

Approved by the Charlotte-
Mecklenburg Board of Education
June 8, 2010
Regular Board Meeting



Charlotte, North Carolina

May 25, 2010

REGULAR MEETING
of the
CHARLOTTE-MECKLENBURG BOARD OF EDUCATION

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on May 25, 2010. The meeting began at 5:00 p.m. and was held in Room 527, 5th Floor, of the Government Center.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: Kaye Bernard McGarry, Member At-Large

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; LaToya Walker, Executive Director to the Office of the Superintendent; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Dr. Waddell, seconded by Mr. Tate, the Board voted unanimously of those present for approval to go into Closed Session for the following purposes:

- **To consider student assignment matters that are privileged, confidential, and not a student record;**
- **To consult with the Board's attorneys on matters covered by the attorney-client privilege concerning potential litigation relating to settlement and cracking issues at Providence Spring Elementary and Sterling Elementary schools; and**
- **To consider personnel matters.**

The motion was made pursuant to Section 143-318.11(a) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:00 p.m. until 6:05 p.m. in Room 527, 5th Floor, of the Government Center.

Chairperson Davis reconvened the Regular Board Meeting at 6:13 p.m. in Room 267 of the Government Center. CMS-TV Channel 3 televised the meeting.

Present: Eric C. Davis, Chairperson, (District 5);

Tom Tate, Vice-Chairperson, (District 4);
Trent Merchant, Member At-Large;
Kaye Bernard McGarry, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; Members of Executive and Senior Staffs; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:13 p.m. Chairperson Davis welcomed everyone to the Board's second meeting of the month which was held in a Work Session format. He apologized for starting the meeting late and noted that the Board had been conducting business in closed session.

A. Adoption of Agenda

Chairperson Davis called for a motion to adopt the agenda.

Dr. Waddell moved, seconded by Mr. Morgan, that the Board adopt the agenda as presented, and the motion passed upon unanimous Board vote.

B. Public Hearing on proposed new Policy IHAM, Comprehensive Health Education Program

Chairperson Davis said this item is the first of two Public Hearings on new Policy IHAM, Comprehensive Health Education Program. The next Public Hearing, a Board discussion, and Board vote is scheduled for the June 8, 2010 Regular Board meeting. Chairperson Davis said there are no speakers signed up to address this item and he called the Public Hearing closed.

II. CONSENT ITEMS

A. Construction Items:

1. Recommend approval of construction contract for South Mecklenburg High School.

The South Mecklenburg High School Canopy Roof project was informally bid on Thursday April 29, 2010. Staff recommends the approval of the contract to the lowest responsive bidder, Interstate Roofing, Inc. The scope of work for this project includes roofing, gutters, painting, and associated storm drainage. Fiscal Implications: 2007 Bonds in the amount of \$154,430.

2. Recommend approval of construction contract for Providence Spring Elementary School.

The Providence Spring Elementary School structural remediation project was informally bid on February

12, 2010. Staff recommends the approval of the construction contract to the most responsive bidder, Rembco Geotechnical Contractors, Inc. The project scope includes the installation of grout piers to existing footings and pressure grouting the existing slab at five classroom areas. Fiscal Implications: Bond Funded in the amount of \$279,700.

3. Recommend approval of agreement between Charlotte-Mecklenburg Board of Education and North Carolina Department of Transportation for new Rocky River High School.

The agreements (Municipal and Construction) provide for Charlotte Mecklenburg Schools to contribute \$191,000 toward roadway construction improvements on Albemarle Road, Blair Road, and Rocky River Church Road. The completed road improvements will increase the length of turn lanes, add turn lanes, and provide a traffic signal at the intersection of Blair Road and Allen Station Road. The funding provided by Charlotte-Mecklenburg Schools provides the completion of these improvements prior to the school's opening. Cost of this work was anticipated and included in the projects budget. Fiscal Implications: 2007 Bond in the amount of \$191,000.

B. Supplementary Funding/Grant Requests:

1. Recommend approval of supplementary funding request for CMS Investing in Innovation (i3).

The goal is to significantly improve student achievement in low-performing schools by implementing innovative, strategic school designs. Working with proven partners (e.g., Education Resource Strategies), CMS will create a model for incubating strategic innovations that boost student outcomes. Innovations must fall within at least one of four Break-the-Mold (BTM) Innovative Strategy categories: Innovative Use of Technology; Innovative Use of Time; Innovative Configuration of Teacher Teams and Roles; and Innovative Models for English Language Learners and Exceptional Children Students. Fiscal Implications: Funding requested from U.S. Department of Education/ARRA-Stimulus Funding - \$2,950,458 over three years.

- C. Recommend approval to name the existing Media Center at Harding University High School the *Dorothy Counts-Scoggins Media Center* in honor of Ms. Dorothy Counts-Scoggins.

The request to dedicate the Harding University High School Media Center in honor of Dorothy Counts-Scoggins comes from Harding's School Leadership Team. It was the courage of Ms. Counts-Scoggins that brought the integration of Harding to allow all students to attend today. Dorothy Counts-Scoggins was one of four African-American children in 1957 who became the first to integrate four all-white schools in Charlotte. When she arrived at Harding, the street was blocked, and she had to walk for two and one-half blocks to the entrance of the school. During what seemed to be a never-ending walk, she was surrounded and tormented by students and adults with racial slurs and objects being thrown at her. The superintendent of the school district and the police department told her family that they could not assure her protection. Her parents withdrew her from Harding and moved her to Pennsylvania to continue her education and keep her safe. While human nature would normally drive a person to stay away from such a physical representation and reminder of the pain she endured, Ms. Counts-Scoggins continues to volunteer and support Harding University High School. As a school and school community, Harding University High School respectfully requests permission from the Board of Education to dedicate the school's Media Center in her honor.

Chairperson Davis called for a motion to adopt the Consent Agenda.

Mr. Tate moved, seconded by Mr. Morgan, that the Board adopt Consent Items A. through C., and the motion passed upon unanimous Board vote.

Chairperson Davis said with this Board vote, the Board approved naming the Media Center at Harding University High School the *Dorothy Counts-Scoggins Media Center*. Chairperson Davis asked Ms. Counts-Scoggins, who was attending the meeting, to stand and be recognized. He thanked Ms. Counts-Scoggins for bringing personal courage to CMS and showing everyone

the definition of treating each other with respect. He commended Ms. Counts-Scoggins for being inspirational and setting an example for us all to follow.

III. ACTION ITEMS

The Agenda did not include any Action Items.

IV. REPORT/INFORMATION ITEMS

A. Management Oversight Report on Constituent Services

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman said this is an opportunity for Judith Whittington, Manager of Board Services, to provide the Board an update on Constituent Services which is one of the Board's major Management Oversight areas. Dr. Gorman commended Ms. Whittington for doing a great job working with staff and Board members in facilitating the Constituent Services process. Dr. Gorman called upon Ms. Whittington to provide the Management Oversight Report on Constituent Services.

Ms. Whittington reviewed the following information:

- Purpose of Constituent Services:
 - Assist both the Board and the public with resolving concerns regarding Charlotte-Mecklenburg Schools.
 - Citizens who have human basic rights to education will have school-related questions, suggestions, or complaints that will need to be addressed.
 - The Board of Education, as elected officials, has the obligation to be accessible and responsive to the public.
- History:
 - April 25, 2005 Board Work Session, the Board discussed the need for an improved constituent services process and identified key deliverables.
 - September 13, 2005 at a Regular Board meeting, the Board adopted Policy BHE, *Constituent Services* and Exhibit BHE-E, *Protocol for Constituent Services*, by an unanimous Board vote. This was a part of the Board's work regarding Reform Governance in Action. Board members White and McGarry were on the Board at that time.
- Overview of Process:
 - Contact from constituent to Board member.
 - Contact from Board member to manager of Board services.
 - Referral entered in Clientele software (for collecting/tracking data).
 - Referral routed to executive staff member to investigate and resolve, and contact constituent and manager of board services with resolution.
 - Referral closed in Clientele software
 - Contact from manager of Board Services to Board member.
 - Paper file maintained on all referrals (usually via e-mail chain).
- Costs: The Board Services office has no direct costs related to Clientele software as the software is used by other CMS departments and the costs are associated with multiple users (Board Office has only one user).
- Reports:
 - Manager of Board Services provides Quarterly and End-of-Year reports that are based

on the fiscal year and outlines information/data stored in Clientele software, trends/patterns of constituent referrals, public's high concern areas, and yearly comparisons. The Clientele software acts as an effective management tool. Report categories include Budget, Curriculum, Discipline, Exceptional Children, Facilities, Human Resources, Legal, Other (non-school related), Public Information, Safety, School, Student Placement, and Transportation.

- Goals:
 - Every effort is made daily to meet the objectives in order to maintain the goals. The measure of success is customer satisfaction by both the Board and the community.
 - System with defined processes/procedures for handling requests and complaints.
 - Protocols adhered by the Board and communicated to the staff and public.
 - Referral data tracked and analyzed, reports provided to the Board, and suggestions provided to the Board to improve system performance.
- Objectives:
 - Consistency: Referrals handled per Policy PHE and Exhibit BHE-E.
 - Timeliness: Referrals entered and closed daily, as needed.
 - Accuracy: Categories determined correctly and entered accurately.
 - Responsibility: Resolution information provided to constituent and Board member.
- Measures:
 - Suggestions never given for operational improvement (offer extended on each report).
 - Complaints regarding the process and delivery of service are rarely received in the Board Services Office.
- Results:
 - Models Management Oversight Principles: Board's oversight of district operations stays "above the line." Superintendent's management of school district stays "below the line."
 - ✓ Results: Board members do not become problem solvers.
 - Performs Efficiently and Effectively: 1,250 referrals collected/tracked since September 2005.
 - ✓ Results: Data easily retrieved from electronic environment for reports.
 - Meets Expectations: Improved constituent services processes/procedures sufficient for everyday use.
 - ✓ Results: Vision of 2005 Board work session has been accomplished and continues to be accomplished.

Board members were invited to ask questions and make comments.

- Dr. Waddell thanked Ms. Whittington for a wonderful and informative report. She commended Ms. Whittington for facilitating the process in an efficient and prompt manner.
- Ms. Lennon also thanked Ms. Whittington for doing an awesome job and for being efficient and prompt in facilitating the process.
- Chairperson Davis said at one point responsiveness was a real issue in the community. This is an area in which success helps issues to disappear and this is a way that the Board is conducting business. It is to Ms. Whittington's credit and to Dr. Gorman's leadership that the Board has achieved this level of customer service, and that says a lot about how we care about children. Chairperson Davis thanked Ms. Whittington for doing a great job.

B. Report on Changes in Regulations Governing Promotion Standards for Elementary, Middle, and High School

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman said this item is an update to the Board regarding a regulation. There is a difference between policies and regulations. The Board adopts policies and enacts those policies. Staff is charged with developing regulations to put those policies into operation. This item is a revision to an existing regulation and it is important to advise the Board and the public about the changes. This is a substantive change and expectation for students in school and is in response to some real causes, concerns, and needs. Dr. Gorman called upon Ann Clark, Chief Academic Officer, to introduce the report. Ms. Clark introduced Sarah Crowder, Associate General Counsel/Policy Administrator; Dr. Ron Dixon, principal at J. T. Williams Middle School; and Dr. Terri Cockerham, principal W. A. Hough High School, to assist in presenting the report. These principals led their colleagues at the level meetings in the nine month journey of developing a consensus of the revisions. Dr. Cockerham also participated on the Graduation Cohort Task Force and those recommendations will be presented to the Superintendent and the Board in the near future. This process has been embedded through the middle and high school principals and the Graduation Task Force. The changes were developed with a focus on what happens to students in 9th grade and this is one of the few opportunities in which the CMS middle and high school principals joined together for the good of the 9th grade students who are often caught between the two school levels. National research indicates that the 9th grade year is critical for students matriculating to 10th grade without being retained. Dr. Dixon and Dr. Cockerham will provide a perspective from the principals and to discuss the interventions that are in place to support students as we raise the bar on the expectations for promotion.

Ms. Clark reviewed the following key points:

- All schools:
 - Superintendent has approved new local rules in Regulation IKE-R, Promotion, Retention, Acceleration of Students, for how students are promoted from grade to grade.
 - Effective 2010-2011 school year.
- Elementary schools:
 - Mastery of Grade Level Skills (revised standards):
 - Completion of homework and class assignments.
 - Grade in individual subjects.
 - Class participation.
 - Grade level proficiency on assessments.
 - Performance in appropriate remediation.
 - The revisions include the elimination of the Preparation for Class Standard.
 - Retention Limits (revised standards):
 - The decision to retain a student *shall* be made by the principal. Notwithstanding a student's performance in the above areas, a principal should not retain a student more than *one time* during elementary school. (Previously this was no more than *two times* during elementary school.)
 - North Carolina Gateway Standards (no changes to current standards)
 - 3rd and 5th Grade students must score a Level III or IV on Math and Reading End of Grade (EOG) tests.
 - This includes the promotion standards and the gateway standards.

- Middle Schools:
 - Local Promotion Standards (revised standards): Changed from four core courses to six core courses (Health/Physical Education and one other elective has been added).
 - Students must pass: Language Arts, Math, Science, Social Studies, Health/Physical Education, and one other elective.
 - Local Promotion Standards (revised standards):
 - Principals *shall not* retain a student in 8th grade who has already been retained one time in middle school or who will be sixteen years old before September of the next school year. (Should not was changed from shall not).
 - North Carolina Gateway Standards (No changes to current standards)
 - 8th Grade students must score a Level III or IV on Math and Reading EOGs.

Ms. Crowder reviewed the Graduation Requirements. Ms. Crowder said graduation standards are set by the State Board of Education and the local Board of Education. Graduation standards are not a superintendent decision. Ms. Crowder highlighted the following information.

- High Schools:
 - Graduation Requirements (No changes to current standards).
 - Exit Standards: Level III or IV in End-of-Course tests: Algebra I, English I, U.S. History, Biology, Civics and Economics.
 - CMS Graduation Project (this is no longer a State requirement).
 - Credit Requirement (includes credits earned in middle school): Students currently in the 10th, 11th, and 12th grades must earn 28 credits to graduate from high school and this will be in effect until the 2010-2012 school year. Students entering 9th grade for the first time in the 2009-2010 school year who will graduate in 2013 and beyond must earn 24 credits to graduate from high school. This change was adopted by the Board in December 2008.

- Local Promotion Standards: 9th to 10th Grade Requirements:

Current		Revised	
6 credits	English I	6 credits	Any Courses
	Math		1 exit standard
	4 other credits		

- Local Promotion Standards: 10th to 11th Grade Requirements:

Current		Revised	
12 credits	Current 9 th to 10 th grade requirements	12 credits	Revised 9 th to 10 th grade requirements
	English II		English I
	Algebra I		English II
	4 other credits		Algebra I
			1 additional exit standard (for a total 2)

➤ Local Promotion Standards: 11th to 12th Grade Requirements:

Current		Revised	
20 credits	Current 9 th to 10 th grade requirements	18 credits	Revised 9 th to 10 th grade requirements
	Current 10 th to 11 th grade requirements		Revised 10 th to 11 th grade requirements
	English III		English III
	Math (higher than Algebra I)		Math (higher than Algebra I)
	2 Social Studies		2 Social Studies
	2 Science		2 Science
	Other credits		1 additional exit standard (for a total 3)
	Other credits		

➤ Local Promotion Standards: Revised

- o High school credits earned in middle school do not count towards credits that must be earned each year in order to be promoted to the next grade. They do, however, count towards the total number of credits required to graduate from high school.
- o Student must be scheduled to take an English and Math course every year until graduation standards in those areas are satisfied, unless approved by zone superintendent.
- o More flexibility in the kinds of courses that must be passed, especially in 9th grade.
- o 10th grade students may catch up by doubling up in English, if necessary.
- o Enhanced requirements by the end of:
 - ✓ 10th grade: Complete two exit requirements.
 - ✓ 11th grade: Complete three exit requirements.

Ms. Clark said in high school the EOCs count 25% of the student's grade and this has a huge impact on a student's final grade, and that is a State requirement. The pressure for the student to be accountable is high because they must pass the course and the EOC exam in the five gateway courses.

Dr. Dixon and Dr. Cockerham highlighted the supports that are in place at the middle and high school levels.

- Dr. Dixon reviewed that in grades 6th, 7th, and 8th staff will continue to provide assistance for struggling students. The goal is to not have any students who fail a course. Different middle schools will adapt the assistance to meet the needs of their students. The support services include the following:
 - 9th Block or 5th Block (carved time out of the day) to provide time for those students who need remediation to have remediation and for those students who are ready for accelerated strategies may receive assistance.
 - Extended Day Program (students receive tutoring before school, after school, during school, or Saturday school).
 - Personal Educational Plan (PEP) for students who are struggling in reading and math.
 - Title I schools, parents have the option for Supplementary Educational Services (SES) for additional tutoring.

- Ongoing Recovery for students to ensure that students do not fail.
- Some schools offer Lunch and Learn.
- Dr. Cockerham said at the high level, staff strives to ensure that there are not students who enter the 9th grade and are never promoted. The standards have not been lowered but the revisions give students more time to master the same skills. Some of these students only need some extra time. Strategies include the following:
 - Hawthorne High School (while attending any high school, students may take a course to catch up or get credit for a course).
 - Credit Recovery for students who fall behind (includes Virtual Programs or CMS Extended Day Programs).
 - EOC Companion Courses (pair courses together to master the content).
 - Specialized Literacy Classes.
 - Inclusive Practices for Exceptional Children.
 - Grading based upon mastery of skills and retesting to provide students options for mastering the content which is the goal.
 - Performance Excellence for All Kids (PEAK) strategies to focus on the whole student, Advancement Via Individual Determination (AVID), and the Guidance Office is working with attendance issues.

Dr. Cockerham said there are many support services in place to help students to be successful. We want students to be at the point in which they are promoted out of the 9th grade and they can see the light at the end of the tunnel without lowering the bar.

Dr. Gorman said it was important to share this information because the students in the 9th grade will have new standards in order to meet the graduation requirements. It is important to ensure students are meeting the new standards prior to their senior year.

Board members were invited to make comments and ask questions.

- Mr. Morgan said this will impact the class of 2013 who are already in 9th grade? Dr. Gorman said, yes. Mr. Morgan said this will impact his family because he has a current 9th grader and 10th grader, and they will graduate with a different set of graduation requirements.
- Mr. Merchant asked clarifying questions regarding the change of terminology from “should” to “shall” and the strong recommendation notwithstanding (despite) a student’s performance. Ms. Crowder and Ms. Clark provided clarification. Mr. Merchant expressed concern that the retention guidelines allow the promotion of a student who may not be emotionally and academically ready for the next grade, and he believes that language may be murky. Mr. Merchant asked is there evidence that students who are not being successful but promoted to the next grade are able to recover to get on grade level at a higher rate than those who are retained a second time until they master the content. Ms. Clark provided clarification of the elementary grade levels, learning initiatives, flexibility around promotion and retention, and support services in place for struggling students. Dr. Gorman said an important component of this initiative is to offer options to intervene early in K-3rd grade to ensure students are on grade level. Mr. Merchant said he would like to see data two, three, or ten years in the future of how that student who was retained twice performed to get back on grade level versus the student who was retained only once. Dr. Gorman said that information can be added to the information that is being tracked through the K-3 Intensive Reading Program.

- Ms. McGarry thanked staff for the report. Ms. McGarry asked clarifying questions regarding middle school and shall not retain a student in 8th grade who has already been retained in middle school or who will be sixteen years old. She expressed concern that some students are making all “Fs” but they are promoted to the next grade and she hopes options are in place to ensure that does not continue. Dr. Cockerham provided clarification of the measures that are in place to detect those students early because it is difficult to have a sixteen or seventeen year old student in a middle school classroom. Dr. Gorman said we do not believe a student who is going to be seventeen in middle school will be successful to graduate and it is important to place them in an alternative high school program to provide them the tools they need to learn. Ms. Crowder said she would provide Board members the entire Regulation which is seventeen pages and details the remediation in grades 6th through 8th for students who are at risk for academic failure. Ms. McGarry is distraught that the credits for high school graduation have been diluted from 28 to 24. She believes it is important to have two years beyond high school to be productive in the state of North Carolina whether that is community college, technical school, on the job training, or a four-year college/university. Ms. McGarry expressed concern that the electives do not include courses that provide skills or a vocation for those students who choose to not go to college. Dr. Gorman explained that more options are available for students but CMS does not offer enough vocational options.
- Ms. Lennon said the 9th Block Program is an awesome option for students. She expressed concern that previously some students were in band and wanted to take a foreign language but that did not allow them any more electives to take Health/Physical Education. Those students were able to take Health/Physical Education in 9th Block or they had to opt out of Health/Physical Education. Ms. Lennon hopes options are in place so that students can continue to take band and a foreign language now that Health/Physical Education is a required course because those courses allow students great opportunities in high school. Ms. Lennon would like to see the details of the intervention programs. She believes this process would mesh well with the information that Mr. Avossa recently presented regarding Data Wise. Dr. Dixon said students in 9th Block can take a two year elective and have options to take Health and Physical Education.
- Mr. Tate asked would guidance counselors in elementary school need to work more closely with their counterparts in middle school and middle school counselors with high school counselors to ensure students and parents are aware of the requirements? Ms. Clark said, yes, and provided clarification of tracking a student’s progress regarding the core courses and ensuring communication with the parents. Dr. Gorman said parents can currently track their student’s information through NC Wise and information will also be shared through parent-teacher conferences.
- Mr. McElrath said this is an exciting discussion because it is talking about educating children. He is a supporter of the AVID Program and he encouraged the implementation of PEPs first and second grade. He would like more vocational educational options because only 18% of the students go on to a four year college. He asked the Board to petition to the State to make vocational educational classes a part of the core courses. He said vocational courses should be offered in all the schools starting in the 6th grade because a child who is not doing well academically must have a reason to come to school the next day, and vocational courses will encourage them to come to school.
- Dr. Waddell said the data that can chart the progress of a student is very important. She is concerned about the high dropout rates and believes these services and programs should help

increase the graduation rates. She hopes these options will make a difference. Dr. Waddell discussed the importance of having effective teachers and adults working with the lowest performing students. She said another concern is the high absenteeism rates of staff in low performing schools. Ms. Clark said student attendance is also a critical piece and that can be tracked on a daily basis. Dr. Waddell supports the retention guidelines because it is disheartening to see a student who is sixteen years old in middle school. Dr. Waddell asked can students receive a Certificate of Attendance in lieu of a diploma because some students may attend school thirteen to fifteen years and not earn enough credits for a high school diploma? Ms. Clark said students can remain enrolled in the school system until age 21 to earn a high school diploma and they do have the option of earning a Certificate of Attendance. Dr. Waddell supports students graduating with twenty-four credits as the state requires opposed to twenty-eight credits because it forces students to have to take courses after they have met their core requirements. She hopes those electives will be restricted so that they have to take meaningful classes. Dr. Gorman discussed the importance of having an effective teacher in the classroom and the impact on student academic performance and closing the achievement gap.

- Chairperson Davis asked clarifying questions regarding the elimination of Preparation for Class standard and how that differs from Class Participation. Ms. Clark provided clarification and discussed the importance of students showing evidence of mastery of the content rather than preparation of class (coming to class ready to learn). Chairperson Davis asked what will be the practical changes that will occur in the schools as a result of this initiative? Dr. Dixon said this strengthens the importance to students that they must pass the core courses, Health and Physical Education, and the other electives. Previously, some students believed they did not have to pass Health and Physical Education and some of the electives because it was not a requirement. Students coming in from middle school understand they must be on a track to earn the required credits. Dr. Cockerham said the changes include more flexibility to get the student out of the 9th grade year because it is frustrating to have a student remain in the 9th grade for three years. Staff also has more flexibility to ensure that seniors do miss exit standards and are prepared to graduate on time, and the options will help to reduce dropout rates. Chairperson Davis thanked staff for the hard work that they do in our schools on a daily basis.

ADJOURNMENT

Chairperson Davis called for a motion to adjourn the meeting.

Mr. White moved that the Board adjourn the Regular Board meeting, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 7:20 p.m.

Eric Davis, Chairperson

Nancy Daughtridge, Clerk to the Board