



Charlotte, North Carolina

December 13, 2011

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on December 13, 2011. The meeting began at 5:08 p.m. and was held in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, District 5;
Tom Tate, Vice Chairperson, District 4;
Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3; and
Timothy S. Morgan, District 6

Absent: There were no absences.

Also present at the request of the Board were Hugh Hattabaugh, Interim Superintendent; George E. Battle, III, General Counsel; Members of Executive and Senior Staffs; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 5:08 p.m. and he welcomed everyone to the Board's first and only meeting of the month of December. He reported the meeting is beginning early in order to install the three newest At-Large Board members elected in the 2011 November election.

A. At-Large Board Members Installation

Chairperson Davis introduced District Court Judge Donnie Hoover, Mecklenburg County District 26B, to preside over the Installation Ceremony for the newly elected At-Large Board members.

- Ericka Ellis-Stewart
- Mary T. McCray
- Timothy S. Morgan

Following the swearing in ceremony for each Board member, Chairperson Davis welcomed the newly installed Board members to the Charlotte-Mecklenburg Board of Education and he thanked Judge Hoover for conducting the Installation Ceremony.

C. Meeting Recess

Chairperson Davis reported the Board would recess the Regular Board meeting to have a small reception in room CH-14 to honor the new At-Large Board members and the meeting will reconvene at 6:00 p.m. Chairperson Davis recessed the meeting at 5:18 p.m.

Chairperson Davis reconvened the Regular Board meeting at 6:09 p.m.

Present: Eric C. Davis, Chairperson, District 5;
Tom Tate, Vice Chairperson, District 4;
Ericka Ellis-Stewart, Member At-Large;
Mary T. McCray, Member At-Large;
Timothy S. Morgan, Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2; and
Dr. Joyce Davis Waddell, District 3

Absent: Vacant Seat, District 6

Also present at the request of the Board were Hugh Hattabaugh, Interim Superintendent; George E. Battle, III, General Counsel; Members of Executive and Senior Staffs; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

Chairperson Davis reported at an earlier meeting the Board installed the three new At-Large members of the Board: Ericka Ellis-Stewart, Mary McCray, and Tim Morgan. As a result of Tim Morgan being sworn in as an At-Large member of the Charlotte-Mecklenburg Board of Education, he has tendered his resignation as the elected Board member representing District 6.

Board of Education Announcement of District 6 Seat Vacancy:

Chairperson Davis announced the Board of Education has a vacancy for the remaining two years of the unexpired term of office in District 6. Chairperson Davis announced the determination of the Board to fill that vacancy. In accordance with State law and Board policy, the Board announces it will accept applications from residents of the Board's District 6 who are twenty years old and qualified to vote in District 6. Applications are available and qualified potential applicants may contact Judith Whittington at the Charlotte-Mecklenburg Board of Education's Board Services office located at 600 East Fourth Street, Fifth Floor, Charlotte, North Carolina 28202 for an application. Applications are due no later than 3:00 p.m. on January 2, 2012. Any applications received after 3:00 p.m. on January 2, 2012 will not be considered.

C. Adoption of Agenda

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

Mr. Tate moved, seconded by Mr. Morgan, that the Board adopt the proposed agenda as presented, and Dr. Waddell asked to amend the proposed agenda.

Dr. Waddell moved that the Board amend the proposed agenda to change Report item V.C. (Report on Relocations, Consolidations, and School Program Changes) to agenda item I. K., seconded by Ms. McCray, and the motion passed upon an 7-1 voice vote of

the Board.

Ayes: Board members Davis, Ellis-Stewart, McCray, Morgan, Lennon, McElrath, and Waddell.

Nays: Board member Tate.

Absent: District 6 seat vacant.

Chairperson Davis called for a motion to adopt the proposed agenda as amended.

Dr. Waddell moved that the Board adopt the proposed agenda as amended, seconded by Mr. McElrath, and the motion passed upon an 8-0 voice vote of the Board.

Ayes: Board members Davis, Ellis-Stewart, McCray, Morgan, Lennon, McElrath, Waddell, and Tate.

Absent: District 6 seat vacant.

D. Pledge of Allegiance

Chairperson Davis called upon Tim Morgan to introduce the students to lead those present and in the viewing audience in the Pledge of Allegiance and to speak on the December character trait of *caring*. Mr. Morgan said this is an honor for him because he is a long time member of the Boy Scouts of America and joining us tonight are representatives from Charlotte Scout Troop 167 and Troop 63. Mr. Morgan introduced Kyle Baugher to lead the audience in the Pledge of Allegiance and Wesley Carey to speak to the December character trait of *caring*. In addition, they were joined by their assistant scout manager, Tommy Anderson. Kyle invited everyone to stand and join him in reciting the Pledge of Allegiance. Following the pledge, Wesley, a 6th grade student at Community House Middle School, shared his thoughts on the meaning of caring. People say this is the season for caring, to give good will towards men, donate food to the *Second Harvest Food Bank*, give gifts to the Angel Tree, and donate money to Santa's Red Bucket. Wesley believes caring is not a season but a life style. Caring is listening and respecting what people have to say especially when we disagree; greeting people with a smile and say please, thank you, and your welcome; opening doors for others and forgiving those who let doors close on us; being compassionate to others and doing what is right in your heart; and protecting our earth and picking up litter. Wesley thanked the Board for caring about his education with their time, guidance, and service to our schools.

E. Election of Charlotte-Mecklenburg Board of Education Chairperson and Vice Chairperson

Chairperson Davis called upon Hugh Hattabaugh to conduct the election for Chairperson and Vice Chairperson. Mr. Hattabaugh reviewed Bylaw BDB which provides that a Chairperson and Vice Chairperson shall be elected at the first Regular Board meeting in December and shall assume the office immediately upon election. The election of a Chairperson will proceed according to the following procedure:

- Call for nominations. The nominations will continue until every member has had the opportunity to place a name in nomination.
- Call for a motion to close the nominations.
- Following the close of the nominations and if there is more than one nomination for the seat, the votes will be called for in the order in which the nominees were nominated. The first person to receive the majority of the votes of those Board members present will be elected as the new Chairperson and will assume the office immediately.

Mr. Hattabaugh opened the floor for nominations for Board Chairperson.

Dr. Waddell nominated Ericka Ellis-Stewart, seconded by Mr. McElrath.

Mr. Hattabaugh reported all individuals had an opportunity to place a name in nomination and there were no other nominations, and he called for a motion to close the nominations.

Mr. McElrath moved that the nominations be closed, seconded by Mr. Morgan, and the motion passed upon an 8-0 vote. District 6 seat vacant.

Mr. Hattabaugh declared the nominations closed and he called for the Board vote to elect Ericka Ellis-Stewart as Chairperson of the Board of Education.

The Board voted 8-0 in support of electing Ericka Ellis-Stewart as the Chairperson of the Board of Education. District 6 seat vacant.

Mr. Hattabaugh declared Ericka Ellis-Stewart named Chairperson of the Board of Education. Mr. Hattabaugh turned the proceedings over to Chairperson Ellis-Stewart to conduct the election of the Board Vice Chairperson.

Chairperson Ellis-Stewart reviewed the procedures for the election of the Vice Chairperson of the Board of Education which followed the same procedure for the election of Chairperson. Following the review of the procedures, Chairperson Ellis-Stewart called for nominations for Vice Chairperson.

Rhonda Lennon nominated Mary McCray, seconded by Dr. Waddell.

Chairperson Ellis-Stewart reported all individuals had an opportunity to place a name in nomination and there were no other nominations, and she called for a motion to close the nominations.

Dr. Waddell moved that the nominations be closed, seconded by Mr. Tate, and the motion passed upon an 8-0 vote. District 6 seat vacant.

Chairperson Ellis-Stewart declared nominations closed and she called for the Board vote to elect Mary McCray as Vice Chairperson of the Board of Education.

The Board voted 8-0 in support to elect Mary McCray as Vice Chairperson of the Board of Education. District 6 seat vacant.

Chairperson Ellis-Stewart declared Mary McCray Vice Chairperson of the Board of Education. Chairperson Ellis-Stewart paused the meeting while the Board adjusted the Board member seating. The new alignment of the Board is as follows:

Present: Ericka Ellis-Stewart, Chairperson, Member At-Large;
Mary T. McCray, Vice Chairperson, Member At-Large;
Timothy S. Morgan, Member At-Large;
Rhonda Lennon, District 1;
Richard Allen McElrath, Sr., District 2;
Dr. Joyce Davis Waddell, District 3
Tom Tate, District 4; and

Eric C. Davis, District 5

Absent: Vacant Seat, District 6

Following the pause, Chairperson Ellis-Stewart welcomed everyone back to the Regular Board meeting and she resumed reviewing the agenda.

F. Public Hearing on proposed amendments to Policy JFAC, *Reassignments and Transfers*

Chairperson Ellis-Stewart reported agenda items F., G., H., and I. were the first of two Public Hearings on proposed amendments to policies and a new policy. Chairperson Ellis-Stewart called upon the public speakers to speak to proposed Policy JFAC.

- Bolyn McClung said the amendments to Policy JFAC do not allow students to have legal representation at Board of Education appeals and he believes allowing legal representation promotes fairness and trust.

Chairperson Ellis-Stewart called the Public Hearing closed.

G. Public Hearing proposed amendments to Policy GCQA, *Reduction in Force for Career Employees*

Chairperson Ellis-Stewart said there were no speakers to speak to Policy GCQA and she called the Public Hearing closed.

H. Public Hearing on new Policy BDDA, *Superintendent Evaluation*

Chairperson Ellis-Stewart said there were no speakers to speak to Policy BDDA and she called the Public Hearing closed.

I. Public Hearing on proposed amendments to Policy GCKA, *Instructional Staff Assignments and Transfers*

Chairperson Ellis-Stewart called upon the speakers to speak to Policy GCKA.

- Carol Sawyer expressed concern regarding the radical revisions to the policy mark a shift of power from the Board of Education to the Superintendent which includes the equitable distribution of teacher resources across schools. She asked the Board to reject the revisions and revisit Policy ADA to ensure all schools have a balance of teachers.
- Arthur Griffin, Jr., former chairman of the Board of education, said in 2000 CMS implemented a choice plan that could result in racial and economic isolation and the Board adopted three policies ADA, GCKA, and IJ to provide control and protection by the Board of Education and to create a communication vehicle to the community regarding trust and providing an equitable education in CMS schools. Those policies have been amended and the new language is permissive and lessens the responsibility of the Board. Mr. Griffin said citizens can help the Board communicate to the community as well as to Board of County Commissioners as it relates to additional resources to help the Board carry out the challenges of educating all the children in Mecklenburg County. Mr. Griffin asked the Board to review the proposed policy and policies ADA and IJ. Mr. Griffin encouraged the Board to continue its commitment to equity.
- Belinda Cauthen said the Board should focus on the least of thee or the students in Title I schools in every decision it makes. She hopes the revisions are a result of the teacher employment patterns and student results in CMS. She discussed the importance of

creating a balance of teachers at each school, eliminating the pay for performance initiative because it denigrates the professionalism of teachers; and to move in the right direction towards child centered instruction and learning.

Chairperson Ellis-Stewart called the Public Hearing closed at 6:37 p.m.

The Board will hold a second public hearing and Board vote on the proposed policies at the January 10, 2012 Regular Board meeting.

J. Preliminary Report on Superintendent Search Survey Results

Chairperson Ellis-Stewart reported the Preliminary Report on Superintendent Search Survey Results will be presented by representatives from UNC-Charlotte Urban Institute and PROACT the search firm selected to conduct the Superintendent Search. Chairperson Ellis-Stewart called upon Jeff Michaels, Director of the UNC-Charlotte Urban Institute, to present the final report regarding the 2011 CMS Superintendent Online Survey. Mr. Michaels congratulated the new members of the Board and the new Chairperson and Vice Chairperson of the Board. The Urban Institute looks forward to working with the Board throughout the duration of the Superintendent Search process.

Mr. Michaels said the report will review the results of the Online Survey that the Urban Institute conducted as part of the overall Superintendent Search. Mr. Michaels thanked the Board for the opportunity to participate in the search and conduct the Online Survey. Mr. Michaels gave a special thanks to former Chairperson Davis and Vice Chairperson Tate for their leadership on behalf of the Board and CMS in initiating the search process. This report will include more details on the demographic breakdown and will be finalized in the near future to include information from the community meetings. The online survey is not a scientific survey as a randomly chosen telephone survey would be and that was an intentionally decision of the Board. A typical telephone survey consists of approximately four hundred individuals. The Board opted for an online survey because it would provide maximum participation and allow a cross section of the community to be heard. The Board will be copied on the final report in the next few days and the information will be posted on the CMS Website for the public. Mr. Michaels highlighted the report and demographic profile of the respondents.

- The Board directed the Online Survey would be conducted as part of partnership between academic institutions in the community. The Urban Institute was assisted in the research both in the design of the survey instrument and the analysis of the final results. The research partners included Susan Olsen-Briggs from Central Piedmont Community College, Cheryl Pulliam from Queens University, and Dr. Elfred Pinkard from Johnson C. Smith University and that collaboration contributed greatly to the success of the project.
- Two Open Self-selecting Online Surveys Developed:
 - Current residents of Mecklenburg County who were at least eighteen years of age (English and Spanish versions).
 - Currently enrolled high school students in CMS.
- 9,300 people participated in the survey. This was considered a huge response and the credit goes to the CMS communications staff and Carolina Public Relations.
- Community Participant Demographics:

- 73% with children attending CMS.
- 43% employees of CMS with half of those being teachers.
- Female to male ratio 4:1.
- Home ownership to rental ratio over 5:1.
- 60% lived in County for 11+ years.
- Racial/Ethnic Demographics:
 - 60% Caucasian/White.
 - 22% African-American/Black.
 - 2% Multi-racial, 2% Hispanic/Latino, and 2% Asian/Pacific-Islander.
 - 44% Masters or higher, 42% college or Bachelors.
 - 71% worked full-time.
 - 70% married.
 - Median household income \$80,000.
- High School Student Demographics:
 - Approximately an equal number of female and male.
 - 55% have lived in county 11+ years.
 - 40% Caucasian/White.
 - 30% African-American/Black.
 - 8% Multi-racial, 8% Hispanic/Latino, and 5% Asian/Pacific-Islander.
- Respondents by Zip Code and North, East, South, and West.
- Five most important issues facing CMS-Community:

Teacher	High School Student	Other Respondents
<ul style="list-style-type: none"> • Budget Cuts/money. • Teacher evaluations. • Number of students per class. • Public trust in CMS school district leadership. • Student preparation for higher education or work. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Number of students per class. • Student preparation for higher education or work. • Dropout/graduation rate. • Keeping up with technology*. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Public trust in CMS school district leadership. • Student preparation for higher education or work. • Number of students per class. • Meeting the needs of individual learners.
Teacher Respondents: 1,925	Student Respondents: 488	Other Respondents: 6,710

* Students were the only ones that had a focus on technology and graduation rates.

- Five most important issues facing CMS-Race/Ethnicity:

African-American/Black	Hispanic/Latino	Caucasian/White	Other Respondents
<ul style="list-style-type: none"> • Budget Cuts/money. • Low achieving schools. • Public trust in CMS school District leadership. • Serving the needs of a diverse community. • Distribution of resources among schools. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Number of students per class. • Teacher evaluations. • Serving the needs of a diverse community. • Meeting the needs of individual learners. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Public trust in CMS school District leadership. • Student preparation for higher education or work. • Number of students per class. • Meeting the needs of individual learners. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Public trust in CMS school district leadership. • Number of students per class. • Student preparation for higher education or work. • Meeting the needs of individual

			learners.
Respondents: 1,707	Respondents: 186	Respondents: 4,776	Respondents: 412

- Five most important issues facing CMS-Geography:

North	East	South	West
<ul style="list-style-type: none"> • Budget Cuts/money. • Public trust in CMS school District leadership. • Number of students per class. • Student preparation for higher education or work. • Meeting the needs of individual learners. 	<ul style="list-style-type: none"> • Public trust in CMS school District leadership. • Number of students per class. • Student preparation for higher education or work. • Meeting the needs of individual learners. • Budget Cuts/money. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Student preparation for higher education or work. • Number of students per class. • Public trust in CMS school District leadership. • Meeting the needs of individual learners. 	<ul style="list-style-type: none"> • Budget Cuts/money. • Public trust in CMS school district leadership. • Number of students per class. • Student preparation for higher education or work. • Serving the needs of a diverse community.
Respondents: 1,898	Respondents: 1,024	Respondents: 2,864	Respondents: 799

- Qualities-Community:

- Teacher: Trustworthy, Reliable, Accountable, Fair, and Intelligent. 1,850 Respondents.
- High School Student: Trustworthy, Reliable, Intelligent, Fair, and Determined. 466 Respondents.
- Other Respondents: Trustworthy, Accountable, Reliable, Intelligent, and Fair. 6,604 Respondents.

- Qualities-Race/Ethnicity:

- African-American/Black: Trustworthy, Accountable, Reliable, Fair, and Intelligent. 1,707 Respondents.
- Hispanic/Latino: Trustworthy, Accountable, Reliable, Fair, and Intelligent. 186 Respondents.
- Caucasian/White: Trustworthy, Accountable, Reliable, Intelligent, and Fair. 4,776 Respondents.
- Other Respondents: Trustworthy, Accountable, Reliable, Intelligent, and Fair. 412 Respondents.

- Qualities-Geography:

- North: Trustworthy, Accountable, Reliable, Fair, and Intelligent. 1,898 Respondents.
- East: Trustworthy, Reliable, Accountable, Fair, and Intelligent. 1,024 Respondents.
- South: Trustworthy, Accountable, Reliable, Intelligent, and Fair. 2,864 Respondents.
- West: Trustworthy, Reliable, Accountable, Fair, and Intelligent. 799 Respondents.

- Commonalities among the various categories regarding skills, abilities, experience, attitudes, responsibilities, and duties included the following:

- Skills included Problem-solving, Gaining Trust, Interacting well with others, Active Listening, and Decision Making.
- Abilities included Secures adequate school funding and resources; Relates with

people of all cultures, races, and socio-economic levels; Makes recommendations based upon reliable information; Maintains accountability; and Expects high standards.

- Experiences included Worked in a K-12 setting; Managed financial resources; Created fair educational opportunities; Motivated all employees; Met short and long-term educational goals; and Built partnerships.
- Attitudes included Cares about students; Appreciates diversity; Shows commitment to providing safe and secure environments; Welcomes the participation of others; Seeks current knowledge of educational practices; and Supports good uses of technology.
- Responsibilities included Involves teachers and administrators in making decisions; Works with employee groups; Ensures positive student behavior; Meets the needs of a diverse community and school system; Creates a positive image for CMS; Responds to emergencies; and Involves parents and students in making decisions.
- Duties included Promotes good working relationships between CMS leadership, teachers, and staff; Ensures hiring and retention of quality staff; Promotes public education; Manages financial resources; Creates, communicates, and ensures a vision of quality education; and Promotes public education.
- Open-Ended Input Themes include 3,600 responses: Staff reviewed every response and compiled the information and the Board may have access to all responses but it did include inappropriate language. Categories of the responses included open communication; focus on learning and not testing; operation and policy; student needs and teacher needs; reform included being grassroots oriented and globally focused; transformational leadership included empowering principals and teachers as well as distributed leadership opportunities; cultural topics included morale, trustworthiness, fairness, valuing teachers, parents, and students; equity and diversity included equal school funding and promote diversity in the school system; external factors included politics, legislature and its funding of public schools, Broad and outside funders, and being education-minded and corporate-minded; knowledge of CMS, the District's needs and internal candidates; and right decisions and actions included not being politically influenced, hold parents more accountable, and rebuild CMS reputation.

Mr. Michaels said with this report, their part in the search process other than being available to answer questions and do presentations comes to an end and they welcome the Board's feedback on the final report.

Chairperson Ellis-Stewart thanked Mr. Michaels and his colleagues for the report and she invited Board members to ask questions or make comments.

- Mr. McElrath requested more information regarding the maps. Mr. Michaels reported that the final report and information will be posted on the CMS Website.
- Ms. McCray thanked Mr. Michaels for an excellent report.
- Mr. Morgan highlighted that the high school students were the only ones that mentioned technology. The Board must be aware of this as they move forward with hiring the Superintendent, in making decisions that impact the classroom, and in reviewing other methods to provide educational services to students because students are more technology savvy than the Board.
- Mr. Davis thanked the partners for their expertise and teaming with CMS because they

have added much to the Superintendent Search process. Mr. Davis asked how should the Board use this data and what cautions should we keep in mind in reviewing the data? Mr. Michael said a word of caution would be to not draw conclusions for this being representative of the community at large and the demographics of the community. With that in mind, this is a rich resource of feedback from those who were passionate on the Superintendent Search and there were a number of individuals who submitted the survey. This data will provide a good starting point and was used a starting point for the public forums conducted last week. Mr. Michaels commended the Board for making the public forums a part of the process. The commonalities are remarkable and the Board has a common theme to begin the work. For the search process, it is important to dig a little deeper on the responses.

- Dr. Waddell thanked Mr. Michaels for the report. She said 9,300 people participated in the Online Survey but the attendance at the community forums was much less. Dr. Waddell asked are there next step recommendations? Mr. Michaels said their part of the search process was to do the Online Survey and PROACT Search will be working with the Board to develop the next steps. He sat in on the community meetings and the conversations were valuable. PROACT Search is conducting interviews with focus groups and that will add feedback. The feedback from the different sources should be viewed as a whole and then the Board could determine next steps. Mr. Michael said the public appreciated the Board's commitment to make this process open and transparent.
- Ms. Lennon highlighted the feedback from the students and their focus on technology and budget cuts because reductions do impact the classroom. The Board must keep this in mind with the upcoming budget discussions. Ms. Lennon thanked UNC-Charlotte and the Urban Institute for their hard work. She attended the forum in her district and the majority of the people who attended had also completed the Online Survey. Ms. Lennon believes the 9,300 respondents was a great response.
- Chairperson Ellis-Stewart asked who will provide the results from the interviews held last week? Mr. Michaels said PROACT Search held those forums and should provide the data. Chairperson Ellis-Stewart thanked Mr. Michaels, UNC-Charlotte, Queens University, and Johnson C. Smith for their hard work. The Board will review the data and may have additional questions as we move forward in the Superintendent Search process.

K. Report on Relocations, Consolidations, and School Program Changes

Correlation to Board of Education Theory of Action: Provide sufficient capacity in facilities, systems, and resources.

Report Item V.C. was moved to I. K.

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to introduce the report. Mr. Hattabaugh provided an overview of the school changes voted upon by the Board. Mr. Hattabaugh recapped that nearly two years ago, the Board of Education undertook a comprehensive review of Charlotte-Mecklenburg Schools. The review included community meetings, Board Work Sessions, and Board discussions over the course of almost six months in the summer and fall of 2010. During this process, the Board established guiding principles to help make decisions and identified academic achievement as its main goal. Other guiding principles included giving first priority to home schools; setting high expectations for magnet schools, such as stronger achievement, diversity and distinct programs; student assignment that promoted stability and predictability; school assignments

that represented the demographics of feeder school areas; effective use of buildings and buses; and promoting community involvement. The decisions that followed were hard decisions made in hard times. CMS had cut millions from its budget and in the fall of 2010 we expected to have to cut millions more. We could have made the necessary cuts and resigned ourselves to do less with less or we could view the economic hardship as an opportunity to make some innovative changes along with saving money. We chose the latter path, taking advantage of the opportunity to make changes that were innovative as well as cost-effective. The Board voted to close eleven schools and make changes at forty-two others. The changes were focused on improving academic achievement and reflect Board priorities of strong neighborhood schools, stable student assignment, and effective use of buildings and buses.

The Board decisions fell into three broad categories: Closing Schools, Consolidating Schools with Boundary Changes, and Changing Programs. Nearly all of the changes took effect with the start of this school year (2011-2012). We are nearly halfway through the year now and have had some questions from new Board members and others regarding the impact and effect of the changes. This report will provide a status report and a summary of where we are with the changes. Some of the questions that were asked cannot be answered at this time and some have incomplete answers. This report will provide the Board the most complete picture we have available using the current data of how CMS has put into place the school changes voted upon by the Board in the fall of 2010 and the resulting effects. The report includes a lot of information and will be presented in three forms. Mr. Hattabaugh will provide a summary. Scott McCully, Executive Director of Student Placement, will highlight details and review charts, tables and other statistical information compiled by the staff that supports the report. The Board has been provided the details of this report.

Mr. Hattabaugh said in reviewing the changes made this year, their impact, and answering the questions from Board members the information has been divided into broad categories that we felt represented the most comprehensive way to assess our schools and they are aligned with the guiding principles established last year. First, academic achievement remains the top CMS goal. This category includes the programs and supports provided the forty-two schools affected by the changes as well as other measures of academic achievement such as staffing and student behavior. Second is strengthening home schools and ensuring magnet schools show stronger achievement, diversity and distinct programs, and school assignments that are stable and represent the demographics of the school's feeder areas. Third is the effectiveness. Did these changes do what we expected them to do? Did they have unintended consequences for students, staff, schools and the larger community? Have our students been adversely affected by these changes? Mr. Hattabaugh provided an overview of the three categories.

- **Academic Achievement**

This is the most important category and the one with the least data available at this time. The data will be available when the first semester ends after the first of the year. Student grading is based on eighteen-week classes or semesters. Some preliminary grading is done each quarter for the academic work done in that period. The State tests cover the entire period and we believe it is the best method to accurately assess what our students have learned. Quarter grades can miss some academic scores and not accurately reflect adjustments that individual

teachers or schools are making to be sure each student learns. At this time, we cannot answer the question by one Board member requesting a comparison of how many students at the forty-two schools affected by closings, consolidation or new programs are failing and succeeding compared to a year ago. We can do a limited comparison at the end of the semester for our high schools and in some middle school courses but the real answer will come at the end of the school year. Student grades and scores are one important measure of how a school is performing but there are others and we have looked at those as well.

- **School Staffing**

Our teachers, their performance, and how long they stay with us is one measure. Staff reviewed the forty-two affected schools to assess areas of unusually high turnover and none was noted. Among the forty-two schools, we presently have 32.5 positions vacant with no candidate in the pipeline. In 12.5 of the vacancies, and the .5 arises because schools sometimes share positions and that was the case here, the job was open because of resignations. In the remaining 20, the vacancies were created by promotions or increased enrollment that created a need for more teachers. These numbers encompass the start of this school year to the present. One school, Morgan, has five vacancies because of resignations, promotions, and increased allotments. Whitewater Middle has four vacancies because of retirement and increased allotments. Two schools have three vacancies, Harding and West Charlotte, created by resignations and increased allotments. No school among the forty-two has more than five vacancies and most of them have one or none. The 32.5 vacancies are one percent of the 2,470 teacher-level allocations at the forty-two schools. To add some context, this matches the district-wide vacancy rate. As of December 9, 2011, CMS had a total of 105 vacancies for which we do not have a candidate in the pipeline and that equates to one percent of our total teacher-level allocation positions of 9,358. The numbers show that we have not seen wholesale teacher turnover as a result of these changes and that is a positive. With that said, we are sensitive to the fact that if you are a parent and your child is in one of those one percent classrooms, that looks like a big number. We are working to fill those vacancies as quickly as we can. One Board member inquired about exit interviews. We have very limited data on that because exit interviews are optional. Every employee's exit packet includes an exit questionnaire and employees can request an exit interview but most do not. Only one percent of the employees who returned the questionnaires have asked for an exit interview.

Another way to look at academic achievement is to consider the school environment and whether there is a lot of disruption. To measure that, we used the numbers for student suspensions. What we saw was that suspensions increased at some schools but they increased the most at Harding University High School. Where the total number of suspensions from the start of the school through December 1 was 151 last year and 967 this year. That is a big increase and the information presented by Mr. McCully will include a chart to provide context for that data.

Another question regarded 504 Plans for students. These plans accommodate students who may have special learning needs but do not qualify as an Exceptional Child. These students may require extra time on tests or to take a different version of a test. The Board's report includes statistical information on those students. Some general context to keep in mind is CMS was a pioneer in recordkeeping in this area for the whole State. CMS staff saw a way to keep the data in NCWISE so that teachers and school staff would have real-time access to

it and now the State is using CMS as a model for its new plan.

- **Strengthening Home Schools and Magnets and Having Stability in School Assignments**

The most important measure of how well we have strengthened home schools and magnets is academic performance. As mentioned earlier we do not have a lot of academic data at this time but we reviewed some other measures to help assess this data. One question we received that is relevant here is about student transfers. At the forty-two schools this year, 140 students returned to their home schools between July 1 and December 1 of this year. Last year, for the same period, 114 students returned to their home schools after the first day of school. Thirty-three students opted to enter a different CMS program after the start of school this year compared to sixty-three students last year. Between July 1 and December 1 of this year, 267 students from the forty-two schools left CMS after the first day of school for charter schools or home schooling compared to 168 for the same period a year ago. We typically compare one year to another using data for the entire year. So at this time, we do not have district-wide data as of yet.

Another relevant area is demographic information. In the 2010-2011 school year, economically disadvantaged students were 63.8% of Harding University's enrollment compared to this year at 79.4%. At Winding Springs, it was 72.1% last year and 87.4% this year. These were the two schools that saw the largest increase in the economically disadvantaged population. The largest increase in students with Limited English Proficiency occurred at Harding which went from none in 2010-2011 to 8% this year. For Exceptional Children (EC), Harding also had the largest increase moving from twenty EC students last year to 201 this year. The next largest change occurred at Reid Park Academy which went from fifty EC students to 123 and South Mecklenburg High School which went from 146 EC students last year to 206 this year. We also have a total of 830 students in these schools with 504 Plans and 3,038 students with Individual Education Program Plans. Another important demographic measure is level of poverty. When a school has 75% of its students or more in poverty, it is eligible for Title I funds. Among the forty-two schools this year, twenty-one are currently Title I schools. Last year, including the eleven schools that closed, the number was twenty-five. This year, three schools became Title I for the first time: West Charlotte, West Mecklenburg, and Harding University.

Finally, grant funding can strengthen a school. All forty-two of the schools affected by closure and consolidation benefit from grant money. The Board has been provided this information in a spreadsheet showing grants received by each school.

- **Effectiveness**

How effectively did we make these changes and transitions? The answer obviously varies by school. But overall, we believe we have been largely successful in making the changes while keeping student learning on track at the forty-two schools. Each school devised its own transition plan under the watchful supervision of Ann Clark, Chief Academic Officer, and her team. Staff at these schools spent much of the summer meeting, planning, and putting their plans to work. A partial list of what was done at the schools included working together to ensure incoming students from another school were welcomed and prepared, hiring staff and coaches at the receiving schools to ease student transitions, and specialized training was needed when a school's population was changing in some way. Each school receiving new

students held a student orientation and some schools delayed student-government elections so that the incoming students could participate. Staff worked to ensure students at the PreK-8 schools had extracurricular and sports opportunities. A chart showing sports data is included in the packet of information and school clubs are open to all students. PreK-8 schools have gained favor in some parts of the country and based upon staff's research it could work in CMS as well. Eliminating the transition from elementary to middle school has proven to improve student achievement at some schools and we have received good feedback from our principals and teachers about the CMS PreK-8s. It may take a year or two before we begin to see the real benefits of these schools but we believe it will be significant based upon what we are hearing from our principals and teachers. Students and families at the forty-two schools have access to the same support structures as the rest of the district. This includes Parent University, partnerships at individual schools, and CMS support such as tutoring, mentoring and other services. Many of the schools also get extra support through the grants mentioned earlier and Title I.

Mr. Hattabaugh said one Board member requested data about the number of times I have visited schools as well as the number for zone superintendents. Mr. Hattabaugh said he has visited forty schools since the beginning of the school year and twenty-four of the forty-two schools. Mr. Hattabaugh said he does not have the information for the zone superintendents' visits to schools but they visit all their schools regularly because of specific needs, scheduled meetings, or other events. In addition, we do not keep track of the number of times Board members visit schools or the data regarding parent meetings at individual schools so that information is not available.

- **Renovations and building aspects of the changes**

All of the costs associated with the changes came from the 2010-2011 Budget. CMS spent \$4.2 million on capital improvements including \$968,569 to move mobile classrooms to the affected schools. This is all we expect to spend by the end of the current fiscal year. Regarding the leasing of unused facilities, CMS has executed contracts for five sites and tonight the Board will approve two additional leases (Plaza Road and Pawtucket). The remaining sites are in various stages of negotiations and the Board has been provided information showing the status of each. The leases make the tenants solely responsible for the costs of maintaining and operating and the tenants have been provided details about our expectations for maintenance. The lease terms vary by location but most are five-year leases. Thus far, staff has negotiated a total of \$116,594 for the first year's rent of these facilities. The Board directed the top priority should be making the facilities available to educational programs or other programs that serve our students and that direction has been followed. If we are operating and maintaining these facilities, it would cost CMS approximately \$1 million per year. These costs have been avoided which enabled CMS to use that money elsewhere. CMS has not encountered any obstacles to leasing these buildings but the negotiations are often slower than is typical because many of the tenants, which are often community organizations, do not have attorneys on staff. The Board has been provided a list of the facilities that CMS has repurposed for our use.

Mr. Hattabaugh called upon Scott McCully, Executive Director Student Placement, to provide additional details; Alison Hiltz, principal at Druid Hills Academy, who is overseeing the transition to a PreK-8 school; Lawrance Mayes, principal at Military & Global Leadership Academy at Marie G. Davis, which is transitioning to a K-12 school; Joshua

Bishop, principal at Cochrane Collegiate Academy, which is expanding to a 6th-9th grade school; and Ann Clark, Chief Academic Officer, who works closely with the zone superintendents in the transition process.

Scott McCully provided additional detail regarding the impact of the Continuous Improvement process. In addition, the principals who are at the schools each and every day will share the good work of working with our students and their experiences in planning for the new schools and a successful opening of schools as well as their continued efforts to push the needle on student achievement. In addition, the Board will review a video that will showcase Cochrane Collegiate Academy and their gains on student achievement.

- Human Resources:
 - 32.5 vacancies at the forty-two schools or 1% of the teacher allocations.
 - 12.5 positions are open due to resignations and 20 vacancies were created by promotion or increase in allotments.
 - No school has more than five vacancies.
 - Staff is working hard to ensure all schools are fully staffed.
- Suspension Data: All suspensions, by incident and enrollment, in schools impacted by the closure of E. E. Waddell High School.

School	2010-2011 Number/Enrollment	2011-2012 Number/Enrollment	Difference Number/Enrollment
Phillip O. Berry	51/1,261	136/1,455	85/194
South Mecklenburg	452/1,999	715/2,373	263/374
E.E. Waddell	303/1,076	N/A	N/A
Harding University	151/894	967/1,769	816/875
West Mecklenburg	2,452/2,193	1,482/1,824	-970/-369
Total	3,409/7,423	3,300/7,421	194/1,074

- With the closure of E. E. Waddell approximately 350 students moved to South Mecklenburg and 700 students moved to Harding University High School.
- Last year, Harding University had admission criteria and continuation criteria as a Full-County Magnet Program with no attendance boundary. This year, Harding with the new attendance boundary and IB renamed there is an increase of 816 student incidents with enrollment almost doubling.
- Phillip O. Berry School of Technology received students from Harding University with the relocation of the Math and Science Program to Phillip O. Berry. Enrollment and suspensions have increased.
- West Mecklenburg High School sent students to Harding University and the enrollment dropped by 369 students and suspensions dropped by 970 incidents.
- Overall, the number of suspensions dropped by 194 incidents while student population increased.
- Economically Disadvantaged Students (EDS): Comparison of the 2010-2011 and 2011-2012 school year.
 - Schools with the greatest EDS percentage drop were Ashley Park PreK-8 from 95.5% to 87.2%; Barringer Elementary from 67.3% to 59%; Alexander Middle from 48.3% to 40.6%; Bruns Avenue Academy from 96% to 92.5%; and Druid Hills Academy from 95.4% to 91.9%.

- Schools with the greatest EDS percentage increase were Whitewater Academy from 70% to 86.3%; South Mecklenburg High from 34.8% to 42.8%; Irwin Academic Center (formerly Villa Heights with an increase of 150 students) from 19.4% to 29.5%; Winding Springs Elementary from 72.1% to 87%; and Harding University High from 63.8% to 79.4%.
- Exceptional Children (EC): Comparison of the 2010-2011 and 2011-2012 school year.
 - Schools with the greatest drop in number of EC students were West Mecklenburg from 305 to 219; Nathaniel Alexander Elementary from 103 to 80; Irwin Academic Center from 33 to 15; Hornets Nest Elementary from 81 to 64; and Winding Springs Elementary from 71 to 54.
 - Schools with the greatest increase in number of EC student were Ashley Park Elementary 48 to 84; Marie G. Davis from 20 to 61; South Mecklenburg High from 146 to 206; Reid Park Elementary from 53 to 123; and Harding University High from 20 to 201.
 - Some of the increases were due to enrollment. The number of students increased by 181 at Harding but the school went from a Full-Magnet to a neighborhood with a rigorous IB Magnet component. When comparing Harding to other high schools of similar size that is a commensurate number.
- Limited English Proficiency (LEP): Comparison of the 2010-2011 and 2011-2012 school year.
 - Schools with the greatest drop in LEP percentage were Hornets Nest Elementary from 11% to 6%; Berryhill Elementary from 34% to 30%; Billingsville Elementary from 33% to 29%; Collinswood Elementary from 22% to 19%; and Westerly Hills Elementary from 12% to 9%.
 - Schools with the greatest increase in LEP percentage were Winding Springs Elementary from 20% to 23%; Thomasboro Elementary from 12% to 16%; Cochrane Collegiate Academy from 14% to 19%; and Military & Global Leadership Academy at Marie G. Davis from 4% to 10%; and Harding University High from 0% to 8%.
 - The increase at Marie G. Davis most likely is a result of expanding to a K-12 school and the increase at Harding University may be a result of going to a predominantly neighborhood school.
- Military & Global Leadership at Marie G. Davis: Lawrance Mayes provided an overview of the K-12 Program. School staff held meetings at Winding Springs to address parent concerns regarding moving the program to Marie G. Davis. The Marie G. Davis campus would be divided to ensure student safety and the areas of focus are academics, leadership, and citizenship. This was an effort to get the message out and eliminate the myths as well as to utilize parents and students to communicate the positive changes at Marie G. Davis. Highlights in the first quarter include testimonies from students and parents about the change and how much they love their school. The next steps will utilize high school students to serve as mentors for the younger students because the demographics for some of the elementary students indicate they do not have people resources to help them with their studies. The student mentors must meet their high school academic requirements and will be under supervision of staff members at all times. Mr. Mayes said students are excited about wearing uniforms and we believe we have accomplished much in a short timeframe and look forward to growing the K-12 Program.

Mr. McCully provided information regarding Title I Schools and Parent University.

- Title 1 Schools: CMS receives Title I resources for the schools in Continuous Improvement.
 - In 2010-2011 there were 25 Title I schools with 11,799 students and with the school closures the number was reduced to 22 schools with 17,388 students in 2011-2012.
 - The increase in students is attributed to the Title I schools added in 2011. The Title I schools added are First Ward (533 students); Tuckaseegee Elementary (819 students); West Mecklenburg High (1,824 students); West Charlotte High (1,738 students); Winding Springs (721 students); and Harding University (1,769 students).
- Parent University is an important service that provides support to parents; has been in operation since 2007; offers fifty-two broad-based topics or courses to help our families; and year-to-date in 2011 there have been 1,107 participants.
- Druid Hills Academy PreK-8: Alison Hiltz reviewed the steps taken to make Druid Hills Academy successful. Students are excited about the school and consider each day to be a great day to be a Panther. Last year Druid Hill was a PreK-5 school with approximately 450 students and this year it is a PreK-8 school with approximately 600 students. In the beginning, parents were concerned about the integration of elementary and middle school students but the fears have been unfounded as the upper grade students help the lower grade students walk to classes and to the buses. The school has had great support from CMS and staff held numerous meetings to prepare staff, prepare for opening of the new school, and meet with parents. The process involved material management and organization and everything was ready at the start of school. The majority of students came from J.T. Williams and staff met with parents and students to ensure a smooth transition. The smaller class size will be beneficial for students because based upon last year's data the current 8th grade class is 17.4% proficient in Reading and 37% in Math, the 7th grade class is 36.4% proficient in Reading and 43.6% in Math, and the 6th grade is 56.4% proficient in Reading and 67.9% in Math. The PreK-8 school can make a difference for these students and will also help West Mecklenburg High School which is the feeder school for Druid Hills. Druid Hills is building a culture of belief in which students can and will be successful. The school matched its structure to its needs and strategically built the smaller class size for the students who need the most help. Preliminary results have shown an increase from 33% proficient to 55% proficient. The Science and CTE labs are amazing and students love the ability to have hands on experiences and technology. The students like the teachers, the smaller class sizes, the Career and Technical Education and ACE programs, and the Community in Schools activities.

Mr. McCully reviewed Grants and School Support.

- Grants: CMS is awarded five types of grants.
 - Small or mini grants initiated by the schools.
 - Large grants initiated by the schools.
 - Large grants initiated by Central Office.
 - Large grants initiated by community partners.
 - Large, district-wide grants initiated by the Superintendent and Central Office.
- School Support: Key ingredients for maintaining and expanding a successful school.
 - Parent Involvement: Joint School Leadership Team/PTA executive board meetings;

receiving school principals visited parent forums for sending schools; and Open Houses and school tours in the summer.

- PreK-8 Schools: Twice monthly meetings of principals with curriculum team and district staff to prepare for opening. Teacher planning sessions over the summer to prepare for new school opening with PreK-8 configuration.
- Supports for families: Parent University workshops.
- Cochrane Collegiate Academy: Joshua Bishop reported Cochrane Collegiate Academy added a 9th grade class this year. The process included meetings beginning in June to prepare for school opening and renovations to expand the cafeteria, additional Science classrooms (Biology, Physics and Chemistry, and security cameras. Throughout the process the school was supported by District and zone staff and the school received additional Campus Security and discretionary positions. Not all students have the same elective course options (fewer foreign languages and no dance or drama) as other schools but there are a lot of technology courses. A school initiative is to have a 1:1 technology ratio whereas each student will have an internet connected device and currently almost every 6th and 7th grade student is equipped with a Laptop in their core courses. The school is focused on what do we want our students to create and the creation of student content is a high level of rigor that allows teachers to see what a student knows. The school plan involved significant professional development to ensure teachers are able to use the learning devices as learning tools; adding curricular to meet the needs of high school students and most of the traditional 9th grade core courses are offered; use of research based practice of learning focus; elective course added for the ESL students; and hiring additional teachers. The process incorporated parents and keeping them informed about the school's growth. Parents were concerned about the age differences but they are comfortable with the school design (virtually separate buildings) and the transition has been smooth. The school has partnered with Garinger High School in order for students to participate in JROTC, clubs, and athletics. An effort this year is to provide all high school students an iPad. The school plan is to add a grade per year over the next three years and the next steps will be strategic and purposeful to ensure a smooth transition; build upon strengths to make changes as they arise; strive to create a rigorous and academic culture; and keep students engaged in high quality instruction.

Mr. Hattabaugh said this is a lot of data but these changes were complex and far-reaching and to measure the impact requires reviewing a lot of data. The changes affected many of our schools, students, and the wider community. In some cases, they divided the community along racial and economic lines. The federal Office of Civil Rights has not concluded its investigation into complaints filed by citizens last year. Thus far, no findings have been released and no corrective actions issued to CMS. But that is a measure of how painful the budget cuts and the subsequent actions were for some members of the community.

The most important question is did we do the right thing? Did the choices help our students and strengthen our schools? The short answer is we do not know yet. The changes have only been in effect less than a semester and that is not enough time to make a definitive assessment. It will be important to review the academic achievement measures before we can know for sure. This report included preliminary indicators and many are positive. It is also too early to draw a lot of conclusions on the operations side. Mr. Hattabaugh said we have learned that we need to look at a wider range of data when we redraw school boundaries. It would have helped to plan better had we reviewed the discipline data. The

early indications for PreK-8 schools are positive and the three principals tonight highlighted those successes. This is encouraging because middle school is a key battleground in our efforts to keep students in school through graduation. In reviewing the changes, it is noteworthy to share a comment by Malachi Greene, a former City Council member and community activist. Mr. Greene had a wise view of what CMS tried to do which is remain innovative and strong despite severe budget cuts for the past four years. Mr. Greene said, "It's another one of those community problems that we've got to roll up our sleeves and do the Charlotte way: Work it out without tearing Charlotte apart. We've got to get through this without hurting what we all love, and that's our children and our community." Mr. Hattabaugh said he believes we have done that but we have not done it perfectly or as well as we would have liked. We need more academic data before any assessment can be finalized. Based upon what we know now, we have survived four years of budget cuts and made significant, far-reaching innovations in our schools and the District and the community are stronger as a result. The Board reviewed a video regarding the closing of one of the schools, Cochrane Collegiate Academy, which highlighted creating relationships is what works and empowering students. Following the video, Mr. Hattabaugh said he believes these changes in the long run will help our students. We will have more data in the future and this information is one point and not a trend. Normally, it takes three years to establish a trend. We believe we are on the right track with the PreK-8 configuration. We have some challenges at some schools; we are aware of those concerns; and our staff, leadership, and teachers are working diligently to move them in the right direction.

Board members were invited to ask questions and make comments.

- Ms. Lennon said this involves intentionality. She commended Angela Johnson, teacher at Cochrane Collegiate Academy who was featured in the video, for her leadership in the classroom and impacting students to make difference. Ms. Lennon believes the Talent Effectiveness Project will help Ms. Johnson remain in the classroom as an intentional relationship building teacher making a difference for students. Intentionality is key and intentional relationships with students make them understand they are accountable to someone other themselves. She said there are challenges and discipline issues at a few schools which is usually the result of only a few students. Ms. Lennon thanked staff for their hard work, their patience in working through this process, and their vision for knowing the potential of their schools.
- Mr. McElrath asked how many PreK-8 schools have trailers and have they created a negative effect? Mr. Hattabaugh said three schools have mobiles (Berryhill School, Ashley Park PreK-8 School, and Thomasboro Academy) and he has not had any comments from principals, staff, and parents. Mr. McElrath is pleased that all students have access to the Reach Reading Program.
- Dr. Waddell thanked staff for the preliminary honest and candid report. Dr. Waddell has visited all these schools and good things are happening in each school. The findings indicate there are some complaints, the budget cuts and subsequent actions were not what we hoped them to be, and the indicators show improvement. Staff is working through the challenges and it will take until the end of the year for conclusive results. Dr. Waddell said some parents must pickup students at Garinger High School in order for them to participate in activities and this may limit student participation as some parents may not be able to provide transportation. Dr. Waddell thanked staff for

- their hard work and she looks forward to hearing the results at the end of the year.
- Mr. Tate thanked staff for the report. Mr. Tate asked questions regarding the completion of school renovations and indication of any additional stress for teachers with the changes. Mr. Hattabaugh said all renovations are complete except at Reid Park and as a result of the State change in allotments that school needs an additional seven mobiles. Teachers are in place but they are doubling up until the mobiles are in position. Mr. Hattabaugh is not aware of any additional stress issues. Mr. Tate asked questions regarding the changes at Military & Global Leadership at Marie G. Davis and the ability to maintain the smaller class size in the future. Mr. Mayes provided clarification and noted that the smaller class size will depend upon the number of students at the school next year and the budget implications. Mr. Tate thanked the principals for the work they are doing and he hopes they will continue to go well.
 - Ms. McCray asked what is being done to address the suspensions at Harding University High School? Mr. Hattabaugh reported he held a media conference with the principal at Harding and we have been focused on providing the school additional support. Additional campus security and cameras have been strategically placed throughout the campus. More importantly, this is a change in mindset of staff. Principal Johnson has been on top of the challenges because the school is no longer a school with 893 Level III and IV students. The school is now like a traditional high school that requires every staff member during critical times of the day to be available at assigned duty areas. This is not just about suspending students but providing them support through counseling and other support services because students will not be successful if they are suspended and out of school. Staff is guiding students to make positive choices each day and take opportunity of the great teaching at Harding. Safety audits are conducted at all schools and staff will assess what has been put in place at Harding. School administration, staff, Campus Security, and Resource Officers work as a team. This involves a change in mindset and there has been a definitive decrease in behavior issues from the start of school. Students know there is a certain level of expectations as a student at Harding University High School and the principal has set parameters to ensure everyone is focused on the purpose of academics. Ms. McCray asked questions regarding the specialized training under effectiveness and credit recovery. Mr. Hattabaugh provided clarification regarding specialized training and Ms. Clark provided clarification that credit recovery is part of the graduation rate tactic and all schools have credit recovery plans in place. Ms. McCray asked as grades are added at Cochrane, will the bell schedule change to accommodate students who want to participate in high school athletics? Mr. Bishop said the current bell schedule matches all high schools in CMS. Ms. McCray said at the end of the year, she would like some data on attendance for the schools that have been affected by the changes.
 - Mr. Morgan commended Mr. Mayes on the program at Marie G. Davis and he encouraged Board members to visit the school should they have concerns about the students interacting. He attended the school opening and was impressed how the students are focused on where they need to be and not on each other. Mr. Morgan asked Ms. Hiltz if she has seen an increase or decrease in parental involvement? Ms. Hiltz said the school has a school check-in, every family has been challenged to participate forty hours, and the numbers have definitely increased. Mr. Morgan commended Ms. Hiltz on her intentional efforts to reach out to the parents and to set expectations for students and families as well. Mr. Morgan commended Mr. Bishop on

his results and he asked will the technology devices for high school students have the ability to have the textbook on the devices and does the school have any Teach for America teachers? Mr. Bishop said the plan is to have the textbook on the devices and the school has five Teach for America teachers. Mr. Morgan asked were the additional mobiles needed because of the changes made by CMS or the State changes? Mr. Hattabaugh said the mobiles were related to the K-8 configuration and it was also impacted by the weighted student-staffing formula.

- Mr. McElrath asked how many high school students have been in high school long enough to graduate but do not have enough credits to graduate or a skill to go to work? Mr. Hattabaugh said staff will pull that data.
- Mr. Davis said good things are happening at Reid Park Academy and he asked Anne Clark to share the strategies used at the school. Ms. Clark said Reid Park has just completed its third year as a strategic staffing school and the principal, Mary Sturge, developed a plan to match the profile of its students that incorporates wrap around services involving social service agencies and community partners. The school leadership, zone office, and Central Office staff devoted a lot of planning time to this effort and the results will be reviewed for replication in other schools. Mr. Davis asked how is the Alexander IB Program performing? Ms. Clark said the Davidson IB Program was transitioned with staff to the Alexander campus. The principal has been on a leave this semester and will return in January 2012 and a retired principal has been leading the school in the interim. Mr. Davis said he has visited Harding University High School four times over the past two month and he commended Principal Johnson for her efforts to meet with parents and for doing a fabulous job dealing with a challenging situation. He also commended the parent leaders at Harding University for their efforts to recruit more parents and making the school stronger. Mr. Davis encouraged the community to help the schools in the neighborhoods that they serve. Mr. Davis said it is important to keep the attention on these schools because they will be successful and he would like a series of report updates at the frequency of staff's discretion.
- Chairperson Ellis-Stewart echoed Mr. Davis' remarks. She said we must ensure these schools are successful because we owe it to these students. This report did not include the academic component for students because it will not be available until the end of the semester. It is important that this be monitored until the end of the semester and ongoing so that interventions can be put in place for students who are not on grade level. Early detention is key for academics as well as other long term issues that students may encounter. Chairperson Ellis-Stewart would also like to hear about the intervention efforts for academics. Chairperson Ellis-Stewart is also concerned about parental involvement and she asked the principals to rate their schools on parental involvement. The principals rated parental involvement from 3 to 6 noting that they would like more parental involvement. Chairperson Ellis Stewart asked what benchmarks or best practices were reviewed from other school districts across the State or nation that had similar closings and consolidations to make it work effectively? Mr. Hattabaugh said Mike Raible and the team reviewed best practices as well as a greater span other than facilities and capacity. Staff reviewed how we could improve school services by implementing the PreK-8 configuration. National research indicates that as students move to 5th grade there is a deep slide in Math and Reading that continues for three years. This decision was a positive move that will impact academics. Staff also

did background research on socio-economic impact. The Board was thoughtful in establishing guiding principles first on what we wanted as a community. Mr. Hattabaugh said this was an arduous process that set definitive guidelines that allowed staff to move forward in a thoughtful fashion. Chairperson Ellis-Stewart asked for bus discipline data and going forward can a survey be done for the students, parents, and teachers at these schools to get firsthand feedback about what they are experiencing? Mr. Hattabaugh said staff can breakout bus discipline data and he will contact the Accountability Department regarding designing a survey. Chairperson Ellis-Stewart said she has heard parents are concerned about the integration of the merger of the schools and the number of parents being involved. She encouraged staff to keep an eye on this to be proactive to ensure everyone who wants to be involved is involved. She also wants to ensure students who want to be involved in clubs and activities have a fair opportunity to be able to participate. Chairperson Ellis-Stewart thanked staff for the report noting that she submitted three pages of questions.

II. REQUEST FROM THE PUBLIC

Chairperson Ellis-Stewart said the Public Request section is an opportunity to hear from the public. Each speaker will have a maximum of three minutes to address the Board on any topic of their choosing but personal and individual matters should not be addressed in this forum. In addition, CMS employees and their families should not be addressed in the comments and the use of profanity or inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules.

Belinda Cauthen discussed school closures, transportation, and student issues.

Two speakers discussed concerns regarding school safety.

- Jenny Vu, mother of a 4th grade student, said a student brought a knife to school and threatened her son. This is a public safety issue and she encouraged the Board to expel students who bring weapons to school.
- Estevan Torres, senior at Math, Engineering, Technology, and Science at Olympic High School, discussed concerns regarding student who bring drugs or weapons to schools, schools should have mass notification to better inform parents regarding situations, and severe acts should not be taken lightly and the Board should implement stern disciplinary actions.

Dr. Gyasi Foluke discussed his book entitled “Truths My Teacher Never Told Me” which includes recommendations for school systems and a new system because there has been a failure in the old model.

Chairperson Ellis-Stewart thanked the speakers for their comments and she called the Request from the Public closed at 9:10 p.m.

III. CONSENT ITEMS

- A. Recommend approval of Closed Session meeting minutes:
 - November 9, 2011.
 - November 17, 2011.
 - November 17, 2011.
- B. Recommend approval of Open Session meeting minutes:
 - October 11, 2011 Regular Board Meeting.

- October 25, 2011 Regular Board Meeting.

C. Recommend approval of Licensed/Non-Licensed Hires and Promotions for November 2011.

Monthly hire report includes prior month(s) hires not processed when report was presented to the Board of Education last month.

- *Total Hires July 1, 2011 - June 30, 2012: 2,949. (Licensed Hires: 1,662/Non-Licensed Hires: 1,287).*
- *Total Promotions July 1, 2011 - June 30, 2012: 172. (Licensed Promotions: 71/Non-Licensed Promotions: 101).*

D. Real Estate Items:

1. Recommend approval of Charlotte-Mecklenburg Board of Education to lease from City of Charlotte the Gymnasium at Greenville Neighborhood Center.

The Greenville Neighborhood Center is located at 1330 Spring Street, Charlotte, North Carolina and will be used as an additional Recreation Center for Walter G. Byers. Fiscal Implications: A one year renewing lease to CMS at a rate of \$1/year.

2. Recommend Approval by Charlotte-Mecklenburg Board of Education to lease from Mecklenburg County Office and Gymnasium Space at Amay James Recreation Center.

The Amay James Recreation Center is approximately +/- 12,883 square feet of heated office and office-related space and 6,150 square feet of gymnasium space located at 2425 Lester Street, Charlotte, North Carolina 28202. Facility will be used as offices for support agencies involved with Reid Park and as additional recreation space. Fiscal Implications: A one year lease with five automatic one year renewals at a rate of \$1/year.

3. Recommend approval to authorize staff to engage in negotiations with Wireless Communications Facility (cell tower) providers to lease portions of certain school sites for Cell Tower construction, operation, and maintenance.

On August 18, 2010 a Request for Expressions of Interest to lease land for cell tower construction/cell service was posted on the CMS website. The deadline for submitting that request was October 31, 2011. Staff has received expressions of interest for several school sites and seeks authorization to negotiate with interested firms to bring the most favorable proposal(s) back to the Charlotte-Mecklenburg Board of Education ("CMBE") for approval. If CMBE proposes to accept any proposals, staff will proceed in accordance with applicable statute(s) to advertise and seek upset bids. Fiscal Implications: To be determined. Rent will be paid to CMBE in amounts to be determined through negotiation.

- E. Recommend approval of resolution to lease certain properties owned by Charlotte-Mecklenburg Board of Education and in accordance with the specific terms set forth in Lease Agreements to be approved by the Superintendent (collectively "Lease Agreements").

Under North Carolina General Statutes 115C-518 and 160A-272 in order for the Charlotte-Mecklenburg Board of Education to lease specific properties to be approved by the Superintendent, the Board must first adopt this Resolution. The properties are facilities formerly known as Pawtuckett Elementary School and Plaza Road PreK Middle School. Fiscal Implications: Over the term of the leases CMS will receive \$575,976.00 in lease payments while avoiding the cost to operate and maintain these facilities.

RESOLUTION

WHEREAS, in accordance with North Carolina General Statutes 115C-518 and 160A-272, The Charlotte Mecklenburg Board of Education (“Board of Education”) proposes to lease the following properties in accordance with the general terms outlined herein and in accordance with the specific terms set forth in lease agreements to be approved by the Superintendent (collectively the “Lease Agreements”):

Property	Tax Parcel Number	Proposed Tenant	Annual Rental Payments	Term (including options to renew). Note all leases are subject to termination rights as provided in lease agreement.
Pawtuckett	055-133-09	Access Family Services, Inc.	This is a five year lease with an annual lease payment for Years 1-3 \$39,999.96; Years 3-5 \$54,000.00.	10 years
Plaza Road	105-142-34	Linnerris, Inc. dba Plaza Road Children's Academy	\$12,000.00	10 years

NOW THEREFORE, it is RESOLVED, that the Board of Education hereby authorizes the Superintendent, with the advice of legal counsel, to approve and sign the Lease Agreements and any and all other necessary or appropriate documents in connection therewith.

Adopted this the 13th day of December, 2011.

F. Construction Items:

1. Recommend approval of construction contract at Garinger High School.

Staff recommends the approval of contract to the lowest responsive bidder, Chiller Services, Inc. The contractor agrees to provide the labor, services, equipment and materials needed to remove and replace existing chillers and install two new chillers; one in the cafeteria and one in building 300 at Garinger High School. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Work is to be completed within 90 days after purchase order is issued. MWSBE participation for Chiller Services, Inc. is 0%. Fiscal Implications: Local funds in the amount of \$207,573.26.

2. Recommend approval of construction contract at Northridge Middle School.

Staff recommends the approval of contract to the lowest responsive bidder, Chiller Services, Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace existing chillers and install two new chillers at Northridge Middle School. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Work is to be completed within 90 days after purchase order is issued. MWSBE participation for Chiller Services, Inc. is 0%. Fiscal Implications: Local funds in the amount of \$197,346.69.

3. Recommend Approval of construction contract at Winding Springs Elementary School.

Staff recommends the approval of contract to the lowest responsive bidder, Chiller Services, Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace existing chillers and install two new chillers at Winding Springs Elementary School. All work is to be performed in accordance with the standard terms and

conditions outlined in the contract. Work is to be completed within 90 days after purchase order is issued. MWSBE participation for Chiller Services, Inc. is 0%. Fiscal Implications: Local funds - \$132,134.07.

4. Recommend approval of construction contract at Clear Creek Elementary School.

Staff recommends the approval of contract to the lowest responsive bidder, Chiller Services, Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace existing chiller a new chillers at Clear Creek Elementary School. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Work is to be completed within 90 days after purchase order is issued. MWSBE participation for Chiller Services, Inc. is 0%. Fiscal Implications: Local Funds in the amount of \$101,272.06.

5. Recommend approval of construction contract at Beverly Woods Elementary School and J. M. Alexander Middle School.

Staff recommends the approval of contract to the lowest responsive bidder, Hoffman Building Technologies. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace the existing HVAC pneumatic controls and replace with DDC controls (Direct Digital Controls) at Beverly Woods Elementary School and J.M. Alexander Middle School. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Work is to be completed within six months after purchase order is issued. MWSBE participation for Hoffman Technologies is 0%. Fiscal Implications: Local Funds in the amount of \$692,870.

6. Recommend approval of construction contract to build replacement schools for existing Pineville Elementary School.

The existing Pineville Elementary replacement project and subsequent demolition of the old Pineville Elementary was bid on November 22, 2011. Staff recommends approval of the replacement and demolition contract to the lowest responsive bidder, Beam Construction Company, Inc. The contract includes an onsite replacement and demolition of the existing school with a new 39-classroom elementary school. Additionally, the contracts will include site work; HVAC; Plumbing; electrical; and cabling for voice, video, data and all other systems related to the construction of a new elementary school. The project is scheduled to be completed by August 2013. MWSBE Participation is 10.83%. Fiscal Implications: 2007 Bonds funded with American Recovery and Reinvestment Act (ARRA) Qualified School Construction Bonds (QSCB) in the amount of \$11,573,850

7. Recommend approval of construction contract for Smith School administrative conversion.

The Smith School administrative conversion project was bid on December 1, 2011. Staff recommends approval of the construction contract to lowest responsive bidder, Godfrey Construction Company, Inc. The contract includes interior demolition and miscellaneous interior construction necessary to convert the existing space to office space. Additionally, the contract includes the disassembly, relocation and reassembly of the audiology booth from Lincoln Heights to Smith. The work is scheduled to be complete by March 2012. MWSBE participation is 4%. Fiscal Implications: Local Funds in the amount of \$146,900.

8. Recommend approval of construction contract for demolition of Old First Ward Elementary School.

The old First Ward Elementary School demolition project was bid on November 22, 2011. Staff recommends approval of the construction contract to lowest responsive bidder, T.K. Browne Construction Co., Inc. The contract includes the demolition of the old First

Elementary School to provide bus lot and play fields for the existing First Ward Elementary School. The work is scheduled to be complete by August 2012. MWSBE participation is 27.49%. Fiscal Implications: 2002 Bonds in the amount of \$558,655.

9. Recommend approval of design awards for projects at Lincoln Heights, Old Sedgfield Elementary, Starmount, and Villa Heights.

The Board of Education has retained BGA Architects, Cort Architectural Group, and Insight Architects to provide design consultant services in the past and has been satisfied with the design consultant services they have provided. General Statute 143-64.32 allows the Board of Education to exempt itself from the notice and selection criteria outlined in General Statute 143-64.31 for the award of contracts to design consultants. Staff recommends approval of designer awards as follows including the associated exemption from the notice and selection criteria:

School/(Services) Designer Recommended Award:

- Lincoln Heights: Design services to convert and modify facility to house Morgan Program. Cort Architectural Group \$29,820.00.*
- Old Sedgfield: Design services required to demolish portions the facility. Cort Architectural Group \$19,660.00.*
- Starmount: Design services to accommodate conversion to an administrative facility. BGA Architects \$6,000.00*
- Villa Heights: Design services to accommodate conversion to an administrative facility. Insight Architects \$16,850.00.*

Fiscal Implications: Local Funds in the amount of \$52,670.00 and Capital Replacement in the amount of \$19,660.00.

- G. Recommend approval of citizen appointment to the Bond Oversight Committee by Tom Tate, District 4 Board member.

Tom Tate will name Elyse Dashew as his appointment to the Bond Oversight Committee. Appointment term will be December 13, 2011 through September 30, 2014. This will be Ms. Dashew's first term to the committee.

- H. Recommend approval of citizen appointment to the Privatization Committee by Joyce Waddell, District 3 Board member.

Joyce Waddell will name John White as her appointment to the Privatization Committee. Mr. White's partial term will be December 13, 2011 through June 30, 2014. This will be Mr. White's first appointment to the Privatization Committee.

- I. Recommend approval of career employee dismissal.

The Board of Education will be asked to approve the employment dismissal of a teacher.

- J. Recommend approval of licensed employee for career contract.

Based on licensure information received, one employee is being recommended for career contract. Employee received previous career status with another North Carolina school system.

- K. Recommend approval of administrative personnel appointments.

Appointment:

- Patricia Denny named principal at Rama Road Elementary School. Ms. Denny previously served as zone support coordinator for curriculum.*

Transfer:

- Terry Hall named principal at Davidson Elementary School. Ms. Hall previously served as*

principal at Davison Elementary School.

Chairperson Ellis-Stewart called for a motion to approve the Consent Agenda as written.

Dr. Waddell moved that the Board adopt Consent Items A. through K., seconded by Ms. McCray, and the motion passed upon an 8-0 voice vote of the Board. District 6 seat vacant.

Mr. Hattabaugh reviewed the personnel appointments as noted above and reported with the approval of D. 2., the services at Reid Park Academy will be enhanced. Dr. Waddell recognized John White as her new appointment to the Privatization Committee as a result of the resignation of Betty Newsome.

IV. ACTION ITEMS

A. Recommend approval of proposed 2012 Board of Education Meeting Schedule

Correlation to Board of Education Vision, Mission & Core Beliefs: Engaging the student's family and the community in the education process enhances learning and academic achievement

Chairperson Davis reported this is Board approval of the 2012 Board of Education Regular Board meeting schedule. The meeting dates for approval are as follows:

January 10 and 24
February 14 and 28
March 13 and 27
April 10 and 24
May 8 and 22
June 6 and 26*
July 24
August 14 and 28
September 11 and 25
October 9 and 23
November 13
December 11

*June 6 meeting will be held on first Wednesday of June due to graduations being held the second Tuesday of June.

Chairperson Ellis-Stewart called for a motion to adopt the 2012 Board of Education Meeting Schedule.

Dr. Waddell moved that the Board approve the 2012 Board of Education Meeting Schedule, seconded by Ms. McCray, and the motion passed upon an 8-0 voice vote. District 6 seat vacant.

B. Recommend approval of citizen appointment to the Charlotte Mecklenburg Library Board of Trustees

Correlation to Board of Education Vision, Mission & Core Beliefs: Partnering with community members to maximize student learning

Chairperson Ellis-Stewart recognized the Library CEO, Vic Phillips, who was in the audience. Chairperson Ellis-Stewart said this is the approval of a citizen appointment to the

Charlotte Mecklenburg Library Board of Trustees to serve a four year term beginning December 14, 2011 through December 31, 2015. The Board received three applications and she called for nominations to the committee.

Mr. Davis moved to appoint Dr. Leland Park to the Library Board of Trustees, seconded by Mr. Morgan, and the motion passed upon an 8-0 voice vote of the Board. District 6 seat vacant.

V. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for October 2011

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

Chairperson Ellis-Stewart called upon Mr. Hattabaugh to present the report. Mr. Hattabaugh reported agenda items A. and B. are the monthly reports and as presented.

B. Report on Financial Statements for October 30, 2011

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

Agenda item V.B. presented with V. A.

C. Report on Relocations, Consolidations, and School Program Changes

Correlation to Board of Education Theory of Action: Provide sufficient capacity in facilities, systems, and resources.

Report Item V.C. was moved to I. K.

D. First Reading on proposed amendments to Policy JKF, *Graduation Requirements*

Correlation to Board of Education Vision, Mission & Core Beliefs: Building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills, and values necessary for success.

Chairperson Ellis-Stewart called upon Tom Tate, Chairperson of the Policy Committee to review the proposed Board policies. Mr. Tate said Policy IKF is on the agenda for First Reading on proposed amendments that implement local high school exit standards beginning with students graduating in the 2011-2012 school year. The local exit standard replaces the statewide high school exit standard that was eliminated by the State Board of Education. The former statewide standard required students to score a Level III or IV on End of Course (EOC) tests in five courses: English I, U.S. History, Biology, Civics and Economics, and Algebra I. Because the state eliminated the EOCs in U.S. History and Civics and Economics in August 2011, the CMS exit standard will require students to score a Level III or IV on the EOCs in English I, Biology, and Algebra I, only. Students will still be required to pass all five of these courses (as well as other required courses) in order to graduate from high school. The proposed amendments have been approved by the Policy Committee. Under the typical policy approval timeline, this policy would be on the agenda for public hearing on January 10, 2012, and the Board would conduct another public hearing and vote on January 24th. In order for this policy amendment to be in place before the end of first semester (January 20, 2012), staff is recommending the Board waive the second public hearing opportunity for this policy and vote on the proposed amendments at the first meeting in January. This action is in accordance with Policy BG, which permits the Board to waive the public comment requirements when passage of a proposed policy is necessary to ensure the

efficient operation of the school district. Mr. Tate reported the proposed amendment to Policy JKF will be posted on the CMS Website and the Board will hold a Public Hearing and Board vote at the January 10, 2011 Regular Board meeting.

VI. REPORT FROM SUPERINTENDENT

Mr. Hattabaugh reported recently he and members of CMS executive staff had the opportunity to discuss the topic of assessments with the North Carolina Department of Public Instruction (NCDPI). The State is enthusiastic about the work CMS has done in both formative and summative assessments and is interested in using our work as examples for the state common assessments. The NCDPI is committed to developing common assessments for use throughout the State using federal *Race to the Top* funds. Yesterday, State Superintendent, June Atkinson, announced CMS and Wake County will be lead partners, sharing the assessments that we have already developed in order to help DPI in its efforts to develop these common assessments. From last year to this year, everything has changed. As we anticipate more changes on the horizon, we have decided to pause and take this time to assess the landscape and work very closely with the NCDPI in a collaborative state to ensure there is not duplication as we move forward. From the District leadership to Board leadership and from project timelines to assessment timelines we must adapt to these changes. CMS will remain committed to ensuring our students are successful. We will not develop any new assessments this year aside from the four that we already have in Fine Arts, Performing Arts, Physical Education, and World Languages. CMS is already committed to piloting these particular areas and they are unique in North Carolina as they are performance-based rather than sit down exams. We are asking our students to participate by creating, preparing, and presenting a performance which their audience of teachers will measure against State Standards. The model for measuring these performances has already been developed and we will pilot the new assessments throughout this school year. CMS will not give any assessments beyond the ones that we have already developed in fifty-two content areas. Information from the summative exams given this year will not factor into students grades nor will they be used with teacher evaluations this year. The data will be used to aid teachers in identifying the areas in their own classrooms which need improvement and adjusting their instruction accordingly. We are working to refine our data delivery system so our instructors will have that information at their disposal as quickly as possible. Following last year's summative exam process, we learned a great deal and we are excited about the opportunity that NCDPI has given us to share what we have learned. Our efforts will help shape the way the State approaches their teacher effectiveness and evaluation model which will impact all school districts in North Carolina as we move forward.

VII. REPORTS FROM BOARD MEMBERS

Joyce Waddell attended the holiday program at David Cox Road Elementary School and it was a wonderful event. She also visited Newell Elementary School and the students were involved and enthusiastic. She attended several of the Superintendent Search Community Forums and the student involvement was exciting. Dr. Waddell welcomed the new Board members to the Board and she congratulated Ericka Ellis-Stewart and Mary McCray on their leadership roles. Dr. Waddell discussed the holidays, giving to others, and the importance of education in preparing students for their future.

Tom Tate thanked the Board for allowing him to serve as Vice Chairperson for the past two years and he welcomed the new members to the Board. He looks forward to working together and moving forward with academic achievement to benefit all students.

Tim Morgan reported he enjoyed visiting Feathers Café at East Mecklenburg High School and he encouraged all Board members to attend this event. He is looking forward to participating at the "Celebrity Read" at McKee Road Elementary on Friday.

Rhonda Lennon welcomed the new members to the Board. She thanked Eric Davis for his leadership to the Board for the past two years; he is a true leader and will continue to be a leader in this community and on this Board; he is a colleague and a friend. The leadership that he exhibited through this body during the two most difficult years of budget reductions and decisions are commendable and he guided us well. Ms. Lennon thanked Mr. Davis for his service to the Board as Chairperson.

Mary McCray enjoyed visiting Ms. McCoy's second grade class at Highland Creek Elementary School and joining them for Thanksgiving lunch. The students were enthusiastic and had many questions regarding being a teacher and School Board member.

Richard McElrath welcomed the new members on the Board and he looks forward to working with them.

Ericka Ellis-Stewart thanked Ms. Barrow, 5th grade teacher at Highland Renaissance Academy, for inviting her to read to the students. She also thanked all the students for giving her a shout out on FaceBook. Ms. Ellis-Stewart recognized her grandmother, Margaret Ellis, who was in the audience. Ms. Ellis is a School Board member in Vance County and has been on that Board for many years. Chairperson Ellis-Stewart also recognized her father and husband who were in the audience. She thanked her colleagues for their support for her as a leader of the Board and she will do her best to lead and guide the Board over the next twelve months. She congratulated Ms. McCray and Mr. Morgan on their appointment to the Board.

Chairperson Ellis-Stewart reported this concludes the items on the agenda for the Regular Board meeting and she called for a motion to go into Closed Session.

Upon motion by Mr. Morgan, seconded by Dr. Waddell, the Board voted unanimously of those present for approval to go into Closed Session for the following purpose:

- **To consider student assignment matters that are privileged, confidential, and not a public record.**

The motion was made pursuant to Section 143-318.11(a)(1) of the North Carolina General Statutes.

The Board recessed the Regular Board meeting at 9:34 p.m. and convened in Closed Session in Room CH-14 of the Government Center.

The Board reconvened the Regular Board meeting at 9:50 p.m. in CH-14 and all Board members were present with the District 6 seat vacant. Also in attendance at the request of the Board were George Battle, General Counsel, and Nancy Daughtridge, Clerk to the Board.

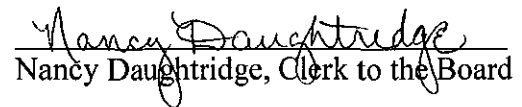
ADJOURNMENT

Chairperson Ellis-Stewart called the Regular Board meeting adjourned, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 9:51 p.m.



Ericka Ellis-Stewart, Chairperson



Nancy Daughtride, Clerk to the Board