

Regulation Code: 4150-R School Assignment and Reassignment Regulations & Procedures (Magnet Programs Only)

The purpose of this document is to provide an overview of the school assignment and reassignment policy as it pertains to district-wide magnet programs and to list the magnet program and lottery regulations of the Chapel Hill-Carrboro City Schools.

This regulation does not establish or override Board policy and applies only to admissions and transfer to and between the school system's magnet programs. Decisions made pursuant to this regulation are not directly appealable. Please consult Policy 4150 for general information about school assignment and reassignment decisions and appeals.

A. Random Lottery for Magnet Program Applicants

Requests for placement in a magnet program will be filled by priority level. If there are more applicants than seats available in any particular program or grade level for any particular priority level, applicants will be seated by random lottery within that priority level.

B. Guiding Principles for Magnet Program Priority Levels

Priority levels are approved by the Board each year. The following general principles will govern the administration's development of magnet program priority levels:

- Each student will be considered individually and assigned to his or her appropriate priority level for each lottery before the selection process begins.
- Students who qualify for more than one priority level will be assigned to the highest priority level that applies.
- No student will be given any added weight as compared with other applications in the same priority level. All students at the same priority level will have an equal chance of being selected.
- A student must be currently enrolled in the district Pre-K Dual Language program to receive Pre-K priority.
- A student must have a sibling in simultaneous attendance at the desired school to receive sibling priority.
- If the desired school has more than one program, a student with sibling priority has priority for only one program at the school. It does not have to be the same program as the other sibling.
- There is no sibling preference for students seated from the waitlist. After the lottery has taken place, each student's position on the waitlist is determined individually.
- For the Spanish Dual Language programs, the Spanish dominant seats are prioritized for Spanish-dominant children.
- For any remaining seats available in Dual Language programs, first-time initial enrollees, with the consent of a parent/guardian, may be administratively assigned to a Dual Language program based on English learner status and the need for a bilingual service delivery model. Siblings will also be offered the opportunity to enroll in the same location should space be available. In these cases, district transportation will be provided.

C. Magnet Program Lottery Priority Levels

The magnet program lottery priorities currently in effect are as follows:

Priority	Magnet Program					
	Spanish Dual Language Carrboro Elementary <i>(Spanish-Dominant Students)</i>	Spanish Dual Language Carrboro Elementary <i>(Non-Spanish-Dominant Students)</i>	Spanish Dual Language FPG Elementary <i>(Spanish-Dominant Students)</i>	Spanish Dual Language FPG Elementary <i>(Non-Spanish-Dominant Students)</i>	Mandarin Dual Language/ STEAM ² Glenwood Elementary	STEAM Work Lang Glenwood Elementary
1	Sibling in program at same school	Sibling in program at same school	Sibling in program at same school	Sibling in program at same school	Sibling in program at same school	Sibling in program at same school
2	Currently enrolled in CHCCS Dual Language Pre-K	Currently enrolled in CHCCS Dual Language Pre-K	Currently enrolled in CHCCS Dual Language Pre-K	Currently enrolled in CHCCS Dual Language Pre-K	Segments-Zone Preference	Segments-Zone Preference
3	Segments-Historical academic achievement at the 3 rd grade level	Segments-Historical academic achievement at the 3 rd grade level	Segments-Historical academic achievement at the 3 rd grade level	Segments-Historical academic achievement at the 3 rd grade level	Segments-Historical academic achievement at the 3 rd grade level	Segments-Historical academic achievement at the 3 rd grade level
4	Students assigned to an overcrowded school or grade level at a school	Students assigned to an overcrowded school or grade level at a school	Students assigned to an overcrowded school or grade level at a school	Students assigned to an overcrowded school or grade level at a school	Students assigned to an overcrowded school or grade level at a school	Students assigned to an overcrowded school or grade level at a school
5	Spanish Dual Language is first choice	Spanish Dual Language is first choice	Spanish Dual Language is first choice	Spanish Dual Language is first choice	Mandarin Dual Language/ STEAM ² is first choice	STEAM Language is first choice

6	Other (unranked) program choices	Other (unranked) program choices	Other (unranked) program choices	Other (unranked) program choices	Other (unranked) program choices	Other (unranked) program choices
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D. Lottery Process for Magnet Program Applicants

The following procedures will be used to ensure that the lottery process is random and fair:

- CHCCS uses software that automates, manages, and archives the lottery process.
- Students may enter as many lotteries as desired. They must indicate their first choice of program when registering. A student's first choice receives the highest weight; his or her second and third choices are weighted equally.
- At least three employees will be present to oversee the selection process and ensure that these procedures are followed.
- Random selections will be made electronically.
- An electronic archive of the lottery results will be maintained for three (3) years or any longer period of time that may be required by law.
- Lottery results and magnet seating decisions are not directly appealable. However, families may request a transfer into any school in the district and may appeal a denial of such a request in the manner described in Policy 4150.

E. Notification of Seat Assignment

All parents of students seated and waitlisted in the lottery will be notified of their placement via the email provided during registration within one business day following the lottery. Families who are unable to access email will be notified by other means. Parents of students seated in the lottery have 7 days to accept the seat. Seats declined or not accepted before the deadline will be assigned to the next student on the waitlist. Parents of students who do not respond by the deadline or who decline their seats are not guaranteed a place on the waitlist.

F. Waitlists

Students who apply but are not seated in the lottery will be automatically added to the waitlist unless they notify that administration that they wish to withdraw their applications. Should additional seats become available after the conclusion of the lottery process, applicants will be contacted in the order appearing on the waitlist to be offered the available seats. If offers are declined or the parents or guardians do not respond within seven (7) business days, each available seat will be offered to the next applicant listed on the waitlist until all available seats are filled or declined.

If a student accepts his or her first choice, s/he is removed from the waitlist for his or her second or third choices. If a student accepts his or her second or third choice, s/he will remain on the waitlist for their higher-ranked choices and may accept the higher-ranked choice later if a space becomes available.

Students are removed from the waitlist when they withdraw from CHCCS. If they re-enroll, they are placed at the next available space of the waitlist.

Thirty (30) days prior to the beginning of each semester, families will be asked to certify their intent to keep their child on the waitlist. Families will be notified electronically and will have seven (7) days to respond. Families who are unable to access email will be notified by other means.

If space is available when a newly-enrolled student requests a seat, the student is placed right away. Currently-enrolled students are seated as follows: When a seat becomes available, the next family/child on the waitlist is notified. During the first three weeks of the school year, seats are filled with a start date within two business days. Seats made vacant at other times of the year are filled at the beginning of the next academic quarter.

Students admitted to the dual language program in the second semester of first grade and older will be assessed by District personnel and must demonstrate proficiency in the target language before admission to the program. Testing takes place when a seat becomes available. Students in Kindergarten through first semester of first grade will not require a language proficiency assessment.

G. Magnet Program Leaves of Absence

A family may request a one-time (during grades K-8) leave of absence from the program for up to 18 consecutive calendar weeks within one academic year. Families must complete and submit all required paperwork and receive approval from the school principal. If approved, dual language students will be tested upon return and must maintain language proficiency at a comparable level prior to the leave in order to reenter the program. If the student returns after the 18 weeks, they will be seated in the magnet/DL program only if space is available, and the student passes the language assessment. If space is not available, the student will be assigned to their base school, and if program reentry is desired, placed at the next available place on the waitlist.

H. Magnet Program Assignment Zones

Students are assigned to a specific school offering the Spanish Dual Language based on their legal domiciles. When a student moves from one Dual Language attendance zone to another, the student can either remain at the current school without transportation provided or move to the zoned school if space is available. Students may be seated in the zoned program school only if there is space available. If space is not available, the student will be added to the bottom of the waitlist.

I. Changing Between Magnet Programs at Glenwood Elementary

If a family wants to withdraw from one of the magnet programs at Glenwood and enroll in the other, they need to communicate this desire to the school principal and complete the necessary paperwork. Such requests will be processed as follows:

- If the family wishes to be placed into the dual language program after the first semester of first grade, the student will be assessed by District personnel and must demonstrate proficiency in the target language before admission to the program. After completing the required withdrawal paperwork, the student will be placed in the other program during the first three weeks of school, or at the start of a new academic quarter. If space is not available, the child will be reassigned to their base school and placed at the bottom of the magnet/DL program waitlist. A child may not be added to the waitlist for the Dual Language program without a completed withdrawal form for the World Language program. Once the completed withdrawal form has been submitted, the child may remain in that program only until the end of the academic semester.

- If the family wishes to withdraw their child from the Dual Language program and place the child in the World Language program, the child will be added to the bottom of the waitlist and seated at the start of the next academic quarter if space becomes available.

J. Magnet Program Applications for Students with Disabilities

Students with disabilities receiving services or accommodations under the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act ("Section 504") have the same rights as all other students to submit magnet applications and will not be discriminated against because of their disabilities. To ensure that the school system remains in compliance with state and federal law and that the special needs of such students are met, the administration may deny a magnet application if the school to which reassignment is requested lacks staffing or resources needed to fully implement the student's Individualized Education Program ("IEP") or 504 Plan. Parents/guardians will be notified in writing of any such decisions. Any questions or concerns as to whether a student's IEP or 504 Plan can be implemented at a particular school should be addressed to the Director of Programs for Exceptional Children.

Adopted: July 22, 2021

Chapel Hill-Carrboro Schools
