



Charlotte, North Carolina

January 24, 2017

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

The Charlotte-Mecklenburg Board of Education held a Regular Board meeting on January 24, 2017. The meeting began at 5:35 p.m. and was held in Room 278 of the Government Center.

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

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board. Ms. Ellis-Stewart arrived at the meeting at 5:37 p.m.

**Upon motion by Elyse Dashew, seconded by Rhonda Lennon, the Board voted unanimously of those present 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 establish or instruct the Board's staff concerning the position to be taken on behalf of the Board in negotiating the price and other material terms of a contract for the acquisition of real property by purchase.**

**The motion was made pursuant to Sections 143-318.11 (a)(1), (a)(3), and (a)(5) of the North Carolina General Statutes.**

The Board held a Closed Session meeting from 5:35 p.m. until 5:50 p.m. in Room 278. The Board also held a Board Retreat from 3:00 p.m. until 5:28 p.m. in Room 267.

Chairperson McCray reconvened the Regular Board Meeting at 6:00 p.m. in Room 267 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  
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; 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 January 24, 2017 Regular Board meeting which was held in a Work Session format. Thelma Byers-Bailey arrived at the meeting at 6:05 p.m.

### 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 Tom Tate, the motion passed upon 8-0 voice vote of the Board. Thelma Byers-Bailey was absent at the time of the vote.**

## II. CONSENT ITEMS

- A. Recommend Approval of Supplementary Funding Request for IMPACT PLUS, Improving Mathematic Persistence and Achievement through Community Partnerships and Transformative Teaching Grant Proposal.

*IMPACT Plus will provide a collaborative platform for CMS and Johnson C. Smith University to develop a comprehensive approach to the college and career-readiness standards with STEM industry professionals. IMPACT Plus seeks to (1) increase graduation rates; (2) increase student math performance, (3) equip teachers with performance tasks in varied real-world applications aligned with the new North Carolina State Standards; and (4) explore both NC Content Standards and Standards of Mathematical Practices through problem-based learning, data simulation technology, and exposure to real-world math connections. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction/ Math and Science Partnership - \$750,000 over 18 months.*

## B. Human Resources

1. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through January 24, 2017.

*The report includes prior hires not processed when the report was presented at the Board meeting on January 10, 2017.*

- *Total Hires July 1, 2016 - June 30, 2017: 2,887 (Licensed Hires: 1540 / Non-Licensed Hires: 1,347).*
- *Total Promotions July 1, 2016 - June 30, 2017: 757. (Licensed Promotions: 347 / Non-licensed Promotions: 410).*
- *Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 9.*

2. Recommend Approval of Administrative Personnel Appointments.

*Appointment:*

- *Melanie Francis named principal at Park Road Montessori. Ms. Francis previously served as assistant principal at Highland Mill Montessori and Chantilly Montessori.*

## C. Construction/Real Estate

1. Recommend Approval of Lease Renewal of 100,000 Square Feet of Warehouse Space at 5401 Hovis Road, Charlotte, North Carolina for a Term of Five Years.

*CMS has leased and used the space to operate a warehouse for storage and distribution of materials, including but not limited to curriculum and instruction since August 15, 2012 and the lease is due to expire on July 31, 2017. The extension term would be a five year term beginning August 1, 2017 and expiring July 31, 2022. The proposed base rental amount is \$27,083.33 per month with a 3 percent annual increase. Fiscal Implications: Charlotte-Mecklenburg Schools will pay to landlord a total base rent of approximately \$1,725,469 over the term of the lease, and its proportionate share of common area maintenance, real estate taxes and property insurance over 60 months.*

2. Recommend Approval of Granting Permanent Utility and Storm Drainage Easements and Temporary Construction Easement to the City of Charlotte.

*The City of Charlotte has requested a grant of a permanent utility and storm drainage easements, and a temporary construction easement to accommodate the sidewalk project that will impact the campuses of Wilson currently used for the West Meck Academy and West Mecklenburg High School. Fiscal Implications: None – The easement will be granted without financial consideration.*

3. Recommend Approval of Offer to Purchase and Contract for Sale of Certain Tract of Land Containing Approximately 38.56 Acres and Being the Tax Parcel Number 061-266-01 Known as 3401 Stafford Drive, Charlotte, North Carolina to the City of Charlotte for a Purchase Price of \$4,500,000.

*Main Points: CMBE owns property at 3401 Stafford Drive, Charlotte, North Carolina, Tax Parcel Number 061-266-01. The Board of Education declared this parcel to be surplus property on October 13, 2015. The property will no longer be needed by the Board of Education and proposes to sell the property. CMS staff will comply with the procedures outlined in G.S. 160A-269 (negotiated offer, advertisement, upset bid) after approval. Authorization is requested to accept the offer and authorize the Superintendent to approve the contract. Fiscal Implications: The purchase price is \$4,500,000. Normal closing costs will be deducted from the proceeds.*

4. Recommend Approval of Replacement of Four Boilers at Ardrey Kell High School.

*The HVAC Boiler Replacement project was bid on December 20, 2016. Staff recommends the approval of this project to the lowest competent bidder; Thermal Conditioning Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove the four existing Laars condensing boilers and replace them with the new Fulton Endura condensing boilers. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSB participation: 0%. Fiscal Implications: Local Funds - \$195,546.51.*

5. Recommend Approval of Replacement of Thirty-five HVAC Roof Top Units at Old Newell Elementary School.

*The Roof Top Unit Replacement project was bid on November 29, 2016. Staff recommends the approval of this project to the lowest responsive bidder; Carolina Air Solutions in the amount of \$494,107.53. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace thirty-five Roof Top Units. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 8.9 %. Fiscal Implications: Local Funds - \$494,107.53.*

6. Recommend Approval of Offer to Purchase and Contract for Sale of Certain Tract of Land Containing (+/- 4.35 acres) and Being the Tax Parcel Number 003-233-25 Known as Ada Jenkins School to Ada Jenkins Families and Careers Development Center, Inc. for the Purchase Price of \$710,000.

*Main Points: Charlotte-Mecklenburg Board of Education owns property known as Ada Jenkins Center located at 212 Gamble Street, Davidson, North Carolina. On December 8, 2015, the Mecklenburg-County Board of Education determined that the property will no longer be needed by the Board of Education and proposes to sell the property. CMS staff will comply with the procedures outlined in N.C.G.S. 160A-266 (private sale to entity that will preserve the Property's cultural and historical associations). Final authorization is requested to accept the offer and authorize the Superintendent to approve the contract. Fiscal Implications: CMS has been offered a purchase price of \$710,000. Normal closing costs will be deducted from the proceeds.*

D. Recommend Approval of Resolution Authorizing the Director of Warehouse Operations to Dispose of Surplus Property by Way of Online Bid in Auction Format, Private Negotiation and Sale or Transfer to Local Education Agency (LEAs).

*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 January 26 - February 14, 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 January 26 - February 14, 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 governmental property.*

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

E. Recommend Approval of Revision to CMS 2016-2017 Continuous Learning Calendar for Bruns Academy and Walter G. Byers School.

*Walter G. Byers School and Bruns Academy are continuous learning calendar (CLC) schools with a school calendar that differs from the calendar of traditional schools in the district as it relates to designated teacher workdays and make-up days. When the initial announcement regarding inclement*

*make-up dates were communicated, the days were established to be March 17 and March 28. These dates are not aligned to the approved CLC calendar's designation for make-up days for these two schools. Per the approved calendar, the make-up days are as follows: March 27, March 28, March 29, March 30, March 31, April 3, April 4, and April 6. For further reference see approved CLC calendar on the CMS Website.*

*The erroneous communication poses some challenges. March 17th was never a designated make-up date. Additionally, March 28th falls two days into the spring intersession. Intersessions are not required workdays or instructional dates for students and staff. Using March 28th as a make-up date would mean students and staff would be out on intersession on March 27th and then be required to report back to work/school on March 28th. This will likely negatively impact attendance on March 28th.*

*Since the initial communication was inaccurate, there is a need to reset the communication and expectations for the make-up days for these two schools. It is proposed that February 17th and 20th be considered as make-up days. While not originally established as make-up days in the CLC approved calendar, these dates are designated as teacher workdays. Leveraging them as make-up days are a viable option and present a few possible benefits:*

- Using February 17th and February 20th as make-up dates would allow for consecutive days of teaching and learning throughout the month of February as opposed to an interruption to instruction with the current designated teacher workdays in mid-February.*
- Intersession days are often days used by families and staff for planned vacations, appointments and other personal obligations. Since the prescribed make-up dates correspond with spring intersession there is increased likelihood of conflicts that may negatively impact student and staff attendance. Using the February dates eliminates the conflict with spring intersession in March.*
- February 17th is also a CMS designated make-up day for traditional calendar schools. Leveraging February 17th provides some alignment between the district's traditional calendar schools and the CLC school's designated make-up day.*

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

**Upon motion by Eric Davis that the Board adopt Consent Items A. through E., seconded by Paul Bailey, and with no Board discussion the motion passed upon 8-0 voice vote of the Board. Thelma Byers-Bailey was absent at the time of the vote.**

Chairperson McCray called upon Superintendent Clark to present the personnel appointments. Superintendent Clark introduced Melanie Francis as the new principal at Park Road Montessori and invited Ms. Francis to stand to be recognized by the Board and audience.

### **III. ACTION ITEMS**

#### **A. Recommend Adoption of the 2017 Charlotte-Mecklenburg Board of Education Legislative Agenda**

*Correlation to Board of Education Vision, Mission, and Core Beliefs: Public Education is central to our democracy.*

Chairperson McCray reported this item is Recommend Approval of 2017 Charlotte-Mecklenburg Board of Education Legislative Agenda and called upon Rhonda Lennon, Chair of the Intergovernmental Relationships Committee (IRC), to introduce the recommendation and present the motion. Rhonda Lennon recognized Charles Jeter, Governmental Relationships Coordinator and Board Legislative Liaison, and the Board members on the committee: Elyse Dashew, Vice-Chair, Paul Bailey, and Erica Ellis-Stewart. Ms. Lennon also thanked her fellow Board members who attended the meetings and the staff support from Superintendent Clark, Sheila Shirley, Chief Financial Officer, and George Battle, General Counsel. Ms. Lennon thanked everyone for their

hard work on developing the proposed Legislative Agenda which is focused on the good of all children and called upon Charles Jeter to present the recommendation.

Charles Jeter presented the recommendation and noted the 2017 Legislative Agenda was approved by IRC members on January 6, 2017. The recommendation for adoption of the 2017 Legislative Agenda includes two parts: Legislative Guiding Principles and 2017 Legislative Agenda Recommendations.

**Legislative Guiding Principles:**

1. CMS supports legislation that provides CMS, and all Local Education Agencies (LEAs), with greater local flexibility in and from state regulations.
2. CMS supports legislation that provides CMS, and all LEAs, with greater local flexibility and control in how to appropriate funds that CMS receives from the State.
3. CMS supports legislation that provides CMS, and all LEAs, additional financial resources for early childhood and Pre-K through 12<sup>th</sup> grade education, provided funding is augmenting current funding levels and is not supplanting them.
4. CMS opposes legislation that requires CMS, and all LEAs, additional requirements and mandates but does not provide new revenues to fund said programs.

Ms. Ellis-Stewart suggested the 3<sup>rd</sup> bullet be changed to ‘through 13<sup>th</sup> grade’ since CMS has students in 13<sup>th</sup> grade. There was no Board objection and the bullet will be changed to reflect ‘through 13<sup>th</sup> grade.’

**Specific Legislative Requests:**

	Category	Description	Requestor
C 1 – Eliminate Mandatory Stop/Start Dates	Calendar Flexibility	This request would allow CMS to have complete control over setting the start and stop dates for all schools within the school system	CMS
C 2 - School Days for State of Emergency Declaration	Calendar Flexibility	This request would allow CMS to reduce the required number of instruction days by five days without NCGA approval should Mecklenburg County be subject to a State of Emergency that causes more allotted make-up days to be exhausted.	CMS
B 1 - Transfer Funds Within Budget Codes	Budget Flexibility	This request would grant CMS (or local boards of education) maximum flexibility to transfer funds between state funding allotment categories, including transfers to or from the teacher assistant category, to best meet student needs and support district priorities. Special provisions to ensure compliance with federal laws and grants conditions may remain as outlined in current budget flexibility law.	CMS
B 2 - Class Size	Budget Flexibility	This request would allow CMS greater flexibility in setting K-3 <sup>rd</sup> class sizes based on varying needs for different educational environments and curriculum.	CMS

	Category	Description	Requestor
F 1 - Increase State Pay Levels	Funding	This request is a four pronged approach to increase state salary schedules for the following classifications: <ul style="list-style-type: none"> <li>• F 1.A - Non-Instructional Staff–Increase base salary compensation by 3% - 5% in recurring monies</li> <li>• F 1.B - Principals/Assistant Principals–Increase base salary compensation to match national average within (5) five years</li> <li>• F 1.C - Teachers–Increase base salary compensation to match national average within (5) five years</li> <li>• F 1.D - Teacher Assistants–Increase base salary compensation by 3% - 5% in recurring monies</li> </ul>	CMS
F 2 - Eliminate Pre-K Waiting List in Mecklenburg County	Outside Entity Affirmation	This is a request that the NCGA provide full funding for Pre-K Education to ensure all applicants are provided access	CMS
G 1 - School Grading	Operational Oversight	This request would adjust current school grading metrics so that growth and proficiency are equally weighted (50% -50%)	CMS
D 1 - Educational Wi-Fi Funding  <i>The Board approved changing the word 'funding' to 'access.'</i>	Digital Education	This request is for legislation that will remove any and all restrictions and/or regulations that inhibit community-wide access for Wi-Fi service so that children may have access to the digital learning technology that is being used in the classroom	CMS
E 1 - Raise the Age	Community Education	This request is for legislation that raises the minimum age for trying individuals as adults to 18 years old except as recommended by the Mecklenburg County Chief Justice Commission	CMS
Z 1 - UNCC –Capital Request	Outside Entity Affirmation	UNC-Charlotte is requesting capital funding to construct a new campus building to house the Charlotte Early College Engineering and the Early College for Teachers that are associated with CMS	UNC-Charlotte

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

- Rhonda Lennon asked the financial impact B 2 has on CMS. Mr. Jeter said this relates to the class size in K-3. A new statute goes into effect the 2017-2018 school year and this asks that K-3 remain status quo. CMS does not support the K-3 class size change passed in the 2015 State Budget. This request allows CMS to have an average class size variance as opposed to an exact number. This issue is accepted and requested by most every LEA and the North Carolina School Boards Association has it as the top issue. The House passed this language in order to go back to the previous K-3 status which is current this school year but the Senate did not take it up during the last session. It is critically important this item be accepted as soon as possible because it is time sensitive as we move forward in the budget process for the 2017-2018 school year. The financial impact in CMS from a teacher perspective would equate to

353 positions at \$23.3 million per year and this does not include other associated costs that would be impacted such as transportation. Superintendent Clark said other top concerns related to this include the ability for CMS to hire high quality K-3 elementary teachers to fill the 353 positions and having the facility space for the additional classrooms. There is a shortage of quality K-3 elementary teachers not only in North Carolina but across the country. This Legislation will have huge financial implications on CMS and all LEAs in North Carolina.

- Ericka Ellis-Stewart asked that the wording in D 1 be changed from 'Educational Wi-Fi Funding to Educational Wi-Fi Access.' There was no Board objection and D 1 will be changed to reflect "Educational Wi-Fi Access."
- Dr. Ruby Jones asked does UNC-Charlotte have the land for Z 1. Mr. Jeter said, yes, the land is picked out and ready to go. UNC-Charlotte will ask the Legislature for some capital funding and they plan to raise the remaining capital needed through philanthropic dollars.
- Eric Davis asked regarding F 2, what is the funding needed for CMS to eliminate the Pre-K wait list? Mr. Jeter said the cost at this time is an unknown because it would be dependent upon the number of seats available and seats open. This item is critically important and as we move through the process we will determine the specific language and the associated costs before filing the Bill. Chairperson McCray noted the Mecklenburg County leadership asked the Board of Education to include this item on our Legislative Agenda so it could run concurrent with their requests. Mr. Davis said he supports the merits of this item but to be fiscally responsible we should have an estimated cost before being asked to approve this item. Superintendent Clark said CMS has approximately 10,000 students in every grade level and just under 3,000 students in Bright Beginnings and North Carolina Pre-K. Essentially, CMS has approximately 3,000 students out of the 10,000 students based upon poverty levels that are not being served in one of those two programs. Some Pre-K students in the county may be served through other programs such as daycare centers, the community, or faith-based houses. Approximately, there is a gap of 2,500 to 3,000 seats needed to ensure all students in Mecklenburg County have the opportunity to attend a Pre-K program. Mr. Davis said this is specific to Mecklenburg County and having the associated costs will strengthen the argument. Ms. Lennon said a rough estimate for Pre-K is approximately \$6,700 per student and that would equate to a cost for CMS of approximately \$18 million to \$24 million.
- Saniye Wilson said she supports G 1 for measuring growth and proficiency at 50% each. It can be scary for students who attend a school that values proficiency over growth because if the student falls behind it can cause them to be unproductive and overwhelmed. This causes the teacher to not be focused on the growth of the student but only the student obtaining proficient test scores. Most students prefer having a value for their growth and proficiency. Ms. Wilson supports E 1 because it can be scary to be seventeen and facing going to jail.
- Rhonda Lennon is an advocate for both growth and proficiency because growth recognizes the hard work of staff. Many students come into the schoolhouse already behind and our teachers are working valiantly to catch them up. Teachers and schools should not be penalized because of the students that come into the classrooms already behind. Growth recognizes the hard work of teachers for growing students.
- Elyse Dashew supports E 1 and believes it will have a positive impact on some students and it links education to the justice system.



Rhonda Lennon moved that the Board adopt the 2017 Legislative Agenda that includes the Legislative Guiding Principles and Specific Legislative Requests with the noted recommendations in the 3<sup>rd</sup> bullet of the Guiding Principles (changing 12<sup>th</sup> grade to 13<sup>th</sup> grade) and D 1 (change the word funding to access). The recommendation was presented through the Intergovernmental Relationships Committee and did not require a second. With no further Board discussion, the motion passed upon unanimous voice vote of the Board.

#### IV. REPORTS/WORK SESSION

A. First Reading on Proposed Amendments to Policy ECF, *Environmental Stewardship*

Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present First Reading on Proposed Amendments to Policy ECF, *Environmental Stewardship*.

Tom Tate reported proposed amendments to Policy ECF adds a commitment to energy conservation and renewable energy strategies to the policy and adds the term "sustainability" to the title. The changes reflect past and ongoing commitments of the Board and practices of the district to promote environmentally sound policies and practices. The proposed amendments were discussed by the Policy Committee at the December 2016 meeting and, after further discussion, were approved by three of the four members of the Policy Committee on January 12, 2017 (one member was absent). The proposed policy will be posted on the CMS website, the Board will hold a public hearing on February 14<sup>th</sup> and February 28<sup>th</sup>, and a Board vote on February 28, 2017.

B. First Reading on Proposed Amendments to Policy JFACA, *Interscholastic Athletic Participation Schools*

Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present First Reading on Proposed Amendments to Policy JFACA, *Interscholastic Athletic Participation*.

Tom Tate reported proposed amendments to Policy JFACA aligns the policy with amendments to Policy JJJ, "Extracurricular Activity Eligibility," adopted by the Board July 2016. Specifically, the amendments remove the policy reference to the local attendance rule, which was removed from Policy JJJ. One addition to the policy is the requirement that students must be properly enrolled in order to be eligible for participation in athletics. The proposed amendments were approved by three of the four members of the Policy Committee on January 12, 2017 (one member was absent). The proposed policy will be posted on the CMS website, the Board will hold a public hearing on February 14<sup>th</sup> and February 28<sup>th</sup>, and a Board vote on February 28, 2017.

C. First Reading on Proposed Amendments to Policy IJ, *Instructional Resources and Materials*

Chairperson McCray called upon Tom Tate, Chair of the Policy Committee, to present First Reading on Proposed Amendments to Policy IJ, *Instructional Resources and Materials*.

Tom Tate reported proposed amendments to Policy JJ adds the definition of "equity" recommended in the March 2016 accreditation report for CMS issued by the AdvancED external review team. The amendments also shift the emphasis of the policy from a focus on allocating material resources to ensuring equitable access to rigorous and engaging instructional tasks, high quality teaching, and course offerings. To this end, the amendments retitle the policy as "Access to Equitable Instructional Resources." Finally, the amendments expand the schools at which the

differentiated allocation of resources is expected. The proposed amendments were considered by the Policy Committee at meetings on November 10 and December 8, 2016, and were approved by three of the four members of the Policy Committee after further discussion on January 12, 2017 (one member was absent). The proposed policy will be posted on the CMS website, the Board will hold a public hearing on February 14<sup>th</sup> and February 28<sup>th</sup>, and a Board vote on February 28, 2017.

Ms. Ellis-Stewart suggested the Board develop the goals that align to this as referenced in the policy under item 1. as soon as possible.

### Student Assignment Review, Phase II

As an introduction to the next report, Chairperson McCray opened the floor for Board members to share their understanding of the Phase II Student Assignment Review process and what they believe it should accomplish.

- Elyse Dashew suggested the Board provide guidance to staff on how the Goals and Guiding Principles should help them as they consider boundaries to be redrawn.
- Ericka Ellis-Stewart said any actions taken by the Board should be in the best interest of students, what is educationally sound for students, and what will allow CMS to best educate students. Phase II is relative to boundary changes and how those boundary changes will inform or allow CMS to meet the Goals that are included in the Guiding Principles.
- Rhonda Lennon said the Board is working on this and should establish a set of criteria, rubric, or decision tree of how boundaries are determined for neighborhood/home or community-based home schools. The Board should also consider the whacked-out boundaries and make some corrections to fix issues related to high growth and communities that are inadvertently split or split feeder patterns. The Board should be ready to assign students to create a sense of relief, stability, and inform the community on what will be planned for the future. Until, CMS knows where students will attend school, it will be hard to put programs in place especially for the home schools to ensure they each can be successful. Each home school will need to be unique to meet the needs of the students that attend that school.
- Thelma Byers-Bailey said CMS created three transportation zones with similar Socio-Economic Status (SES) and they can be used as an opportunity to balance SES in all the CMS schools.
- Dr. Ruby Jones said the boundary changes should align to the Goals and Guiding Principles established by the Board.
- Tom Tate said the guidelines for boundaries should be based on the Board's Goals and Guiding Principles for Student Assignment.
- Eric Davis said the process will determine how CMS can leverage home school boundaries and high school feeder patterns to achieve the Board's Goals for Student Assignment.
- Paul Bailey said to maximize the home school boundaries and feeder patterns for high schools; to eliminate some of the existing odd assignment boundaries in going to the different transportation zones; and to the extent possible while holding to the results of the survey do as much equitable assignment as we can within SES.
- Mary McCray said cleaning up the feeder patterns and the home school boundaries, and boundary changes that align with the Board's Goals and Guiding Principles. Most of the families in her area are concerned about the feeder patterns and want to keep the children they attend school with together.

#### D. Student Assignment Review, Phase II

*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 the Work Session on Student Assignment Review Phase II. Superintendent Clark thanked the Board for their feedback and noted staff is aligned with the Board's expectations. The purpose of the Work Session is to review the Board's Goals and Guiding Principles and get Board feedback on the items to be presented to the community for feedback at the Community Engagement Sessions. The information will be used to provide staff guidance on how feeder patterns support or do not support the Board's Goals and Guiding Principles. The goal of the discussion is to highlight items the Board believes will help execute the Board's Goals and Guiding Principles. The developed criteria or components will be used to determine the areas to be reviewed for changes to home school boundaries, high school feeder patterns, and grade level configurations.

Akeshia Craven-Howell and Scott McCully provided an overview of the following information and led the Board in a discussion. The information highlighted the 2016 Community Survey Results and initial feedback from principals and School Leadership Teams on the items they would like the Board to consider in the Phase II work.

- Work Session Outcomes:
  - Share preliminary input from principals and School Leadership Teams (SLT) related to evaluating school boundaries and feeder patterns
  - Revisit 2016 community survey data related to phase II scope.
  - Review and discuss Goals and Guiding Principles (excerpts) to identify key aspects of each that inform phase II work.
- Phase II Scope and Timeline: How can CMS leverage home school boundaries and high school feeder patterns to achieve the Board's goals for student assignment?
  - Key Areas of Work include High School Feeder Patterns; Engage Executive Staff and Senior Leadership; Board Engagement; Remaining Policy Updates; and Community Engagement. The Timeline of work is scheduled from October 2016 to August 2018.
- Key Terms:
  - Home School: The elementary, middle, K-8 or high school assigned based on home address. Each student in CMS is assigned a home school.
  - Partial Magnet: A magnet program housed in a school with a home school boundary. Some students are assigned to the school as their home school while others are assigned via the lottery. All students participate in the theme-based program.
  - Boundary/Attendance Zone: A geographic area within which students are assigned to a particular home school.
  - Feeder Pattern (Non-Magnet): Based on home address, the progression of elementary, middle and high schools to which a student is assigned for K-12.
- 2016 Community Survey Results - Helps Inform Phase II:
  - Top three factors when selecting a school among 2016 survey respondents:
    1. Staff and Leadership at the school (tied for first).
    2. School Environment (tied for first).
    3. Method used to teach students.

- 4. Location/Proximity to home.
- Issues most important for the Board to address to increase academic outcomes and opportunities for all students (based on ‘high priority’ responses):
  1. Student assignment boundaries.
  2. School choice within a zone.
  3. Magnet/School Choice options.
- Beliefs about the best ways to reduce concentrations of poverty:
  1. Increase school choice within a zone (31.7%).
  2. Limit the percent of concentrations of poverty assigned to a school (16.1%).
  3. Increase school choice (15.9%).
- Principals, School Leadership Teams (SLTs) Shared Early Thinking on Phase II - Top five considerations when reviewing boundaries and feeder patterns. This work is ongoing and the list will be updated as staff finalizes the meetings with each group. The information includes the voice of the parents and students from each school.

Principals	School Leadership Teams
1. Socioeconomic diversity.	1. Proximity (travel time and distance) with a focus on keeping neighborhoods together.
2. Proximity (travel time and distance).	2. Socioeconomic diversity.
3. School utilization (space available and overcrowding).	3. Academic achievement.
4. Academic achievement.	4. School utilization with a focus on overcrowding.
5. Feeder pattern alignment.	5. Feeder pattern alignment.

- An Objective and Transparent Approach: The objective is to prioritize which feeder patterns and which home school boundary will be addressed in Phase II Assignment Review recognizing the number of home schools and the associated feeder patterns in CMS.
  - Evaluate existing boundaries and feeder patterns against the Board of Education’s Goals for Student Assignment:
    - ✓ Identify data-driven criteria tied to the Goals.
    - ✓ Assess each home school boundary based on the criteria.
    - ✓ Prioritize and tier boundaries based on the score.
    - ✓ Explore changes to prioritized boundaries and associated feeder patterns that better align to the Board’s Goals and Guiding Principles for Student Assignment.
- Criteria and Strategies: The Board discussion focused on criteria and strategies will be highlighted at another time.
  - Criteria – the standard by which CMS will evaluate boundaries; a defined threshold above or below which a boundary requires attention.
    - Example: is the school greater than X% over capacity?
  - Strategy: an approach to addressing the opportunities identified by the criteria.
    - Example: An overcrowded school is in close proximity to a planned new school; can the new school boundary provide relief to the overcrowded school?

Akeshia Craven-Howell reported the process for the review will assess every boundary using a consistent set of criteria that can be applied to every boundary relative to all the other boundaries. The review will be a data-driven objective way to measure all boundaries against the Board’s Goals

and Guiding Principles. The boundary evaluation will allow staff to assess all boundaries tiered and ranked and that will help to make the process objective and transparent.

Ms. Craven-Howell provided an overview of the Guiding Principles related Home Schools and led the Board in a discussion on priority areas or criteria that will inform the Phase II work.

- Guiding Principles, Section I, A. Home Schools:  
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.
  1. To the extent possible when establishing home-school attendance boundaries and determining proximity, the Board will consider:
    - a. Facility capacity (based on classroom standards for each school);
    - b. Travel distance from the home to school;
    - c. Keeping entire neighborhoods assigned to the same school (staff shall use discretion in considering commonly accepted neighborhood boundaries, zoning decisions, covenant agreements, homeowners associations [HOAs] municipal jurisdictions, etc.);
    - d. Population density within neighborhoods and school attendance areas; and
    - e. Keeping whole elementary attendance areas intact as part of middle and high school feeder patterns.
  2. In establishing home schools, the Board will consider:
    - a. Configuring schools with varying grade levels;
    - b. Constructing attendance boundaries especially for newly established schools that contribute to a socioeconomically diverse student population; and
    - c. Collaborating with other local governmental bodies to inform those policy decisions (e.g., housing, transportation) that directly impact student assignment.

Board Member	Discussion
Highlight key words that will inform criteria for Phase II of Student Assignment	
Mr. Bailey	1.b. travel distance, 1.c. keep entire neighborhoods assigned to the same school, and 2.c. collaborating with local governmental bodies. <ul style="list-style-type: none"> <li>▪ 1.a. facility capacity includes many aspects that impact student assignment (age of school, condition, grade level, schools performing well, schools needing higher or lower populations of students). The Board should consider the issues with each and how to prioritize the subcategories under each.</li> </ul>
Dr. Jones	1.c. keep entire neighborhoods assigned to the same school. Dr. Jones noted this has not been done in the past.
Mr. Tate	1.a. facility capacity, 1.c. keep entire neighborhoods assigned to the same school, 1.e. keep whole elementary attendance areas intact in middle and high school feeder patterns, 2.a. configure schools with varying grade levels, and 2.b. construct attendance boundaries that contribute to a socioeconomically diverse student population. <ul style="list-style-type: none"> <li>▪ It is important to talk to neighborhoods to understand what they think their neighborhood boundary includes. Some neighborhoods are split for the school they attend but they believe they are one neighborhood.</li> <li>▪ Consider two schools for a bigger area with varying grade levels.</li> </ul>

Ms. Byers-Bailey	1.a. facility capacity over or under is the priority. <ul style="list-style-type: none"> <li>▪ Depending on the issues of each school or community, the other items can be prioritized depending on the needs of the school.</li> </ul>
Ms. Lennon	1.c. keep entire neighborhoods assigned to the same school, 1.b. travel distance from the collective neighborhood (some homes are closer than others), and 1.a. facility capacity. In addition, 1.d. population density can be challenging because what is a neighborhood (some are larger than others) and what is proximity (one mile or more). You cannot say every school will be this size. 1.e. (keep whole elementary attendance areas in tact in middle and high school feeder patterns) is important but it can be difficult to do. The items under section 2 are all important and they do not need to be prioritized.
Mary McCray	1.a. facility capacity (if under bring in students and if over, take students out), 1.e. keep feeder patterns together, and under strategies, Section 2, when constructing attendance boundaries for new schools do not open them as a Title 1 school.

The Board discussion included the following:

- Elyse Dashew noted that the components of Section I under Guiding Principles are more about criteria and Section 2 is more about strategies.
- Ericka Ellis-Stewart said her children attended magnet schools and her priority was to choose the educational option to give her children the best education and greatest access to a school. In her opinion, many of these are secondary. As a parent she drove across town and her children had early bus rides in order to attend the school they selected. The Board must be aware of these options but not get caught up in the emotionality people may have with these options.
- Dr. Ruby Jones said most Board members spoke about each being important and depending on the circumstances of the school, the priority may be different for each school. This conversation will have passion from the community and we must be direct in our dialogue.
- Saniye Wilson said in middle school she attended school with a group of students but when they went to high school they went to different schools. Most students were okay with not attending school together. If they wanted to see each other, they made plans outside of school.
- Eric Davis said our community will continue to evolve. By the time CMS actually gets capital to build new schools, replacement schools, and make additions to schools the community will have continued to grow. New developments will have been added and the density of neighborhoods will have changed. It will take time for the choices that parents make in Phase I to take effect and this process will continue to evolve. The Board must develop criteria that is linked to the Goals to be used for reviewing all boundaries. The criteria will help narrow the scope to the most egregious areas that are out of alignment to the Board's Goals. This is the balance between stability and being responsive to the changes in the community. CMS cannot redraw boundaries every year but when new schools are added, the school boundaries around those areas will need to be redrawn.
- Chairperson McCray said we must be aware of where we place schools. This Board inherited a plan that was developed fourteen years ago and we are still trying to clean it up. This is hard work but hopefully in fourteen years the Board seated at that time will not be trying to clean up what we do now. This Board must show intentionality in what we do and what we tell the public we are trying to do. It is important to review the areas where schools are being placed

because some areas have a lot of schools and others have very few. Chairperson McCray noted regarding feeder patterns, when she was an elementary teacher her students were sad when they were split up in middle school and assigned to three different schools. Chairperson McCray urged the Board to consider as a strategy for newly constructed schools to not set up the attendance boundary as a Title I school.

Ms. Craven-Howell provided an overview of the Goals for Student Assignment and led the Board in a discussion linking criteria to the goals for Phase II of Student Assignment.

- Goals for Student Assignment:

The Board believes that a student assignment plan that promotes the Vision and Mission of the Board of Education 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.

The Board was asked to discuss each goal individually and consider the following for each goal:

1. What does the goal imply about how CMS should assign students to schools?
2. If you were evaluating a newly crafted school boundary and/or feeder pattern, what questions might you ask about it relative to this particular goal?

Goal A: Provide choice and promote equitable access to varied and viable programmatic options for all children.

- Eric Davis said the goal does not relate to how CMS would draw a boundary. But, in a home school based upon input from the school and community to support a program, it may lead to the feeder pattern connection.

Superintendent Clark asked the Board if Goal A related to asking the community for feedback on Non-Magnet K-8 programs. This could be a topic for the Community Engagement sessions regarding the feeder patterns with Pre-K-8 or K-8 programs. Staff will seek information from the community regarding a preference to remain K-8 or become K-5.

- Most Board members support having the feedback on K-8 and K-5 information and preference.
  - Staff will communicate the information at the Community Engagement sessions that include K-8 feeder patterns and specifically at each K-8 school.
- Ms. Byers-Bailey said Goal A references equitable access and that should be used for boundaries. CMS has schools that the demographics of the neighborhoods have changed. The school is a Title I school but the surrounding community now has a blended socioeconomic status (SES) population. If the boundary of the school were shifted, some of the families in the

community would want to attend the school and the SES of the school would change. CMS must include the SES mix in determining the magnets and the attendance boundaries.

Ms. Craven-Howell said to inform the criteria, should the attendance boundary for a K-8 school and the SES diversity of the attendance boundary be relative to the surrounding community?

- Ms. Ellis-Stewart said the focus area for a viable programmatic option should be relative to ensuring all students have the opportunity to attend a great school. The boundaries do not make a school great and the process must include all the pieces to ensure it is a viable option.

Superintendent Clark asked the Board should an academically successful school be an overarching criteria for evaluating a boundary or considered as a part of the criteria?

- Board members Ellis-Stewart and McCray said a priority should include the academic success of a school. This is part of the process that gives the parents attending a failing school for a certain number of years, three school options for their children.

Goal B: Maximize efficiency in the use of school facilities, transportation, and other capital and operational resources to reduce overcrowding. In the home school section, Board members highlighted the importance of facility capacity (over/under), utilization, proximity, and travel distance from the neighborhood. What other implications should be considered for a boundary related to Goal B?

- Chairperson McCray said it is important to focus on overcrowded schools and underutilized schools, and some of that was addressed in Phase I. This should include the K-8s that want to be K-5 and strategies could include pairing them with an underutilized school or create an opportunity for a partial magnet.
- Ms. Byers-Bailey said Goal B talks about transportation and last year the Board changed shuttle stops and that decision increased the number of routes and the number of bus drivers needed. CMS has a bus driver shortage and students are getting home at late hours because buses are making two trips. This is impacted because CMS trains bus drivers but they are recruited by CATS because they pay higher wages. Currently, CMS does not know the full impact Phase I will have on the district and how it will impact transportation. Ms. Byers-Bailey expressed concern that CMS is going into Phase II without knowing the complications of Phase I and that may be leading CMS into a transportation Tsunami because we are moving too quickly. CMS should pace itself and allow itself to recover before taking on more work.
  - Superintendent Clark said CMS will gain some transportation efficiencies with adding the new middle colleges and creating shorter bus rides with opening new magnets in different areas of the county. CMS will not fully know the transportation implications until parents complete their school choices, but CMS will definitely gain some transportation efficiencies. CMS has a bus driver shortage but not a transportation system issue. As bus drivers leave CMS, new bus drivers have been hired.
  - Rhonda Lennon said this process will help fix wonky boundaries and that will increase the efficiency of transportation related to proximity and utilization.
  - Dr. Jones suggested CMS consider using public transportation for students attending UNC-Charlotte.
- Ms. Dashew said it is important to have a reality check on the constrained CMS resources and review the scope of work the Board is doing. All this work is interconnected to the proposed



2017 Bond. It is important the Board work efficiently to get as much of the work completed this year as possible and develop guidance for the bond being approved by the community. This work will provide guidance for building new schools in the future and how those boundaries will be impacted. This process develops a structure to guide CMS into the future.

Goal C: Reduce the number of schools with high concentrations of poor and high-needs children. Identify questions regarding new boundaries or assigning students to new schools as it relates to the goal? Previously Board members mentioned a desire to not create a new attendance boundary that would result in a Title I school.

Superintendent Clark said developing prioritized criteria will provide staff guidance on an objective process to review each school within each high school feeder pattern. There are ways to reduce concentrations of poverty at the schools without creating long bus rides, chaos, and disruption. This starts in Phase I with creating new school options and opportunities without putting a burden on any one socioeconomic group. The process does not need to put aside the other goals. The process created a healthy tension that speaks to the important issues addressed by the community and the Board. It is important to develop an objective process and this is exploring a myriad of choices and criteria to align with some of the Board's goals for work to be completed by May. Should the Board desire a criteria to reduce the number of Title I schools in CMS, the criteria could be 'reduce the number of Title I schools that are 75% or higher.'

Ms. Craven-Howell said to be consistent with Phase I, this could link to socioeconomic status (SES) and the work associated with block groups in the district regarding the percentage of low, medium, or high SES block groups contained within an attendance boundary or a feeder pattern. This would allow CMS to use more recent data and be consistent with the Phase I process.

- Ms. Ellis-Stewart said the Board talked about the importance of equity at its Board Retreat today and Goal C is about equity. Delaying the process to deal with how this is impacted by equity for ten or twenty years will cause CMS to lose a whole generation of kids because they will be stuck in schools that potentially are failing them. This issue must be addressed with a sense of urgency. The Board must understand how it impacts the other pieces of work we are doing (students coming to school with mental health challenges, behavior in the schools, ability to retain teachers, and teachers' ability to be successful with students). The Board must discuss what will impact students with the intentionality with which Goal C was created. Trying to complete this by June may be too fast a pace.
- Mr. Tate said this is a critical area and we must determine how boundaries can impact this.
- Ms. Byers-Bailey said the goal for this criteria should be the same as the goal for magnets, one-third each low, medium, and high SES.
- Dr. Jones agreed with Ms. Ellis-Stewart and noted socioeconomic status was listed by the principals as the top priority and the School Leadership Teams as the second priority. This is a statement from the schoolhouse and they face it every day. The Board must work on something concrete. It has been suggested to consider less than 70% poverty and Board must determine a target percentage or else the Boards in the future will be having this same conversation. This conversation should be a partnership conversation and involve the community and the other governmental entities. Research indicates students in schools with high concentrations of poverty are not learning and that is impacted by the number of students

with emotional and mental needs. It is important to reduce poverty in our schools and less than 60% or 65% is better than 70%.

- Ms. Lennon said the vast majority of parents choose to stay in their neighborhood school and it is important we listen to them as the Board discusses neighborhood boundaries. CMS has approximately 147,000 students and only approximately 22,000 in magnet schools. CMS is offering more school options and the percentage of students in magnet schools will grow over the next several years. Ms. Lennon values the perspective of the magnet parents but we also must listen to the parents who value their neighborhood school. It is important to find a path that honors this and the other components identified for school boundaries. It can be challenging to draw boundaries that focus on keeping neighborhoods together, travel distance, feeder patterns, utilization, and not breaking up schools that are already successful coupled with reducing high concentrations of poverty. It is important to focus on the identified priorities and then determine if it also benefits poverty in the schools. Balancing the schools with one-third low, middle, and high SES will have a huge impact on transportation and create longer bus rides and that may especially impact the families in District 1. The majority of the parents in District 1 will not support longer bus rides.
- Chairperson McCray said Exceptional Children are in pods throughout the district. CMS has a huge concentration of English Language Learner (ELL) students in one section of town and she asked would CMS want to disseminate that population? They live in neighborhoods that are familiar and that is why the concentrations of poverty in those schools are high. Ms. McCray wants to ensure the Student Assignment Plan provides for ELL and EC students. Charlotte Mecklenburg has a belt of poverty and CMS must shrink that belt of poverty because that is where the majority of our high needs and economically disadvantaged students live. For CMS to be about equity, we must address this issue because we must ensure every child has a fair chance and an opportunity for a good education.
- Saniye Wilson said ELL students may feel comfortable in the current school they attend and may feel isolated if they are sent to a random school and if the school is based on proficiency they may fall behind. Ms. Wilson suggested CMS grow on the programs in the schools in which they attend rather than separate them. This work will take a long time and CMS does not need to make it all happen at once. The Board could develop a rolling plan that grows and address the really important items at the time. By June, the important items can be assessed. By the next year, the schools can get used to what changed. Then the next year, it could change a little bit more and mold as we learn from the changes. The Board does not need to make a perfect plan and implement it in ten to twenty years. Ms. Wilson believes equity is no child left behind and doing the most you can for the most you can. During her time at CMS, Ms. Wilson has learned you cannot do the best for everybody. A lot of people may be angry but it is for the greater good. The Board must do what is best for the future and leaving those students behind for ten years is not the best decision.
- Mr. Bailey said this is not easy because, if it were, it would have been resolved twenty-five years ago. This is a process that will take years of a Board taking forward a plan that allows CMS to review the assignment patterns, new schools coming on board through bond packages, and ensuring the new schools having the right combination of students. This work will be linked to the Bond package. This work will include the Board of Education working with other governmental bodies to address affordable housing and transportation lines. As a Board we must develop a feasible criteria that will begin to address the issues through the student assignment process. This is not something that is done and left on the shelf. This is an ongoing

process that continually evolves. This work will take years because there are structural things in place that must be changed to help provide equity throughout the county and that will take time. CMS has developed revised transportation zones that will help impact equity among the schools and that is a first step. This should be an ongoing conversation at every meeting.

- Mr. Davis said it is important to determine a goal and an approach for Goal C could follow the same approach used by CMS for graduation rates, the \$2 billion capital needs, and reducing mobiles. Today, CMS has seventy-seven schools with more than 75% poverty. How many of those schools do we want in five-years? For example, is twenty schools a good number? This should be a community goal because to reach that number there are things that CMS can do but we need the help of the community. Reducing poverty in our schools is linked to reducing poverty in our communities and that requires the help of the city, county, townships, and the private sector. This is an opportunity for the Board but we need the good thinking from the Superintendent and staff and the help from the community. Mr. Davis said let's develop a goal, communicate it to the community, and challenge the community to get onboard to help the school system to make it work. This is an approach everyone can rally around. It is important that CMS expand the reach to families throughout the community. Mr. Davis said it is also important the Board's work accomplishes Goals C and E in the process.
- Ms. Dashew said it is important to develop a goal to target poverty in our schools. After that, we need to focus on the families who choose schools outside of CMS because they think they are better for their children when in reality our public schools are as good or better. This will be an opportunity for CMS to reach families to bring them into CMS schools.
- Chairperson McCray said a good way to create a challenge for the rollout in 2018-2019 is to target the Kindergarten students who will be 3<sup>rd</sup> graders in 2018-2019. Make this the plan for them and target the poverty rate for less than ten-years. In eight or nine years those students will be graduating. The Board can strive to make this impact the students who will be rising 3<sup>rd</sup> graders in 2018-2019 and that can be accomplished in less than ten years. The Board should target a group of students to focus on or otherwise it will be lost.

Goal D: Provide school assignment options to students assigned to schools that are not meeting performance standards established by the state.

Superintendent Clark highlighted the Policy Committee is scheduled to review and update Policy JFAC, *Student Reassignment and Transfers*, to add a priority for students related Goal D.

- There was no Board discussion on Goal D.

Goal E: Preserve and expand schools and programs in which students are successfully achieving the Mission and Vision of the Board.

- There was no Board discussion on Goal E.

Ms. Craven-Howell reported during the discussion staff captured questions and comments from Board members. Staff will use that information to develop criteria to be used as the basis to start the conversations at the Community Engagement sessions which will be held over the next few weeks.

Superintendent Clark said based on Board member feedback, staff will hold meetings with the Non-Magnet Pre-K-8 and K-8 schools to discuss their preference for K-8 or K-5. This work will be

outside the Community Engagement process and those meetings will take place prior to February 14, 2017.

Superintendent Clark reported the other components identified by Board members in this discussion were facility capacity (over and under), keeping elementary schools together, socioeconomic status (SES), keeping entire neighborhoods together, travel distance from home, keeping feeder patterns together, and setting a goal around SES. This is linked to the word 'criteria' and staff is struggling to come up with better wording.

Ms. Craven-Howell led the Board in an activity to get a consensus for Board support on the criteria or items related to each goal to be taken to the Community Engagement sessions to start the conversation for community feedback.

**The full or the majority of the Board agreed upon advancing the following items to the Community Engagement sessions for feedback from the community.**

- Goal A:
  - The Board discussed equitable access and examining boundaries for K-8. Staff will assess this request and draft criteria around the Goals and Guiding Principles that can be shared with the community for feedback. This will be in addition to the feedback from principals and SLTs.
  - Examine boundaries for K-8 using SES of the surrounding community. This will be advanced to the K-8 communities.
- Goal B:
  - Key wording for the criteria should include capacity and utilization.
  - Travel time for students to get to the school.
- Goal C:
  - What is the anticipated concentration of poverty for the attendance area? Staff will consider a criteria to assess the poverty level or the concentration of a particular SES, or the SES diversity of that attendance area. At a later time, the Board will determine an acceptable benchmark.
  - A criteria around students with higher needs and specifically English Language Learners (ELL) and Exceptional Children (EC). As a note, ELL students are included in SES.
    - Mr. Davis suggested the Board consider a goal for the district or a goal for the community for the community's public schools that happen to be in the district.
- Goal E:
  - Preserve and expand the schools that are working/do not mess up programs or schools that are successful. Ensure the other criteria does not cancel this out.

The Board identified criteria to get feedback from the community included: feeder patterns, facility capacity (over/under), keeping elementary schools together, travel distance, and preserve and expand the schools that are working.

Scott McCully provided an overview of the next steps and the process to gather community feedback at the Community Engagement sessions. Each individual at the community meetings will have an opportunity to speak, reflect on the specific criteria, and propose additional criteria.

Community members may also submit feedback electronically. Community members may also submit feedback through the online submission process. Community members can attend any and all meetings. Meeting materials and the recording of the first meeting will be posted on the CMS Website.

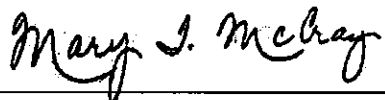
- Next Steps:
  - Staff will use the input from Board members, principles, and School Leadership Teams, and the 2016 Community Survey Results to draft a set of criteria.
  - Community members will provide feedback on the drafted criteria at the nine community engagement sessions scheduled from January 26 to February 13, 2017.
  - Staff will provide the Board an update at the Board meeting on February 14, 2017.
  - Staff will share community feedback and a refined set of draft criteria during the Board's Work Session on February 28, 2017.

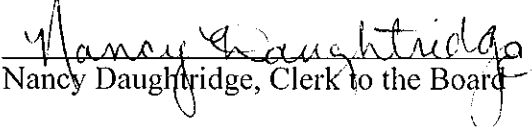
## ADJOURNMENT

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

**Upon motion by Paul Bailey that the Board adjourn the Regular Board meeting, seconded by Eric Davis, the motion passed upon unanimous voice vote of the Board.**

The Regular Board meeting adjourned at 9:40 p.m.

  
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Mary T. McCray, Chairperson

  
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Nancy Daughtridge, Clerk to the Board