

Approved by the Charlotte-
Mecklenburg Board of Education
December 13, 2016
Regular Board Meeting



Charlotte, North Carolina

October 25, 2016

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on October 25, 2016. The meeting began at 5:05 p.m. and was held in Room CH-14 of the Government Center.

Present: Mary T. McCray, Chairperson, Member At-Large
Elyse C. 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

Absent: 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.

Upon motion by Thelma Byers-Bailey, seconded by Rhonda Lennon, the Board voted unanimously of those present to go into Closed Session for the following purpose:

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

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

The Board held a Closed Session meeting from 5:05 p.m. until 5:30 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:00 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Elyse C. 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

Absent: Paul Bailey, District 6

Also present at the request of the Board were Ann Clark, Superintendent; George E. Battle, III, General Counsel; Julie Beck, Manager of Board Services; Members of Executive Staff; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the October 25, 2016 Regular Board meeting.

A. Adoption of the Agenda

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

Upon motion by Elyse Dashew that the Board adopt proposed agenda as set forth except that Board will consider proposed Agenda Item III., entitled Consent Items, prior to holding the Public Hearings as set forth in proposed Agenda Item II. The motion was seconded by Tom Tate. Chairperson McCray called for the Board vote to adopt the motion, the motion passed upon 8-0 voice vote of the Board. Paul Bailey was absent.

Chairperson McCray said the Board amended the proposed agenda in consideration for the family of Mr. Wilhelm who were attending the meeting so they could leave the meeting in a timely manner.

III. CONSENT ITEMS

With the adoption of the agenda, the Board approved moving Section III, Consent Items, to be presented prior to Section II, Public Hearing.

A. Recommend Approval of Licensed/Non-Licensed Hires, Promotions, and Separations through October 25, 2016.

The report includes prior hires not processed when the report was presented at the Board meeting on October 11, 2016.

- *Total Hires July 1, 2016 - June 30, 2017: 2,264 (Licensed Hires: 1,371/Non-Licensed Hires: 893).*
- *Total Promotions July 1, 2016 - June 30, 2017: 575 (Licensed Promotions: 277/Non-licensed Promotions: 298).*
- *Total Selected Positions Separations: July 1, 2016 – June 30, 2017: 6.*

B. Construction/Real Estate

1. Recommend Approval of Chiller Replacement at Myers Park High School.

The Chiller Replacement Project at Myers Park High School was bid on October 11, 2016. Staff recommends the approval of the project to the lowest responsive bidder; Thermal Conditioning, Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove the two existing Trane RTAA chillers and replace them with new CGAM chillers. 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 - \$126,854.08.

2. Recommend Approval of Chiller Replacement at Cornelius Elementary School.

The Chiller Replacement Project at Cornelius Elementary School was bid on October 11, 2016. Staff recommends the approval of the project to the lowest responsive bidder; Thermal Conditioning, Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove the two existing Trane RTAA chillers and replace them with new Trane CGAM chillers. 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 - \$138,541.18.

3. Recommend Approval of Chiller Replacement at Harding University High School.

The Chiller Replacement Project at Harding University High School was bid on October 11, 2016. Staff recommends the approval of the project to the lowest responsive bidder; Carolina Air Solutions, Inc. The contractor agrees to provide the labor, services, equipment, and materials needed to remove the existing Trane RTAA chillers and replace it with the new RTAC chiller. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 1.5%. Fiscal Implications: Local Funds - \$122,622.56.

4. Recommend Approval of HVAC Controls Retrofit at Providence High School.

The HVAC controls Retrofit Project at Providence High School was bid on October 12, 2016. Staff recommends the approval of the project to the lowest responsive bidder; Johnson Controls. The contractor agrees to provide the labor, services, equipment, and materials needed to convert the current pneumatic control system to a full DDC system. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation: 34.74%. Fiscal Implications: Local Funds - \$284,390.

5. Recommend Approval of HVAC Controls Retrofit at J. T. Williams Middle School.

The HVAC controls Retrofit Project at J. T. Williams Middle School was bid on October 11, 2016. Staff recommends the approval of the project to the lowest responsive bidder; Hoffman Building Technologies. The contractor agrees to provide the labor, services, equipment, and materials needed to convert the current pneumatic control system to a full DDC system. 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 - \$440,144.

6. Recommend Approval of Roof Repair at Pawtucket Elementary School.

The Roof Repair at Pawtucket Elementary School was bid on September 28, 2016. Staff recommends the approval of the project to the lowest responsive bidder; Interstate Roofing Inc. 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 - \$114,500.

7. Recommend Approval of Demolition of Former Statesville Road Elementary School.

The new Statesville Road Elementary replacement school has been completed and was occupied in August 2016. As contemplated by the 2013 Bond Referendum, staff continues to recommend approval to demolish the former Statesville Road Elementary structure. The project will be funded with the remaining balance of the 2013 Bond Referendum funding for the new Statesville Road Elementary. The work is anticipated to be completed by fall 2017. Fiscal Implications: 2013 Local Bonds.

C. Recommend Approval of Naming Park Site in the Town of Cornelius the James Hoyt Wilhelm Memorial Athletic Complex.

As outlined in Policy FF (Naming of School Buildings or Other Facilities), the Superintendent may recommend to the Charlotte-Mecklenburg Board of Education that a portion or specific area on a campus be named for an individual whose name has special significance and/or who made an outstanding contribution to the school or school system. James Hoyt Wilhelm, who played baseball at

Cornelius High, was inducted in to the Major League Baseball Hall of Fame in 1985 after a 21-year career in which he amassed 227 saves and 143 wins. A petition, which has 300-plus signatures, is now being circulated to name the park site in the town of Cornelius the "James Hoyt Wilhelm Memorial Athletic Complex." The Board of Education is working collaboratively with the Cornelius PARC Commission and Town Board, which are also expected to vote to the name of the park this year. The Cornelius School Leadership Team has submitted a letter of support for the naming of the park site at Cornelius Elementary. The park site, a joint-use facility between CMS and the Town of Cornelius, is located on school district property.

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

Upon motion by Eric Davis that the Board adopt Consent Items A. through C. as presented, seconded by Tom Tate, and with no pulled items or Board discussion the motion passed upon 8-0 voice vote of the Board. Paul Bailey was absent.

Chairperson McCray called upon Ann Clark to present Consent Item C. Recommend Approval of Naming Park Site in the Town of Cornelius The James Hoyt Wilhelm Memorial Athletic Complex. Superintendent Clark called upon Board member Rhonda Lennon to highlight the recommendation and recognize the family. Ms. Lennon said the wonderful baseball and park stadium complex is a great joint partnership that opened last month directly behind Cornelius Elementary School in the Town of Cornelius. The complex is a great use of our taxpayer dollars and will be enjoyed by the children and families of our community. Ms. Lennon highlighted information about Hoyt Wilhelm who played baseball at Cornelius High School, became a great baseball pitcher in the major leagues, and inducted into the Major League Baseball Hall of Fame. Ms. Lennon recognized the family of Mr. Wilhelm and the principal of Cornelius Elementary School.

II. PUBLIC HEARING

Chairperson McCray reported the Board would hold three public hearings and provided an overview of the speaker protocol. Each speaker will have two 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 Bylaw BEDC, Quorum, and Policy BDE, Board Committees

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

B. Public Hearing on Proposed Amendments to Policy JCA, Student Assignment, and Exhibit, JCA-E, Student Assignment Plan Priorities – Magnet Programs

Chairperson McCray opened the Public Hearing on Policy JCA and Exhibit JCA-E. Nine Speakers were scheduled to speak before the Board.

Carol Sawyer said the proposed plan has the potential to create magnet schools with greater socioeconomic diversity but it also creates harmful unintended consequences. There may be a negative impact on the schools that lose students to other schools. The policy must include

language that will protect the schools that lose populations over the course of years and guarantees a full complement of course and electives to every student. Adding an amendment to the plan will ensure students receive equitable educational opportunities and support services.

Michelle Crouch Smolowitz, PTA president at Collinswood Language Academy, is happy the Board is creating more schools with socioeconomic diversity that reflect the diversity of our county. Collinswood is one of the few schools that reflects that diversity and that is part of the reason for its continued academic success. To improve the proposed plan, please set aside an equal number of seats for English speaking and Spanish speaking students. This will enhance the dual language program and allow students to learn from each other. The Board should also add 'language spoken in the home' as an additional priority in the new lottery process for dual language applicants.

Seven Garinger High School students expressed concern regarding the proposed plan, the lack of magnet options on the east side and at Garinger, the lack of diversity and new programs at the low-performing schools, many parents work two jobs and have difficulty getting to the schools, and many non-English speaking families have difficulty navigating the CMS system. The process should be equitable to English and non-English speaking parents. They are concerned the proposed magnet plan has the potential to exclude certain populations of students and will present a plan of action to the Board in the near future.

- Evelyn Valdez spoke in Spanish to highlight the challenges for non-English speaking families to understand and participate in their child's education.
- Estethani Cruz.
- Daniela Ramierz.
- Isabel Pratt.
- Tinya Little.
- Gwendolyn Love.
- Sydney Rodriguez.

Jeremy Stephenson expressed concern regarding the lack of Talent Development (TD) resources for special need students in south Charlotte and asked the Board to put TD resources in south Charlotte.

Jess Miller expressed concern that the plan is status quo for the 29,000 students in low-performing schools, the Board should match the 2,700 new magnet seats with a 5% set aside at the low-performing schools, and the lack of new seats in the Green Zone. The Board must expand options to more students.

Chairperson McCray called the Public Hearing on Policy JCA and Exhibit JCA-E closed at 6:29 p.m.

C. Public Hearing on Student Assignment and School Options Proposal for the 2017-2018 School Year.

Chairperson McCray opened the Public Hearing on Student Assignment and School Options Proposal for the 2017-2018 School Year. Eighteen speakers were scheduled to speak before the Board.

Two speakers expressed concern regarding the absence of new magnet options on the east side and Garinger High School feeder pattern. They asked the Board to develop targeted educational opportunities for the families on the east side.

- S. Y. Mason-Watson is a CMS parent and represented diverse schools and diverse communities. Ms. Mason-Watson commended the Board's work to break up high concentrations of poverty within CMS schools and dedication to finding viable solutions. The reopening of Oakhurst as a STEAM partial magnet and the plans for an Eastland K-8 Dual Language are examples of the Board's work to strengthen CMS schools. Families are not happy with the options on the east side and many are choosing options outside of CMS. CMS must provide schools that challenge students and prepare them for their futures.
- Shelley Carleson, Shamrock Gardens Elementary parent, said Shamrock is her neighborhood school, and the school and her children are thriving as a result of the successes of the Learning Immersion/Talent Development partial magnet. She asked the Board to do a comprehensive review of the Garinger feeder zone and provide magnet options to help continue and build upon the students successes at the elementary level.

Three Speakers spoke regarding proposed plan to merge Military and Global Leadership Academy at Marie G. Davis (MGLA) and Hawthorne Academy of Health Sciences.

- Denaee Brown, CMS parent and member of the Military and Global Leadership Academy (MGLA) PTSA, provided information about the successes of the school. The MGLA program is a hidden gem and CMS has not provided adequate marketing to make it known in the community. MGLA is a National Magnet School of Distinction, the first school to pilot Arabic in North Carolina, and has a 100% graduation rate with seniors securing close to \$1 million in scholarships.
- Jose Gamez, Hawthorne parent, expressed concern that CMS has not provided clear information about the proposed plan. If the proposal is to share the facility and administration but maintain two distinct curricula and faculty that is a reasonable opportunity for both schools to flourish and grow. If the proposal is for the two schools to share common course work that will cause significant curricula conflicts. Hawthorne is on a positive trajectory and the Board should allow the school to continue to exceed its expectations and reach its fullest potential.
- Eden Rodriguez, sophomore at MGLA, has attended the school since 6th grade. When he was younger he looked up to his upper classmates and that urged him to do better in his classes. He has benefited from the successes of the MGLA program and he wants the same opportunities for his little sisters. This school is working well and he asked the Board to not destroy what they worked hard to build.

Seven speakers support the Board's continued expansion of the Secondary Montessori program and its relocation from Sedgfield to the former J. T. Williams site. The new location will provide additional space to allow the program to grow, enhance the national attention the program has received, make the program and school a great school, and although the bus ride will be longer the students do not mind. Student speakers highlighted the benefits of the Montessori program: allows them to be independent thinkers, preps them for future jobs or college, provides them freedom with responsibility, supports them socially and emotionally, and teaches them life skills to be successful in life. Many people attending the meeting supported the comments of the speakers.

- Jolanda Hengstman, CMS educator and Montessori parent.
- Ailene Arreaza, parent of Highland Montessori students.
- Matthew Edwards, 9th grader at Sedgfield Montessori.

- Zayna Sheridan, student at Sedgefield Montessori.
- Jamilas Pettis, student at Sedgefield Montessori.
- Patrick Parks, student at Sedgefield Montessori.
- Rebecca Farlow, CMS parent and member of the PTA at Sedgefield Montessori.
- Trish Sheridan, CMS Montessori parent.

Chairperson McCray called the Public Hearing on Student Assignment and School Options Proposal for the 2017-2018 School Year closed at 6:57 p.m.

Chairperson McCray recognized Dr. Ruby Jones for a *Moment of Personal Privilege*. Dr. Jones thanked the student speakers for attending the meeting and sharing their valuable comments.

III. CONSENT ITEMS

With the adoption of the agenda, the Board approved moving Section III, Consent Items, to be presented prior to Section II, Public Hearing.

IV. ACTION ITEMS

- A. Recommend Approval of Proposed Amendments to Bylaw BEDC, Quorum, and Policy BDE, Board Committees

Chairperson McCray called upon Tom Tate, Chairperson of the Policy Committee, to present the recommendation.

Tom Tate moved that the Board adopt proposed amendments to Bylaw BEDC, Quorum, and Policy BDE, Board Committees. The motion was presented through the Policy Committee and did not require a second.

Tom Tate reported Bylaw BEDC, *Quorum*, and Policy BDE, *Board Committees*, are before the Board for action on proposed amendments. The proposed amendments establish procedures under which Board meetings and meetings of standing committees of the Board may meet with members participating by telephone or video:

- Regular and special meetings of the Board may occur by telephone or video only in emergency situations caused by weather or other extraordinary circumstances. In addition, such meetings must comply with the NC Open Meetings law, the means of communications must be sufficient for all members to hear and be heard by each other, and reasonable efforts must be made to provide public access to the meeting.
- For standing committee meetings, members may participate by telephone or video (and be counted as present) only if one committee member is physically present at the meeting site. In addition, such meetings must comply with the NC Open Meetings law, and the means of communications must be sufficient for all members to hear and be heard by each other and to be heard by members of the public in attendance at the meeting site.
- For any type of meeting, if quorum is never achieved or is lost during the meeting, the chair may choose to adjourn or continue the meeting. If the meeting is continued, any action taken by the remaining members must be ratified by a majority of the members, either when quorum is reestablished at the same meeting or at the next meeting at which action is taken.

- The descriptions of the two most recently added standing committees, Facilities and Operations and Intergovernmental Relationships Committee, whose charters have previously been adopted by the Board, have been added to Policy BDE.

The proposed amendments were approved unanimously by three members of the Policy Committee on September 8, 2016 (one member was absent). The proposed amendments were posted on the CMS Website for public input and the Board held a public hearing on October 11, 2016 and October 25, 2016.

Chairperson McCray thanked Mr. Tate for the recommendation and invited Board members to ask questions and provide comments. There were no Board member questions or comments.

Chairperson McCray called for the motion to adopt proposed amendments to Bylaw BEDC, Quorum, and Policy BDE, Board Committees, and the motion passed upon 8-0 voice vote of the Board. Paul Bailey was absent.

V. REPORT/INFORMATION ITEMS

A. Strategic Plan 2018 Update

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

Chairperson McCray called upon Ann Clark to introduce the *Strategic Plan 2018 Update*. Superintendent Clark said the report will provide an update as we move to the final year of Strategic Plan 2018. CMS now has the data points for the milestones for the 2015-2016 school year. Superintendent Clark called upon Shauna Bell, Director of Project and Change Management, to present the report. Shauna Bell provided an update on the key strategic initiatives that CMS is diligently working on for the *Strategic Plan 2018*. The report provided an update from the last report presented June 7, 2016 and will highlight Goal 5 of the *Strategic Plan 2018*.

- *Strategic Plan 2018:*
 - Goal 5: Optimize district performance and accountability by strengthening data use, processes, and systems.
 - Focus Area 1: Effective and efficient processes and systems.
 - Strategy 5: Create a clear process for new initiative to go from concept to completion.
 - Tactics:
 1. Design and implement a CMS way for continuous improvement.
 2. Increase accountability of project through an oversight committee.
 3. Create and utilize tools and electronic submissions.
- Strategic Initiative Management Committee (SIMC) Initiatives: Four initiatives were identified as large cross-functional projects across the district that will help improve student achievement. At the end of the year, data will be assessed to determine if items need to be revised.
 1. Literacy.
 2. Culture.
 3. Multi-Tiered Systems of Support (MTSS).
 4. Talent Management.

- Literacy: Literacy is the CMS North Star and the goal is to increase the CMS literacy rates across all content areas by increasing and implementing literacy strategies that focus on professional learning.
 - Problem Statement: CMS believes that literacy is the ability to read, write, speak and listen, and an individual's capacity to apply those skills to shape his/her own learning across all content and skill areas. Currently, 46% of students in 3-8 grades are college and career ready in Reading. Through this initiative, an increased focus will be placed on professional learning by implementing literacy strategies to increase literacy scores and modify teaching practices.
 - Overarching Goals:
 - Ensure at least 30% proficiency for Reading Composite score in all CMS schools.
 - To improve and engage all classrooms in the use of complex text and literacy strategies in all content areas.
 - Implement a united effort in lifting literacy proficiency for all CMS students.
 - SMART Goals:
 - 100% of schools make growth on composite scores each year.
 - 85% of ILTs indicate that sessions were very helpful or helpful on all content areas.
 - 100% of key Instructional Leadership Teams (ILTs) processes will be identified by November 15, 2016.
 - 100% of key ILT processes will be mapped by June 30, 2017.
 - Strategies:
 - Develop, expand, and deliver literacy-based initiatives from prekindergarten through grade 12 to expand improvements in content, instruction, and programs that support students' *active engagement in learning, critical for students to acquire the knowledge and skills to be successful in reading, writing, speaking and listening in all content areas.*
 - To *build the capacity of all teachers* to deliver the instructional core and support high-quality instruction aligned to the standards through a balanced approach to literacy in their content area.
 - To build the *capacity of school and district leadership to lead literacy initiatives in schools through Instructional Leadership Teams and Professional Learning Communities* focused on continuous improvement that results in students' readiness for college and career through engagement in systematic and intentional collaboration to determine and respond to areas of focus based on teacher, school, and student needs.
 - To create the conditions for all teachers and leaders to *use data from a balanced assessment system* to address teachers' and students' strengths and needs, ensuring all students move toward *mastery of the content and standards.*
 - Accomplishments:
 - Concluded the first year of Instructional Leadership Teams (ILTs).
 - Began the second year of ILTs: Over 1,200 in attendance for the first of six weeks (principals, teachers, and Central Office staff). Midway through the second ILT week.
 - A focus on literacy to support: Scope and sequence, Reading Apprenticeship, and Balanced Literacy.
 - National recognition of district alignment of work among Exceptional Children (EC), English Language Learners (ELL), Career and Technology Education (CTE) and Learning and Teaching.

- Education Value-Added Assessment System (EVAAS) Reading Grades 3-8: Students MET or made MORE Progress than the growth standard in 6 out of 6 grade levels.
- Upcoming Activities: There is a three-year plan for Instructional Leadership Teams to continue building on concepts and provide deeper content knowledge of strategies. Year 1 will focus on close reading within the ILT. Year 2 will focus on academic conversations. Year 3 will focus on academic writing.
- Culture: Culture encompasses three smaller initiatives: Culture Proficiency, Culture of Caring, and Core Values. The CMS goal is to strengthen the relationship with employees and with the students and families served.
 - Problem Statement: According to *Strategic Plan 2018*, 51% of students are engaged in school, and 75% of employees are engaged/highly engaged. How employees experience CMS, how employees feel about working for CMS, and how engaged employees are at work impacts how we engage our students, their families and the community. Ultimately, we want to strengthen the relationships and connections among our employees, and the students, families and community members we serve.
 - Overarching Goals:
 - Employees are highly engaged.
 - Students and their families are positively engaged.
 - SMART Goals:
 - Percentage of employees who are engaged/highly engaged.
 - Percentage of employees who agree/strongly agree “I have the skills needed to understand and respect student/employee differences.”
 - Percentage of students indicating they are engaged in school.
 - Percentage of out-of-school discretionary suspensions by over-represented subgroups.
 - Percentage of students who are chronically absent.
 - Accomplishments:
 - Culture was integrated into the 2016 Summer Leadership Conference.
 - Core Values were adopted districtwide.
 - Launched monthly Culturally Speaking e-newsletter.
 - Staff and district partners were trained to become Intercultural Development Inventory certified.
 - District leaders completed one of four Cultural Proficiency modules:
 - 85.8% of district leaders agree/strongly agree that the module will improve their ability to lead.
 - 87.9% of teachers and counselors agree/strongly agree that the module is a crucial step to improving student achievement.
 - Upcoming Activities:
 - Identify three culture priorities for 2016-2017.
 - Develop Culture timeline.
 - Benchmark SMART goals.
- Multi-Tiered Systems of Support (MTSS):
 - Problem Statement: The CMS graduation rate, suspension rate and the disproportionate number of culturally and linguistically diverse students labelled as disabled show us that we need to make changes in order to maximize achievement. Implementing MTSS will enable CMS to build systems that address the whole child, using data-driven problem

solving to prevent academic failure, reduce problem behavior and maximize growth for all students.

- Overarching Goals:
 - Redesign MTSS deployment for CMS schools.
 - Redesign professional development (PD) for school teams, administrators and central office needs.
 - Redesign support for Learning Communities from intervention team specialists.
 - Develop mentor sites as demonstration schools for high-quality MTSS.
- SMART Goals:
 - By June 30, 2016, a complete plan for MTSS redesign will be developed.
 - By July 15, 2016, PD will be redesigned with no less than 10 training days in MyTalent and 100% of schools trained by Oct. 31, 2016.
 - By September 1, 2016, 100% of CMS schools will be assigned an Intervention Team Specialist to support and coach MTSS.
 - By June 30, 2017, no less than 4 schools will be demonstration sites with high quality MTSS processes and procedures.
- Accomplishments:
 - MTSS redesign has been completed.
 - Professional development and training.
 - Support for 10 LC and add 4 Intervention Team Specialists.
 - Mentor sites developed.
- Upcoming Activities:
 - Develop guidelines for mentor sites.
- Talent Management:
 - Problem Statement: CMS is one of the largest employers in Mecklenburg County with more than 18,000 teachers, support staff and administrators. The quality of our staff directly impacts our ability to maximize achievement for every child in every school. It is essential that we have a set of integrated organizational Human Resources processes that will enable us to recruit, develop, retain and reward a set of productive, effective and engaged employees.
 - Overarching Goals:
 - Develop and implement a strategic recruitment plan for specific employee groups based on identified competencies and promotion of a diverse workforce.
 - Develop and implement a comprehensive onboarding plan for specific employee groups, including district-level and site specific support.
 - Provide training for hiring managers on recruitment, hiring and onboarding strategies, evaluation/appraisal process for providing feedback and support.
 - Develop and implement professional development plan for specific employee groups, including district-level and site specific support.
 - Ensure every classroom has a high-quality teacher on the first day of school using strategically targeted recruitment efforts and supports.
 - SMART Goals:
 - 85% retention rate of employees rated as accomplished or distinguished to for the 2016-2017 school year.
 - 70% of completed Professional Development Plans (PDPs) for all employees for the 2016-2017 school year by the deadline.

- 90% of completed evaluations for all employees for the 2016-2017 school year by the deadline.
- 99% vacancy filled rate for the 2016-2017 school year.
- Conduct evaluation and PDP training for at least 10 different departments for the 2016-2017 school year.
- Accomplishments:
 - Monthly Human Capital reports for learning communities and principals.
 - Enhances tracking of teacher performance year to year
 - Launch of onboarding plans.
 - Teachers/administrators/support CMS employees.
 - Monthly HR Webinars for school and department leaders.
 - Course credit available for attendance and completion of HR Webinars.
 - Talent Management Learning Series is available.
 - Data visualization software purchased and project plan put in place.
 - Central Office leaders PDP and evaluation training at level-alike meetings.
- Upcoming Activities:
 - Data visualization software implementation pilot 2016-2017.
 - HR Webinars.
 - Enhanced Human Capital reporting.
 - On-site evaluation training for Central Office leaders and staff.
 - Teacher Career Fair, November 17, 2016.
 - Canvas integration with MyTalent.
 - PDP & Evaluation training during level-alike meetings for Central Office staff.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and provide comments. Board members Ellis-Stewart, Byers-Bailey, Dashew, and Jones thanked staff for the report, asked questions, and provided comments. Shauna Bell and Superintendent Clark provided clarification to the questions regarding Multi-Tiered Systems of Support, professional development (cultural efficiency and cultural competency), and the mental health services provided by the county.

Board member questions and comments:

- Ericka Ellis-Stewart said four additional people were hired to support the Multi-Tiered Systems of Support and asked how many more people are needed to do this work more effectively? Superintendent Clark said there was a three year funding plan for student services and CMS had a full implementation of funding from the county for the first year but only half funding for year two and no funding for year three. CMS has received some additional funding from the county manager to support mental health services at ninety-two schools and the number of schools has increased each year. CMS has not been able to accelerate the much needed addition of social workers and guidance counselors in our schools but we are happy for the county's help in providing some funding for mental health services to address the social and emotional needs of our students. Ms. Ellis-Stewart said a top priority for CMS should be mental health services for our students and the shortfall of funding from the county was a reason she voted against the current budget because that contributed to CMS shortchanging our students, families, and the community. Ms. Ellis-Stewart is an advocate for supporting mental health services for students because that has a correlation to the impact of student disciplinary suspensions and the suspension to prison pipeline. Ms. Ellis-Stewart is advocating that the

Board have a moratorium on suspensions for Pre-K-2 grade. Often, students who get suspended early in school are labeled and that label follows them throughout their school career. The moratorium will help change the trajectory for those students and lessen the impact of them dropping out of school. It is important that CMS use interventions in lieu of punitive methods such as suspensions. Another impact on the success of the student is a quality teacher and ensuring effectiveness of teachers. The budget for the Board of Education should include a focus on mental health services for students, family support, and ensuring school house staff have other tools to use in lieu of suspensions.

- Dr. Jones said that it is important that Multi-Tiered Systems of Support should also address social, emotional, and behavioral learning because a lot of the disciplinary suspensions are linked to behavioral learning and social appropriate learning. A moratorium on suspensions can stop taking a child out of school but if a child is misbehaving in the classroom, he or she is not learning and the rest of the students are not learning. Superintendent Clark said the Multi-Tiered Systems of Support provides supports for the teacher and the student to allow the student to remain in the classroom. Superintendent Clark will provide Board members with additional information on the Multi-Tiered Systems of Support and the associated interventions.
- Ericka Ellis-Stewart said November 8th is Election Day and the ballot includes all seats of the Board of County Commissioners. The Board of County Commissioners provide funding for the CMS capital and operating budgets. The CMS budget should be reflective of the CMS strategic plan and the needs of our students and employees. It is important the community vote, know how the county supports CMS, and be careful who you support.

B. Report on Student Assignment Plan Proposal for the 2017-2018 School Year

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 Plan Proposal for the 2017-2018 School Year. Superintendent Clark said the report is intended to be in a Work Session format and includes a brief update on Phase I of the Student Assignment Review, feedback from the Town Hall meetings, and other community opportunities prior to the Board vote on November 9, 2016. The Work Session also includes an opportunity for Board members to provide feedback prior to the Board vote. The Board voting process on November 9th will include a specific motion for each school. The Board will only vote on specific schools for implementation for the 2017-2018 school year. The Rolling Plan is a rolling plan and there are potential plans for some schools that are not yet reflected in the plan. The Rolling Plan for the 2018-2019 and beyond school years are in a deeper level of development. Staff will continue to add schools to the 2018-2019, 2019-2020, and 2020-2021 Rolling Plan as plans become more developed. The plan will also include potential options for the Eastway-Garinger feeder pattern. Next week, staff will share specific costs for each school but the transportation costs will be an unknown investment until the lottery process is complete. CMS will move to a three zone transportation system and the associated costs will be impacted by the number of students and how they sign up for programs and schools. Superintendent Clark called upon Akeshia Craven-Howell, Assistant Superintendent School Options and Innovation, and Scott McCully, Executive Director Student Placement and Planning, to present the report. Scott McCully and Akeshia Craven-Howell provided an overview of Phase I Scope of Work, Community Engagement Meetings, School Options Lottery, Proposed School Options for Fall 2017, and Next Steps.

- Phase I Scope:
 - CMS is leading with choice to achieve the Board’s Goals for Student Assignment utilizing Transportation Zones, Lottery Priorities, New School Options and Magnet Seats, and Entry and Continuation Requirements.
 - Phase II of the process will involve high school realignment.
- Community Engagement: A focus area of the Student Assignment Review was Community Engagement because community feedback was incredibly important to the process.
 - *Superintendent Coffees* and live Facebook chats.
 - Community Town Hall meetings to share ‘best thinking’ and respond to questions:
 - North Mecklenburg and South Mecklenburg high schools, October 17, 2016. Approximately 50 people in person at each site and over 800 online participants.
 - East Mecklenburg and West Mecklenburg high schools, November 7, 2016, 7:00 p.m. to 8:30 p.m. The public can access the online feature at the CMS Website.
 - Several School-Specific Community Engagement Sessions:
 - Winget Park /Palisades Park, October 18, 2016, 100 to 150 participants.
 - Hawthorne Academy, October 19, 2016, approximately 40 participants.
 - Marie G. Davis, October 25, 2016, approximately 100 participants.
 - Additional Community Engagement Meetings Planned:
 - Sedgefield Secondary Montessori, November 3, 2016.
 - Billingsville and Surrounding Elementary Schools, November 7, 2016 tentatively.
- Awareness and Marketing: Critical to the success of the Phase I Student Assignment Plan is the level of awareness created in the community and increasing participation in the school options lottery. Strategies to increase awareness and support efforts of staff include:
 - Engaged with SOLID which is an agency that has expertise in branding, strategic marketing, and civic engagement. SOLID has related experience in the community and worked with Charlotte Mecklenburg Opportunity Task Force, Carolina Panthers, and Together4meck. CMS will continue to work with SOLID for targeted recruitment for particular schools and particular communities utilizing expanded tools outside of those typically used by CMS (School Options Fair and Printed School Options Guide).
 - Cross-functional CMS team including leaders from departments and offices that the CMS families contact as they consider the schools they want to attend, enroll in CMS, and enroll in the Lottery process.
 - Magnet Schools and Programs.
 - Career and Technical Education.
 - Communications.
 - Family & Community Engagement.
 - Student Placement.
 - An outline for the Awareness and Marketing Plan will be presented at the November 9, 2016 Regular Board meeting.
- Additional Work in Progress:
 - Collaboration with CMS Technology Services team to program lottery logic.
 - Collaboration with CMS Facilities, Transportation, Finance, and Human Resources teams to define Phase I costs including: staffing and professional development; facility, fixtures and equipment; programmatic costs (curriculum, materials, technology); and transportation estimates.

- Revising CMS Student Assignment website for easier navigation. Loading responses to questions submitted during Community Engagement events.
- Determining Socioeconomic Status (SES) - student assignment as it relates to the Lottery:
 - Seven factors, each with some correlation to educational advantage/disadvantage: Family income, parental education attainment, home ownership, single parent household, English Language ability, and number of minors in household. This will be based on Census information and separate from the CMS information (home school performance).
 - Analyze data at block group level using Census data and at individual student using family-reported data.
 - Divide Mecklenburg County block groups into thirds, and assign to categories low, medium, and high SES.
- Transportation Zones: Transportations zones are critical to the Student Assignment Plan and CMS is recommending changing from four zones to three zones.
 - Critical as a driver of priority access and transportation eligibility in the lottery. A three zone system brings the Blue Transportation Zone together with Harding University, the Green Transportation zone reunites all of Garinger, and folds together the current Grey and Violet transportation zones. .
 - Serves as a proxy for the possible applicant pool for options in a zone.
 - Goals in redefining transportation zone were two-fold:
 - Relative distribution of low, medium, and high SES block groups across zones.
 - Equal distribution of programs (theme, grade levels, quality, etc.) across zones.
- School Options Lottery:
 - Each student will have priority in the lottery for seats designated as either high, medium or low SES seats.
 - Priority is based on SES block group and family-reported data.
 - Seat designation based on what will provide the most SES diverse grade levels in a given school.
 - The lottery will operate based on;
 - Existing guarantees (i.e., sibling and continuation) and priorities (e.g., proximity and transportation zone).
 - New priorities (i.e., SES and school performance).
 - Two rounds of the lottery, during which the lottery will seek to match applicant’s SES priority to like designated seats. The second phase will start March 1, 2017 and be completed March 26, 2016.
 - Seats may carryover to round two if a match is not made.
 - SES priority may take precedence over transportation zone priority at the end of round two if a match is not made.
- School Options – Rolling 4-Year Plan – Year 1 (fall 2017) Openings:

School	Zone	Options	Theme	Grades Served	New Seats at Opening	New Seats at Capacity
Violet Zone/ University Area Elementary	Violet	Full Magnet	Computer Science/Coding	K-5	550	550
Billingsville	Blue	Partial Magnet	STEM (Health Science)	K-5	300	300

School	Zone	Options	Theme	Grades Served	New Seats at Opening	New Seats at Capacity
Paw Creek	Violet	Partial Magnet	Computer Science/Coding	K-5	180	180
Early College @ UNC-Charlotte	Countywide	School Option	Early Educators	9-13	110	500
Merancas Middle College	Countywide	School Option	Middle College	11-13	120	300
Secondary Montessori	Countywide	Full Magnet	Montessori; shift to former JT Williams site and expand	7-12	375	750
Hawthorne Academy	Countywide	Full Magnet	Add Public Service and JROTC from Marie G. Davis	9-12	250	250
Marie G. Davis	Countywide	Full Magnet	Transition Global Students to International Baccalaureate	K-8	500	500
Winget Park	Blue	Partial Magnet	Shift STEM Magnet from Palisades Park Elementary	K-5	300	300
TOTAL					2,685	3,630

- Year One of Four (Fall 2017 Openings) Anticipated Additional Costs:

School	Facility, Fixtures, and Equipment	Staffing (Beyond ADM)	Theme-Specific Professional Development	Theme-Specific Curricular Materials	Other
Violet Zone/University Area Elementary	X		X	X	
Billingsville			X	X	
Paw Creek				X	
Early College @ UNC-Charlotte	X				Student Fees
Merancas Middle College	X				Student Fees
Secondary Montessori	X		X	X	
Hawthorne Academy / Marie G. Davis (9-12)	X			X	
Marie G. Davis K-8, IB		X IB	X	X	
Winget Park			X	X	

- Staff will continue to assess the costs in each of the specific categories and the source of funding. Board members will receive information on the full costs prior to the November 9th Board vote.

Superintendent Clark highlighted that the Board has already approved some of the costs through Consent Items such as projects at J.T. Williams, Pawtucket, and the old Newell site. CMS will use revenues from the sale of the Education Center and Walton Plaza and those dollars will be redirected to support the reopening of Pawtucket which was a closed school, the upfitting of J. T. Williams which was a part of the original capital needs assessment, and the old Newell site. Some of the dollars from the Education Center and Walton Plaza was used for the purchase of the Atrium Center, the relocation of staff, materials and furniture, and renovation projects at the Atrium.

- Entry and Continuation Requirements:
 - Review entry and continuation requirements:
 - Use theme-specific standards as the foundation for analysis.
 - Increase access and eliminate unnecessary barriers.
 - Maintain high standards for rigor and student outcomes.
- Best Thinking Includes:
 - IB: Remove Level III Math; retain Level III Reading requirement for entry.
 - STEM: Remove Level III Math entry requirement; implement progress-specific continuation requirement.
 - Languages: Remove Level III Reading entry requirement; retain language proficiency late entry requirement and progress-specific continuation requirements at the high school level.
 - Middle College: Remove GPA entry requirement; retain multiple measures of college course placement and transcript review for entry.
 - Early College: Implement college-ready continuation requirement.
- Next Steps:
 - Continue Community Engagement:
 - Town Hall Meeting: November 7, 2016, 7:00 p.m. to 8:30 p.m., East Mecklenburg and West Mecklenburg high schools and online.
 - School-specific Engagement Sessions.
 - Incorporate feedback from Public Hearing and community engagement sessions.
 - Cost analysis per fall 2017 New School Options.
 - Continue work with cross-functional CMS teams (e.g., lottery programming, awareness and marketing, etc.).

Chairperson McCray thanked staff for the report and invited Board members to ask questions and provide comments. Board members Byers-Bailey, Ellis-Stewart, Jones, Davis, McCray, Dashew, and Lennon asked questions and provided comments. Superintendent Clark and Ms. Craven-Howell provided responses to questions.

- Thelma Byers-Bailey said many parents have children in high performing STEM/STEAM or Magnet programs and they are concerned that the change in entry and continuation requirements will water down the expectations of students applying to the programs. Ms. Craven-Howell said currently STEM middle and high schools require Level III Math and that curriculum is based in Project Lead the Way which is a curriculum in several home, middle, and high schools. Students are being quite successful in those programs and there are no entry

or continuation requirements for home schools. CMS is maintaining high expectations for students through the continuation requirement which is theme-specific: Each year students must pass their Project Lead the Way course which is a rigorous course and students must participate in a STEM or STEAM-specific co-curricular activity each year. Superintendent Clark said there is a continuation standard to continue in the program rather than a requirement to get into the program. CMS is striving to open access to magnets but students will need to demonstrate and show evidence of success in order to continue. Remaining in the program is based on the performance of the student.

- Ericka Ellis-Stewart provided concerns and recommendations for the proposed plan. This is a two phase 4-Year Rolling Plan for schools but the Board will only vote on recommendations for the 2017-2018 school year. The Board should discuss what we will do for academic achievement at the schools where students do not have the option to attend a Magnet school, have a choice out option, or attend a school that is low-performing. The 4-Year plan should include increasing academic performance at those other schools. Most parents want a quality, academically viable public school option for their child either in or outside of their community. The Board must discuss and develop a comprehensive answer to guarantee parents they will have a strong academic program to attend. The Board's goal should be no school under a 'C' by a certain date because the future of our students depend on the Board getting this right. On November 9, 2016, the Board will only vote on the 2017-2018 options and that is a problem. At the very least, the Board should vote on the 2017-2018 and the 2018-2019 school years because that is predicated on our ability to add seats. The plan adds about 3,600 seats the first year and about 2,100 seats the second year but the Board will not vote on the second year plan and that leaves a lot in flux for the students and shortens the runway for implementation. The Board should reconsider what they will vote on at the November 9, 2016 Board meeting. The community is also concerned about the lack of programs on the east side, equitable access and academic programs at Garinger, and the language barriers for parents. Ms. Ellis-Stewart expressed concern that CMS has not gotten enough community feedback on the proposed plan. It is important that the people who need to hear this and who will be impacted are aware of what we are doing and we must ensure we heard their voices to make this an inclusive process. Superintendent Clark said the Board is voting on the 2017-2018 recommendations because they have budget implications for our current process and we believe they can be implemented for the 2017-2018 school year. Some of the items in the future years are dependent upon the success of a November 2017 Bond Referendum. The Board could vote on future years now but funding would hinge on the community approving the 2017 Bond. The Board is scheduled to vote on the 2018-2019 school options at the November 2017 Board meeting which is a part of Board policy. The intent of the 4-Year Rolling Plan is to continue to add to the plan and the public will be kept informed on the potential options and number of seats. The plan is continually being updated. Most recently plans were recommended for Garinger and Eastway but those plans have not been vetted through the community and those plans are not complete. In addition, some of the plan for the 2018-2019 school year recommends themes 'to be determined' for several schools based upon community input and that process has not happened. Superintendent Clark said staff is open to following the direction of the Board and asked is the Board comfortable approving a 2018-2019 plan without identifying the themes and associated costs for the schools? Superintendent Clark said we are committed to this plan and will continue to explore the current recommendations and new options for schools. This process will include staff's best thinking as well as input from staff, the community, and

parents. Ms. Ellis-Stewart said she is aware of the caution around being dependent upon a bond and expressed concerned about the promises made to the communities that were not kept such as a solution at Billingsville.

- Dr. Ruby Jones urged staff to research national instructional models and magnets that are innovative, interesting to students, and impact life goals of the students. There are many parents that need to be engaged in the various magnet and instructional models so they can make informed decisions. Superintendent Clark said she has talked with representatives from school districts throughout the country about innovative magnets and specialty programs that are of the most interest to schools. Staff is reviewing national magnets and discussing that topic with other school districts and input from the community will also drive the decisions for the programs that are a good fit for the community.
- Eric Davis said Board members have made good points about the Board's commitment beyond the first year. Mr. Davis suggested the Board vote on the plans to implement for the 2017-2018 school year and in future years vote for continued planning. This will voice the Board's support for future years without committing to the implementation because we have more work to do. This will state that the Board believes in the work completed to date. In the future, more schools will be added, more themes and programs will be flushed out, and hopefully we will secure more money from our funders. Mr. Davis commended Mr. McCully, Ms. Craven-Howell, and their teams for the excellent work in meeting with the community, answering questions, and explaining proposed magnets and school options. Our staff is doing a great job of explaining this to the community and provided tools them tools to better understand. This process has helped parents be more informed. Mr. Davis said the Board will vote on specific schools but the components of socioeconomic definition, zones, and lotteries will be approved through policy. Superintendent Clark said, yes, the Board will approve those aspects through policy.
- Chairperson McCray said she believes for parents to support a CMS Bond they will have to be 'wowed.' Chairperson McCray asked do the plans for the 2017-2018 and 2018 and 2019 school years offer parents the 'wow' factor? Parents on the east side and in the Garinger Feeder pattern are not wowed. Chairperson McCray said CMS may miss a population of people who want to support this because they are not getting something tangible for them. The Board must look at this as an opportunity to say to the community that 'we are all in.' We must provide the public the wow effect so that the people can say, "I am going to the polls to vote to support the CMS Bond because they are doing something for the children of the community."
- Elyse Dashew recognized Ann Clark, Scott McCully, Akeshia Craven-Howell, and staff on their non-stop work and energy for the community engagement efforts and getting feedback to inform the process from the community. Some people need basic information about what is a magnet, what is an option, what is a theme, and what are the differences and the community engagement meetings helped that effort. Ms. Dashew supports the idea of adding partial magnets at schools and sharing that programming with the whole community such as McClintock Middle School where her child attends. Ms. Dashew supports the bold decision to double the number of magnet seats in CMS. It is important to know that magnets are not the only answer and some schools may be best served by a theme. Themes are a viable option for schools and the options can include adding or beefing up a theme at a neighborhood school. Ms. Dashew said the east side is a fascinating area, has a lot of untapped potential and we must provide them more opportunities for students. The families in the Eastway and Garinger area are a thriving and growing population and we must reach them to discuss potential plans for the schools in the neighborhood because many of them are not going to their neighborhood

school or choose options outside of CMS. Ms. Dashew said some people are confused on the entry and continuation requirements and CMS must provide better clarity. In addition, there are concerns about the unknown issues with transportation and the associated costs. The transportation issues must include the aspects of the number of bus drivers needed, how to hire those bus drivers, and using creative transportation ideas with the city and CATS. We must be able to get students to school to be successful.

- Dr. Ruby Jones suggested CMS consider the Expeditionary Learning Program for Garinger High School. This is a theme-based model of instruction that works and gives exposure to Limited English Proficient Students and minority students into a window to the world.
- Rhonda Lennon applauds the entry and continuation requirements because it is allowing students into the programs they are interested in and holds them accountable to remain in the program. The plan will increase inclusion and number of students in the program, accountability of the students, and the quality of the students in the program. This will give more students more opportunities to experience more programs. Ms. Lennon expressed concern about a statement made by a Board of County Commissioner regarding the CMS student assignment program being ‘smoking mirrors.’ It is important to note that the proposed plan is not ‘smoking mirrors’ but opportunities to bring more students into magnet programs, grow existing programs, and make home schools better. CMS is doing many incredible things at many schools and those successes are enriching students with a higher level of academics.

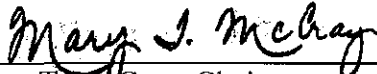
Chairperson McCray thanked the Board for their work on the Student Assignment Review and thanked staff for their incredible work on the student assignment plan.

ADJOURNMENT

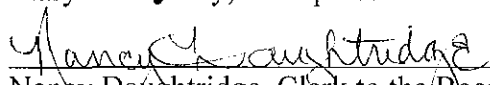
Chairperson McCray called for a motion to adjourn the Regular Board meeting.

Upon motion by Ericka Ellis-Stewart that the Board adjourn the Regular Board meeting, seconded by Thelma Byers-Bailey, the motion passed upon 8-0 voice vote of the Board. Paul Bailey was absent.

The Regular Board meeting adjourned at 8:35 p.m.



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board