PAC meeting in August.

Rhonda Bullock – Ms. Bullock shared that she had spoken before about the systemic racism and asked how the school system was going to address this. Ms. Bullock shared that they are holding a We Are summer camp for grades K-2 and a Summer Institute for Educators at Hillside High School, July 11 – 14.

Dr. Allison – Dr. Allison stated that she was very glad to be here to see all the good things happening at Hillside High School. Dr. Allison asked the BOE to get the word out about voting on June 7th

Board of Education Meeting Minutes

- **April 18, 2016 – Public Hearing Work Session**
- **April 20, 2016 – Magnet Schools Update Work Session**
- **April 28, 2016 - Regular Monthly Meeting**

Mike Lee made a motion to approve the Board of Education Meeting Minutes as presented. Natalie Beyer seconded and the motion passed unanimously.

Reports of the Board

Public Comment: There were no speakers

- **2016-2017 Work Session Calendars**

2016-2017 Schedule of Board of Education Meetings
Tuesdays - Thursdays

Academic & Student Support Services Work Session	Operational Services & Policy Work Session	Board Agenda Review	Board Materials Due	Packet to Board/Post on DPS Website	Board Meeting
August 2	August 11	August 15	August 18	August 19	August 25
September 6	September 15	September 19	September 19	September 19	September 22
October 4	October 13	October 17	October 20	October 21	October 27
November 1	November 10	November 14	November 14	November 14	November 17
November 29	December 8	December 12	December 12	December 12	December 15
January 3	January 12	January 17	January 19	January 20	January 26
January 31	February 9	February 13	February 16	February 17	February 23
February 28	March 9	March 13	March 16	March 17	March 23
April 4	April 20	April 24	April 24	April 24	April 27
May 2	May 11	May 15	May 18	May 19	May 25
June 6	June 15	June 19	June 19	June 19	June 22

2016-2017 Schedule of Board of Education Meetings

Thursdays Only

Academic & Student Support Services Work Session	Operational Services & Policy Work Session	Board Agenda Review	Board Materials Due	Packet to Board/Post on DPS Website	Board Meeting
August 4	August 11	August 15	August 18	August 19	August 25
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January 5	January 12	January 16	January 19	January 20	January 26
February 2	February 9	February 13	February 16	February 17	February 23
March 2	March 9	March 13	March 16	March 17	March 23
April 3	April 20	April 24	April 24	April 24	April 27
May 4	May 11	May 15	May 18	May 19	May 25
June 1	June 15	June 19	June 19	June 19	June 22

It was decided to bring this item back to the next work session or board meeting.

Reports of the Superintendent

- **Update on HB2**
Recommendation: Information
Public Comment: Two Speakers

Anita Keith-Foust – Ms. Foust voiced her concern with the HB2 law

Dr. Allison – Dr. Allison voiced her concern with the HB2 law

General Guidance for Working with Transgender Students

This document is intended to serve as an outline to familiarize school administrators with topics involving transgender students. It includes common terms used when discussing issues involving transgender students, the current legal landscape for transgender students' rights, and some day-to-day issues school staff may encounter. It is not possible to address every situation school staff may encounter. Instead, this outline is intended to serve as a guide for the types of questions school officials should consider when they receive requests involving transgender students. We are always happy to discuss and offer advice on specific situations as they arise.

Background

- **Terminology**
 - A transgender person is an individual whose gender identity (or internal sense of gender) differs from the individual's assigned sex at birth (i.e., the sex/gender designation listed on one's original birth certificate).
 - A transgender female is an individual who was born a biological male but who identifies as a female.
 - A transgender male is an individual who was born a biological female but who identifies as a male.
 - "Gender expression" is the manner in which a person represents gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.
 - A "gender transition" is the experience by which a transgender person goes from living and identifying as one's assigned sex to living and identifying as the sex consistent with one's gender identity.
- **Legal Protections**
 - Under Title IX, a school district may not treat individuals differently on the basis of sex with regard to any aspect of services, benefits, or opportunities it provides, or subject students to separate or different rules of behavior, sanctions, or other treatment.

Dr. Pitman and school attorney Ken Soo presented guidelines in supporting transgender youth.

Legal Protections (continued)

- The United States Department of Justice (DOJ) and the United States Department of Education have interpreted Title IX's protections to extend to all students, including transgender students, who do not conform to sex stereotypes.
 - *Dear Colleague Letter: Transgender Students* (May 13, 2016)

- Title IX permits schools to provide separate, sex-segregated facilities (e.g., bathrooms, locker rooms, shower facilities). Which sex-specific facilities a transgender student may access under federal law is a question currently pending in several courts.
 - The Office for Civil Rights of the U.S. Department of Education (OCR) has said that transgender students should generally be permitted to use the sex-specific facilities consistent with their gender identity (i.e., a transgender boy should generally be permitted to use the boys' restroom).
 - Recently, the United States Court of Appeals for the Fourth Circuit (North Carolina is within the jurisdiction of the Fourth Circuit) decided that the Department of Education's guidance on this issue is entitled to "controlling weight." The appeals court did not directly decide whether a transgender boy must be permitted to use the boys' restroom, but it sent the case back to the trial court because the trial court had not given appropriate deference to the Department of Education's interpretation of its Title IX regulations when evaluating the transgender student's complaint that he had been denied access to the boys' restroom in violation of Title IX. The school board in that case has requested rehearing and review of the decision. *G.G. v. Gloucester County Sch. Bd.*, No. 15-2056 (4th Cir. 4/19/16).
 - Several other lawsuits are now pending that also involve the question of whether federal law requires transgender students be provided access to the sex-specific restroom consistent with their gender identity and seeking a resolution between DOJ/OCR's position and North Carolina House Bill 2. House Bill 2 provides that public restrooms and changing facilities must "be designated for and only used by individuals based on their biological sex."
 - *Carcaño, et al. v. McCrory, et al.*, No. 1:16-cv-236 (M.D.N.C. 3/28/16) (alleging that House Bill 2 violates Title IX)
 - *United States v. North Carolina, et al.*, No. 1:16-cv-425 (M.D.N.C. 5/9/16) (alleging that House Bill 2 violates Title IX and other federal statutes)
 - *North Carolinians for Privacy v. U.S. Department of Justice, et al.*, No. 5:16-cv-245 (E.D.N.C. 5/10/16) (seeking a declaration that House Bill 2 does not violate Title IX)
 - *McCrory, et al. v. United States, et al.*, No. 5:16-cv-238 (E.D.N.C.) (this lawsuit does not directly seek a decision based on Title IX, but seeks a declaration that House Bill 2 does not violate other provisions of federal law)
- OCR and DOJ investigate allegations of bullying, harassment, and discrimination involving transgender students under Title IX.
 - Recent OCR investigations have included allegations that transgender students were denied access to their preferred bathroom (e.g., a transgender boy was denied access to the boys' bathroom). OCR has included terms in its Resolution

Agreements that require districts to provide transgender students with access to sex-specific facilities that align with a student's gender identity.

- Arcadia Unified School District (CA) (2013) (access to restrooms, locker rooms, and overnight field trip accommodations)
- Downey Unified School District (CA) (2014) (access to sex-designated facilities)
- Broadalbin-Perth Central School District (NY) (2015) (restroom access)
- Central Piedmont Community College (NC) (2015) (restroom access)
- Township High School (IL) (2015) (locker room access)

Day-to-Day Implications

- **Transition** - *What do I do when a transgender student wants to start expressing his or her gender identity at school?*
 - Schools should be receptive to any information the family of a transgender student wishes to share but should not press for medical or other private information (e.g., details about hormone therapy or sex change operations).
 - Ask the transgender student and the student's family about developing a support team for the student at school
 - The team could include the transgender student, the parent, a counselor or administrator, and other staff with whom the student has developed a relationship (e.g., a teacher or coach). In cases where the transgender student indicates that his or her parent is not supportive of the student's gender expression, consult Central Office staff for guidance regarding who to include on the team and how to discuss such information with the parent.
 - Develop a plan that identifies strategies for supporting the student
- **Athletics** – *What rules apply to a transgender student's eligibility for sports?*
 - The NC High School Athletic Association sets the rules and regulations for participation in high school sports. The NCHSAA's current rule is that a student's gender is determined by what gender or sex is listed on the student's birth certificate. As a result a transgender student may participate on the teams that are open to the student's biological sex.
 - In most cases, this may mean that a transgender student is not eligible under the NCHSAA rules to play on the team that aligns with the student's gender identity. However, there is one area where transgender students may be able to play on a team that is consistent with their gender identity:
 - NCHSAA permits biological female students to participate on certain traditionally "boys" teams where there isn't a "girls" team for the sport (i.e., football, wrestling, etc.; even baseball since softball and baseball are considered different).

- The result: Biological girls and transgender boys who are still biological females may participate in football, baseball, wrestling or any other sport where there is no girls' team at the school in question.
- **Extracurricular Activities/Sex-segregated classes** – *Can transgender students participate in clubs that typically have single-sex membership?*
 - Transgender students should have the same educational and extra-curricular opportunities as non-transgender students.
- **Bullying and Harassment** - *How should I respond if transgender students allege they have been bullied or discriminated against?*
 - Schools should not tolerate bullying or harassment of transgender students and should respond swiftly and effectively to any such behavior.
 - Investigate a claim of transgender bullying or harassment just as you would investigate a claim of sexual harassment or racial harassment.
 - If bullying or harassment has occurred, consider what action is needed to address and respond to the harassment. Such actions may include:
 - Providing non-disciplinary interventions for the student offender (e.g., sensitivity training, counseling)
 - Incorporating the topic of transgender students into any existing bullying prevention or harassment program
 - Offering a student support team for the transgender student who has been targeted by the bullying/harassment
 - The team could include the transgender student, the parent, a counselor or administrator, and other staff with whom the student has developed a relationship (e.g., a teacher or coach).
 - The team can develop a plan that identifies strategies for supporting the student.
 - If there is already a team and plan in place and harassment/bullying has occurred, reconvene as a group to consider additional ways to support the student.
 - Implementing disciplinary interventions for the student offender when necessary to eliminate the bullying and harassment and/or any “hostile environment” created by any bullying or harassment.
- **Dress Code** – *Which dress code rules apply to transgender students?*
 - Transgender students should be allowed to dress in accordance with their gender identity, including at proms, concert recitals, yearbook photos, etc.
 - Even if much of the dress code is objective (e.g., no see-through, mesh clothing), staff should use consistency when applying the subjective criteria (e.g., using

the same criteria for what makes an outfit “physically revealing or provocative” for girls as for transgender girls).

- **Student Records** –*How does a student’s transgender status affect the student’s school record?*
 - A student’s name in the student’s official record should match the student’s legal name.
 - *How can I tell if a student has legally changed his name?*
 - Types of documents that reflect a legal name change:
 - Court order with original name and new name
 - Passport with new name
 - If the student has legally changed his or her name, PowerSchool should be updated to reflect the student’s current legal name.
 - There is no need to change the student’s prior records.
 - For example, if a 10th grade student legally changes his name, the school does not need to change that student’s records from prior years. However, all new records created by the school should reflect the student’s current, legal name.
 - Staff should make a note in PowerSchool with dates when the student went by the original name and the date when the student record was updated to reflect the current legal name.
 - *What entry do I place in the “gender” field in PowerSchool?*
 - The school may have a process for relying on identification documents to complete the gender field (e.g., birth certificate, passport, ID card).
 - If the transgender student’s biological sex is used in PowerSchool, consider the types of documents in which that information is displayed (e.g., transcripts? classroom rosters?).
 - Consider ways to ensure the privacy of records with the student’s biological sex (e.g., placing records in a confidential file, distributing documents in envelopes, removing the “gender” field from any class list or roster)
 - If the transgender student’s gender identity is used in PowerSchool, consider retaining information in the student’s record with the student’s biological sex and a note of the change.
 - *What do I do if the transgender student wants to go by a name that reflects the student’s gender identity (e.g., a transgender female wants to go by Jenny instead of John) but the student has not legally changed her name yet?*
 - Explain that the PowerSchool record reflects the student’s legal name, so it cannot be updated without a legal name change.
 - Offer to add the student’s preferred name in the preferred name field.

- In speaking with the student or referring to the student by name, staff should use the student's preferred name and pronouns.
 - In the prior example, staff should still call the student Jenny and use her/she even if the student's birth certificate says John.
- **Restroom or Locker Room Access** - *Which restrooms may a transgender student use?*
 - If transgender students or their parents raise questions about access to restrooms or locker rooms, the goal should be to arrive at a solution that respects the safety, dignity, and privacy of all students while also generally taking into account the student's gender identity.
 - Some transgender students may prefer having access to a private restroom, and such requests should be accommodated to the extent feasible.
 - Some characteristics that may make a private restroom feel less isolating:
 - Is the alternative restroom consistently open and available?
 - Are other students allowed to use the alternative restroom?
 - Are the alternative restrooms located throughout the school?
 - Requests for unrestricted access to facilities associated based on a student's gender identity (as opposed to biological sex) should be handled on a case-by-case basis, in consultation with central office staff and legal counsel as appropriate. According to the Department of Education, transgender students should generally be provided with access to the facility consistent with their gender identity and not forced to use a private facility. Things to consider when evaluating the request:
 - Can all students still preserve privacy (with curtains, stalls, doors)?
 - Can something be done to provide greater privacy within the restroom/locker room (e.g., adding doors, adding curtains)?
 - Is the private restroom alternative isolating or hard to access?
 - Is there a specific safety concern about providing access to the group bathroom? If there is a safety concern, can it be addressed through increased monitoring or supervision of the area?
 - Is the concern a fear of others' discomfort? (OCR has said that this is not a reason to deny access to a facility that is consistent with the transgender student's gender identity)
 - Has the transgender student offered information from a medical or treatment provider that states the student is undergoing a gender transition and should be treated consistent with his or her gender identity in all settings?
 - Note: OCR's decisions discuss such medical information as context for the complaint, but OCR has not required that a transgender student provide such information in order to receive access to sex-specific facilities consistent with the student's gender identity. While the school may consider this information, OCR's decisions suggest such information should not be a requirement for bathroom access.

- Process for considering restroom requests:
 - Try to create a safe and open dialogue through in-person meetings with the principal, student, and parents.
 - One way to set a productive tone is to start the meeting by asking how the student is doing and letting him or her know that the administration supports him or her and wants to ensure that the school is a safe and welcoming environment.
 - Consider having a counselor attend the meeting and to ask if there are any peer issues or other problems of which the school should be aware before addressing the potentially more controversial subjects like bathroom or locker room access.
 - The goal of the meeting is for the transgender student and his or her parents to feel respected and able to freely share their thoughts and perspectives. It is not strictly necessary to immediately reach final decisions on all points under discussion.
 - If any particular issues cannot be resolved at the initial meeting, the principal can let the family know that he or she appreciates the open dialogue, that it is helpful to have a clearer understanding of their perspective, and that he or she will get back with them soon after considering the issues further.
 - This approach shows appropriate respect while ensuring enough time for further internal consultations and/or consultation with legal counsel before any final decisions are made.
- **Overnight Field Trips** – *What kind of accommodations are required for overnight trips?*
 - Consider following the meeting/support team format discussed in the restroom/locker room section
 - Consider the transgender student's preferences:
 - Does the transgender student have privacy or safety concerns about rooming with other students?
 - Are there safety concerns about rooming with students of the same biological sex? Of the same gender identity? Are there ways to address these safety concerns through supervision or monitoring?
 - Are there other students who will have separate or private rooms?
 - Does the transgender student have a friend with who to share a room and do both students want to share the room?

Last Updated 5/19/16

Reports of the Work Session

I. Operational Services and Policy Work Session

a. Projects for 2016 Bond Referendum
Recommendation: Approval
Public Comment: Five Speakers

Ms. Jacqueline Wagstaff – Ms. Wagstaff voiced her displeasure with the 2016 Bond Referendum

Ms. Sheryl Smith – Ms. Smith voiced her displeasure with the 2016 Bond Referendum

Ms. Anita Keith-Foust – Ms. Keith-Foust voiced her displeasure with the 2016 Bond Referendum

Mr. James Chavis – Mr. Chavis voiced his displeasure with the 2016 Bond Referendum

Dr. Allison – Dr. Allison voiced her displeasure with the 2016 Bond Referendum

Deputy Superintendent Hugh Osteen presented information on the 2016 Bond Referendum. He stated that the amount we are seeking keeps changing. The County said they will support \$90 million. He recommended option #4 at \$110 million or the chart handed out at \$100 million. Option 4 has a new elementary ‘C’ and the replacement of Northern. In the \$100 million proposal numerous items were taken out, however the replacement of Northern is still in.

After a very thorough discussion and numerous questions asked and answered, the Board voted for Option #4.

A Resolution Requesting the Board of Commissioners for the County of Durham to Provide Funds for Additional School Facilities in the Durham Public Schools Administration Unit was unanimously voted on to ask the Board of Commissioners to provide \$110 million.

(Resolution and Durham Public Schools Bond Program, handed out in the meeting is attached at the end of the minutes)

Closed Session Motion

Mike Lee made a motion to go into closed session to approve the closed session minutes, to consider confidential personnel matters under NCGS 143-318.11(a) (6) and 115C-319, to consult with the board attorney to preserve the attorney-client privilege as provided in NCGS 318.11(a) (3), and to consider student information protected under NCGS 115C-402 and the Family Education Rights and Privacy Act (FERPA). Leigh Bordley seconded and the motion passed unanimously.

The Board convened in closed session at 9:25 p.m.

Open Session

The board reconvened in open session at approximately 10:17 p.m.

Personnel Approval

Dr. L’Homme recommended approval of the May 26, 2016, Personnel Reports. Natalie Beyer made a motion to approve the Personnel Reports dated May 26, 2016. Mike Lee seconded and the motion passed unanimously.

Having no further business, the meeting adjourned at approximately 10:19 p.m.

Heidi Carter, Board Chair
Durham Public Schools Board of Education

Dr. Bert L'Homme, Superintendent
Durham Public School

DRAFT

Board of Education Meeting
May 26, 2016

Durham Public Schools Bond Program

		2016 Bond	
Scope Item		100 M	
1	New Elementary "C"	\$0	
2	Northern High Replacement	\$51,250,000	
3	High School Track & Turf	\$0	
4	Lighting Upgrades	\$3,337,500	
5	Northern Design & Planning	\$0	
6	K-8 Security Measures	\$0	
7	High School Security Measures	\$1,275,000	
8	Eno Valley Renovation	\$7,320,194	
9	Infrastructure & Renovation	\$34,817,306	
10	DSA Phase 1 Design & Planning	\$1,000,000	
11	Bond Support Services	<u>\$1,000,000</u>	
Total		\$100,000,000	

A regular meeting of The Durham Public Schools Board of Education was held at the Fuller Administration Building located at 511 Cleveland Street in Durham, North Carolina, at 6:30 P.M. on May 26, 2016.

Present: Chair Heidi Carter, presiding, and members Mike Lee, Matt Sears,
Natalie Beyer and Leigh Bordley

Absent: Minnie Forte-Brown and Sendolo Diaminah

* * * * *

Mike Lee introduced the following resolution

which was read:

RESOLUTION REQUESTING THE BOARD OF COMMISSIONERS FOR THE COUNTY OF DURHAM TO PROVIDE FUNDS FOR ADDITIONAL SCHOOL FACILITIES IN THE DURHAM PUBLIC SCHOOLS ADMINISTRATIVE UNIT.

BE IT RESOLVED by The Durham Public Schools Board of Education:

Section 1. The Durham Public Schools Board of Education has determined and found as a fact that adequate school facilities are not now available in the Durham Public Schools Administrative Unit to comply with the requirements of Section 2 of Article IX of the Constitution of North Carolina for the maintenance of schools at least nine months in every year and that it is necessary, in order to maintain such term as required by said Section 2 of Article IX of the Constitution, to provide additional school facilities in said Unit by erecting additional school buildings and other school plant facilities, remodeling, enlarging and reconstructing existing school buildings and other school plant facilities and acquiring necessary land, furnishings and equipment therefor, the estimated cost of which is at least \$ 110 million dollars.

Section 2. The Board of Commissioners for Durham County is requested to take all necessary steps, by the issuance of bonds or otherwise, in order that funds may be provided for such school facilities.

Section 3. A copy of this resolution shall immediately be certified to the Board of Commissioners for Durham County.

Upon motion duly made and seconded, the foregoing resolution was passed by the following vote:

Ayes: 5

Noes: 0

* * * * *

I, Dr. Bert L'Homme, Secretary of The Durham Public Schools Board of Education, DO HEREBY CERTIFY that the foregoing is a true copy of so much of the recorded proceedings of a regular meeting of said Board held on May 26, 2016 as relates to the passage of the resolution hereinabove set forth and that such proceedings have been recorded in Minute Book No. ^{2015 -} 2016 of said Board, beginning at page n/a and ending at page n/a.

I DO HEREBY FURTHER CERTIFY that notice of said regular meeting was duly given in accordance with Section 143-318.12 of the North Carolina General Statutes.

WITNESS my hand and the official seal of said Board, this 26th day of May 2016.

Secretary