



Charlotte, North Carolina

February 28, 2017

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

The Charlotte-Mecklenburg Board of Education held a Regular Board meeting on February 28, 2017. The meeting began at 5:17 p.m. and was held in Room CH-14 of the Government Center.

Present: 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

Absent: Mary T. McCray, Chairperson, Member At-Large
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

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. Elyse Dashew served as Chairperson in the absence of Mary McCray. Paul Bailey arrived to the meeting at 5:25 p.m.

Upon motion by, Thelma Byers-Bailey, seconded by Ericka Ellis-Stewart, 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 consider a specific personnel matter.**

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

The Board held a Closed Session meeting from 5:17 p.m. until 5:40 p.m. in Room CH-14.

Elyse Dashew, serving as Chairperson, reconvened the Regular Board Meeting at 6:02 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: 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
Paul Bailey, District 6

Absent: Mary T. McCray, Chairperson, Member At-Large
Eric C. Davis, District 5
Tate, District 4

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

Elyse Dashew welcomed everyone to the February 28, 2017 Regular Board meeting which was held in the Meeting Chamber. Ms. Dashew noted Board members McCray and Tate would be absent and Eric Davis would be arriving shortly.

A. Adoption of the Agenda

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

Upon motion by Ericka Ellis-Stewart that the Board adopt the agenda as presented, seconded by Paul Bailey, the motion passed upon 6-0 voice vote of the Board. Board members McCray, Tate, and Davis were absent.

B. Pledge of Allegiance

Chairperson Dashew called upon Dr. Ruby Jones to introduce the student to lead those present and in the viewing audience in the Pledge of Allegiance and speak to the character trait of *justice and fairness*. Dr. Jones introduced Jasmine Houston who is a 7th grade student at Ranson IB Middle School. As a young child, the importance of education was instilled in Jasmine by her mother, Thelma Houston. As natives of Charlotte, Jasmine and her mother are active in the educational community and are integral parts of the Parent, Teacher and Student Association (PTSA). As an aspiring entrepreneur and educator, Jasmine developed a love for reading and mathematics. When challenged to read forty books within the academic school year, Jasmine went above the expectation and read fifty-five books. Jasmine is co-captain of Ranson's cheerleading squad and harnesses her leadership skills to create a team culture that embeds the idea of family and promotes student voice. Jasmine's leadership skills also help her in the classroom, where she leads Socratic seminars, a college-bound skill. While Jasmine continues to thrive academically, she believes that an important aspect of her education is determining ways to build power with her community to solve important social justice issues within the world. Attending the meeting with Jasmine were her mother, Thelma Houston; teachers, Alexis Redeemer and Taylor Elkins; principal Erica Jordan-Thomas, and assistant principal, Monica Pitt.

Following the Pledge of Allegiance, Jasmine shared information about herself and talked about justice and fairness as it relates to education. When Jasmine grows up she wants to go to college

and own her own business. To do this, she will need an education to succeed and will need to work really hard to get into college. Education equals power and power creates freedom. Justice and fairness in education means all scholars get the same respect and education rights.

Board Announcements

Elyse Dashew presented the following Board announcements:

1. Recognition of Culinary Arts Program at West Mecklenburg High School

Chairperson Dashew reported the Board's dinner tonight was catered by the talents students in the Culinary Arts Program at West Mecklenburg High School. Chairperson Dashew thanked the students and staff for preparing the wonderful food, catering the meal for the Board, and preparing the best baked chicken she has ever eaten. The food was delicious and beautifully presented. Chairperson Dashew recognized the following students and staff from West Mecklenburg High School.

- West Mecklenburg High Culinary Arts' Students:
 - Seniors Trayvon Waymyers, Zyah Williamson Watkins, Makala Parrish, and Shala Campbell.
 - Juniors Brittany Denaman, Mya Clark, Kynieu Wylie, and Khaublig Ving.
- West Mecklenburg High Staff:
 - Odessia Gadsden, Culinary Arts Instructor.
 - Casey Jones, Principal.
 - Trish Sexton, West Learning Community Interim Superintendent.
 - Collette Williams, West Learning Community Career and Technical Education Liaison.

2. Board Committee Vacancy

The Board of Education's appointment to the Charlotte Mecklenburg Library Board of Trustees has submitted a letter of resignation. Individuals interested in fulfilling the remainder of the 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. PUBLIC HEARING

Elyse Dashew 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*

Elyse Dashew opened the Public Hearing on Proposed Amendments to Policy ECF and called upon the two speakers (one speaker failed to appear).

- Kathryn Whitfield urged CMS to go solar and to create net zero energy schools and utilize renewable energy. CMS spent \$18 million on electricity last year. Going solar will save

millions and those savings could be directed to teachers and create real world classrooms and laboratories for students to learn and allow them to use resources wisely for the next generation.

Chairperson Dashew called the Public Hearing closed at 6:15 p.m.

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

Elyse Dashew 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 6:16 p.m.

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

Elyse Dashew 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 6:16 p.m.

III. CONSENT ITEMS

A. Human Resources

1. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through February 28, 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: 3,259 (Licensed Hires: 1,619 / Non-Licensed Hires: 1,640).*
- *Total Promotions July 1, 2016 - June 30, 2017: 866. (Licensed Promotions: 395 / Non-licensed Promotions: 471).*
- *Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 9.*

2. Recommend Approval of Administrative Personnel Appointment.

- Femandi Dyson named principal at Metro School. Ms. Dyson previously served as assistant principal at Metro School. Ms. Dyson has a Bachelor's degree in psychology, University of North Carolina-Charlotte and Master's degree in Educational Leadership, Wingate University.

B. Construction/Real Estate

1. Recommend Approval of Construction Phase Work for the New Language Immersion K-8 Albemarle Relief School.

The construction phase was publicly bid for the New Language Immersion K-8 Relief School construction and final pricing was received on February 9, 2017. Staff recommends approval of the construction phase to Edifice, Inc. The contract will include site work, parking, building construction, HVAC, plumbing, electrical, cabling for voice, video, data and all other systems required to construct the new 54-classroom K-8 school facility. The school is scheduled for occupancy in August 2018. MWSBE participation: 40.1%. Fiscal Implications: Local Bonds - \$25,183,585.

2. Recommend Approval of Contract for Renovations to the 400 Building at J. T. Williams Middle School.

The general construction package for the J.T. Williams School - Building 400 Renovation Project was formally bid on February 14, 2017. Staff recommends approval of the contract to the lowest responsive bidder, Godfrey Construction Company. The scope of work will include science classroom renovations and building code upgrades including architectural, mechanical, electrical and plumbing upgrades to

the 400 Building. Project scheduled to be completed by July 2017. MWSBE participation: 2%. Fiscal Implications: Local Funds - \$1,560,800.

3. Recommend Approval of Contract for Abatement and Demolition of the Old Statesville Road Elementary School.

The demolition of old Statesville Road Elementary Project was bid on February 13, 2017. Staff recommends approval of the contract to the lowest responsive bidder, Environmental Holdings Group, LLC. The scope of work will include the demolition of the entire facility which has been replaced with a new facility. The project is scheduled to be completed in July 2017. MWSBE participation: 0%. Fiscal Implications: Local Bonds - \$498,850.

4. Recommend Approval of Replacement of Fifteen-Classroom Unit Ventilators at Kennedy Middle School.

The Classroom Unit Ventilators project was bid on February 9, 2017. Staff recommends approval of the contract to the lowest responsive bidder, Thermal Conditioning Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to move and install boilers with associated piping and controls. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 0%. Fiscal Implications: Local Funds - \$184,280.63.

5. Recommend Approval of Roof Replacement Project at J. T. Williams Middle School.

The Roof Replacement Project was bid on February 16, 2017. Staff recommends the approval of the contract to the lowest responsive bidder; Rike Roofing Services, Inc. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 100%. Fiscal Implications: Sustainment funds - \$1,250,663.

- C. Recommend Approval of Supplementary Funding Request for Juvenile Crime Prevention Council (JCPC) Grant Program.

The purpose of the request is to increase the availability of funding for school-based mental health services for at-risk and court-involved youth, ages 6-17 and to increase communication with court counselors regarding students' mental health need and behavioral progress. Fiscal Implications: Funding requested from Juvenile Crime Prevention (JCPC) - \$100,000 with a required 30% in-kind match.

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

The Board approved the adoption of a resolution for the disposal of surplus school property by way of online bid in auction format. The online auction time span will encompass the March 2 – March 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 March 2 – March 14, 2017.

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

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

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

Upon motion by Ericka Ellis-Stewart that the Board adopt Consent Items A. through D., seconded by Rhonda Lennon, and with no Board discussion the motion passed upon 6-0 voice vote of the Board. Board members McCray, Tate, and Davis were absent.

Chairperson Dashew noted the Consent Agenda just approved by the Board included several construction items that were funded by the 2013 Bond Referendum. One item is the replacement school for Albemarle Elementary and Albemarle Middle which will relieve overcrowding at Collinswood Elementary and Albemarle Elementary. Chairperson Dashew thanked the voters for approving the CMS Bonds in 2013 because that allowed CMS to move forward with several projects to improve the conditions of our schools. In 2013, 74% of the voters approved the Bonds and they were supported by the majority of the community in every percent in Mecklenburg County. In 2008, the CMS Bond request passed with 68% of the community's support. Chairperson Dashew believes the community will support the CMS 2017 Bond request for our public schools. CMS is celebrating the new projects that relieve overcrowding particularly at Albemarle Elementary and Albemarle Middle which has a combined total of forty-six mobile units. It is important to note that mobile units are not just the sign of overcrowding at a school. Overcrowding conditions at a school also impact the cafeterias, hallways, and create higher maintenance costs for the older schools. The new school will also open 500 new magnet seats which will provide parents and students more options and allow CMS to continue to compete for students who want different educational opportunities. CMS has a lot to celebrate and at the same time we must not lose sight of our continuing needs. After the schools that were voted upon tonight open, CMS will still have approximately 1,100 mobile units at schools throughout the county. More than half of the CMS schools are fifty years old and are showing their age. More than three out of four schools are overcapacity. Chairperson Dashew hopes the Board of County Commissioners and the community will support CMS in its efforts to pass a 2017 Bond Referendum because it they will address the dramatic needs at the CMS facilities and schools throughout the county.

Chairperson Dashew called upon Superintendent Clark to present the personnel appointment as noted under Consent Item A.2. Superintendent Clark highlighted the career of Fermandi Dyson, named principal at Metro School, and invited her to stand to be recognized by the Board and audience.

IV. ACTION ITEMS

A. Recommend Approval of Proposed Amendments to Policy ECF, *Environmental Stewardship*

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Policy ECF, *Environmental Stewardship*.

Ericka Ellis-Stewart moved that the Board approve proposed amendments to Policy ECF, *Environmental Stewardship*. The motion was presented through the Policy Committee and a second was not required.

Ms. Ellis-Stewart reported Policy ECF is before the Board for action on proposed amendments. The amendments add a commitment to energy conservation and to renewable energy strategies to the policy and add the term "sustainability" to the title. The new title will read: *Environmental*

Stewardship and Sustainability. These 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 was posted on the CMS website for public comment and the Board held a public hearing on February 14 and February 28, 2017.

Elyse Dashew thanked Ms. Ellis-Stewart for the recommendation and invited Board members to ask questions and provide comments.

- Ms. Ellis-Stewart highlighted the public has talked about the Board making the policy more definitive and adding language regarding the design of new schools to include renewable energy and net zero energy. This was discussed by the Board members in Policy Committee but it has not been discussed by the full Board.

Upon no further discussion, Chairperson Dashew called for the Board vote to approve amendments to Policy ECF, the motion passed upon 6-0 voice vote of the Board. Board members McCray, Tate, and Davis were absent.

Saniye Wilson asked will net zero energy be included in the future? Ms. Ellis-Stewart highlighted the language of the policy and noted the policy strives to promote environmentally sound behavior and commit to energy conservation and renewable energy strategies but it does not include the language net zero. Chairperson Dashew said she spoke with Tom Tate regarding the public input on the policy and he felt the policy was carefully vetted by the Policy Committee and he was comfortable with the language of the policy. Adopting policies involves a process of listening to constituents, reviewing research, speaking with staff, and determining costs and consequences. This policy was put through that process. Paul Bailey said CMS cannot take advantage of the tax breaks that exist for renewable energies and would have to pay the full market cost. CMS must be able to always turn the lights on 24/7 and more information is needed for the costs associated with the mechanical equipment of windmills and solar panels and to truly have a net zero footprint.

B. Recommend Approval of Proposed Amendments to Policy JFACA, *Interscholastic Athletic Participation Schools*

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Policy JFACA, *Interscholastic Athletic Participation Schools*.

Ericka Ellis-Stewart moved that the Board approve proposed amendments to Policy JFACA, *Interscholastic Athletic Participation*. The motion was presented through the Policy Committee and a second was not required.

Ms. Ellis-Stewart reported Policy JFACA is before the Board for action on proposed amendments that align 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 amendments to policy were posted on the CMS website and the Board held a public hearing on February 14 and February 28, 2017.

Chairperson Dashew thanked Ms. Ellis-Stewart for the recommendation and invited Board members to ask questions and provide comments.

With no Board discussion, Chairperson Dashew called for the Board vote to approve amendments to Policy JFACA, the motion passed upon 6-0 voice vote of the Board. Board members McCray, Tate, and Davis were absent.

C. Recommend Approval of Proposed Amendments to Policy IJ, *Instructional Resources and Materials*

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; and to securing and allocating adequate resources according to the needs of each child.

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Policy IJ, *Instructional Resources and Materials*.

Ericka Ellis-Stewart moved that the Board approve proposed amendments to Policy IJ, *Instructional Resources and Materials*. The motion was presented through the Policy Committee and a second was not required.

Ms. Ellis-Stewart reported Policy IJ is before the Board for action on proposed amendments. The amendments add 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 amendments to policy were posted on the CMS website and the Board held a public hearing on February 14 and February 28, 2017.

Dr. Ruby Jones presented the following amendment to the motion.

Specifically, add three additions to the third bullet, regarding "on-grade level texts:"

- **Expand the bullet to include reading material (as well as texts);**
- **For the texts and reading materials to be "on-instructional level," and**
- **For them to be "culturally relevant."**

The amendment to the motion was seconded by Thelma Byers-Bailey.

Chairperson Dashew invited Dr. Jones and the Board members to speak to the amendment to the motion.

- Dr. Jones said it is important to include ‘on instructional level’ because there are students who may not be on grade level and we must recognize having resources within the classroom to help our students at their level. Currently, teachers spend a lot of their own money on resources to have materials for students. Regarding culturally relevant, often students will be more engaged when they can see and read about people and events in which they are familiar.
- Saniye Wilson said in talking with the Student Advisory Council she recently heard the Arts Department at Olympic does not have the things or equipment they need to be creative.
- Rhonda Lennon asked was the amendment discussed at the Policy Committee and how do the other Policy Committee members feel about the amendment? Ms. Ellis-Stewart said she was fine with the amendment.

Chairperson Dashew called for the Board vote to approve the amendment to the motion to approve amendments to Policy IJ, the amendment to the motion passed upon 6-0 voice vote of the Board. Board members McCray, Tate, and Davis were absent.

Chairperson Dashew invited Board members to speak to the main motion as amended by Dr. Jones.

With no further Board discussion, Chairperson Dashew called for the Board vote to approve amendments to Policy IJ as amended, the motion passed upon 6-0 voice vote of the Board. Board members McCray, Tate, and Davis were absent.

V. REPORTS/WORK SESSION

A. First Reading on Proposed Amendments to Policy IHAM, *Comprehensive Health Education Program*

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present First Reading on Proposed Amendments to Policy IHAM, *Comprehensive Health Education Program*.

Ericka Ellis-Stewart reported Policy IHAM, *Comprehensive Health Education Program*, is before the Board for First Reading of proposed amendments. The amendments generally make small changes to terminology. North Carolina Department of Public Instruction (NCDPI) has added an objective - the awareness of human sex trafficking - to the North Carolina Healthful Living Essential Standards. Therefore, in Section II, A, 10, this topic has been added to the Reproductive Health and Safety Education curriculum. The policy was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on March 14 and March 28, 2107 and a Board vote on March 28, 2017.

B. First Reading on Proposed Amendments to Policy IHCC, *Honors Programs*

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Policy IHCC, *Honors Programs*.

Ericka Ellis-Stewart reported Policy IHCC is before the Board for First Reading of proposed amendments. The amendments add to the list of programs for which students in CMS may earn recognition: AP Capstone, AP Advanced International Certificate of Education, and Cambridge International Scholars. The policy was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on March 14 and March 28, 2107 and a Board vote on March 28, 2017.

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

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Policy IKE, *Promotion, Retention and Acceleration of Students*.

Ericka Ellis-Stewart reported Policy IKE is before the Board for First Reading of proposed amendments. The amendments bring the policy into compliance with North Carolina law by replacing references to personal education plans (PEPs) with MTSS (multi-tiered system of support). The policy was considered by the Policy Committee on February 9, 2017. The committee unanimously approved the policy, subject to the addition of a provision requiring notification and the involvement of parents. The version of the policy before the Board includes this additional provision. The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on March 14 and March 28, 2107 and a Board vote on March 28, 2017.

D. First Reading on Proposed Amendments to Policy IKF, *Graduation Requirements*

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Policy IKE, *Graduation Requirements*.

Ericka Ellis-Stewart reported Policy IKF is before the Board for First Reading of proposed amendments. The amendments remove obsolete information about graduation requirements for years prior to the Class of 2012 and update the sections regarding Graduation Certificates. The policy was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on March 14 and March 28, 2107 and a Board vote on March 28, 2017.

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

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

Chairperson Dashew called upon Ericka Ellis-Stewart, Vice-Chair of the Policy Committee, to present Proposed Amendments to Exhibit IKF-E, *Course of Study Graduation Requirements, Classes of 2016+*.

Ericka Ellis-Stewart reported Exhibit IKF-E is before the Board for First Reading of proposed amendments. The amendments update course titles for math in the Future Ready Core and information regarding the training hours and paid employment hours for the Occupational Course of Study. This exhibit was considered by the Policy Committee on February 9, 2017 and was unanimously approved. The policy will be posted on the CMS website for public comment and the Board will hold a public hearing on March 14 and March 28, 2107 and a Board vote on March 28, 2017.

F. 2017-2018 Charlotte-Mecklenburg Schools Operating Budget Update

Correlation to Board of Education Vision, Mission, and Core Beliefs: Securing and allocating adequate resources according to the needs of each child. Correlation to Board of Education Theory of Action for Change: Provide sufficient capacity in facilities, systems, and resources.

Chairperson Dashew called upon Ann Clark to introduce the 2017-2018 Charlotte-Mecklenburg Schools Operating Budget Update. Superintendent Clark reported this is the official kickoff to the budget process as we move toward the Superintendent's Budget Recommendation to the Board on April 6, 2017, and a Board vote on May 9, 2017. Superintendent Clark called upon Sheila Shirley, Chief Financial Officer, and Dennis Covington, Executive Director Budget Development and Management Services, to present the Budget Update.

Sheila Shirley reported the budget process is in its preliminary stages and there is limited information from both the county and state at this time. Following the report staff will seek Board member input on proposed budget items for the Board's consideration. Ms. Shirley highlighted information in the adopted 2016-2017 Budget that was adopted on August 9, 2017 and highlighted information on early predictions for the budget landscape.

- Trends and Context: Anticipate the same percentages as last year.
 - 2016-2017 Adopted Budget - Funding Sources: State - 58.53% or \$806 million, County - 30.01% or \$413.5 million; Federal and Other Grants - 10.0% or 137.8 million; and Other and Special Revenue -1.46% or \$20.1 million
 - Usage of Funds: Salaries - 59.9% or \$825.5 million; Benefits - 21.47% or \$295.8 million; Purchased Services - 10.15% or 139.8 million; Supplies and Materials - 5.33% or \$73.5 million; Furniture and Equipment - 3.11% or \$42.9 million; and Other - 03% or \$.4 million.
 - Total CMS Operating Budget has increased by 15.3% since 2009 or \$183.2 million.
 - 2008-2009 Budget - \$1,194,709,778; 2013-2014 Budget - \$1,202,538,670; 2016-2017 Budget \$1,377,873,795.

- Uses of the 183.2 million: Charter School pass-through has increased \$29.9 million; mandated salary and benefits increased \$234.5 million; sustaining, growth, and new space increased \$125.5 million.
 - ✓ These increases equated to \$206.7 million which exceeded the increase by \$183.2 million increase.
 - ✓ CMS made reductions and redirections (reallocating resources) which equated to \$250.1 million.
 - ✓ The remaining \$43.4 million was applied to new initiatives to support *Strategic Plan 2018*.
- CMS Continues Positive Enrollment Growth Trend: 2016-2017 20th day enrollment was 147,157 students. This is up 1,017 (.7%) students over last year and up 13,097 (9.7%) since 2009.
- Budgeted Per Pupil By Funding Source: Overall CMS per pupil increase of 2.9% since 2009. In 2008-2009 state funding was \$5,360 and 5,480 in 2016-2017. Nationally, North Carolina is ranked 44th in per pupil ranking. At \$8.898 (this is up from 46th in 2015).
- State Revenue and Economic Outlook: Fiscal Research and the Office of State Budget and Management have reached a consensus on the revenue forecast for the 2017-2019 Biennium Budget. The forecast expects FY2016-2017 collections to be above the budgeted amount by \$552.5 million (up 2.5% - average forecast error \pm 2.5%) and that stable, modest growth will occur over the next biennium. The anticipated revenue surplus is predominately the result of stronger than expected wage growth increasing both personal income tax and sale tax collections.
- State Economic Outlook: The forecast assumes steady, near-average growth throughout the upcoming biennium.

Dennis Covington provided an overview of 2017-2018 Budget landscape.

- 2017-2018 Early Budget Assumptions and Challenges:
 - Early Budget Assumptions: First year of the state's 2017-2019 biennial budget; assume the state will fund growth for teacher positions so hiring can begin in the spring; preliminary enrollment projection for CMS growth is more than 750 students; charter school enrollment is likely to increase; no salary increase has been defined but there is interest in teacher and principal/assistant principal increases; and there will be health and retirement rate increases (rates to be determined).
 - Challenges: Potential changes to class size requirements pending House Bill 13. CMS per pupil county funding is \$6 lower now than in FY 2009 excluding charter pass-through dollars.
- Budget Drivers and Estimated Increases: \$18 to 28.5 million.
 - Growth - \$.5 to 1 million; Sustaining Operations - \$1 to 2 million; Charter School Pass-through - \$6 to 8 million; Benefit Rate Increases (3% to 4%) - \$1 to 2 million; Preliminary Salary Increases: Average 6% principal/assistant principal - \$1.5 – 2 million, Average 3% certified - \$4 – 5 million, Average 3% non-certified market increase - \$2 to 2.5 million; and Priorities and new investments - \$2 to 6 million.
 - Priorities and New Investment Focus Areas: Elementary Student Support Services Allotment Ratios, Average Local Salary Supplement for Teachers.

- Board of Education Requested Increases vs. Board of County Commissioner Allocation Comparison: Typically, the county does not fully fund the CMS increase request. In 1016-2017, CMS requested an increase of \$22.9 million and received an increase of \$11.3 million.
- Stakeholder Budget Input:
 - Engaging CMS Stakeholders in the Budget Development Conversation: Prior to the Superintendent’s Budget Recommendation to the BOE on April 6, 2017, CMS will get input from the community, professional organizations, Superintendent’s Teacher Advisory Council, Leadership Team, and Student Leaders.
- Common Themes Beginning to Emerge:
 - Maintain funding for teacher assistants.
 - Provide funding for updated textbooks.
 - **Increase funding for certified staff local supplement (will seek Board feedback).**
 - CMS ranks 3rd in local salary supplement for teachers when compared to Wake and Durham counties. CMS is \$6,764 and Wake is \$6,975. On average, as a percentage of state base pay Wake, Chapel-Hill, and Durham are higher than CMS especially when compared to their teachers with twenty to thirty-five years of experience
 - **Increase funding for student support services (will seek Board feedback).**

	2016-2017	Goal
Counselor	1 per school 2 per 726+ students	1 per school 2 per 501 to 1,000 students 3 per 1,001+ students
Social Worker	44 budgeted positions state and local (does not include Title 1 or Pre-K)	1 per Title 1 school
Psychologist	71 budgeted positions state and local	1 for every 2 schools

Superintendent Clark reviewed the Budget Timeline and Community Engagement schedule. Following, the April 6th Budget Recommendation to the Board, CMS staff will continue the community engagement meetings to get feedback from the community. The feedback from the community and the Board will be considered for the final budget recommendation to the Board and Board vote on May 9, 2017.

- Key Dates:

2017 Dates	Activity	Location
Feb 28	Board of Education Work Session	BOE Meeting CMGC
March 6-30	Superintendent Coffees	Various times and locations – available on CMS Website
March 28	Board of Education Budget Work Session	BOE Meeting CMGC
April 6	Superintendent presents 2017-2018 Budget Recommendation	BOE Meeting Myers Park High School
April 17,18,19 7:00 – 8:00 pm	Community Meetings on Superintendent’s Budget Recommendation	Bradley, Eastway, J.M. Robinson middle schools
April 25	Public Hearing on Superintendent’s Budget Recommendation	BOE Meeting CMGC

May 9	BOE approval of 2017-2018 Budget Request	CMGC
May 15	BOE's 2017-2018 Budget Request submitted to county	
May 23	Board of Education/Board of County Commissioners Budget Work Session	CMGC, Room 267
May 30	County Manager's Recommended Operating and Capital budgets presented to BOCC	CMGC
June 7	Public Hearing on County's Budget	CMGC
June 20	County Adopts 2017-2018 Operating Budget	CMGC
July – Sept	2017-2018 Operating Budget finalized and approved by the BOE	BOE Meeting-CMGC

Chairperson Dashew thanked staff for the report and invited Board members to ask questions, provide comments, and to give feedback for increasing funding for certified staff local supplement and funding for student support services. Board members Jones, Lennon, Bailey, and Ellis-Stewart asked questions and provided comments.

- Dr. Ruby Jones supports investments in student support services/social workers and specifically in importance of connecting home and school and parent engagement. This may help reduce the number of out of school suspensions and address the social and emotional needs of students. Superintendent Clark said three years ago CMS had a four-phase effort to increase the investment in student support services and completed Phase I and half of Phase II but due to budget reductions CMS did not request additional student support services in the last budget cycle. Staff has received favorable support from the stakeholders and the Board to increase the number of social workers and as a start the focus will be in the Title I schools which are our highest poverty schools. Dr. Jones suggested this also include the schools with high suspensions as this role will help facilitate parent engagement and other hardships. CMS should also focus on the instructional programs that work to elevate student learning such as Montessori and AVID.
- Rhonda Lennon commended the work of CMS and the Mecklenburg Delegation who shepherded House Bill 13 through the House. Ms. Lennon thanked Charles Jeter, CMS Legislative Liaison, for his efforts and keeping the Board informed. Ms. Lennon believes things look favorable for House Bill 13 to move through the Senate.
- Paul Bailey asked for information on the real reduction in funding for students in CMS as a result of the charter school pass-through. Superintendent Clark said this is an important aspect because this is a per pupil deduction for CMS but in essence CMS is not reducing teaching and staffing positions because typically this would equate to a few students per school which would not reduce the staffing needs at the school. Ms. Shirley said this would be a complex answer but she would map out the impact on one or two schools to better understand the impact.
- Ericka Ellis-Stewart said the budget process is an opportunity to educate the public on the priorities, needs, and wishes of CMS and to show how we can be innovative to impact the educational outcome of students. The Board's budget is our greatest policy and should focus on our priorities. In previous years, CMS had to scale back to cover the increased costs to budget items such as utilities and mandated benefit costs. Allocating funds to cover those mandated increases limited our ability to increase funding for student support services, retention of teachers, and teaching and learning. CMS must focus on being transparent to

message our story to get the support of the county and the community for a budget that covers what we really need. It is also important that CMS support Pre-K services and the younger students who are getting suspended. Early suspensions negatively impact a student's ability to be successful later in life. CMS should develop behavior interventions outside of suspensions, professional development at the school level, and support services for children. These efforts will reduce the school to prison pipeline. The Board's dollars should support keeping children in the classroom. Ms. Ellis-Stewart suggested the budget also include opportunities for the students who are unable to opt out of a school to ensure they have an academic experience to prepare them for success.

- Saniye Wilson said she would share this information with Generation Nation.

Other Board member questions regarded virtual and charter school enrollment (better predictions will be available in April), Community Engagement efforts, and the local teacher supplement. Superintendent Clark and Ms. Shirley provided clarification and noted the local teacher supplement is a locally funded supplement paid by the county on top of the state's base pay. CMS has not requested an increase in this area over the past decade but based upon positive feedback to request an increase, staff is seeking feedback from the Board on moving this forward in the budget. This is a critical recruiting tool and there are several counties in North Carolina that provide a higher teacher supplement.

G. Management Oversight Report on Transportation (Policy BDD)

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

Chairperson Dashew called upon Ann Clark to introduce the Management Oversight Report on Transportation. Superintendent Clark called upon Janet Thomas, Executive Director of Transportation, to present the report. Janet Thomas noted she is proud to be associated with a great group of people in the Transportation Department and acknowledged the hard work of all the team members. Ms. Thomas provided an overview of Transportation Operations and highlighted the following information.

- CMS Transportation Operations Overview:
 - Largest North Carolina pupil transportation operation.
 - 11th largest school bus fleet in the nation.
 - 25,100 bus stops (morning and afternoon)
 - 21 million miles traveled annually.
 - 1,050 school buses (reduced from 1,080 due to lack of available drivers).
- Goals and Major Objectives – Alignment with *Strategic Plan 2018*:
 - Support Learning Everywhere, All the Time: When students need to be transported, the Transportation Department is the first contact. Transportation services include:
 - Transportation Services Provided: Traditional, early college and continuous learning calendars (year-round and intersessions); Extended-day programs/instruction; Community-based instruction; Career and Education (CTE) extensions; Athletics; and Field trips, midday trips, weekend trips.
 - Goals and Major Objectives:
 - Goal 6: Support learning everywhere, all the time. Provide access to schools through transportation services to all eligible students.

- Goal 5: Utilize technology and data-informed decisions to maximize efficient and effective services.
- Goal 3: Serve students and their families with safe and timely rides in our care.
- Governance:
 - Local Level: Board-approved student assignment policy determines transportation eligibility for assignments, transfers and reassignments
 - State Level: Transportation funding, bus specifications and capacities, scheduling and routing parameters, purchasing guidelines, capital replacement, tort insurance claims and settlements, and commercial driver license requirements and training.
 - Federal Level: National Highway Traffic Safety Administration (NHTSA) and Federal Motor Carries Administration.
- Measures and Results: Use technology and data-informed decisions to maximize efficient and effective services.

Technology	Metrics
<ul style="list-style-type: none"> • In-bus camera systems on 650 buses • Routing and scheduling program and optimization applications • GPS (Global Positioning System) on every bus • Electronic time and attendance capture on every vehicle • Two-way radio communications • Automated fueling system on buses and fuel trucks 	<ul style="list-style-type: none"> • 98% of morning buses arrive on time at schools • 5.3 runs/route; state average is 3.42 • 15-minute average morning ride time; state average is 23 minutes • 93% fleet in-service; national average is 92%

- Budget and Funding: 2016-2017 Adopted Budget - \$64.6 million. State transportation funding continues to cover the majority of operating expenses and the projected state funding for 2016-2017 is at 83% (down from 96% in 2015-2016) and local funding is 17% (up from 4% in 2015-2016). The state budget rating for 2016-2017 is 98.03% and ridership count is 90,662. The majority of funding is utilized for salaries and benefits.
- Focus Areas:
 - Bus Safety: Reducing accidents and incidents. Considerations for bus safety improvements.
 - Sufficient Resources: Staffing challenges. Recruitment and retention efforts.
 - Routing and Scheduling: Service-level expectations. Support of new initiatives and programs.
- Bus Safety:
 - Emphasis on Reducing Bus Collisions: Safety school, defensive driving course, post certification training with Department of Motor Vehicles.
 - Student Management: It is critical to have school administration support; additional training during initial bus class, and technology.
 - Considerations: Seat belts, bus monitors for all buses, additional technology (more cameras on the bus), and reduce number of students assigned to specific bus runs.
- Staffing:
 - Focus Areas: Adequate staffing to provide quality service to families; attracting quality candidates, retaining quality employees; and maintaining adequate staffing reserves for daily AM/PM service.

- Staffing Strategies: Seven job fairs at CMS (various locations): Veterans Job Fair, Employment Security Commission; monthly school bus training classes, two per month (June through October); Social Media – Facebook, Twitter, Instagram; job flyers in high school media centers and guidance offices; employee referral; and college campuses.
- Staffing Requirements: Commercial Driver License Permit (CDL-P) – 14-day waiting period; candidates who successfully complete bus class and have three references on file are hired as bus driver trainees; and provide opportunity for additional training and income to assist with purchase of CDL.
- Applicants: 718 applications submitted for vacancies in the Transportation Department since July 1, 2016 (candidates may have applied to multiple jobs). CMS hired 200 candidates and completed training program.
- Barriers for Candidates: license requirements, time and cost to obtain required license, electronic application, and communication.
- CMS has partnered with Community Partnerships to reach out to the Latino community.
- Staff Development: Opening of Schools Training Sessions include Safety, Active Shooter Training, Social and Emotional Well-Being, Motivational Speaker, Transportation and School Relationships, Setting the Tone: Why CMS is the News, Suicide Prevention – Warning Signs, and Bullying Prevention.
- Routing and Scheduling:
 - Area of Focus: Provide on time, dependable school transportation for all eligible students every day. Information collected to support routing and scheduling: Family choice of neighborhood stop or shuttle stop, intent to ride survey process, and school-level input.
 - Survey Intent Results.
 - Hybrid Magnet Transportation Decisions: Parents wanted neighborhood common bus stops which increased the number of bus runs. Last year, CMS had 110 shuttle sites compared to 41 this year. Last year CMS had 290 bus runs in the afternoon compared to 349 this year. This increased runs also increased the number of daily miles. In 2015-2016, CMS traveled 7,200 miles per day for Magnet schools compared to 17,077 miles per day in 2016-2017. This was a daily increase of 9,877.
- Phase I Student Assignment Support: Will be necessary to determining the resources necessary to support Phase I Magnet Options. Transportation staff will work with Scott McCully and his team to determine routing solutions and that work will be continuing throughout the school year. At this time the impact is unknown and the lottery results will help determine the impact on transportation. It is anticipated that families will expect the same service levels that they received in the past.
- Highlights - Changes in 2016-2017 to support Transportation Services:
 - Bus Maintenance Canopies (this allows technicians to work on the buses out of the rain, wind, and hot weather).
 - Increase in starting pay for bus drivers.
 - Love the Bus – Transportation Personnel Appreciation Week, February 13-17, 2017. Each day all the schools did something special (food, cards, flowers, cheerful greetings) for their bus drivers. Superintendent Clark, State Superintendent Mark Johnson, and Eric Davis attended events to say thank you to the Bus Drivers.

Superintendent Clark asked Ms. Thomas to highlight the latest challenge from the Department of Transportation which may create another hurdle for keeping bus driver positions filled. Ms.

Thomas said the Department of Motor Vehicles is the licensing agency for school bus drivers and they have the rule-making authority to update policies and how those policies are enacted. In the past, if a driver identified a medical condition during the period of renewal they were allowed to continue to work while they processed the medical review. The policy was changed and that option no longer applies. The new policy requires that if a driver identifies a medical concern during the renewal period, the driver's pocket card will be cancelled immediately until the identified medical condition is resolved. This is a big change from the past process and was a decision made by the Department of Transportation/Department of Motor Vehicles with no input from the Local Education Agencies (LEAs). CMS Transportation staff is working closely with Human Resources to determine how this will be handled if and when it happens. This is being communicated to the bus drivers so they understand what this may mean for them in driving a bus.

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

- Ericka Ellis-Stewart asked for examples of medical conditions. Ms. Thomas said medical conditions include high blood pressure, changes in hearing, changes in required medications, and diabetes. If an employee has a change in their health status for these conditions during the renewal process their pocket card will be cancelled immediately. It is important to be mindful about health concerns but it can be time consuming to get the issue resolved because it involves mailing information back and forth to Raleigh.
- Thelma Byers-Bailey said seat belts are expensive and asked are they a necessary safety measure? Ms. Thomas said CMS has an excellent bus safety record. The build of the bus seat has a foam pad in front and a high back seat in back of the child which will help hold the child in the section between the seat and the front seat. This has always been the standard for school buses. For incidents involving a fire, it may be challenging to get all students off the bus in a timely manner if they were wearing a seat belt. Ms. Thomas believes buses are the safest form of transportation for students to and from school. Statistically it is proven the likely of a student being injured in a bus accident to and from school is much less than traveling in a car.

H. Report on Pre-K-8 Schools

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 Dashew called upon Ann Clark to introduce the Report on Pre-K-8 Schools. Superintendent Clark reported the report is on eight Pre-K-8 schools and called upon Frank Barnes, Chief Accountability Officer, to join her in presenting the report to the Board. Superintendent Clark highlighted she is seeking feedback from the Board on the next steps for the Pre-K-8 schools and grade level configuration. Superintendent Clark reported feedback on next steps could include the following:

- Additional community engagement meetings for the eight school communities. Staff has completed initial feedback with staff and parents at the schools and early indications from those meetings will be shared at the end of the report. Superintendent Clark suggested the community engagement process include additional parent feedback to ensure the feedback represents the majority opinion of the parents.
- Conversations with school communities regarding specific scenarios.

- Interest for reviewing recommendations for each school independently or the eight schools as a group.
- Shift in grade level configuration. Many of the schools were part of the 2013 Bond Referendum and currently design work is being considered for Board interest in shifting the grade level configuration in any of the eight schools.
- Board member requests for additional information/data points to be informed and ready to make decisions.

Superintendent Clark highlighted the following information.

- K-8 Schools: The eight schools included in the report are the schools that in the 2011-2012 academic year were changed from an elementary school to a Pre-K-8 school.
 - Pre-K-8 Schools: Ashley Park Pre-K-8 School, Berryhill School, Bruns Academy, Druid Hills Academy, Reid Park Academy, Thomasboro Academy, Walter G. Byers School, and Westerly Hills Academy.
 - Additional Categories of CMS schools that serve Pre-K-8 and K-8 students include:
 - K-8 Magnet and *Non-Magnet Schools: J. M. Morehead STEM Academy, Mountain Island Lake Academy*, Oaklawn Language Academy, E.E. Waddell Language Academy, and Collinswood Language Academy.
- K-8 Schools: In 2010, due to the national economic recession, the Board of Education took action to fill a budget gap, which resulted in the conversion to K-8 schools. Determining factors to consider school closures included utilization, school performance, and conditions
- Areas of Analysis: Enrollment, building utilization, athletics, Grade Level Proficiency (GLP), Educator Value Added Assessment Systems (EVASS) Growth, School Performance Grades, Attendance, and Suspensions.
- Efficiency – Building Utilization in 2010-2011 compared to 2016-2017:

School	Utilization 2010-2011*	Utilization 2016-2017**
	Appropriately Utilized 80 – 100% Under Utilized <80%	Over Utilized >100%
Ashley Park Pre-K-8	50%	129%
Berryhill School	76%	175%
Bruns Academy	78%	131%
Druid Hills Academy	72%	151%
Reid Park Academy	85%	129%
Thomasboro Academy	63%	145%
Walter G. Byers School	71%	99%
Westerly Hills Academy	71%	137%

*Student building capacity calculation: Total number of students/building capacity based on standard class size. All data sourced from 11/19/10 Utilization Report.

**Student building capacity calculation: Total number of students/building capacity based on standard class size. All data sourced from 2/17/17 Utilization Report.

- K-8 Building Improvements:
 - Renaissance West STEM Academy opening in 2017-2018 as a new 54-classroom relief school for Reid Park and Berryhill.
 - Bond approved in 2013 for Pre-K-8 conversion Phase II included \$24 million in upgrades.

Athletics – Overview:

- Over 6,400 CMS middle school student athletes participate in football, volleyball, softball, cheerleading, golf, basketball, soccer, baseball, and track and field.
- CMS middle school athletics is not allocated state and local funding and operates on revenue generated annually through participation fees, \$1 surcharge on high school regular season ticket sales and community partnerships. Current annual middle school expenses average \$1.2 million.
- Our challenge was to create equitable access to athletic opportunities for Pre-K-8 and K-8 home school student-athletes comparable to opportunities offered student-athletes at traditional middle schools.
- 2016-2017:
 - Athletic facilities on Pre-K-8/K-8 home school campuses were further upgraded to permit volleyball and cheerleading teams to practice and play games as school teams. The football opportunity was expanded by pairing five Pre-K-8/K-8 schools to form one football team and four Pre-K-8/K-8 schools to form a second football team that practiced and played on the Spaugh and J.T. Williams campuses respectively, and competed in traditional middle school leagues.
 - The football format will be duplicated to create boys' and girls' track team opportunities on these campuses.
 - 7th and 8th grade students continued to participate on paired school teams in golf, baseball and softball.
 - ✓ **2016-17: (through fall & winter seasons; TBD-spring season):** Five (5) students participated at their paired school and four hundred seventy five (475) students participated in football, volleyball, cheerleading, boys' basketball, and girls' basketball on their school team.

Frank Barnes highlighted the following information.

- Proficiency, Growth, Attendance, Suspensions, and School Performance Grades – Results Overview:
 - Proficiency/Grade Level Proficiency (GLP) rates vary over time and by school.
 - Most non-magnet Pre-K–8 schools have made progress over time in Reading and Math.
 - Science rates are closer to the district average but rates are inconsistent across schools.
 - In 2015-16, nearly all non-magnet Pre-K–8 schools met or exceeded growth expectations.
 - The majority of non-magnet Pre-K–8 schools received a D or F on School Performance Grades for the last three years.
 - The majority of non-magnet Pre-K–8 schools have seen average daily attendance rates decrease over the last four years.
 - Chronic Absenteeism rates have remained relatively unchanged or increased over the last four years for the majority of non-magnet Pre-K–8 schools.
 - The percentage of students with at least one OSS has decreased for the majority of non-magnet Pre-K–8 Schools.

- What is the impact of Pre-K-8 schools on academic achievement and attendance?
 - Summary of findings: 4th - 7th grade in Pre-K-8, students who remained in their school during its transition to Pre-K-8, compared to themselves in the year prior to attending a Pre-K-8 school exhibited:
 - No significant difference in the percent of proficient in math or reading from year 2 to year 3. From year 3 to year 4, reading proficiency decreased while math proficiency increased. Both the reading decrease and math increase were statistically significant.
 - Statistically significant higher mean math growth from 2012-2013 to 2013-2014. Reading mean growth increased during this same period but the increase was not statistically significant. Growth mean values for both math and reading were well within the met expectations range for year 2 and 3.
 - Mean attendance rate changes that were statistically significantly from one year to the next.
 - Summary of Findings: 6th – 8th grade in Pre-K-8, students who would have gone to a different middle school but remained in their school when it transitioned to Pre-K-8, compared to themselves in the year prior to attending a Pre-K-8 School, exhibited:
 - No significant difference in math or reading proficiency from year 2 to year 3.
 - A statistically significant lower mean math growth in year 3 compared to year 2. This decrease moved math growth among Pre-K-8 students from the exceeding expectations range to the met expectations range. There was no statistically significant change for reading with growth means falling well within the met expectations range for both years.
 - Mean attendance rate change that was not statistically significantly from one year to the next.
 - Summary of Findings: 7th – 8th grade in Pre-K-8, students who were in a closed middle school and went on to attend a Pre-K-8, compared to themselves in the year prior to attending a Pre-K-8 school, exhibited:
 - A drop in proficiency dropped in year 2 (2012-2013) for both math and reading, similar to declines in the district overall.
 - Growth values for both math and reading that were well within the exceeding expectations range for 2012-2013.
 - Mean attendance rate changes that were not statistically significant from one year to the next.
- What is the impact of the Pre-K-8 schools on academic achievement and Students Compared to Students Attending a Comparable Elementary or Middle School Analysis:
 - Summary of Findings: 6th – 8th Grade, students who *would* have gone to a different middle school but remained in their school when it transitioned to Pre-K-8, compared to students of a similar grade at a traditional middle school:
 - No significant difference was observed between Pre-K-8 and non-Pre-K-8 math proficiency in year 2 or year 3. Non-Pre-K-8 students had higher reading proficiency rates than Pre-K-8 students in 2012-13. This difference was statistically significant. There was no significant difference in reading proficiency between Pre-K-8 and non-Pre-K-8 students in 2013-14.
 - There was no significant difference in mean reading or math growth between non-Pre-K-8 and Pre-K-8 students in either 2012-13 or 2013-14. Both Pre-K-8 and

non-Pre-K-8 math growth moved from the exceeding expectations range to the met expectations range from year 2 to 3. Pre-K-8 students maintained met growth expectations in reading from year 2 to year 3. Non-Pre-K-8 students dropped from exceeding expectations to met expectations during the same time period.

- Mean attendance rates for Pre-K-8 and non-Pre-K-8 students were not significantly different.
- Summary of Findings: 4th - 7th Grade, students who were in a traditional elementary school and went on to attend a Pre-K-8 school, compared to students of a similar grade in a traditional elementary or middle school.
 - Non-Pre-K-8 students had higher proficiency rates in math than Pre-K-8 students in year 2 and 4 but not year 3. This difference was statistically significant. Non-Pre-K-8 students had higher proficiency rates in reading in years 2-4. This difference was statistically significant. Pre-K-8 students increased their math proficiency from year 3 to 4 while reading proficiency saw a decrease during the same period. Both changes were statistically significant.
 - Statistically significant higher mean math growth was observed among Pre-K-8 students compared to non-Pre-K-8 students in year 3. For year 2, there was no statistically significant difference in math growth. Among Pre-K-8 students, mean math growth increased from year 2 to 3. This increase was statistically significant. Math mean growth stayed within the met expectations range for both years.
 - For reading, Pre-K-8 students had higher mean growth than non-Pre-K-8 students in both years 2 and 3. This difference was non-significant. Among Pre-K-8 students, mean reading growth increased from year 2 to year 3. The increase in mean growth was also non-significant. Reading mean growth stayed within the met expectations range for both years.
 - Pre-K-8 students had a statistically significant higher rate of attendance in year 1 as compared to non-Pre-k-8 students. This rate dropped below non-Pre-K-8 students in year 2. All other year-to-year and between-group differences were non-significant.
- Overall Findings:
 - Among Pre-K-8 schools, lower grades (3-5) are performing better in both math and reading.
 - Findings for schools are more mixed. Among Pre-K-8 schools, Berryhill showed the most improvement over time. Druid Hills and Thomasboro also showed improvement.
 - The transition to Pre-K-8 has not improved schools' overall academic performance, nor has it done them harm.
 - When comparing Pre-K-8 students to other comparable students, we found an advantage for non- Pre-K-8 students in reading. Math findings were more mixed.
 - We found nothing to suggest that the Pre-K-8 model advantages or disadvantages students in regards to attendance.
 - When examining the transition to middle school, we found slight support for the argument that the Pre-K-8 model removes the academic impact that comes with such a transition. Non-Pre-K-8 students saw a significant drop in math proficiency from 5th to 6th grade. The same was not seen for Pre-K-8 students. Scores rebounded for non-Pre-K-8 students the following year.

- Limitations:
 - Multiple initiatives (i.e. Project L.I.F.T., Opportunity Culture, Read to Achieve) have been implemented over the course of the study. These various initiatives muddle the findings, limiting our ability to pinpoint the specific impact of the Pre-K-8 model.
 - Mid-study changes in the EOG test and growth calculations reduce the ability to conduct a long-term analysis of the Pre-K-8 transition.
 - Many schools have undergone leadership changes over the last four years.
 - This study only looks at rising students. This means retained students' data were not included in these analyses.

Superintendent Clark reported much of the data comes from requests from individual Board members. In addition, the Board asked staff to collect initial feedback from staff and parents and several community meetings have been held to begin that process. Outside facilitators conducted the meetings with staff and parents and information on what parents liked about K-8 and the pain points in K-8. Information was shared on what parents may lose in moving away from K-8 and what they may gain if the school was split to a K-5 and 6-8 structure. This process is ongoing and information must be collected for a few more schools. All the staff feedback sessions have been completed.

Initial Parent Feedback on K-8 Schools:

- Three schools have a strong preference to remain a K-8 structure: Ashley Park, Berryhill, and Thomasboro.
- Bruns and Druid Hills has a strong preferences to split to the K-5 and 6-8 structure.
- Additional parent feedback must be obtained from Walter G. Byers, Westerly Hills, and Reid Park.

Initial Staff Feedback on K-8 Schools:

- Three schools have a strong preference to remain a K-8 structure: Ashley Park, Berryhill, and Thomasboro.
- There is a strong preference for the remaining schools to split.

Superintendent Clark invited Board members to share their preferences for individual schools, specific scenarios that staff might suggest, and whether the Board has an interest in evaluating the eight schools as a group in terms of a recommendation that will impact all eight schools. Superintendent Clark noted that three Board members are absent at this time and she will contact them for feedback. Superintendent Clark asked Board members to provide requests for additional data.

Chairperson Dashew thanked Superintendent Clark and Mr. Barnes for the information and invited Board members to provide feedback and ask questions.

- Rhonda Lennon does not believe the utilization data reflects accurate numbers because it does not reflect the core space for cafeterias, computer labs, etc., because they are not impacted the same. Utilization should reflect an average across the district based on the number of students. Ms. Lennon's preference is to lead by choice and the choice should be the parent. CMS should listen to the parents. Ms. Lennon values the input from staff and believes it will coincide with the wishes of the parents because they collaboratively work together. Ms. Lennon prefers that

CMS get as much feedback as possible and believe that each school does not need to be same. Each school should be what it needs to be and that is what the parents and staff agree upon.

Rhonda Lennon left the meeting at 8:44 p.m.

- Thelma Byers-Bailey said she is not a fan of K-8 schools and noted the majority of the K-8s are in District 2. It is important that CMS also listen to the voice of the neighborhood that supports these schools because neighborhood opinions are important. CMS must consider the voice of the parents, staff and neighborhood. Ms. Byers-Bailey said if staff, parents, and the neighborhood support the K-8 program, she will also support it.
- Ericka Ellis-Stewart provided comments noting a decision lens that she uses is would I want this for my child and is it good enough for my child. Ms. Ellis-Stewart asked are the K-8 academic data results good enough to prepare our students for the life they would like to live?
 - Superintendent Clark highlighted the progress the K-8 schools have made and in particularly the Project L.I.F.T. schools which had a focus on talent and developing our teacher leaders. There is quality instruction taking place in the classrooms and Superintendent Clark said she would place her child in one of these schools based on the quality of teachers, the coaching they are receiving and the progress being made in the transformation of the culture. Superintendent Clark highlighted the results of Ashley Park and noted the number of students who have been suspended is down 37% and the students with more than one out of school suspension is down 56%. The continuity of the current principal who has been at that school for a number of years is making a difference. This coupled with the efforts of a social worker, BMT and restorative practices is making a difference. In addition, reflecting on where those schools were five years ago, mostly single digit performance, compared to now with the quality teaching they are showing positive results. Superintendent Clark said there is more work to do but she has great confidence in the principals at the schools and the commitment of the principals and teachers to the model based upon their preferences. Some of the school would like to remain K-8 and some want to split. Superintendent Clark recommended that should the Board consider the K-8 program for the schools individually, that the school be reviewed and assessed on an annual basis because just changing the grade configuration may not contribute to continuous improvement for the schools regarding culture, student management, and academics.
- Dr. Ruby Jones said she would not want her child or grandchild to attend a Pre-K-8 school because she believes the educational experience should be a holistic approach and not just based upon academics. The whole child must be developed and what takes place in a middle school is different from a Pre-K-5.

Chairperson Dashew reported it has just been brought to her attention that a Board member has an emergency work related meeting and must leave the meeting at 9:00 p.m., which is in five minutes, which will cause the Board to lose its quorum.

Ms. Ellis-Stewart expressed concern that the Board would be ending the important discussion on Pre-K-8. Ms. Dashew called upon George Battle, General Counsel, to provide oversight on the matter. Mr. Battle reported the Board would have to vote on the motion to adjourn and once the Board lost its quorum they could remain at the meeting and continue to talk but it would not be a part of the minutes or the Board meeting itself. Paul Bailey apologized for having to leave the meeting.

Chairperson Dashew said she will call for a motion to adjourn the meeting and following that the meeting being adjourned, Board members may continue the discussion.

ADJOURNMENT

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

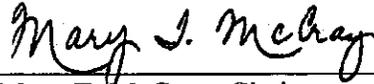
Upon motion by Thelma Byers-Bailey that the Board adjourn the Regular Board meeting, seconded by Paul Bailey, the motion passed upon 4-1 voice vote of the Board.

Aye: Board members Dashew, Byers-Bailey, Jones, and Bailey.

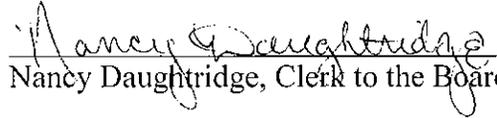
Nay: Ericka Ellis-Stewart.

Absent: Board members McCray, Lennon, Tate, and Davis.

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



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board