



Charlotte, North Carolina

March 28, 2017

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

The Charlotte-Mecklenburg Board of Education held a Regular Board meeting on March 28, 2017. The meeting began at 5:05 p.m. and was held in Room CH-14 of the Government Center.

Present: Mary T. McCray, Chairperson, Member At-Large
Elyse Dashew, Vice-Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1
Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent, and George E. Battle, III, General Counsel. Elyse Dashew served as Clerk to the Board.

Upon motion by Elyse Dashew, seconded by Thelma Byers-Bailey, the Board voted unanimously to go into Closed Session for the following purpose:

- **To discuss student information that is privileged, confidential and not a public record as set forth in Title 20, Section 1232g of the United States Code and Section 115C-402 of the North Carolina General Statutes,**
- **To discuss with the Board's attorney certain matters covered by the attorney-client privilege, and**
- **To consider a specific personnel matter.**

The motion was made pursuant to Sections 143-318.11 (a)(1), (a)(3), and (a)(6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:05 p.m. until 5:58 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:03 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Elyse Dashew, Vice-Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large

Rhonda Lennon, District 1
Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Eric C. Davis, District 5
Tate, District 4
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; Saniye Wilson, Senior at Providence High School, serving as Student Advisor to the Board; Julie Beck, Manager of Board Services; Members of Executive Staff; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the March 28, 2017 Regular Board meeting which was held in the Meeting Chamber.

A. Adoption of the Agenda

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

Upon motion by Paul Bailey that the Board adopt the agenda as presented, seconded by Rhonda Lennon, the motion passed upon 8-0 voice vote of the Board. Eric Davis was absent at the time of the vote.

II. PUBLIC HEARING

Chairperson McCray reported the agenda included seven public hearings and provided an overview of the speaker protocol. Each speaker will have up to three minutes to speak to the specific topics of the public hearing. Personal and individual matters should not be addressed in this forum. CMS employees and their families should not be addressed in the comments and the use of inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules.

A. Public Hearing on Proposed Amendments to Policy IHAM, *Comprehensive Health Education Program*

Chairperson McCray opened the Public Hearing on Policy IHAM and reported no speakers were scheduled to speak to this item and declared the Public Hearing closed at 6:06 p.m.

B. Public Hearing on Proposed Amendments to Policy IHCC, *Honors Programs*

Chairperson McCray opened the Public Hearing on Policy IHCC and called upon the speakers scheduled to speak to this item.

Arthur Griffin asked the Board to add the National Elementary Honors Society to the policy. It is important to encourage our elementary schools to support and recognize student academic excellence and achievement in their earlier years.

Chairperson McCray reported there were no other speakers and declared the Public Hearing closed at 6:09

C. Public Hearing on Proposed Amendments to Policy IKE, *Promotion, Retention, and Acceleration of Students*

Chairperson McCray opened the Public Hearing on Policy IKE and called upon the speakers scheduled to speak to this item.

Arthur Griffin expressed concern the recommendation deletes the personal education plan. The personal education plan is a critical document that outlines the student's education plan and is helpful to parents.

Chairperson McCray reported there were no other speakers and declared the Public Hearing closed at 6:13 p.m.

D. Public Hearing on Proposed Amendments to Policy IKF, *Graduation Requirements*

Chairperson McCray opened the Public Hearing on Policy IKF and called upon the speakers scheduled to speak to this item.

Arthur Griffin expressed concern the recommendation reduces the twenty-eight credits needed for graduation. The policy also does not include the endorsement process. It is important to ensure students who enter college are able to graduate on time. This is a national focus area. It is important the school system collaborate with colleges and universities to ensure students are prepared to be successful in college.

Chairperson McCray reported there were no other speakers and declared the Public Hearing closed at 6:17 p.m.

E. Public Hearing on Proposed Amendments to Exhibit IKF-E, *Course of Study Graduation Requirements, Classes 2016+*

Chairperson McCray opened the Public Hearing on Exhibit IKF-E and reported no speakers were scheduled to speak to this item and declared the Public Hearing closed at 6:17 p.m.

F. Public Hearing on Proposed Amendments to Policy JFAC, *Reassignments and Transfers*

Chairperson McCray opened the Public Hearing on Policy JFAC and reported no speakers were scheduled to speak to this item and declared the Public Hearing closed at 6:17 p.m.

G. Public Hearing on Recommendation to Eliminate Policy IHBJ, *Magnet Programs*

Chairperson McCray opened the Public Hearing on Policy IHBJ and reported no speakers were scheduled to speak to this item and declared the Public Hearing closed at 6:17 p.m.

III. CONSENT ITEMS

- A. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through March 28, 2017.

The report included prior hires not processed when the report was presented at the Board meeting on March 14, 2017.

- *Total Hires July 1, 2016 - June 30, 2017: 3,467 (Licensed Hires: 1,654 / Non-Licensed Hires: 1,813).*
- *Total Promotions July 1, 2016 - June 30, 2017: 917. (Licensed Promotions: 413 / Non-licensed Promotions: 504).*
- *Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 11.*

- B. Recommend Approval of Request to Administer End-of-Course Assessments for Students taking Biology or Math 1 during Summer School.

In 2016-17, the North Carolina Department of Public Instruction (DPI) will once again allow districts to administer End-of-Course (EOC) tests during summer school. However, DPI will only approve requests from districts that have also received prior local School Board approval.

There are only three (3) ways for a student who participates in summer school to be administered an EOC exam. The student must be:

- 1. Taking the course through credit recovery,*
- 2. Repeating a course for credit, or*
- 3. Repeating elements of a course for the purpose of improving functional skills or to access an enrichment opportunity.*

This request is only being advanced for two courses: Math I and Biology. Any scores resulting from this summer test taking can be used for school accountability purposes if the test is administered by June 30, 2017. However, scores cannot be included in growth analyses for school accountability or educator effectiveness. Fiscal Implications: None beyond those for what has already been approved for summer school.

- C. Recommend Approval of the Continuous Learning Calendars for the Following Project L.I.F.T. Schools: Bruns Academy, Walter G. Byers School, Thomasboro Academy, and Druid Hills Academy.

All four schools will have a 180-day school year for students. The days will be distributed across the year to minimize the long summer break and will include a spring and fall intersession. Enrichment programming will be offered to students during the intersessions. Druid Hills Academy and Thomasboro Academy will no longer have 19 additional school days. A robust communication effort will be implemented to ensure families are aware of the continuous learning calendar schools' calendar.

- D. Construction/Real Estate

1. Recommend Approval of General Construction and Repair Project at J. T. Williams Middle School.

The J.T. Williams General Construction and Repair Project was bid on March 3, 2017. Staff recommends approval of the contract to the lowest responsive bidder; L & R Construction in the amount of \$223,720. All work will be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 0%. Fiscal Implications: Sustainment Funds: - \$223,720.

2. Recommend Approval for Replacement of Artificial Turf Project at Ardrey Kell High School.

The Replacement of Artificial Turf Project was bid on February 15, 2017. Staff recommends approval of the contract to the lowest responsive bidder; Sprinturf in the amount of \$341,259.98. All work is to

be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 0%. Fiscal Implications: Sustainment Funds: \$341,259.98.

3. Recommend Approval of Roof Replacement Project for Areas A1-A3 at Bruns Academy.

The Roof Replacement Project was bid on March 16, 2017. Staff recommends the approval of this project to the lowest responsive bidder; Nations Roof of Carolina in the amount of \$294,500. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 0%. Fiscal Implications: Sustainment Funds - \$294,500.

E. Recommend Approval of Resolution Authorizing the Director of Warehouse Operations to Dispose of Surplus Property by Way of Online Bid in Auction Format.

The Board approved the adoption of a resolution for the disposal or surplus school property by way of online bid in auction format. The online auction time span will encompass the March 30 – April 11, 2017 period. Govdeals, (www.govdeals.com) an experienced and proven online government surplus sales provider, will facilitate the process.

Recommend approval authorizing the Director of Warehouse Operations to dispose of Electronic/AV surplus school property through "secured disposal" by way of private negotiation and sale - using Powerhouse Recycling, Inc. a certified recycle vendor. The process will occur during the time period of March 30 – April 11, 2017.

Action necessary, pursuant to N.C.G.S 160A-266-270, in order to dispose of surplus property.

Action necessary, pursuant to 160A-274, sale, lease, exchange and joint use of government property.

Fiscal Implications: The auctions usually generate \$500 to \$15,000 in revenue.

Chairperson McCray called for a motion to adopt the Consent Agenda as presented.

Upon motion by Elyse Dashew, seconded by Tom Tate, that the Board approve Consent Items A. through E., with no Board discussion the motion passed upon unanimous voice vote of the Board.

IV. ACTION ITEMS

Chairperson McCray reported Consent Items IV. A. through E. are recommendations for proposed amendments to Board policies that are coming to the Board from the Policy Committee. Tom Tate, Chair of the Policy Committee, will introduce the policies and present a motion for a Board vote.

A. Recommend Approval of Proposed Amendments to Policy IHAM, *Comprehensive Health Education Program*
Policy ECF, *Environmental Stewardship*

Correlation to Board of Education Vision, Mission, and Core Beliefs: Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.

Tom Tate reported proposed amendments to Policy IHAM, *Comprehensive Health Education Program*, are before the Board for action. The amendments generally make small changes to terminology. The North Carolina Department of Public Instruction (NCDPI) has added an objective - the awareness of human sex trafficking - to the North Carolina Healthful Living Essential Standards. Therefore, in Section II, A, 10, this topic has been added to the Reproductive Health and Safety Education curriculum. The policy was considered by the Policy Committee on

February 9, 2017 and was unanimously approved. The policy was posted on the CMS website for public comment and the Board held public hearings on March 14 and March 28, 2017.

Tom Tate moved that the Board approve proposed amendments to Policy IHAM, Comprehensive Health Education Program. The motion was presented through the Policy Committee and a second was not required.

With no Board discussion, Chairperson McCray called for the Board vote on the motion to approve proposed amendments to Policy IHAM, and the motion passed upon unanimous voice vote of the Board.

B. Recommend Approval of Proposed Amendments to Policy IHCC, Honors Programs

Correlation to Board of Education Vision, Mission, and Core Beliefs: Basing our educational culture on merit and individual achievement.

Mr. Tate reported proposed amendments to Policy IHCC, *Honors Programs* are before the Board for action. The amendments add to the list of programs for which students in CMS may earn recognition: AP Capstone, AP Advanced International Certificate of Education, and Cambridge International Scholars. This policy was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy was posted on the CMS website for public comment and the Board held public hearings on March 14 and March 28, 2017.

Tom Tate moved that the Board approve proposed amendments to Policy IHCC, Honors Programs. The motion was presented through the Policy Committee and a second was not required.

Chairperson McCray opened the floor to Board member questions and comments. Board members Byers-Bailey, Lennon, McCray, Tate, Ellis-Stewart, and Dashew asked questions and provided comments.

- Thelma Byers-Bailey asked if CMS has National Honor Society in elementary or is that optional and is this policy preventing this option? Superintendent Clark said elementary schools are not required to have National Honor Society. CMS has elementary schools with this in place and Superintendent Clark will do an assessment to determine how many have this in place.
- Rhonda Lennon said most elementary schools celebrate and recognize students who achieve Honor Roll A and B instead of honor society. Ms. Lennon would not support mandating this as a requirement for all elementary schools.

Dr. Ruby Jones suggested the policy be returned to the Policy Committee for continued discussion. Ericka Ellis-Stewart supports returning the policy to the Policy Committee because the earlier you start a high level of academic excellence the more students will be focused on academics.

- Chairperson McCray asked if the policy restricts elementary schools from having a National Honor Society. Mr. Tate said it would not.
- Elyse Dashew said staff would need to assess the associated costs. Superintendent Clark said staff will assess the costs should this go back to the Policy Committee for further consideration.

Paul Bailey made a substitute motion that the Board approve proposed amendments to Policy IHCC, Honors Program, as presented and stipulate that the Board direct back to the Policy Committee information from the Superintendent regarding the National Elementary Honor Society for consideration in Policy IHCC. The motion was seconded by Thelma Byers-Bailey.

Chairperson McCray invited Board members to speak to Mr. Bailey's substitute motion. If approved the policy will go back to the Policy Committee for further consideration. In addition, the Board will not take action on the original motion.

- Paul Bailey said this will be a good opportunity to recognize students in elementary school.
- Ericka Ellis-Stewart suggested the Board not take action and send it back to the Policy Committee for further review. Mr. Tate said this would require the Board to hold two additional public hearings and delay the approval process.
- Sarah Crowder, Policy Administrator, noted the end of the second paragraph, directs the Superintendent to initiate other district-wide programs to promote and recognize student achievement. This would allow the Superintendent to recognize programs in elementary school. The Board could direct the Superintendent to consider Elementary National Honor Society.

Superintendent Clark supports having this approved now and returned to the Board with the addition of consideration for the Elementary National Honor Society.

Chairperson McCray called for the Board vote on the substitute motion and the motion passed upon 8-1 voice of the Board.

Aye: Board members McCray, Dashew, Ellis-Stewart, Byers-Bailey, Jones, Tate, Davis, and Bailey.

Nay: Rhonda Lennon.

C. Recommend Approval of Proposed Amendments to Policy IKE, Promotion, Retention, and Acceleration of Students

Correlation to Board of Education Vision, Mission, and Core Beliefs: Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.

Tom Tate said proposed amendments to Policy IKE are before the Board for action. The amendments bring the policy into compliance with North Carolina law by replacing references to personal education plans (PEPs) with MTSS (multi-tiered system of support). This policy was considered by the Policy Committee on February 9, 2017. The committee unanimously approved the policy, subject to the addition of a provision requiring notification and the involvement of parents. The version of the policy before the Board includes this additional provision. The policy was posted on the CMS website for public comment and the Board held public hearings on March 14 and March 28, 2017.

Tom Tate moved that the Board approve proposed amendments to Policy IKE, Promotion, Retention, and Acceleration of Students. The motion was presented through the Policy Committee and a second was not required.

Chairperson McCray opened the floor to Board member questions and comments.

- Dr. Ruby Jones spoke to the importance of the personal education plan and believes it should remain in the policy. Superintendent Clark said this is a policy change in response and alignment to the new language of North Carolina law. The new terminology is Multi-Tiered System of Support. The new MTSS process works similar to the intervention process of a personal education plan. The MTSS plan is written with the parents.

Chairperson McCray called for the Board vote on the motion to approve proposed amendments to Policy IKE, and the motion passed upon unanimous voice vote of the Board.

D. Recommend Approval of Proposed Amendments to Policy IKF, *Graduation Requirements*

Correlation to Board of Education Vision, Mission, and Core Beliefs: Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.

Tom Tate said proposed amendments to Policy IKF, *Graduation Requirements*, are before the Board for action. The amendments remove obsolete information about graduation requirements for years prior to the Class of 2012 and updates the sections regarding Graduation Certificates. This policy was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy was posted on the CMS website for public comment and the Board held public hearings on March 14 and March 28, 2017.

Tom Tate moved that the Board approve proposed amendments to Policy IKF, *Graduation Requirements*. The motion was presented through the Policy Committee and a second was not required.

Chairperson McCray opened the floor to Board member questions and comments.

- Elyse Dashew said as noted by the public speaker, endorsement data is a very valuable tool for measuring and setting expectation that should be reviewed going forward.

Chairperson McCray called for the Board vote on the motion to approve proposed amendments to Policy IKF, and the motion passed upon unanimous voice vote of the Board.

E. Recommend Approval of Proposed Amendments to Exhibit IKF-E, *Course Study Graduation Requirements, Classes 2016+*

Correlation to Board of Education Vision, Mission, and Core Beliefs: Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.

Tom Tate said proposed amendments to Exhibit IKF-E, *Course Study Graduation Requirements, Classes 2016+*, are before the Board for action on proposed amendments. The amendments update course titles for math in the Future Ready Core and information regarding the training hours and paid employment hours for the Occupational Course of Study. This exhibit was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy was posted on the CMS website for public comment and the Board held public hearings on March 14 and March 28, 2017.

Tom Tate moved that the Board approve proposed amendments to Policy IKF-E, *Course Study Graduation Requirements, Classes 2016* +. The motion was presented through the Policy Committee and a second was not required.

With no Board discussion, the motion to approve proposed amendments to Policy IKF-E passed upon unanimous voice vote of the Board.

VI. REPORTS/WORK SESSION

A. Discussion of proposed New Exhibit JCA-E-2, *Student Assignment Plan: Criteria for School Boundaries*

Correlation to Board of Education Vision, Mission and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level

Chairperson McCray called upon Ann Clark to introduce proposed New Exhibit JCA-E-2, *Student Assignment Plan: Criteria for School Boundaries*. Superintendent Clark reported the new Exhibit JCA-E-2 was discussed by the Policy Committee at its last meeting and the recommendation from the Policy Committee was to advance it to the full Board for discussion. The exhibit relates to the criteria that will be used to evaluate home school boundaries. Superintendent Clark called upon Akeshia Craven-Howell, Assistant Superintendent of the Office of School Options, Innovation, & Design, and Scott McCully, Executive Director of Student Placement and Planning, to the present Exhibit JCA-E-2 and present examples how the criteria will be used.

Superintendent Clark highlighted that the Student Assignment Goals approved by the Board February 2016 and the criteria in the Guiding Principles approved April 2016 were not numbered or weighted. Thus far, the goals have been treated as equal goals and thus staff has treated the criteria that mapped to them as equal criteria to be used in the evaluation of every school. The new Exhibit has two sections. The criteria that can be measured and applied to all schools and the criteria that depending on the location of the school, small town, or zoning issue that can be applied as appropriately for that particular home school boundary review.

Exhibit JCA-E2, Student Assignment Plan: Criteria for School Boundaries

A. Student Assignment Goals

The Student Assignment Goals approved by the Charlotte-Mecklenburg Board of Education in 2016 represent the Board's priorities for assigning students to schools:

1. Provide choice and promote equitable access to varied and viable programmatic options for all children;
2. Maximize efficiency in the use of school facilities, transportation and other capital and operational resources to reduce overcrowding;
3. Reduce the number of schools with high concentrations of poor and high-needs children;
4. Provide school assignment options to students assigned to schools that are not meeting performance standards established by the state; and
5. Preserve and expand schools and programs in which students are successfully achieving the mission and vision of the Board.

In making decisions regarding establishing or adjusting school boundaries or feeder patterns, the Board will consider how the decisions help the Board achieve the Student Assignment Goals.

B. Student Assignment Guiding Principles

In 2016, the Board also approved Guiding Principles for Student Assignment, which provide a more detailed blueprint for developing the student assignment plan. In the Guiding Principles are these definitions:

1. Home Schools are schools with fixed, contiguous attendance boundaries. Every student will be assigned to a designated home school within proximity to where he/she lives.
2. Partial magnets are schools where part of the seats are assigned to students residing within a fixed home school attendance area (the “home school guarantee”) and the remaining seats are assigned to students who apply via the school options lottery.

C. Decision Matrix for School Boundary Decisions

The Board desires that its decisions regarding school boundaries be objective and transparent. Therefore, in developing boundary recommendations for the Board, the superintendent is directed to develop a decision matrix based on the Goals and Guiding Principles that incorporates the following factors and to evaluate each school’s current boundaries using this matrix:

1. the socioeconomic diversity of the student population;
2. the utilization of the school as compared to the building capacity;
3. the average home-to-school distance; and
4. the extent to which elementary attendance areas kept intact as part of middle and high school feeder patterns.

D. Additional Factors for Consideration

The Board acknowledges that some factors may prove more difficult to quantify or may not be applicable to a particular boundary decision. Therefore, in addition to the decision matrix, the Board directs the superintendent to consider the following additional factors in developing boundary recommendations:

1. Keeping entire neighborhoods assigned to the same school;
2. Projections for population growth and demographic shifts;
3. Whether the school has been identified for capital improvements through bond or other funding;
4. Site limitations or legal restrictions that affect expansion capabilities; and
5. The feasibility of achieving the Board’s goals through other means, such as establishing partial magnet schools.

Ms. Craven-Howell and Mr. McCully provided an overview of the following information.

- Discussion Outcomes:
 - Review approach to using an identified set of criteria to assess CMS' existing home school boundaries for alignment to the Board of Education's Goals and Guiding Principles for Student Assignment.
 - Identify a methodology for using criteria to inform priorities.
 - The purpose of the criteria is to be able to objectively, transparently, and consistently measure each of the 138 home school boundaries against the Board’s Goals for Student Assignment.
- Board’s Goals for Student Assignment: The Board believes that a Student Assignment plan that promotes the Vision and the Mission of the Board will, to the extent possible:
 - A. Provide choice and promote equitable access to varied and viable programmatic options for all children;

- B. Maximize efficiency in the use of school facilities, transportation and other capital and operational resources to reduce overcrowding;
- C. Reduce the number of schools with high concentrations of poor and high-needs children;
- D. Provide school assignment options to students assigned to schools that are not meeting performance standards established by the state; and
- E. Preserve and expand schools and programs in which students are successfully achieving the Mission and Vision of the Board.
- Board's Guiding Principles – Home Schools:
 - Guiding Principles represent the Board's direction to CMS staff about the definition of home schools and what to consider when developing boundaries.
 - Home have fixed, connected attendance boundaries. Each student is assigned a home school within proximity to where (s)he lives
 - The Board considers multiple factors related to home school attendance boundaries:
 - facility capacity
 - travel distance from the home to school
 - keeping entire neighborhoods assigned to the same school
 - population density within neighborhoods and school attendance areas
 - keeping whole elementary attendance areas intact as part of middle and high school feeder patterns
 - configuring schools with varying grade levels
 - constructing boundaries that contribute to socioeconomic diversity
- Assessing Home School Boundaries:
 - Criteria which can be objectively measured and applied consistently to all 138 homes school boundaries.
 - Level of Socioeconomic Status (SES) Isolation
 - Building Utilization
 - Average home to school distance
 - Number of Split Feeds
 - Additional criteria considered for each home school boundary, which are not measurable, but can be observed:
 - Extent to which entire neighborhoods are kept intact
 - Population growth and demographic shifts within the boundary
 - Anticipated capital improvement impacting the boundary (e.g., bonds)
 - Site limitations to expanding capacity
 - Feasibility of other types of strategies (e.g., partial magnet) to achieve the Board's Goals for Student Assignment
- Discussion Questions:
 - The Board's Goals for Student Assignment are currently equally weighted. To be consistent with the Goals, staff gave equal weight to the associated criteria in its approach to assessing existing home school boundaries.
 - During the most recent Policy Committee meeting, committee members discussed policy exhibit JCA-E2, which describes how criteria will be used to assess existing school boundaries and inform new ones. The committee agreed to advance the exhibit to the full Board for further discussion.

Ms. Craven-Howell presented hypothetical school examples of how the criteria can be used. The scenarios presented were based on conversations in Policy Committee and not a particular way those criteria should or should not be weighted.

- Next Steps:
 - Identify criteria.
 - Determine how criteria will be used to assess existing boundaries and inform boundaries for new schools in the future.
 - Evaluate existing boundaries and high school feeder patterns. Develop recommendations that better support the Board's Goals.
 - Share best thinking recommendations with Board and public (*currently scheduled for late April 2017*).
 - Engage communities to provide feedback on recommendations (*current scheduled for late April and early May 2017*).
 - Board vote (*currently scheduled for late May 2017*).
 - Implementation (*no sooner than the 2018-2019 school year*).

Superintendent Clark reiterated that staff has, to date, treated criteria as equal, given the goals are equal, the criteria map to the Board's goals. The discussion tonight is how the criteria should be used. This is an example of the impact of weighting and how it could be done. All 138 schools will be ranked based upon the criteria.

Chairperson McCray opened the floor to Board member questions and comments.

- Ms. Byers-Bailey asked how a number ranking could affect a school.
- Dr. Jones asked questions about impact of zoning.
- Ms. Dashew stated this is "under the hood work". On November 9, the Board approved the goals without ranking them. Staff has now taken the goals and guiding principles and determined that some can be measured. There is some other criteria that can be applied on a case by case basis. There has been some discussion that certain criteria should be ranked or not ranked. Dashew believes it is most consistent to continue with not weighting the criteria, because goals and guiding principals were not ranked.
- Ms. Lennon thanked staff for the report and indicated the examples show that criteria should not be ranked and she prefers to have them all equal. Most families who responded to the survey wanted to attend the school close to home. She does not believe building utilization is calculated accurately and does not mean the same for each school.
- Chairperson McCray asked where K-8 schools fall into the examples of ranking. Ms. Craven-Howell responded that they were considered elementary schools for the purpose of this exercise.
- Ms. Ellis-Stewart asked for an explanation of SES diversity percentage in the exercise. Ms. Craven-Howell explained this reflects the largest SES population assigned to the school, which population could be low, medium or high. She wonders if lack of weighting criteria reflects a lack of courageousness. She believes the Board should rank the decision points. She believes the Board must decide the end goal.
- Ms. Lennon asked for clarification that this discussion was only for home school boundaries? Ms. Craven-Howell confirmed that was correct, including the home school portion of a partial

magnet, as well. Lennon reiterated these are for home schools and most of them are close to where the students live.

- Ms. Ellis-Stewart asked if the Superintendent and staff have the proper feedback from the Board to know what direction to go in. Ms. Clark stated in the absence of clarity as to whether or not they should or should not be treated as equal, staff will continue to treat them as equal and strive to address as many factors as possible and have a positive impact on all schools. The purpose of this discussion was to determine if there was an interest in weighting the factors. The examples were a simple way of seeing the impact. If there is a no desire from the majority of the Board to weight criteria then staff will apply all factors equally. Staff will need direction from the Board if they are to change that approach.
- Mr. Bailey stated his goal is to find a new way to assign the students in Mecklenburg County. He wants to be able to give each child a quality education regardless of their socioeconomic income, where they live, etc. The Board must look at this in a manner that will have a long term impact to move this district forward. Must find the root cause to understand why a school(s) is failing and work on that root cause.
- Mr. Davis likes the methodology used in the example as it is comparing how one school boundary is in relation to other boundaries. He feels the keeping the goals in balance is the right decision. The examples show that even with weighting only 9 cases out of 60 resulted in a school move more than +/- 2. The school that violates more of our goals is the school that needs the Board's attention.
- Mr. Tate indicated the examples of weighting did not achieve the results anticipated and said the examples provided are not easily understood by him. He cannot see how going through this process, will actually get to the place that the Board is really making a difference to the kids that are not getting the education they need to get right now.

B. Management Oversight Report on Human Resources

Correlation to Board of Education Vision, Mission and Core Beliefs: Providing safe and orderly learning and working environments; Ensuring that an effective principal leads every school; Ensuring that an effective teacher instructs each class; and Providing resources for relevant professional development.

Correlation to Board of Education Theory of Action for Change: Emphasize and encourage highly effective staffing and relevant professional development.

Chairperson McCray called upon Ann Clark to introduce the Management Oversight Report On Human Resources. Superintendent Clark called upon Avery Mitchell, Chief Human Resources Officer.

Ms. Mitchell acknowledged the work of the HR department is a team effort and introduced staff members of the HR department. Ms. Mitchell's objective was to provide an overview of the Human Resources Department operation with a focus on business operations, results, and next steps.

- Overview: The work of the HR department aligns with CMS *Strategic Plan 2018* Goal 2: Recruit, develop, retain and reward a premier workforce. Focus on customer service, accuracy and efficiency and is responsible for improving student achievement in CMS. The department is focused on customer service. Implemented process improves and provided cross training for staff.
- Organization Chart consists of a team of 76 employees.

- Driving Governance consists of federal and state laws, and local policies and regulations.
- Budget
- Key Business Operations include:
 - Hiring
 - Managing employee benefits, leaves, workers' compensation and retirements
 - Compensation/Licensure
 - Recruitment/Onboarding/Retention
 - Performance Management
- Performance Results
 - Principal Survey Results 20-15-2016
 - Teacher Effectiveness
 - Success by Design/Opportunity Culture Schools
- Challenges:
 - Provide competitive salaries and incentives for strong performance.
 - Recruitment for critical needs positions
 - Legislation with unintended consequences
 - Time to provide essential training for staff
 - Turnover in Human Resources Department
- Next Steps
 - Ensure all students are taught by highly effective teachers.
 - Improve recruitment and retention of highly effective employees
 - Create a supportive workplace environment.

Chairperson McCray thanked Ms. Mitchell for the report and invited Board members to ask questions and provide comments.

- Dr. Jones asked questions and made comments about teacher evaluations in designated low performing schools, and about Success by Design and Opportunity Culture schools.
- Mr. Bailey stated he would like to see the Board provide solutions for the challenges referenced in the presentation.
- Ms. Dashew made comments regarding salary comparisons to that of neighboring states, and asked for data on teacher turnover and longevity.
- Mr. Davis acknowledged that the department's budget decreased, while the work load did not. He commended Ms. Mitchell and her staff for the department's continued hard work and the effort to make improvements in process and customer service.
- Ms. Ellis-Stewart asked questions and made comments about what scenarios could be implemented to improve teacher performance in Title I schools.
- Ms. McCray asked if exit surveys are still performed, and asked for the data regarding why employees are leaving Charlotte-Mecklenburg Schools.

C. Discussion on Pre-K-8 Grade Configuration

Correlation to Board of Education Vision, Mission & Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernable difference between the achievement levels of students by race, gender or economic level.

Chairperson McCray called upon Ann Clark to introduce the Discussion on Pre-K-8 Grade Configuration. Superintendent Clark stated the goal is to get feedback from the board to make decisions. Clark reviewed three potential scenarios based on feedback received during recent community engagement sessions.

- Scenario A:
 - All (Pre K) K-8s remain intact except Bruns Academy; K-5 would remain at Bruns, 6-8 would be assigned to Ranson Middle.
 - \$24,025,000 2013 Bond
 - \$0 Non-Bond
 - \$24,025,000 Total

- Scenario B:
 - All (Pre K) K-8s become (Pre-K) K-5s; Repurpose Villa Heights as K-5;
 - Repurpose Spaugh (available August 2021) and Wilson (available August 2018) as middle schools;
 - \$25,435,000 2013 Bond
 - \$20,000,000 Non-Bond
 - \$45,435,000 Total
 - 1) Villa Heights K-5 feeds Eastway 6-8 and Garinger ;2) A new location will be needed for E-Learning and Garinger Academy

- Scenario C:
 - Berryhill, Ashley Park and Thomasboro remain as (Pre K) K-8s
 - All others become (Pre K) K-5s; repurpose Villa Heights as K-5;
 - Druid Hills and Westerly Hills become middle schools
 - \$23,805,000 2013 Bond
 - \$0 Non-Bond
 - \$23,805,000 Total
 - 1) Villa Heights K-5 feeds Eastway 6-8 and Garinger; 2) A new location will be needed for E-Learning and Garinger Academy

Chairperson McCray thanked the Superintendent and invited Board members to ask questions and provide comments.

Dr. Jones, Ms. Byers-Bailey, Mr. Bailey, Ms. Dashew, Mr. Tate, Ms. Ellis-Stewart, Ms. Lennon, Mr. Davis and Ms. Wilson made comments and asked clarifying questions.

Superintendent Clark stated her preference is to include these schools in the student assignment phase II process. In order to make a recommendation the Board should indicate their preference of the scenarios presented.

D. First Reading on Proposed Amendments to Policy IL, *Research and Evaluation*

Correlation to Board of Education Vision, Mission & Core Beliefs: Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.

Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present Proposed Amendments to Policy IL, *Research and Evaluation*.

Mr. Tate reported proposed amendments to Policy IL, *Research and Evaluation*, are before the Board for First Reading. The proposed amendments make slight changes to the policy to align it with current CMS practices for internal research of current and proposed programs. In addition, the amendments change the timing for when summaries of research evaluations are to be shared with the Board; instead of being made available semiannually, they are to be shared as they are completed. The policy was considered by the Policy Committee on March 9, 2017 and was approved by unanimous vote. The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on April 6 and 25, 2017, and a Board vote on April 25, 2017.

E. First Reading on Proposed Amendments to Policy ILB, *Assessment of Students*

Correlation to Board of Education Vision, Mission and Core Beliefs: Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation.

Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present Proposed Amendments to Policy ILB, *Assessment of Students*.

Mr. Tate reported proposed amendments to Policy ILB, *Assessment of Students*, are before the Board for First Reading. The proposed amendments add the terms "to effect change" to the sentence in the first paragraph regarding the goals of student assessment, and make other slight grammatical changes in the same paragraph. In addition, Section II, 3, is amended to clarify that CMS follows the testing calendar published by the NC Department of Public Instruction. In the footer, the legal references are updated with the citation to the State Board's policy on testing. The proposed amendments were considered by the Policy Committee on March 14, 2017 and were approved by three of the four members (one member was absent). The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on April 6 and 25, 2017, and a Board vote on April 25, 2017.

F. First Reading on Proposed Amendments to Policy IMDA, *Observance Honoring National Heroes*

Correlation to Board of Education Vision, Mission and Core Beliefs: Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.

Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present Proposed Amendments to Policy IMDA, *Observance Honoring National Heroes*.

Mr. Tate reported proposed amendments to Policy IMDA, *Observances Honoring National Heroes*, are before the Board for First Reading. The proposed amendments align the policy with the North Carolina Essential Standards for Social Studies as well as with other CMS policies. The proposed amendments were considered by the Policy Committee on March 14, 2017 and were approved by three of the four members (one member was absent). The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on April 6 and 25, 2017, and a Board vote on April 25, 2017.

G First Reading on Proposed Amendments to Policy JHBB, *Attendance Monitoring/Accounting*

Correlation to Board of Education Vision, Mission and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernable difference between the achievement levels of students by race, gender or economic level.

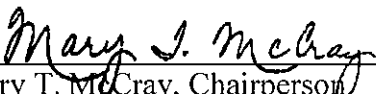
Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present Proposed Amendments to Policy ILB, *Assessment of Students*.

Mr. Tate reported proposed amendments to Policy JHBB, *Attendance*, are before the Board for First Reading. The proposed amendments primarily update the policy to align with current CMS practices and staff responsibilities for handling student attendance and truancy cases. A brief summary of the North Carolina Compulsory Attendance statute has also been added. The proposed amendments were considered by the Policy Committee on March 14, 2017 and were approved by three of the four members (one member was absent). The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on April 6 and 25, 2017, and a Board vote on April 25, 2017.


ADJOURNMENT

Chairperson McCray called for a motion to adjourn the Regular Board meeting.

Upon motion by Rhonda Lennon, that the Board adjourn the Regular Board meeting, seconded by Ericka Ellis-Stewart, the motion passed upon 9-0 voice vote of the Board. The meeting adjourned at 10:22 p.m.



Mary T. McCray, Chairperson



Julie Beck, Manager of Board Services