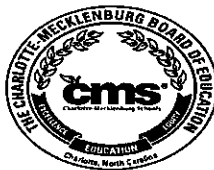


Approved by the Charlotte-
Mecklenburg Board of Education
March 14, 2017
Regular Board Meeting



Charlotte, North Carolina

February 14, 2017

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

The Charlotte-Mecklenburg Board of Education held a Regular Board meeting on February 14, 2017. The meeting began at 6:05 p.m. and was held in the Meeting Chamber 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; 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. Paul Bailey arrived at the meeting at 7:05 p.m.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the February 14, 2017 Regular Board meeting which was held in the Meeting Chamber. Chairperson McCray wished everyone a Happy Valentine's Day.

A. Adoption of the Agenda

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

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

B. Pledge of Allegiance

Chairperson McCray called upon Tom Tate to introduce the student pledge leader to lead those present and in the viewing audience in the Pledge of Allegiance and speak to the February character

trait of *citizenship*. Mr. Tate introduced Alexis Davis who is a twelfth grade student at iMeck Academy at Cochrane Collegiate Academy. Alexis is a native Charlottean and has attended Cochrane Collegiate Academy since the sixth grade. Following middle school, Alexis decided to join the iMeck Magnet program on Cochrane's campus. Alexis' older brother also graduated from iMeck Academy. Alexis is enrolled in Advanced Placement classes and online classes which keep her busy and focused. Alexis also enjoys being vice-president of the Senior Activities Team and member of Cochrane's Women's Empowerment Club. As she reflects on her CMS years, she will remember the intimate and personal atmosphere of her high school experience. Alexis plans to attend Chapel Hill in the fall and hopes to attend law school. Attending the meeting with Alexis were her parents, Mr. and Mrs. Sean Davis; John Wall, Leadership, Enrichment, Achievement & Differentiation Learning Community Superintendent; and iMeck principal, Rachel Corn, and assistant principal Michelle Young.

Alexis invited everyone to stand and join her in reciting the Pledge of Allegiance. Following the Pledge of Allegiance, Alexis talked about the importance of citizenship. Being a good citizen means caring about those around you and the environment in which you live. Giving back to the community is a huge part of citizenship and this can be done by volunteering at a homeless shelter, handing out free food and supplies to those in need, and helping to keep our environment clean. At school students can show good citizenship by helping their classmates, recycling, and taking an interest in the future of our society. Alexis urged everyone to be a good citizen and thanked the Board for allowing her to attend the meeting.

BOARD ANNOUNCEMENTS

1. Immigration Enforcement

Chairperson McCray called upon Elyse Dashew to share a statement regarding immigration enforcement. Ms. Dashew read the following statement on behalf of CMS.

Charlotte-Mecklenburg Schools strives to provide all students the best education available anywhere, preparing every child to lead a rich and productive life. Academic achievement is strongest when students are safe and secure.

While CMS works to support students in our care, events outside of the schoolhouse affect children's lives too. Recently, we became aware of immigration enforcement actions that were being conducted in a neighborhood surrounding one of our schools. While these actions did not take place on CMS property, they have caused heightened anxiety in the community. These actions have combined with social media rumors to cause real concerns amongst CMS students, families, and staff.

We want to clearly state that CMS will comply with all federal and state laws. By law, we educate every child who comes through our doors. United States Immigration and Customs Enforcement officials have assured our district leadership that schools and school bus stops are at this point considered to be safe from any immigration law enforcement activity involving our students. While CMS has no ability to control or direct the work of any law enforcement agency, we will continue to do everything in our power to support our students.

We thank all of our community partners for collaborating in this mission.

2. Board of Education Citizen Appointment to the Charlotte-Mecklenburg Library Board of Trustees

Chairperson McCray recognized Mr. Lenoir 'Lee' Keesler, Jr., Chief Executive Officer, with the Charlotte Mecklenburg Library, and thanked Mr. Keesler for attending the meeting. Chairperson McCray reported Dr. Leland Park, Charlotte Mecklenburg Library Board of Trustees, has submitted a letter of resignation from his appointment by the Charlotte-Mecklenburg Board of Education. Individuals interested in fulfilling the remainder of his term, which will expire December 31, 2019, must submit a completed application by Wednesday, March 1, 2017. Applications are available on the Board of Education website, www.cms.k12.nc.us/boe or by calling Board Services, 980-343-5139. The selected appointee will be announced during the March 14, 2017 Board meeting.

II. CONSENT ITEMS

A. Minutes

1. Recommend Approval of Open Session Minutes.
 - *November 16, 2016 Special Meeting*
 - *November 17, 2016 Special Meeting*
 - *December 5, 2016 Special Meeting*
 - *January 10, 2017 Regular Board Meeting*
2. Recommend Approval of Closed Session Minutes.
 - *October 19, 2016*
 - *November 1 2016*
 - *November 16, 2016*
 - *November 17, 2016*
 - *December 5, 2016*
 - *January 10, 2017*
 - *January 19, 2017*
 - *January 24, 2017*

B. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through February 14, 2017.

The report includes prior hires not processed when the report was presented at the Board meeting on January 24, 2017.

- *Total Hires July 1, 2016 - June 30, 2017: 3,126 (Licensed Hires: 1,591 / Non-Licensed Hires: 1,535).*
- *Total Promotions July 1, 2016 - June 30, 2017: 826. (Licensed Promotions: 378 / Non-licensed Promotions: 448).*
- *Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 9.*

C. Supplementary Funding Requests

1. Recommend Approval of Supplementary Funding Request for Magnet Programs & School Redesign: Opening Doors, Expanding Opportunities Grant Program.

The proposed project will analyze existing challenges with concentrations of socioeconomic status (SES) student populations at low-performing schools and devise a Blueprint via the CMS Student Assignment plan blended with magnet redesign approaches to increase socioeconomic diversity to positively impact student outcomes at Hawthorne Academy of Health and Billingsville Elementary School. Fiscal Implications: Funding requested from the United States Department of Education - \$1,500,000 over twenty-six months.

2. Recommend Approval of Supplementary Funding Request for North Carolina GreenPower Solar Schools 2017: Endhaven Elementary School.

The proposed grant funds, along with the cash match, will cover the cost and installation of a small 3-4 kW solar photovoltaic demonstration system with a weather station, monitoring equipment and curriculum as educational tools for both educators and students at Endhaven Elementary School. Fiscal Implications: Funding requested from North Carolina GreenPower - \$35,000 with required \$15,000 CMS cash match.

D. Construction/Real Estate

1. Recommend Approval of the Site Track and Event Rebuild Project at Jay M. Robinson Middle School.

The Track and Field Events Rebuild Project for the Jay M. Robinson Site was bid on January 10, 2017. Staff recommends the approval of this contract to the lowest responsive bidder, Carolina Courtworks Inc. All work will be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 100%. Fiscal Implications: Local Funds - \$291,309.

2. Recommend Approval of Contract for Science Casework at J. T. Williams Middle School.

The J.T. Williams Middle School Building 400 Renovation Project science casework package was bid on January 12, 2017. Staff recommends approval of the contract to the lowest responsive bidder, Learning Environments, Inc. The contract will include the procurement and installation of all the new science casework for the 400 Building. The work is anticipated to be complete by July 2017. MWSBE participation: 0%. Fiscal Implications: Local Bonds - \$128,435.

3. Recommend Approval of Change Order for Additional Security Cameras at the Former Pawtuckett Elementary School.

The Change Order is for additional Security Cameras at the former Pawtuckett Elementary School. The contractor S3 Integration, LLC agrees to provide the additional work needed in accordance with the standard terms and conditions outlined in the contract. Fiscal Implications: Fund 4 - \$117,049.77 (Original PO 4026015 - \$73,372.00, Change Order #1 Amount - \$43,677.77).

E. Recommend Approval of Naming Buildings at CMS Education Center.

The Board approved naming the building located at 4421 in honor of Elizabeth Schmoke Randolph and naming the building located at 4339 in honor of Dr. Chris Folk.

Elizabeth Schmoke Randolph

- *Elizabeth "Libby" Schmoke Randolph, a native of Farmville, North Carolina, moved to Charlotte in 1944 as a public school teacher from Burlington, NC. She retired nearly forty years later, as associate superintendent for Charlotte-Mecklenburg Schools.*
- *In her nearly four decades in CMS, Mrs. Randolph served as:*
 - *English teacher at West Charlotte High School (1944 – 1958).*
 - *Principal at University Park Elementary School (1958 – 1968).*
 - *Director of Elementary and Secondary Education Act activities (1968 – 1973).*
 - *Administrative Assistant for School Operations (1973 – 1976).*
 - *Assistant Superintendent (1976 – 1977).*
 - *Associate Superintendent (1977 – 1982).*

Dr. Chris Folk

- *Dr. Chris Evans Folk, a Charlotte native, worked nearly four decades for Charlotte-Mecklenburg Schools as a teacher, principal and administrator.*
- *He began his career in 1955 as an English and journalism teacher at his alma mater, Central High School in Charlotte.*
- *In 1958, Dr. Folk moved into administration and helped lead the consolidation of the city and county schools and school desegregation.*

- *From 1977 until his retirement in 1992, he served as associate superintendent overseeing school policies, school calendars, community relations and communications.*
- *Following his retirement, Dr. Folk often spoke to the media and community groups about school history, particularly the days of desegregation.*

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

Upon motion by Tom Tate that the Board adopt Consent Items A. through E. as presented, seconded by Erick Ellis-Stewart, with no Board discussion the motion passed upon unanimous voice vote of the Board. Paul Bailey was absent at the time of the vote.

Chairperson McCray called upon Superintendent Clark to highlight Consent Item E. regarding naming buildings at the CMS Education Center in honor of former staff member of CMS.

Superintendent Clark reported the Board approved naming the primary building at the CMS Education Center in honor of Elizabeth “Libby” Schmoke Randolph who served in CMS for approximately four decades. Superintendent Clark highlighted Ms. Randolph’s life and service to CMS and noted she began as an English teacher at West Charlotte High School in 1944 and retired as Associate Superintendent in 1982. Superintendent Clark recognized Ms. Randolph’s colleagues and friends who were attending the meeting in honor of the recognition.

Superintendent Clark reported the Board also approved naming a second building at the CMS Education Center in honor of Dr. Chris Folk who dedicated his entire life to great work as both a student and district leader in CMS. Dr. Folk began his career with CMS in 1955 as an English and Journalism teacher at Central High School and retired in 1992 as Associate Superintendent. Superintendent Clark recognized members of the Folk family and colleagues who served with Dr. Folk who were attending the meeting.

Superintendent Clark reported CMS will hold a dedication in mid-April to celebrate the naming of the buildings at the CMS Education Center and to honor Ms. Randolph and Dr. Folk for their inspirational leadership, courage, integrity, and dedication to the children of CMS. Superintendent Clark recognized former Board of Education members who were in the audience: Commissioner Vilma Leake, Arthur Griffin, and Sarah Stevenson and she thanked them for attending the meeting.

Dr. Ruby Jones shared comments on the great leadership and what she learned from serving in CMS with Dr. Folk and Ms. Randolph. Dr. Jones thanked the Board and CMS for naming the buildings in honor of Ms. Randolph and Dr. Folk and she hopes those who work in these buildings will reflect the grand traits that Dr. Folk and Ms. Randolph exemplified, dignity and excellence.

Ericka Ellis-Stewart shared comments on her enjoyment of working with Dr. Folk and Ms. Randolph on the community and nonprofit side and commended them for their passion, leadership, and service to CMS and the community.

III. PUBLIC HEARING

Chairperson McCray reported the agenda included three 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 ECF, *Environmental Stewardship*

Chairperson McCray opened the Public Hearing on Proposed Amendments to Policy ECF. Chairperson McCray reported six people were scheduled to speak before the Board.

Five speakers thanked the Board for their focus on renewable energy and asked the Board to adopt Policy ECF with the addition of an aspirational goal to make all new schools net zero cost facilities.

- Kenneth Kneidel, retired high school teacher, said focusing on renewable energy is the right thing to do, good for environmental reasons, and sends a message to students on the importance of increasing the sustainability of the school system by being as green as possible.
- Steve Rundle, small business owner, said adding solar panels will provide a return on the investment and the savings on the cost of power can be directed to teachers.
- Beth Henry asked the Board to also add a system of accountability and reporting. An important danger our children face is the threat of climate change.
- Terry Lansdell, serves on Mecklenburg County Air Quality Commission, talked about the dangers of all pollutants and asked the Board to have a net zero school system moving forward and allow students to generate electricity from solar power at their school sites.
- Sally Kneidel, retired teacher, said having hands on activities in the classroom is important for students because it makes them more engaged. Students attending a solar school will engage their learning. A solar curriculum could be linked with a STEM program related to political, social, and economic issues related to sustainable energy.

Chairperson McCray closed the Public Hearing at 6:41 p.m.

B. Public Hearing on Proposed Amendments to Policy JFACA, *Interscholastic Athletic Participation*

Chairperson McCray opened the Public Hearing on Policy JFACA and reported no speakers were scheduled to speak to this item and declared the Public Hearing closed at 6:41 p.m.

C. Public Hearing on Proposed Amendments to Policy IJ, *Instructional Resources and Materials*

Chairperson McCray opened the Public Hearing on Policy IJ and reported no speakers were scheduled to speak to this item and declared the Public Hearing closed at 6:42 p.m.

IV. REQUESTS FROM THE PUBLIC

Chairperson McCray reported the Public Requests section is an opportunity to hear from the public and provided an overview of the protocol for speakers. Each speaker will have up to three minutes to address the Board on any topic of their choosing but 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. Fifteen speakers were scheduled to speak before the Board.

Arthur Griffin, former Board of Education member, thanked the Board for naming buildings after two of his heroes, Dr. Folk and Ms. Randolph. Mr. Griffin said the North Carolina Supreme Court Ruling in Leandro reaffirmed that every student in North Carolina had a constitutional right to a sound basic education. The state created high school endorsements as a tool for a sound basic education to ensure schools districts are preparing kids to lead a rich and productive life. Mr. Griffin respectfully asked the Board to make public a comprehensive report on high school diploma endorsements to show whether the CMS students are meeting or exceeding the requirements under the sound basic education. Superintendent Clark will provide the report.

Stephanie Poludniak, CMS parent of students in the Autism Program, expressed concern about CMS combining the AU and SAC programs into one self-contained program called the Extended Content Standards Program. The Exceptional Children Department states the change will allow students to enroll in a program closer to home. Ms. Poludniak said the change does not provide more choice for students and families for access to appropriate programs and she asked the Board to give these students the same respect and choices that CMS gives the general education students.

Five speakers expressed concern about the actions by Immigration and Customs Enforcement (ICE) officials in the community and the impact it is having on families and CMS students. Parents are fearful of sending their children to school because if they are absent they could fall into the criminal system. Please advocate that school bus stops and parents transporting children to school be considered safe zones. They want to work with CMS to protect the families, develop workable solutions, and help make bus stops and schools safe harbors for students and families.

- Jose Hernandez-Paris thanked the Board for the statement at the beginning of the meeting and the Superintendent for planning to meet with ICE officials to talk on behalf of our families.
- Betsy Rosen, mother and volunteer in the ESL Program at Myers Park High School.
- Justin Parmenter, 7th grade Language teacher at Waddell Academy, welcomes all students to his class and treats them with compassion and empathy. Please provide additional counseling for students who have been impacted by ICE activity, work in concert with advocacy groups to educate families on their rights, and be transparent about what is happening in our community. These steps will lessen the stress and fear our students are facing.
- Rebecca Costas, ESL teacher at Myers Park High School.
- Janeen Bryant, former CMS teacher.

Hiliary Marshall, CMS Language Arts Teacher at Alexander Graham Middle School, advocated for the CMS professional develop opportunities and highlighted how the Reading Apprenticeship Training revitalized how she teachers literacy. The framework helps to develop students into lifelong readers and learners. Approximately 2,000 CMS teachers have been through the training and it would be beneficial for all teachers to make them better teachers and leaders.

Two speakers expressed concern regarding the Exceptional Children program at Metro and the safety of those students. CMS must develop school safe guard measures that work to ensure the safety of the students who are most disabled and implement strategies that are more effective. Please recommit to the safety of our children to ensure they are not mistreated by staff while at school. Parents ask that the Board make schools safe, be accountable, and to work with the parents.

- Nancy Collins.
- Jeff West, parent of a student at Metro.

Katy Ridnour talked about facility access for charter schools and asked the Board to partner with charter schools and change the dialogue for giving charter schools funding. Ms. Ridnour asked the Board to pay the past due invoice to Veritas.

Commissioner Vilma D. Leake, represented District 2, asked the Board to add Bruns Academy and West Charlotte High School as replacement schools on the list of Capital Needs Assessment. Commissioner Leake also asked that CMS focus on teaching children reading, writing, and arithmetic and to talk with the Pawtuckett community before making decisions to put schools in the community.

Chairperson McCray called the Requests From The Public closed at 7:24 p.m.

V. ACTION ITEMS

There were no Action Items on the agenda.

VI. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for December 2016

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

As required by the FY 2016-2017 Budget Resolution, Section IV, adopted August 9, 2016, a report of budget amendments shall be made to the Board of Education on a monthly basis.

Fiscal Implications

Fiscal Year 2016-17 State Operating Revenue increased by \$956,772

Fiscal Year 2016-17 Federal Operating Revenue increased by \$37,158

Fiscal Year 2016-17 Other Operating Revenue increased by \$3,727,016

Fiscal Year 2016-17 State Operating Expenditures increased by \$956,772

Fiscal Year 2016-17 Federal Operating Expenditures increased by \$37,158

Fiscal Year 2016-17 Other Operating Expenditures increased by \$3,727,016

Chairperson McCray called upon Ann Clark to present Budget Amendments for December 2016. Superintendent Clark reported this is the monthly report and as presented.

B. Report on Financial Statements for December 31, 2016

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

Section 115 C-436 of the North Carolina School Budget and Fiscal Control Act requires the Finance Officer to present statements of the financial conditions of the local school administrative unit to the Board and the Superintendent.

Chairperson McCray called upon Ann Clark to present the Report on Financial Statements for December 31, 2016. Superintendent Clark reported this is the monthly report and as presented.

C. Report on Capital Project Ordinances for December 2016

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

As required by the FY 2016-17 Budget Resolution, Section IV, adopted August 9, 2016, a report of the budget amendments shall be made to the Board of Education on a monthly basis.

Fiscal Implications;

Fiscal Year 2016-17 Other Capital Outlay Revenue increased by \$36,474

Fiscal Year 2016-17 Other Capital Outlay Expenses increased by \$36,474

Chairperson McCray called upon Ann Clark to present the Report on Capital Project Ordinances for December 2016. Superintendent Clark reported this is the monthly report and as presented.

D. Report on CMS Foundation

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

Chairperson McCray called upon Ann Clark to introduce the Report on CMS Foundation. Superintendent Clark provided opening comments and introduced Sonja Gantt, Executive Director CMS Foundation, to present the report. Sonja Gantt has served in the CMS Foundation leadership role for approximately one year and the report provides an update of the important work of CMS Foundation.

Sonja Gantt provided an overview of the work, goals, and initiatives of the CMS Foundation.

- CMS Foundation: Developing a Culture of Schoolanthropy.
- 2012 Task Force Recommendations:
 - Create governance model that is sustainable. The board of the CMS Foundation should consist of a broad representation of the community. The goal of the board is to build more informed education advocates who can share the needs of CMS with the community.
 - Raise funds from appropriate resources to support objectives of CMS Strategic Plan.
 - Partner with Superintendent/Chief Academic Officer to present communications to funders that clearly state need and connection to CMS Strategic Plan.
 - Hire foundation staff to work with existing CMS departments.
- Why a CMS Foundation?
 - Opportunity: Pre-K-12 public funds (federal, state, and local) are heavily restricted. To accomplish initiatives or strategies that are innovative CMS needs outside funding partnerships.
 - Current Trends: Nationally, private sector donations are flowing away from traditional public schools and have dropped by 50%.
 - Locally, there have been some strong investments in the public school district which include READ Charlotte and Project L.I.F.T.
 - Donor Expectations: Contributors expect clear consistent vision, and high standards of stewardship, operations, and accountability.
- Community Input: 2012 CMS Community Task Force Recommendation.

- CMS Foundation Board Members: The board consists of twelve members who are vested in CMS and understand the importance of a strong public school system. Seven are CMS alums or have children who graduated from CMS schools.
 - Sandra Conway, Consultant, Chair
 - Lilia Bailey, Wake Forest Baptist Medical Center
 - Adam Bernstein, Chernoff Newman (Spring 2017)
 - Melissa Buchanan, Wells Fargo
 - Brett Carter, Bank of America
 - Ann Clark, Charlotte-Mecklenburg Schools
 - Scott Culpepper, Jackson National Life Insurance
 - Frank Emory, Hunton & Williams, LLP
 - James Frison, Lowe's Home Improvement
 - Courtney Ramey, Jabian Consulting
 - Holly Welch Stubbing, Foundation For The Carolinas
 - Bernie Washington, Novant Health
- Mission and Vision:
 - Mission: The mission is to serve as the trusted bridge between CMS and the donor community. The Foundation is dedicated to:
 - People – Cultivating a spirit of generosity and professional support for CMS educators.
 - Power – Being a catalyst for achieving system-wide dreams, goals, and objectives.
 - Purpose – Developing a countywide culture of support for the children of CMS.
 - Vision: The vision is that Charlotte-Mecklenburg is a national leader in public education where teaching is an iconic profession and opportunity abounds for every child.
- Foundation Work:
 - Collaborate with CMS leaders to identify highest priorities for private investments which are aligned to *Strategic Plan 2018*.
 - Cultivate relationships with Mecklenburg county donors (individuals, businesses, private foundations).
 - Raise funds to support objectives of strategic goals of CMS.
 - Design and implement processes to monitor use of funds.
 - Provide impact report to donors.
 - Receive and distribute funds from donors who need a 501c3 for tax purposes:
 - \$104,452 in pass through donations since January 2016.
- Overview of Donor Community Engagement By CMS Departments and Affiliated Organizations:
 - CMS Foundation: Serves as the bridge between CMS and the donor community and strives to cultivate a spirit of generosity and professional support for CMS educators by being a catalyst for achieving systemwide dreams, goals, and objectives. This process will help to provide a countywide culture of support for the children of CMS. Primary donors include private individual and corporate donors (business, organizations, and foundations).
 - Individual School Foundations: Raise funds and build partnerships to support school needs and student achievement; maintain school alumni connections and support. Primary donors include school alumni, parents, school community partners, and supporters.
 - Community Partnerships & Family Engagement: Align community resources (donations, in-kind gifts, volunteers, and sponsorships) to meet the needs of families, students and teachers served by CMS. Focus on aligning schools needs with community resources for

- the purpose of providing an enriched education experience for every child. Primary donors include community organizations, foundations, faith-based organizations, and businesses.
- CMS Grant Innovations: Actively seek supplemental funding for a wide range of programs to support the vision and goals of CMS and increase CMS educators' skills as they respond to grant opportunities. Primary donors include public and private grant makers (organizations, foundations).
 - Annual Review Process:
 - Phase I - Review Previous Year. Key tasks for December through January include:
 - Examine work, assess investments, funders, impact, and growth opportunities.
 - Identify initiatives extending into the new year, including remaining fundraising/support goals.
 - Phase II: Identify priorities and opportunities for foundation support. Key tasks for February through March include:
 - Collaborate with district leaders to discuss strategic priorities and needs for upcoming year(s).
 - Identify opportunities for foundation to support district strategic priorities.
 - Phase III - Establish Foundation's philanthropic agenda: Key tasks for April through June include:
 - Identify foundation priorities/initiatives; establish fundraising and non-financial philanthropic support goals.
 - Develop high-level support plans.
 - Present proposed philanthropic agenda to district leadership (Cabinet) and key community partners as appropriate. Present as joint recommendation from Superintendent and CMS Foundation.
 - Complete voting process with foundation board.
 - Phase IV - Share priorities program and goals with key stakeholders and execute against established plans: Key tasks for June ongoing include:
 - Equip foundation, district and community leaders with information to build support for priorities and programs.
 - Communicate key messages with broader audiences.
 - Manage program and fundraising plans, adjusting as necessary.
 - Funding Priorities:
 - Cultural Proficiency Initiative: Equips teachers and CMS leaders to support inclusive classroom environments that engage all students well.
 - Project Cost: \$1 million for every 1,250 teachers. 1,000 CMS teachers have started this training and another 1,400 will start the training spring 2017. CMS has 9,000 teachers and it is important to accelerate this work.
 - CMS Foundation Goal: Continue fundraising for this initiative until all staff have been trained.
 - Reading Foundations Program: Gives teachers a deep understanding of the stages of early literacy and early intervention strategies.
 - Project Costs: \$2.8 million to train all Pre-K through second grade teachers.
 - CMS Foundation Goal: Support literacy initiative of training core teams in each school.
 - ✓ Identified funding for an additional 200 teachers to be trained March 2017 (approximately twenty-five schools impacted).

- Success by Design: Expands the impact of master teachers by increasing leadership positions for additional pay. Goal \$110,000 to support recruiting efforts of coordinator.
- Teacher Talks: Promotes sharing between CMS educators through TED-like talks. Talks will be available on CMS Foundation website. Presenting Sponsors – Wells Fargo and Blumenthal Performing Arts. Currently seeking additional sponsors.
- Teacher Innovation Fund: Grants funding for teachers to implement new and innovative projects in the classroom: Charlotte Hornets - ongoing commitment of approximately \$40,000 per semester. New social/Emotional Learning Grant - \$25,000.
- Trusted Bridge Campaign: Provides funds for CMS Foundation to operate with the highest standards of donor relations. Amount needed to run operations annually - \$400,000. Amount raised to date - \$152,870.
- Community Support:
 - Charlotte-Mecklenburg Board of Education: Administrative assistant, office space, phones, computers, supplies.
 - Charlotte-Mecklenburg Community Fund: Based at the Foundation of the Carolinas and provided a \$25,000 grant to pay for branding/website design.
 - Wells Fargo: Presenting sponsor for Teacher Talks Event in March and provided \$50,000 for operating expenses.
- A Culture of Schoolanthropy: Messaging is important and CMS Foundation is relaunching the foundation to develop a Culture of Schoolanthropy. The meaning of the word ‘schoolanthropy’ is a spirit of support for our public schools. CMS is the steward of this community’s treasure, the children of the community. CMS is not just educating nearly 150,000 students but creating single works of art in one collection.
- Become a Schoolanthropist: Please help fund a brain trust (for teachers and students) and be a patron of the smarts.

Sonya Gantt asked everyone to reflect on who they were when they were in the first grade and who they are today. Education is important and it takes the collaboration of the school system, community, business community, and faith-based organizations to support education and children to make them the person they become as adults. The work of CMS and the CMS Foundation is student focused and we invited the community to join us in supporting students.

Chairperson McCray thanked Ms. Gantt for the report and invited Board members to ask questions and provide comments. Board members Ellis-Stewart, Eric Davis, and Elyse Dashew thanked Ms. Gantt for the report and taking on the new role for CMS, and provided comments.

- Ericka Ellis-Stewart said it is important to share the message about CMS Foundation and its purpose to the community. The success of this work will be predicated on messaging it to the community and letting the investors know that education will be a good return on the investment. To make this successful we must fully engage the business community.
- Eric Davis said when he was in the first grade the community totally supported the public education system but that is not the case today. Mr. Davis thanked Superintendent Clark for her support on this initiative and thanked the members of the CMS Foundation Board for serving. Mr. Davis commended Ms. Gantt for being the perfect person to lead this effort and noted her personal story and being an East Mecklenburg High School graduate enhances the importance of the foundation. Mr. Davis asked Ms. Gantt what help do you need from the Board? Ms. Gantt said the Board interacts with business and community members and it would

be valuable for the Board to share the message of the importance and purpose of the CMS Foundation.

- Elyse Dashew looks forward to raising community awareness about the important work of the CMS Foundation. Ms. Dashew said she is aware of the many challenges that exist within our community and since serving on the Board she believes many of the solutions to those challenges are in our schools. The CMS Foundation is set up in such a manner that it will serve as a trusted bridge with the community, business community, and faith-based community to get us all aligned with a laser focus to support and grow the solutions. Ms. Dashew is optimistic that the community will support the CMS Foundation to make it successful for the good of education and children. Ms. Dashew highlighted the importance of CMS having all teachers trained on Culture of Proficiency and urged the public to donate to that initiative.

E. Student Assignment Review Phases 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 report on Student Assignment Review Phase II.

Superintendent Clark provided opening comments and introduced staff, Akeshia Craven-Howell, Assistant Superintendent of the Office of School Options, Innovation, and Design, and Scott McCully, Executive Director of Student Placement and Planning, to present the report. The report will provide an update on the work, Community Engagement process, and next steps as it relates to Phase II Student Assignment Review. The feedback from the early Community Engagement meetings does not reflect the full complement of engagement sessions (two meetings were held last night). Staff will continue to update the feedback from the community meetings to ensure the final information includes all the sessions. CMS has also invited employees to provide feedback and held several webinars in an effort to get a broad range of feedback as we move into the next phase of work. Staff will bring the final feedback and best thinking at an upcoming Board meeting.

Akeshia Craven-Howell and Scott McCully provided an update of the Student Assignment work and continued the Board discussion regarding proposed criteria for use in determining high school feeder patterns.

- Meeting Outcomes:
 - Review Phase II scope and related purpose of criteria.
 - Revisit relevant feedback from 2016 Survey, and principal and School Leadership Team (SLT) engagement.
 - Share preliminary feedback from the nine Community Engagement sessions that have been concluded.
 - Discuss next steps and timeline.
- How Does Phase II Differ from Phase I?
 - The central question of **Phase I**: How can CMS leverage **choice** (i.e. school options and magnets) to achieve the Board's Goals for student assignment? The outcomes of the Phase I work included:
 - Defined **socioeconomic status (SES)** using research linking certain economic and social factors to educational advantages and disadvantages.

- Identified **low, medium, and high SES** areas of the county using Census data.
 - Made changes to the **CMS School Choice Lottery** to increase access to choice for all students and increase SES diverse learning environments.
- The central question of **Phase II**: How can CMS leverage **home-school boundaries and high school feeder patterns** to achieve the Board's Goals for student assignment?
- Phase II Scope: Home Schools and High School Feeder Patterns:
 - 170 CMS schools and 32 of those do not have a home-school boundary (e.g., full magnets, alternative, etc.).
 - The remaining 138 schools (including partial magnets) have a home-school boundary.
 - 18 high school feeder patterns, each comprised of the elementary, middle and K-8 schools which feed into the high schools.
 - Phase II work requires CMS to review 138 home-school boundaries and 18 high school feeder patterns in a way that is:
 - Efficient and timely.
 - Consistent, fair, impartial, and objective.
 - Aligned to the Board's Goals and Guiding Principles.
- A Set of Criteria to Review Existing Boundaries:
 - The Board's Goals and Guiding Principles provide a baseline approach to reviewing existing home-school boundaries and high school feeder patterns.
 - Still, CMS staff need more specificity in order to:
 - Review and measure each boundary against the Board's Goals.
 - Prioritize which of the 138 boundaries and 18 high school feeder patterns to adjust.
 - Develop boundaries for new schools in the future.
 - The set of criteria to help CMS staff achieve these objectives must be:
 - Aligned to the Board's Goals and Guiding Principles.
 - Consistent with the Guiding Principles for home schools.
 - Measureable across all CMS home schools.
 - Objective and transparent.
- Phase II Approach and Timeline:
 - Identify criteria - work with the community to decide how to determine which existing boundaries and high school feeder patterns support the Board's Goals for student assignment
 - Evaluate existing boundaries and high school feeder patterns.
 - Develop recommendations that better support the Board's Goals.
 - Engage communities to provide feedback on recommendations.
 - Board vote (currently scheduled late spring 2017).
 - Implementation (no sooner than the 2018-2019 school year).
- Aggregating Community Feedback to Inform Phase II: As CMS staff think about developing criteria and applying them to existing home-school boundaries and high school feeder patterns, it is important to consider multiple sources of information and community input to inform decisions.
 - 2016 Community Survey.
 - Research completed during Phase I.
 - Principal and School Leadership Team feedback.
 - Employee Feedback.
 - Phase II Community Engagement (January 26 – February 13, 2017).

• Components That May Inform A Boundary Review - Summary of feedback:

| 2016 Survey | Principal and SLT Feedback | Community Engagement through February 8, 2017 |
|---|---|--|
| <p>Question: When should travel time and distance lead to a boundary review?</p> | | |
| <ul style="list-style-type: none"> • 67% said location/proximity to home is an “extremely important” factor when selecting a school; 66% ranked it among the top three most important factors when selecting a school • 19% agreed they would be comfortable with a longer bus ride to attend a diverse school compared to 51% who agreed, if it meant attending a school of their choice | <ul style="list-style-type: none"> • SLTs, on average, ranked proximity as their first priority of five identified • Principals ranked it as their second priority of five identified | <ul style="list-style-type: none"> • 45% believe bus rides over 20 minutes should lead to a boundary review • 30% believe the threshold should be 30 minutes • Consistent support for students attending the school closest to home |
| <p>Question: How should keeping communities together inform a boundary review?</p> | | |
| <p>64% of parents and 54% of students “highly value” the ability to attend school primarily with other students from their neighborhood</p> | <p>This item did not surface in principal and SLT discussions</p> | <ul style="list-style-type: none"> • 83% believe “neighborhoods” should be kept intact • 58% believe “subdivisions” should be kept intact • 62% believe communities should “always” stay together, while 33% believe communities should only stay together if travel time is not increased as a result |
| <p>Question: When should split high school feeder patterns lead to a boundary review?</p> | | |
| <p>The survey did not explicitly address this item</p> | <p>Both principals and SLTs ranked this as their fifth of five priorities.</p> | <ul style="list-style-type: none"> • 35% believe feeder patterns should “always” be kept intact • 17% believe elementary to middle school feeds should be kept intact • 32% believe middle to high school feeds should be kept intact • 31% believe CMS should address instances of small numbers of students being split off from their peers (i.e., the split is not balanced) • 14% believe split feeder patterns are not a priority |
| <p>Question: When should lack of socioeconomic (SES) diversity lead to a boundary review?</p> | | |
| <ul style="list-style-type: none"> • 34% identified socioeconomic diversity as an “extremely important” or “very important” factor when selecting a school • 6% ranked it among their top 3 factors when selecting a school • 23% parent, 53% community and 41% student respondents “highly value” exposure to students from diverse socioeconomic backgrounds | <ul style="list-style-type: none"> • Principals, on average, ranked SES diversity as their first priority. • SLTs ranked it second. | <p>When asked what percentage of SES isolation - regardless of which SES group is isolated - should lead to a boundary review, responses ranged from 0 to 100% with most responses falling between 45% and 75%</p> |

| 2016 Survey | Principal and SLT Feedback | Community Engagement through February 8, 2017 |
|--|---|--|
| Question: When should having too many or too few students lead to a boundary review? | | |
| <ul style="list-style-type: none"> The survey did not explicitly ask about capacity utilization, but questions about facilities and class size are a good proxy; 86% said facilities are “extremely” or “very” important when selecting a school; 11% ranked it among their top 3 factors when selecting a school 90% said class size is “extremely” or “very” important when selecting a school; 23% ranked it among their top 3 factors when selecting a school | <ul style="list-style-type: none"> Principals ranked school utilization as their third priority. SLTs ranked school utilization fourth. | <ul style="list-style-type: none"> 61% agreed a boundary review is needed when there is no more room for mobiles or other construction, and the school is full 29% agreed a review is needed when the school has to add mobiles or convert other spaces to classrooms to support the current enrollment 19% agreed to a boundary review if there is space for more students |

- What other factors should lead to a Boundary Review? Themes from Community Engagement Sessions (through February 8, 2017):
 - Enrollment decrease - if large numbers of students are choosing other school options.
 - School Performance - review boundaries for underperforming schools.
 - Shape of attendance boundary - school maps should look reasonable and not “gerrymandered.”
 - New schools - always review boundaries when new schools are built.
 - New construction - review boundaries when new housing is added.
 - Never - CMS should not review boundaries; change is disruptive.
 - Other recommendations (i.e., cultural diversity, closest school / walk zones, size of English as a Second Language population, etc.) are addressed in the Goals and Guiding Principles.

Superintendent Clark presented next steps for the Student Assignment Review and noted the feedback from the Community Engagement sessions and the 2016 Survey is posted on the CMS website under the Student Assignment Review. Staff will provide the Board a complete report at the conclusion of the community engagement sessions and employee survey and that report will be posted on the website.

- Next Steps:
 - Continue compiling survey data and feedback from community engagement sessions and webinars.
 - Use aggregate community and Board feedback to evaluate existing school boundaries and high school feeder patterns.
 - Prioritize school boundaries and high school feeder patterns where adjustments can be made to further support the Board’s Goals for student assignment.
 - Recommend changes to prioritized boundaries and feeder patterns, and engage affected communities for input and feedback.
 - Share recommendations with the Board and make adjustments based on their feedback and that of the community.

- Bring recommendations to the Board for grade-configuration changes for each non-magnet K-8 school based on feedback from parents and staff at each non-magnet K-8 school at the February 28, 2017, Board meeting and seek Board member feedback.
- Target a late spring 2017 Board vote for 2018-2019 implementation.

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

- Dr. Ruby Jones thanked Ms. Craven-Howell and Mr. McCully for all their hard work. Dr. Jones believes this should include concrete exemplars that operationalize all the goals and she does not see a plain step towards accomplishing that effort. Dr. Jones asked were there any surprise nuggets from the community engagement sessions? Superintendent Clark said this is a first step using the feedback from the community, schools, Board discussions, and Policy Committee to develop criteria that may be used to evaluate every home school boundary against the criteria. Based on those results, staff will present boundary recommendations to the Board which will have the highest impact on the Board's five goals. Staff has a vision on how they can evaluate the schools. The community engagement sessions have been helpful to staff and they served as an opportunity for the community to participate in the process and share their voice. Dr. Jones suggested that staff include cross community conversations to better understand how the conversation of one community impacts another community. Cross community conversations will help address all the Board's Goals and Guiding Principles.
- Thelma Byers-Bailey is happy to have the feedback from the community, principals, and SLTs. Ms. Byers-Bailey would like to know how those opinions and requirements fit into the CMS AdvancED Accreditation process because it is important that CMS meet the requirements of Accreditation process to maintain that status. Superintendent Clark said the primary recommendations from AdvancED were around capacity and utilization and they flagged the number of mobile units in CMS. CMS will need to take a careful look at that criteria and ensure it is addressed. Some of the work in Phase II will address the AdvancED concerns and a successful 2017 Bond Referendum will reduce the number of mobile units by 300.
- Saniye Wilson said some students are worried about parents being educated on what their school options are and what they can do. Superintendent Clark said tonight the first round of the Lottery ends and the second round will immediately begin. Staff will assess the results of the first Lottery and assess where additional marketing on the school options may be needed in the county. CMS has focused on reaching parents who are non-English speaking and the families at the Title I schools to ensure they understand their school choices, programs that a good fit for their child, and how to navigate the application system. CMS is having a communication campaign to get information out and that includes wrapping city buses and videos aired in movie theaters. This will be a good topic for the next Student Advisory meeting.
- Elyse Dashew highlighted the importance of facility capacity and noted many CMS schools are serving more students than the buildings were intended to serve. That is an understatement and serves as context for the importance of CMS having a successful 2017 Bond Referendum. A 2017 Bond is tied into everything related to the Student Assignment Review.
- Ericka Ellis-Stewart said are you confident the right questions were asked to get this work accomplished? Superintendent Clark, Ms. Craven-Howell provided responses. Superintendent Clark highlighted the questions related to criteria that match the Board's Guiding Principles and staff lifted out items that are measurable and would support a successful implementation of those Guiding Principles. Mr. McCully said participants had the opportunity to write-in

additional comments regarding anything that should have been included in the questions. Ms. Ellis-Stewart said at the last Board meeting she believes the Board missed the opportunity to have a salient conversation on key granular items that would provide each Board member's stand as we work towards the end result and to provide assistance for the Board to reach an end result in which the Board was more united in our efforts. Ms. Ellis-Stewart said how do we support the notion about feeder patterns when all the schools in the feeder pattern are comprised of failing schools or hyper-segregated schools? Superintendent Clark said the Student Assignment Review process does not mean the current feeder patterns will remain the same. Based upon the outcome of the review and the criteria evaluation some of the existing feeder patterns may change. Ms. Ellis-Stewart said the Board's Goals and Guiding Principles reference that all schools will provide all students equitable access to high quality schools including home schools, magnets, and additional types of school options, and that all schools should consistently demonstrate high student achievement and must eliminate achievement gaps. Ms. Ellis-Stewart said as we do this work we must continually ask, "How do we improve the academic outcome and the academic environment for all students? Ms. Ellis-Stewart said we must create an equity plan in conjunction with the Student Assignment work to ensure that students in schools do not continue to get left behind and the plan should hold the Superintendent and staff accountable. The Board has more work to do to get to the reality of a vision statement. Ms. Ellis-Stewart said the Guiding Principles include the Board will work collaboratively with other governmental bodies to inform the policy decisions specifically as it relates to housing and transportation as it directly impacts student assignment. The Board has been working on this plan for twenty months and we have not actively engaged our city and county partners and we must make this a critical course of action for the immediate and long-term success of the goals. Ms. Ellis-Stewart said the Board must have real authentic dialogue and debate on how to move forward and that conversation should include should the goals have weights against the metric points being developed.

- Chairperson McCray said regarding travel time for the proposed boundaries, staff should also review the school bell times and traffic patterns for the surrounding area. If the area has a heavy traffic pattern at 4:00 p.m. and the school has a 3:45 p.m. release time they are at risk of not meeting their bus travel time from school. Chairperson McCray said regarding building utilization, staff must also consider the buildings that are underutilized and how they fit into the recommendations. CMS has some underutilized schools that must be addressed.

VII. REPORT FROM SUPERINTENDENT

Ann Clark reported on the following:

- *Superintendent Coffees:* Superintendent Clark will host upcoming meetings and topics of discussion will include Student Assignment Phase II, Budget Process, and inform the community on the importance of a 2017 School Bond Referendum. Locations are Mallard Creek Elementary, Walter G. Byers, Eastway, Clear Creek, Mint Hill, Morehead, and Pineville. The attendance at the *Superintendent Coffees* in February were outstanding.
- CMS will host North Carolina State Superintendent, Mark Johnson, on Friday, February 17th. The State Superintendent will join Superintendent Clark on a school bus ride to Ridge Road Middle School and hold a Media Briefing at 3:15 p.m. at West Charlotte High School (Mr. Johnson previously served as a Teach for America Teacher at West Charlotte).

VIII. REPORT FROM BOARD MEMBERS

Chairperson McCray opened the floor to Board member comments and asked members to not hold the floor for more than ten minutes.

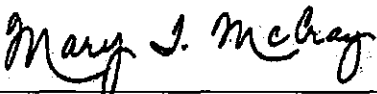
- Thelma Byers-Bailey thanked community members who attended the Student Assignment Community Engagement meetings in District 2. Ms. Byers-Bailey thanked the members of the Pawtucket community for their collaboration and support for CMS reopening the school in the area. At first they were leery about the plan to reopen the school but after listening to the purpose of reopening the school they now embrace the idea and want to volunteer at the school.
- Dr. Ruby Jones requested more specific information on suspensions by school because she receives numerous questions on the high number of suspensions. She asked for information on the following: Report on suspensions by school. What is being done at the schools with suspensions, what programs are in place, social workers in place, and does the school have parent partnerships that promote effective communication.
- Elyse Dashew highlighted that last week Charles Jeter, the Board's Governmental Liaison, and she traveled to Raleigh to meet with state senators and representatives to share the Board's Legislative Agenda. Ms. Dashew thanked the legislators for taking the time to meet with them and having great conversations. Ms. Dashew said the legislators asked thoughtful questions and we are optimistic about collaborating with Raleigh to make our public schools stronger.
- Ericka Ellis-Stewart reported in January she attended the National School Boards Association and Council of Urban Boards of Education's Second Annual Equity Symposium in Washington DC to talk about equity in our schools. This was a great opportunity to meet with board members from throughout the country, get pertinent information, and discuss topics in the world of education. Topics included development and implementation of equity policies, programs to serve the best needs of children, best practices, and what should the next steps be on how to safe guard public schools and truly serve the needs of all students.
- Saniye Wilson reported the Student Advisory Council held their first meeting and students believe a problem with the school system is stress. They do not believe adults understand how intense the stress is, what they do on a day to day basis, and what kids are doing to get through it. Many students pull all nighters to get their homework done. This is affecting their health, they do not sleep, and some take prescription pills to stay awake. Schools are proud of their test scores but it is intense for students to keep up their grades and be in the top schools.

ADJOURNMENT

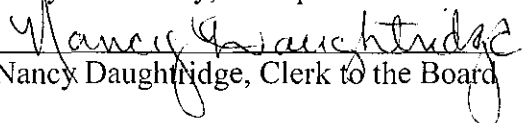
Chairperson McCray called for a motion to adjourn the Regular Board meeting.

Upon motion by Paul Bailey that the Board adjourn the Regular Board meeting, seconded by Thelma Byers-Bailey, the motion passed upon unanimous voice vote of the Board.

The Regular Board meeting adjourned at 9:01 p.m.



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board