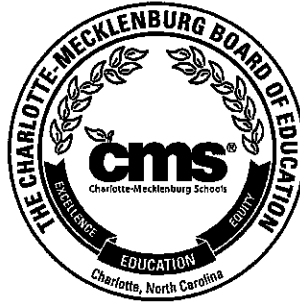


Approved by the Charlotte-
Mecklenburg Board of Education
August 12, 2014
Regular Board Meeting



Charlotte, North Carolina

April 22, 2014

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on April 22, 2014. The meeting began at 5:06 p.m. and was held in Room CH-14 of the Government Center.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Rhonda Lennon, District 1
Dr. Joyce Davis Waddell, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: Ericka Ellis-Stewart, Member At-Large
Thelma Byers-Bailey, District 2

Also present at the request of the Board were Dr. Heath Morrison, Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Dr. Joyce Waddell, seconded by Tim Morgan, the Board voted unanimously of those present to go into Closed Session for the following purpose:

- 1. 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;**
- 2. To discuss certain personnel matters; and**
- 3. 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), (a)(3), and (a)(6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 5:06 p.m. until 6:04 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:12 p.m. in Room 267, 2nd Floor, of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1
Thelma Byers-Bailey, District 2
Dr. Joyce Davis Waddell, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Dr. Heath Morrison, Superintendent; George E. Battle, III, General Counsel; Members of Executive Staff; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the April 22, 2014 Regular Board meeting which was held in a Work Session format. Chairperson McCray reported there are a number of people attending the meeting for the Public Hearing on the proposed CMS 2014-2015 Budget and discussion, and Rooms 270 and 271 are available for the overflow audience.

A. Adoption of Agenda

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

Dr. Joyce Waddell moved that the Board adopt the agenda as presented, seconded by Tom Tate, and the motion passed upon unanimous voice vote of the Board.

Chairperson McCray reported the next two agenda items were public hearings regarding specific topics. Chairperson McCray reviewed the protocol for public speakers which included each speaker would have two minutes to address the Board on the specific topic. CMS employees and their families should not be addressed in the comments and the use of profanity or inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules.

B. Public Hearing on proposed amendments to Policy ECE, *Traffic and Parking Procedures*

Chairperson McCray reported there were no speakers signed up to speak before the Board on Policy ECE and she called the public hearing closed at 6:14 p.m.

C. Public Hearing on Superintendent's Proposed 2014-2015 Budget Recommendation

Chairperson McCray reported twenty-one speakers were signed up to speak before the Board regarding the proposed 2014-2015 Budget and she called upon the speakers.

The speakers urged the Board to approve the proposed 2014-2015 Budget and highlighted the importance of certain budget items.

- Increased Literacy Supports for Young Readers:
 - Regina Boyd, principal at Winterfield Elementary School, addressed the importance of reading and early literacy for young learners. She asked the Board to equip classrooms with books and teachers with professional development.
 - Clarissa Brooks, senior in the Spanish Language Magnet at South Mecklenburg High School, discussed the benefits of being in Magnet program and having excellent teachers who challenged her to do well. She urged the Board to support literacy for early learners.
- More Competitive Pay for Employees:
 - Janet Moss, principal at Coulwood Middle School, asked the Board to support teacher salaries and discussed the hardships of teachers having to work a second job to support their families.
 - Lois Johnson represented the 6,000 members of the National Alliance of Black School Educators to advocate for the initiatives in the proposed budget. CMS is a great school district with hard working teachers and she addressed concerns that teachers are leaving teaching because they cannot earn enough money to provide for their family.
 - Dondhi Burrell, represented Double Oaks Masonic Outreach Center, reported they collected school supplies for schools in an effort to contribute to the education of our youth. He addressed the hardships of continuing to ask teachers to do more with less and the importance of providing competitive wages to attract and retain quality teachers.
 - Autumn Michael, chairperson of the School Leadership Team at Davidson Elementary School and parent of CMS students, said Davidson is a great neighborhood school with a highly involved and academically focused parent-base. She addressed concerns that they are losing quality students to an increasingly competitive school environment of private and charter schools. CMS must be able to compete with other schools and that includes attracting the best and brightest teachers to CMS as well as encouraging and sustaining the current teachers. CMS teachers deserve our respect, awe, and commitment to advocate for them with pay raises.
 - Sarah Feldman, senior at Providence High School attending Harvard in the fall, addressed concerns about the well-being of CMS teachers and the quality of education for students. Teaching is an important profession but low pay is making that job unattractive. The Board must invest in teachers by making their salaries more competitive and hiring more teachers because the increase in class size is detrimental to students and the quality of education.
 - Aadithya Nair, freshman at Ardrey Kell High School, discussed the importance of the Board providing a salary increase for teachers.
 - Deirdre Jones Austin, junior at Independence High School, urged the Board to raise teacher pay and experienced teachers should be paid more based on higher levels of experience.
 - Erlene Lyde, teacher at West Charlotte High School, addressed concerns regarding the proposed 3% raise which is well below the surrounding counties. The Board of County Commissioners (BOCC) does not provide the total pay for certified staff. The BOCC provides a local supplement which is supposed to keep the salary of teachers competitive with other counties. For licensed staff, that would be a 3% raise in the local supplement only. A 3% raise for a fifth year teacher with a supplement of \$300 per month would equate to \$9 per month. A twenty year teacher with a

supplement of \$800 per month would only receive \$24 per month. The Charlotte Mecklenburg Association of Educators is urging the Board to support a 10% local supplement increase because that will help keep teachers from leaving CMS. Most other counties in North Carolina are proposing to give teachers a 20% raise in local monies. If the Board's intent is to keep teachers, the Board should aim higher because a 3% increase does not make CMS competitive with other counties.

- Greater Academic Choice and Personalization of the Learning Environment for Students:
 - Tracey Pickard, principal at Performance Learning Center, discussed the importance of CMS providing students with personalized learning environments that reflect and support the ever changing academic, emotional, and social needs of today's students.
 - Sarah Kerman, senior at North Mecklenburg High School in the International Baccalaureate Program, thanked the Board for voting to fund the cost for students to take IB exams and she urged them to continue to do so. She asked the Board to support the \$1.9 million budget item to increase student choice initiatives. Making every CMS school a school of choice and expanding Magnet schools will help keep students in CMS and be beneficial to CMS as a whole.
- Increased School and Student Support Services:
 - Tangela Williams, principal at Statesville Road Elementary, said Statesville is a great school with many mobiles serving a complex population of students with many needs that must be addressed before the effects of a quality education can be actualized. She asked the Board to support more support services staff because teachers are serving many roles (nurse, role model, interventionist, communicator, lunch buddy, data manager, and sometimes parent) in an effort to better serve the social and emotional needs of students.
 - Lynn Marder, school psychologist serving three CMS schools, discussed the importance of making a difference in education by balancing the components of education reform, curriculum and instruction, and support services to deal with the barriers that interfere with students' learning such as homelessness, mental illness, family crisis, and hunger. She serves three schools and supports 5,000 students and it would be better to provide more comprehensive services to help students deal with their barriers.
 - Sarah Crist, 5th year counselor at Olde Providence Elementary spoke on behalf of 104 elementary school counselors serving 80,000 elementary students, discussed the challenges of providing responsive services to students in crisis and lending support to parents and teachers struggling to help children face academic failure, bullying, depression, anxiety, child abuse, neglect, homelessness, and other emotional or health issues. Children have inadequate coping skills and often face the lack of hope and resiliency to know life can get better. CMS must provide preventative services to help students and she asked the Board to increase the number of elementary school counselors to the ratio recommended by the nation and the State of 1 to 250 students.
 - Wanda Jones, social worker at Billingsville Elementary, discussed the importance of enhancing student development by targeting the major focus areas of assessment, attendance, truancy, dropout prevention, mental services, and crisis intervention. She urged the Board to increase the number of social workers, counselors, and psychologists because the needs of students and families continue to increase in number and severity.
 - Lisa Carden-Smith, president of the Metrolina Association of Psychologists and a CMS school psychologist, thanked Dr. Morrison for the proposed budget and the

recommendation for additional student support services. The needs of students and families we serve can be critical and overwhelming. The emotional issues of students can be overwhelming and there is a high demand for mental health services for students. School psychologist help support students, help make schools a better environment in which to learn, and help arm students with the social and emotional skills they need to become productive responsible citizens.

- Other Topics:
 - Chavon Carroll, PTSA member at Oaklawn Language Academy and parent of CMS students, urged the Board to support the proposed budget because it has the CMS priorities in order of importance.
 - Levester Flowers reported ‘help is on the way.’ He is working to gather hundreds of volunteers to help schools and students. Further information will be forwarded to CMS.

Chairperson McCray called the Public Hearing on Superintendent’s proposed 2014-2015 Budget closed at 6:59 p.m.

II. CONSENT ITEMS

- A. Recommend approval of supplementary funding request for CMS After School Enrichment Program: 21st Century Community Learning Centers Grant Proposal.

The project will provide thirty-four weeks of school year after school academic enrichment programming to 160 students K-12 at three program sites: J.H. Gunn Elementary, Druid Hills Academy, and West Charlotte High School. The proposed project will also provide three years of six-week summer day camp for 60 students at J.H. Gunn Elementary. Fiscal Implications: Funding requested from North Carolina Department of Public Instruction, \$1,420,000 over four years.

- B. Naming of Facilities:

1. Recommend approval of the Superintendent's recommendation to name the new Winget Park Relief School as the *Palisades Park Elementary School*.

In accordance with CMS Policy FF, Naming Facilities, and its accompanying regulation, the principal of the new school convened a school naming committee to develop a list of three names for the school, which are now submitted to the Board in order of preference:

1. *Palisades Park Elementary School.*
2. *McDowell Park Elementary School.*
3. *Lake Pointe Elementary School.*

2. Recommend approval of the Superintendent's recommendation to name the new Advanced Manufacturing School at Olympic High School as *The School of Technology, Entrepreneurship, and Advanced Manufacturing (TEAM)*.

On December 11, 2013 the Board voted to open a new school at Olympic with an advanced manufacturing and entrepreneurship theme. As a principal has not yet been named for this school, the community superintendent convened a school naming committee to develop a list of three names for the school, which are now submitted to the Board in order of preference:

1. *The School of Technology, Entrepreneurship and Advanced Manufacturing (TEAM).*
2. *The School of Advanced Manufacturing and Entrepreneurship (AME).*
3. *The School of Advanced Innovative Manufacturing and Entrepreneurship (AIME).*

3. Recommend approval of the Superintendent's recommendation to rename the Renaissance School at Olympic High School as *The Renaissance School of Arts and*

Technology.

The principal at the Renaissance School at Olympic has requested the name of the school be changed to better reflect its curriculum. Upon the approval of the community superintendent in October 2013, the principal convened a school naming committee, as required by CMS Policy FF, Naming Facilities, and its accompanying regulation, to develop a list of three names for the school, which are now submitted to the Board in order of preference.

1. *The Renaissance School of Arts and Technology.*
 2. *The Renaissance Academy of Art and Technology.*
 3. *The Renaissance Academy of Art and Innovation.*
4. Recommend approval of the Superintendent's recommendation to name the school formed from the consolidated schools at Olympic High School as *The School of Executive Leadership and Entrepreneurial Development.*

On December 11, 2013, the Board voted to consolidate the International Business and Communications Studies and International Studies and Global Economics high schools at Olympic High School into a new school with a finance and business leadership theme. In accordance with CMS Policy FF, Naming Facilities, and its accompanying regulation, the principal of the new school convened a school naming committee to develop a list of three names for the school, which are now submitted to the Board in order of preference.

1. *The School of Executive Leadership and Entrepreneurial Development.*
2. *The School of Leadership and Entrepreneurial Development.*
3. *The School of Administration and Executive Leadership.*

The committee made particular efforts to recommend school names that encompass the multiple programs offered at the new school, such as hospitality, tourism, entertainment, marketing, finance, accounting, leadership and entrepreneurship.

5. Recommend approval of the Superintendent's recommendation to name the new Montessori Magnet School at Long Creek as the *Trillium Springs Montessori.*

In accordance with CMS Policy FF, Naming Facilities, and its accompanying regulation, the principal of the school convened a school naming committee to develop a list of three names for the school, which are now submitted to the Board in order of preference.

1. *Trillium Springs Montessori.*
2. *Springs Mill Montessori.*
3. *Midas Springs Montessori.*

6. Recommend approval of the Superintendent's recommendation to change the name of Mountain Island Elementary School to *Mountain Island Lake Academy.*

On December 11, 2014, the Board approved changing the grade levels of Mountain Island Elementary School from an elementary school to a school serving grades K-8. As part of this grade-level expansion, as required by Policy FF, Naming Facilities, a school naming committee was convened to recommend three names for the newly configured K-8 school. Following is the list of the top three recommendations for the new name in priority order:

1. *Mountain Island Lake Academy.*
2. *Mountain Island K-8.*
3. *Mountain Island Academic Center.*

C. Construction and Real Estate Items:

1. Recommend approval of easement related to Charlotte-Mecklenburg Schools Construction Projects.

Staff recommends approval of easements, covenants, and/or right of ways to local utility

departments, Charlotte, and North Carolina Department of Transportation and local municipalities as required for Charlotte-Mecklenburg School construction at New Elementary School Highland Creek Relief, J.M. Alexander Middle, Oakhurst STEAM Magnet Elementary, Starmount Elementary, New Berryhill/Reid Park Relief Pre-K-8, New Albemarle Road Pre-K-8, Nations Ford Elementary, and Statesville Road Elementary replacements for the purposes of completing the construction projects. Requested easements, covenants, and/or right of ways will follow Charlotte-Mecklenburg School's normal legal review and signature process. This recommendation is made to facilitate timely processing of documents that may otherwise cause design approval or construction delays. Fiscal Implications: None.

2. Recommend approval of construction contract for Berryhill School Pre-K-8.

The waste water treatment plant improvements project for Berryhill School was bid on April 10, 2014. Staff recommends the approval of the construction contract to the lowest responsive bidder, Gilbert Engineering Company. The project scope include renovations to the existing plant to include pump replacement, new holding tank, enlargement of chlorination systems, improvements for operational safety, and associated electrical work to support the facility. Project scheduled to be completed by August 2014. The MWSBE participation for the project is 16.01%. Fiscal Implications: Local Funds, \$109,745.

3. Recommend approval of construction contract for Independence High School.

The auditorium accessibility project for Independence High School was bid on April 8, 2014. Staff recommends the approval of the construction contract to the lowest responsive bidder, YTM Construction, LLC. The project scope includes adding an accessible ramp, chair lifts, and associated demolition and electrical work required to complete the project. The project is scheduled to be completed by August 2014. The MWSBE participation for the project is 38.27%. Fiscal Implications: 2007 Bonds, \$172,889.

4. Recommend approval of construction contract for West Mecklenburg High School.

The fire alarm system upgrade project for West Mecklenburg School was bid on April 10, 2014. Staff recommends the approval of the construction contract to the lowest responsive bidder, Edwards Electronic Systems, Inc., in the amount of \$215,942. The contract will provide a complete replacement of the turnkey fire alarm system at West Mecklenburg High School. The project is scheduled to be completed by August 2014. The MWSBE participation for the project is 0%. Fiscal Implications: 2007 Bonds, \$215,942.

5. Recommend approval to replace existing pneumatic controls with JCI Metasys BacNet Direct Digital Controls (DDC) System at Mallard Creek Elementary School.

The controls renovation project is for Mallard Creek Elementary School. Staff recommends the approval of the project to the lowest responsive bidder, Johnson Controls. The contractor agrees to provide labor, services, equipment and materials needed to convert the current pneumatic control system to a full DDC system. DDC controls give full control to the Energy Management Services. MWSBE participation is 21.98%. Fiscal Implications: Local Funds, \$414,755.

6. Recommend approval to replace two existing Carrier 160 Ton Water Cooled Chillers at Northwest School of the Arts.

The chiller replacements for two existing Carrier 160 Ton Water Cooled Chillers. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace the existing Carrier chillers with two new Carrier 30HXC161 water cooled chillers. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation is 0%. Fiscal Implications: Local Funds, \$176,212.

7. Recommend approval to replace one existing 250 Ton York Air Cooled Chiller at J.H.

Gunn Elementary School.

The chiller replacement is for a York 250 ton existing chiller at J.H. Gunn Elementary School. Staff recommends the approval of the project to the lowest competent bidder, Thermal Conditioning. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace the existing York chiller with a Trane model RTAC250 air cooled chiller. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation is 0%. Fiscal Implications: Local Funds: \$118,698.24.

8. Recommend approval to replace two existing Cooling Towers at Vance High School.

The cooling tower replacement is for two of two existing cooling towers at Vance High School. Staff recommends the approval of this project to the lowest competent bidder; Carolina Air Solutions. The contractor agrees to provide the labor, services, equipment, and materials needed to remove and replace the existing towers with new Marley Towers. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. MWSBE participation is 0.92%. Fiscal Implications: Local Funds, \$130,889.25.

D. Recommend approval of administrative personnel appointment.

Appointment:

- *Natashia Pegram named principal at Pinewood Elementary School. Ms. Pegram previously served as assistant principal at Pinewood Elementary School.*

E. Recommend approval of the Memorandum of Agreement with Renaissance West Community Initiative.

The Memorandum of Agreement with Renaissance West Community Initiative outlines a collaborative partnership to design and develop the program for a Pre-K-8 Berryhill/Reid Park Relief School on the Renaissance West campus. Fiscal Implications: To be determined.

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

Dr. Joyce Waddell moved that the Board adopt the Consent Agenda as presented, seconded by Rhonda Lennon, and a discussion followed.

Thelma Byers-Bailey pulled Consent Item E.

Chairperson McCray called for the Board vote to adopt Consent Items A. through D. excluding E., and the motion passed upon unanimous voice vote of the Board.

Ms. Byers-Bailey reported Consent Item E. is a Memorandum of Agreement for the Renaissance West Community Initiative partnership with CMS. Ms. Byers-Bailey highlighted components of the initiative and noted this project is dear to her heart and the community in which it resides. The project will focus on the children of the community and provides wraparound services that incorporate the senior citizens of the community. This initiative will be an asset and a model for what CMS would like to do in the future. Ms. Ellis-Stewart asked Dr. Morrison to provide information on the proposed initiative. Dr. Morrison reported this will be a partnership between CMS and the Charlotte Housing Authority at Renaissance West. It will be a Pre-K-8 relief school for Berryhill and Reid Park schools which were included in the recent 2013 Bond package. This is an exciting partnership opportunity that will increase the options in CMS.

Thelma Byers-Bailey moved that the Board adopt Consent Item E, seconded by

Rhonda Lennon, and the motion passed upon unanimous voice vote of the Board.

Chairperson McCray called upon Dr. Morrison to review the personnel appointment. Dr. Morrison introduced Natasha Pegram who was named principal at Pinewood Elementary School and he invited her to stand to be recognized by the Board.

III. ACTION ITEMS

The agenda did not include any Action Items.

IV. REPORT/INFORMATION ITEMS

A. First Reading on proposed amendments to Policy KC, *Community Use of Facilities*

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

Chairperson McCray called upon Tom Tate, Chairperson of the Policy Committee, to present proposed amendments to Policy KC, *Community Use of Facilities*. Tom Tate reported Policy KF, *Community Use of Facilities*, is before the Board for First Reading on proposed amendments. The amendments are intended to give the community, the Board, and the Superintendent clear guidance regarding the rules for how outside groups may use CMS facilities and the lines of authority for developing and implementing a workable fee structure. In particular, the amendments clarify that:

- It is the responsibility of the Superintendent to establish procedures governing what types of organizations may use CMS facilities without paying a fee; and
- The fee structure, which will be included in the Superintendent-approved regulations, must seek to maximize the community's use of CMS facilities while recouping the actual costs to CMS.

In addition, the policy amendments direct that the fee structure established by the Superintendent must take into account whether the organizations requesting use of CMS facilities are for-profit or nonprofit and their relationship to CMS, the purpose of the proposed activity, and whether the activity involves CMS students. The proposed amendments were approved by the Policy Committee on April 10, 2014. The proposed amendments will be posted on the CMS Website, the Board will hold a Public Hearing on May 13th and May 27th, and a Board vote at the May 27, 2014 Regular Board meeting.

B. Report on English Language Learner Performance Services

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

Chairperson McCray called upon Dr. Morrison to introduce the report on English Language Learner Performance Services. Dr. Morrison reported as we developed the strategic plan, we looked at areas in which we needed to improve upon as a school district. We must do a better job with our English Language Learners and that will be an area of focus. Dr. Morrison called upon Jennifer Pearsall, Executive Director English as a Second Language, to present the report. Jennifer Pearsall provided the Board with a report on English Language Learner Performance Services which included an overview of the history of the department, driving governance, budget, initiatives, results, and next steps.

- Historical Overview:
 - Instructional programs for English Language Learners (ELLs) established in the late 1970s. In 1976 there were 500 students who spoke a language other than English in the home and of those 65 needed special services. Today, there are 33,000 CMS students who speak a language other than English in the home and of those 15,000 require specialized English Language support programs.
 - Services help every student attain English proficiency and achieve at high levels in core academic subjects.
 - Currently one out of ten students in CMS is an English Language Learner.
 - Everybody in CMS owns the education of English Language Learners and it is the mission of the department to support all teachers, all English as a Second Language (ESL) Program teachers, all administrators, and all support staff with the knowledge and tools they need to best serve the CMS English Language Learners.
- Driving Governance:
 - The Civil Rights Act, Title VI and the Educational Opportunities Act (1964). School districts were required to help students overcome linguistic barriers and developed English as a Second Language programs to provide that support.
 - Title III of the *No Child Left Behind Act* (NCLB) of 2001. Today, CMS follows the guidance of Title III and the Department administers and manages the compliance of the Title III Program. Every student who is identified as an English Learner receives support in ESL programs and in the classroom. CMS provides professional development to all teachers in meeting the needs of English Learners. Under Title III, CMS is also required to assess every ELL student every year.
 - State Board policy establishes guidelines for Limited English Proficient (LEP) Programs and Assessment. The State monitors Title III compliance and CMS was monitored last year.
 - *Strategic Plan 2018* - Focus Area IV: Closing Achievement Gaps for ELLs.
- 2013-2014 Budget: For the 2013-2014 school year, CMS received \$3,164,892 in Federal/Title III funding (15%); \$12,659,566 in State funding (60%), and \$5,247,819 in local funding (15%).
- Goals, Objectives, and Measures: Districts are held accountable to ensure English Language Learners learn English and can demonstrate progress learning English.
 - District must meet three Title III Annual Measurable Achievement Objectives (AMAOs):
 - AMAO 1 Progress learning English.
 - AMAO 2 Proficiency in English.
 - AMAO 3 Achievement in Math and Reading (AMOs).
 - Support quality Language Instruction Educational Programs in *every* CMS school for *every* English Language Learner.
- Major Initiatives: CMS must build the capacity of every school to meet the needs of every student.
 - Facilitate the enrollment and assessment of students through the International Center. Since July 1, the International Center enrolled 3,300 students, up 27% over last year.
 - Allocate instructional resources and technology to ELL Programs.
 - Deliver ongoing professional development.
 - Support ELL committees at all schools (every school is required to have an ELL committee and they assess each child to develop a personalized ELL plan).
 - Provide interpretation and translation services to schools and departments.

- Results:
 - Assigned iPads to each ESL teacher, provided training and rich digital resources.
 - Provided Sheltered Instruction Observation Protocol (SIOP) and co-teaching professional development and on-site coaching.
 - Participated in Understanding Language Grant by Stanford University at two middle schools (Eastway and Martin Luther King middle schools).
 - Trained a cohort of classroom teachers to become ESL Certified.
 - Implemented a digital platform for ELL plans.

- 2012-2013 Proficiency Results:

- Annual English Language Proficiency Test Results – All ELLs:

Access Test Results	Target	Performance	Results
Progress Learning English	57.10%	57.07%	Not Met
Proficiency in English	13.5%	16.02%	Met

- Academic Achievement Results – ELL Subgroup:

Reading	Grades	Target	Performance	Results
Achievement	3-8	9.4%	9.9%	Met
Participation	3-8	95%	>95%	Met
Achievement	10	5.0%	7.5%	Met
Participation	10	95%	>95%	Met
Math	Grades	Target	Performance	Results
Achievement	3-8	17.4%	20.4%	Met
Participation	3-8	95%	>.95%	Met
Achievement	10	5.3%	6.4%	Met
Participation	10	95%	91%	Not Met

- 2012-2013 ELL Subgroup Graduation Rates:

Category	Years	Target	Performance	Results
Standard Rate	4	80% or 2% improvement	46%	Not Met
Extended Rate	5	80% or 3% improvement	55.6%	Not Met

- Under Title III, school districts are required to monitor the performance of LEP students for two years after they exit the program to ensure they are on track and will be successful:
 - ✓ Monitored former LEP students in Year 1 (students who exited LEP identification in 11th grade) - 80.3% of those students graduated.
 - ✓ Monitored former LEP students in Year 2 (students who exited LEP identification in 10th grade) - 81.0% of those students graduated.
 - ✓ All former LEP students – 87.2% of those students graduated in 2013.

- Lessons Learned/Next Steps:

- Implement Title III Improvement Plan tactics aligned to the *Strategic Plan 2018*.
- Rollout Graduation Success Initiatives.
- Provide ongoing training and coaching for school leaders, ESL Program teachers, and classroom/content teachers.
- Deliver quality customer service to families, students, teachers and administrators.

Dr. Morrison said while we push the District to improve our graduation rates, we are mindful of the needs of our ELL students. Many of these students will not meet the graduation rate

because they will not graduate with their cohort group but most will eventually graduate. Many students come to CMS not speaking English and have interrupted education. We strive to build their language skills and establish years of growth in Reading and Math for which they had not previously acquired. We must do right by these students and provide them the skills they need to be successful and sometimes that requires additional time.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Bailey, Waddell, Byers-Bailey, Ellis-Stewart, and Tate thanked staff for the report, asked questions, and made comments. Dr. Morrison and Ms. Pearsall provided responses to the questions.

- Paul Bailey addressed concern regarding the initiative to have students reading at proficiency by 3rd grade in English, when students are coming into CMS K-3 not speaking English. Ms. Pearsall noted that schools track English Language Learners, when they came into the District, and their strengths. There is focused support to ensure students get the right intervention at the right time. The proposed budget includes early literacy and that will help English Language Learners. The State Legislation includes a two year waiver or good cause exemption for those students who enter a district and are identified as ELL for the first time.
- Dr. Joyce Waddell said it is good that the CMS graduation rates are increasing but we still have more work to do in that area. Many of the students leaving school are not college bound and there should be more of a focus on technical training. Ms. Pearsall said we are striving to offer more options for students and we are implementing SIOP training for Career and Technical Education teachers. All CMS programs are open to all students regardless of English Language Proficiency. The International Center has two ESL counselors who work with school counselors to help identify the interests and strengths of students to channel them in the right direction.
- Thelma Byers-Bailey believes the plans for ELL and IEP students are similar and that adds extra work for teachers. Ms. Pearsall said the compliance for Individual Education Plans for children with exceptionalities is more legislated than the guidelines for English Language Learners. Dr. Morrison said often students who are identified as ELLs are also served with an IEP. The workload for teachers was also increased last year when the State cut the budget for teacher assistants.
- Ericka Ellis-Stewart asked questions regarding the budget, virtual opportunities, parental engagement, and what is needed that CMS does not have the capacity to provide. Ms. Pearsall provided information about the budget as noted above; this year CMS will offer a summer virtual lab for English I that includes assistance by ESL teachers; CMS provides interpreters for parent conferences and PTAs to facilitate the communication, schools can assess the in-house CMS interpreters for Spanish and contracted services for other languages; parents can take courses through Parent University; and we would like more certified ESL teachers.
- Mr. Tate thanked staff for the hard work they do every day for students. Mr. Tate asked what are the CMS policies related to English Language Learners? Ms. Pearsall said CMS does not have a separate policy for English Language Learners. Some CMS policies are focused on certain topics such as promotion retention and they will address LEP students. Mr. Tate asked are there special programs for ELL students in Pre-K schools in CMS? Ms. Pearsall said in Pre-K, CMS provides training for the classroom teachers on best practices in language acquisition. Mr. Tate noted that District 4 has an elementary school that has 604 ELL students and that is a high number. Ms. Pearsall

said that is half of the population of the school. Instead of having one in ten students, it has one in two students. That is a priority school for the Department and we will provide them a higher degree of intensive support and teacher development to meet the needs of those students.

C. Report on Office of School Performance

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

Chairperson McCray called upon Dr. Morrison to introduce the report on Office of School Performance. Dr. Morrison said we are excited to present the report on Office of School Performance which was created last year with the reorganization of the school district. Our principals are tasked with the tough job of supervising the hard work that happens every day in our schools. We determined the best way to provide principals and schools more focused support was to create the Office of School Performance. With the reorganization and in an effort to ensure a focused Pre-K-12 structure with tight alignment, CMS transitioned from Zone Superintendents to Learning Community Superintendents to ensure community representation. Dr. Morrison said we are proud of the great work happening in the Office of School Performance and our learning communities. Dr. Morrison called upon Dr. Kelly Gwaltney, Chief School Performance Officer, and Dr. Lynne LaCaria, Executive Director Office of School Performance, to present the report.

Dr. Kelly Gwaltney said the Office of School Performance is about serving students, supporting schools, and helping to meet the need of every child. Dr. Gwaltney provided the Board with an overview of the department, focus areas and goals, accomplishments, and next steps.

- Alignment with the District:
 - Charlotte-Mecklenburg Board of Education Mission and Vision: Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life. The mission of CMS is to maximize academic achievement by every student in every school.
 - Charlotte-Mecklenburg Board of Education Theory of Action for Change: The Board of Education's Theory of Action for Change includes managed performance/empowerment, decentralization, freedom and flexibility, and a framework for continuous improvement.
 - Office of School Performance (OSP): The Department carries out the Vision and Mission of the Board of Education daily by positively impacting the teaching and learning in CMS. From selecting school leaders to an array of support services, OSP successfully affects the lives of CMS students. The Department contributes to the Theory of Action by carrying out the Superintendent's strategic plan; supporting innovation in our schools; providing resources to aid in teaching and learning; and holding school leaders accountable. The office solely exists to serve students' emotional and cognitive learning by offering systems and learning supports to all schools and students with the goal of increasing student achievement so every student will graduate college and career ready.
- Organization Chart: The Office of School Performance was established July 1, 2013 and with the reorganization of the school district the CMS learning communities were

realigned. The Chief school Performance Officer oversees various departments and the learning communities. In addition the office includes Dr. Lynne LaCaria, Executive Director Office of School Performance; Jean Applewhite, Administrative Assistant; and Stephanie McKinney, Executive Coordinator.

- Learning Communities: The central role of the learning communities is support and their goal is to support and supervise schools. They are the frontline for parents, students, and principals. They strive to ensure that what CMS is delivering for every child takes place in every school.

Learning Community	Community Superintendent	Number of Schools
North	Dr. Dawn Robinson	30
Northeast	Charity Bell	20
East	Tonya Kales	19
Central	Kit Rea	18
South	Kevin Hobbs	36
West	Allen Smith	21
Project L.I.F.T.	Denise Watts	9

- Departments: The departments focus on supports for children.

Department	Department Lead
Exceptional Children Programs	Gina Smith
English as a Second Language Student Education/English Language Learners	Jennifer Pearsall
Title I	Dr. Kathy Meads
Alternative Education and Safe Schools	Dr. Lisa Barnes
Student Services	Karen Thomas
Student Placement and Planning Services	Scott McCully
Pre-Kindergarten	Julie Babb

- Office of School Performance:
 - Each month department heads and executive directors of the learning communities meet to discuss school data, ask questions, and brainstorm on efforts to work together to support schools to help them support children.
 - *Strategic Plan 2018* Alignment: The Office of School Performance adheres to and is focused on accomplishing the goals of the strategic plan.
 - Goal 1: Maximize academic achievement in a personalized 21st Century learning environment for every child to graduate college and career ready.
 - Goal 2: Recruit, develop, retain and reward a premier workforce.
 - Goal 3: Cultivate partnerships with families, businesses, faith-based groups and community organizations to provide a sustainable support and care system for each child.
 - Goal 4: Promote a system-wide culture of safety, high engagement, cultural competency and customer service.
 - Goal 5: Optimize district performance and accountability by strengthening data use, processes, and systems.
 - Goal 6: Inspire and nurture learning, creativity, innovation and entrepreneurship through technology and strategic school redesign.
- Driving Governance and Board Policies: Numerous policies drive the work of the Office of School Performance and focus on weighted student-staffing, safe schools, advisory teams for school-based decision making, student assignment, transfers, and discipline.

Policies include ADA Equitable Distribution of Resources (115C-47); ADD Safe Schools (115C-105.47); CFDA School Advisory Teams (115C-105.20); CFD School Based Decision Making; JCA Student Assignment (115C-366, 368, 369); JFAC Reassignments and Transfers (115C-45(c), 366(b), 368, 369, 390.1, 390.12); JK Student Discipline and JKD Suspension, Exclusion and Expulsion (Federal References and 115C-45, 47, 276, 278, 288, 307, 390.1, 390.12); IKF, IKF-R, IKF-E Graduation Requirements (115C-12, 47, 276, 288); IKFA, IKFA-R Early Graduation (115C-12, 288); IKA, IKA-R Grading/Assessment Systems (115C-288); IKE, IKE-R Promotion, Retention, and Acceleration of Students (115C-12, 81, 105.41, 288); IKD, IKD-R Honor Rolls; and IKC, IKC-R Grade Point Average/Class Ranking.

- Objectives and Measures: Objectives align the work with the priorities of the strategic plan, the Board’s Vision, Mission, and Theory of Action for Change, and school level resources that would impede the social, emotional, cognitive learning of students.

	Objective	Measure
1	Demonstrate and model alignment with the CMS strategic plan through work priorities, processes, and expenditures.	Reviewing rigor, scheduling review with Education Resource Strategies, data tracking, and progress monitoring.
2	Create an efficient process for community superintendents to identify school successes and challenges.	Achievement Steering Committee CMS data monitoring sessions Insight Surveys.
3	Allocation of resources that assist support departments such as Exceptional Children and English as a Second Language in their service and instructional functions.	Providing data files for student level reviews and identifying gaps in courses (e.g. Math I).
4	Synthesize research relating to educational programs or courses and implement quality innovative options.	Math I and advanced programs.
5	Design student placement and assignment processes to effectively serve Charlotte-Mecklenburg families.	Community input and work sessions.
6	Systematize tracking of leading indicators to drive instruction and interventions.	Formative assessments, absences, suspensions.
7	Solve for school-level resource issues that impede the social, emotional, and cognitive learning of students.	Achievement Steering Committee, Graduation Success Initiative.
8	Intentionally staff administrators in schools where they can positively impact the social, emotional, and cognitive learning of students.	Revision of Strategic Staffing Screening process for principal/assistant principal pool.
9	Daily management of support services at the school level to care for the social, emotional, and cognitive learning of students.	System of Care.
10	High-level direct school support from Community Offices.	Communication and customer service to school communities.
11	Expand student access to Pre-K program to increase the number of students ready to enter kindergarten.	Realign definitions of kindergarten readiness.
12	Operationalize use of Title I funds and resources to improve the experience at our high poverty schools.	Additional school-level support staff.
13	Provide services and strategies to support	Support Alternative Education and Safe

	schools in developing and implementing an organized behavior management system.	Schools in maintaining the integrity of district discipline data.
--	---	---

- Major Initiatives: The Office of School Performance worked hard this year to implement a clear process for analyzing data. This effort includes assisting K-8 schools to use the data to determine how students are tracking towards success and providing supports in the areas of need.
 - Strategic scheduling and staffing.
 - Navigator and Compass.
 - Data monitoring and review of relevant statistics work sessions (STAT) which is a deep dive into CMS data.
 - Leadership work sessions.
 - School Improvement Plans.
 - Safety Plans.
 - Staffing initiatives.
 - Community superintendents regularly schedule school visits and progress monitor.
 - Credit Recovery Program.
 - Beacon Initiative: Sustainable school turnaround effort beginning with needs assessment and research based design work to ensure college and career readiness for every student. Collaboration among Community Superintendents, Accountability, and Office of School Performance. Next step is selection of a cohort of schools.
 - English as a Second Language: Facilitate the enrollment and assessment of students through the International Center. Allocate instructional resources and technology to English Language Learner (ELL) Programs. Deliver on going professional development. Support ELL committees at all schools. Provide interpretation and translation services to schools and departments.
 - Pre-Kindergarten: In collaboration with the Exceptional Children Department, implement Social and Emotional Foundations for Early Learning (SEFEL) grant. Develop a partnership with families and the early learning community to strengthen children's transition into kindergarten.
 - Title I: Provide professional development geared towards differentiation, Balanced Literacy framework, parent involvement, and Common Core State and Essential Standards to increase student achievement and narrow the gap in Title I schools. Align funding with School Improvement Plan goals and needs. Participate in Title I program monitoring by the North Carolina Department of Public Instruction. Work diligently to ensure the funds align with the goals and needs in School Improvement Plans, CMS is turning the dial on student achievement, and eliminating achievement gaps in the high poverty schools.
 - Alternative Education and Safe Schools: Monitor schools' student discipline process and incident data to maintain accuracy and integrity as well as provide training and supports. Provide support to identified schools in developing and implementing behavioral, social, and emotional supports for students and staff. Work directly with at-risk students and their families to determine appropriate placement for increased likelihood for graduation and advocate for student success.
 - Exceptional Children: Reduce the disproportionate suspension rate of students with a disability by monitoring data and providing support and solutions to school staff. Improve the delivery of special education services to students with disabilities in the least restrictive environment.
 - Student Services: Implement a district-wide threat assessment protocol. Implement

the vision for mental health services in schools and expansion of therapeutic services to additional schools. Expand Graduation Success Initiative to increase cohort graduation rate. This includes ensuring every CMS student entering into the 12th grade gets a hand review of their historical grades, transcripts, and the courses they are signed up for in 12th in an effort to ensure they are taking the right courses.

- Planning and Student Placement: Phase II integration of the reassignment transfer database from local Access database to data warehouse. Refine community boundary request process to increase transparency and strengthen process. Develop, with extensive public engagement, student assignment plans for two new schools and two reconstituted schools for 2015-2016.
- Next Steps:
 - Regular school data reviews.
 - Expand the use of Achievement Steering Committee.
 - Streamline School Improvement Plan processes and systems.
 - School-level course reviews.
 - School-level scheduling reviews.
 - Continue STAT meetings to further enhance knowledge and understanding of how to effectively use data to drive instruction.
 - Complete a data tracker that can be efficiently updated on a regular basis.
 - Research effective programs for consideration.

Dr. Gwaltney reported all aspects of the Office of School Performance are focused on students, this has been a phenomenal year for the departments, and we appreciate the Board's support.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members thanked staff for the thorough report and did not have questions.

D. Report on District Discipline Data and Strategic Plan 2018 Prevention and Intervention Strategies

Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing safe and orderly learning and working environments.

Chairperson McCray called upon Dr. Morrison to introduce the report on District Discipline Data and *Strategic Plan 2018* Prevention and Intervention Strategies. Dr. Morrison said we are pleased to present a report that is a collaboration of CMS staff and various community agencies that work together to make a better Charlotte-Mecklenburg community. This work highlights the concept that 'it takes a village to raise a child' and the agencies working collaboratively take that responsibility seriously every day. These agencies have an obligation of service and when they partner with CMS we have a better opportunity to be about every child, every day, for a better tomorrow. The landscape of education includes similarities between destiny and demography and the results of bar graphs can be associated with the ethnicities of certain subgroups. CMS supports the concept of safe schools which is a part of the strategic plan. A primary obligation of CMS and what parents want to know is that we have kept our children safe. The report also includes suspension data of CMS students. Suspensions include two categories: discretionary and nondiscretionary. Nondiscretionary includes incidents that require little judgment by the principal, the

infraction carries a suspension, and the consequence is mandated by State or Board policy such as incidents regarding bringing a weapon to school, assaulting a staff member, selling drugs, and those illicit items needing an immediate response. Most suspensions are discretionary and the administrator has the option to exercise choice. Often discretionary suspensions throughout the country fall in two categories: disrespect and insubordination. Most often demography and destiny are the same and an overrepresentation of students of color and students served by special needs are a contributing factor. The report provides a national context, CMS context, and CMS working in collaboration with many agencies to create a different story for our school district. Dr. Morrison thanked the agencies that partner with CMS because that collaboration helps create a better community. Dr. Morrison called upon Ann Clark, Deputy Superintendent, to present the report.

Ann Clark said CMS is focused on collaboration with community partners. Joining the meeting tonight in support of Charlotte-Mecklenburg Schools is an amazing team of people who have worked hard over the past two years on behalf of Race Matters for Juvenile Justice. The team includes representatives from Charlotte Mecklenburg Police Department and the surrounding municipalities, Juvenile Justice System, Department of Social Services, Mecklenburg County, the Council for Children's Rights, Guardian Ad Litem, Youth and Family Services, and several other agencies serving children. The team joined forces to jointly own the data and the prevention and intervention services needed in CMS to improve student outcomes. This process includes training police officers, teachers, principals, and leaders across the agencies. Ms. Clark invited all the representatives from the various agencies attending the meeting to stand and be recognized by the Board.

To assist with the presentation, Ms. Clark introduced Elisa Chinn-Gary, Mecklenburg County Family Court Administrator and CMS parent; Dr. Susan Campbell, Executive Director of Council for Children's Rights who assimilated the data for Race Matters for Juvenile Justice; Dr. Lisa Barnes, CMS Executive Director Alternative Education and Safe Schools; and Eric Ward, principal at West Mecklenburg High School, representing the voice of the student and teacher as well the good work happening in CMS.

The report provided an overview of the CMS discipline data and updates on the Race Matters for Juvenile Justice (RMJJ) Initiative which is a CMS community partnership that brings together judicial officers, systems' experts, service providers, and community partners who have a set agenda to reduce the disproportionate representation of and disparate outcomes for children and families of color in the juvenile justice system. The report also provided an overview of *Strategic Plan 2018* strategies designed to address student conduct that often leads to disciplinary consequences for students.

Elisa Chinn-Gary provided an overview of the Race Matters for Juvenile Justice (RMJJ) Initiative. The initiative is comprised of judges, attorneys, educators, and representatives from child welfare, law enforcement, juvenile justice, faith community, and health who are committed to eliminating racial inequities, disparities, and disproportionalities across systems within the Charlotte Mecklenburg community. Reducing disproportionate and disparate outcomes for children of color requires a collective effort. The data to be presented by Dr. Campbell reveals that a substantial disparity in the administration of school discipline and a pattern of inequity exists within CMS. In reality, that pattern exists in Charlotte Mecklenburg Schools as well as school systems throughout North Carolina and the nation. The pattern is not unique to education. The RMJJ Initiative represents numerous community

systems and the data collected includes information from child welfare, law enforcement, juvenile justice, and systems of health. The pattern is identical across each system and data supports that children and families of color are more likely to be: investigated for abuse and neglect; have children removed from the home and placed into foster care; have multiple foster care placements and longer stays in care overall; have parental rights terminated; and age out of a foster care system without family and community connections; and less likely to be adopted. In Juvenile Justice, youth of color are more likely to be adjudicated of a crime, detained, face stricter probationary conditions, and committed long term to youth detention centers. In education, children of color are more likely to receive an office referral, suspended from school, face school-based arrest, placed in alternate educational environments, dropout from school, and expelled. These realities cannot be explained by one single factor because there are a myriad of variables that shape the lives of all families. The work of RMJJ utilizes a Community Solving Model that reviews all risk factors that surround outcomes such as community resources, family composition, parental engagement and behaviors, socioeconomic levels, poverty, education, and housing. Typically, race is the factor that is least examined. Our culture teaches us that it is not politically correct to identify race. Yet, studies disclose that when all other factors are controlled for, race continues to be a number one predictor of outcomes of our families and children in our systems. If that is the question, how do we move the conversation of race forward; introduce it to others; illustrate the racial pattern that is within our systems; and get buy-in from the community and large systems to join in this vital conversation? To have a meaningful and productive conversation, this discussion should include shared language, definition, and analysis. We must address what has been missed or ignored that is at the root of producing equitable outcomes even when we are convinced we are using our very best energies to serve all children fairly and equitably. This work has shown that ‘implicit bias’ plays a central role. How brains are hard-wired to categorize information that impacts judgment and daily decisions. Cultural proficiency requires the examination of race, culture, and history but also requires that professional decision makers within our systems and institutions become more aware of how ‘implicit bias’ impact reactions and decisions. The vision of the RMJJ Initiative is a Charlotte Mecklenburg community where the composition and outcomes of juvenile courts cannot be predicted by race or ethnicity. Currently, race is a number one predictor. The mission of RMJJ is to build a collaboration of community stakeholders who bring their constituents to the table to partner with the courts in an effort to reduce disproportionalities and disparities. We are pleased to report the mission has taken hold in this community and thrive on the numerous community partnerships. The initiative is growing in its capacity to discuss race and culture and the team is strengthening its skill sets and strategizing collectively across all the systems that impact our community. The team is developing a new lens that will transform our systems and how we see the work within them. Ms. Chinn-Gary thanked CMS for being bold in taking intentional steps to partner with other community leaders and systems. Together, we are making an impact but we have a lot of work yet to be done.

Dr. Susan Campbell reported this initiative has been phenomenal and the transparency that has grown from the collaborative access to data will help us reach the goal of creating the best environments for our children in the school system. Dr. Campbell provided an overview of national statistics and information regarding school discipline within in CMS.

- National Statistics:
 - Breaking Schools’ Rules: A six-year longitudinal study of over one million students

- in Texas. The goal of the study was to improve policymaker's understanding of who was being suspended and expelled and what the impact of the removals were on school performance and juvenile justice system involvement.
- Almost 54% of students experienced In-School Suspensions (ISS) and 31% experienced Out-of-School Suspensions (OSS); Suspension and expulsion rates varied significantly by school.
 - Students who were suspended/expelled were more likely to repeat a grade (31%), dropout (10%), and become involved with the justice system (15%).
 - Approximately 83% of Black male students had at least one discretionary violation (compared to 74% Hispanic and 59% White males; the same racial/ethnic pattern was found for girls).
 - White, Hispanic, and Black students were removed from school for mandatory violations at comparable rates. Only 3% of the disciplinary actions were for mandated violations and the others were discretionary.
 - Black students had 31% higher likelihood of disciplinary action when compared with otherwise identical White and Hispanic students committing the same behaviors.
 - As a result of the size of the sample and the number of incidents reviewed, the study controlled for over eighty variables and the outcomes still resulted in these disproportionate findings.
- A second study looked at 26,000 middle and high schools in the country and found that over two million students were suspended in the 2009-2010 school year. The study found similar rates of suspension for African-American students and tripled the rate of suspensions for students with disabilities as compared to those without disabilities.
- Exclusionary Discipline definition: Discipline practices in which students are separated from their school environment for a set amount of time. Examples include suspension, expulsion and assignment to alternative schools.
 - Exclusionary Discipline - Negative Student Outcomes: Lower academic achievement, lower academic growth, less engaged in school, increased chance of engaging in risky behavior while out of school, more likely to repeat a grade, more likely to drop out of school, more likely to be involved in juvenile justice system, may reinforce, rather than punish behavior, and negative impacts on families: missed work, lack of supervision, more time spent in stressful home environment.
 - Disproportionality: Minority students are suspended at disproportionately high rates, students with disabilities are also suspended at disproportionately high rates, and minorities, particularly African Americans, are disciplined more severely for similar offenses than non-minority peers.
 - Possible causes of disproportionality: Cultural gap between teachers and African-American students (90% of the teachers in the nation's largest schools are White and 70% of students are minority), teachers' perception of loss of control, schools with low structure and low support make it difficult for there to be consistent boundaries that children need to be successful and that teachers' needs in order to be successful in managing the classroom, and absence of a school focus on social and emotional needs of students. Research indicates focusing on the social and emotional needs of students allows them to be more successful in the classroom. Evidence indicates that schools can be more successful with decreased rates of out-of-school suspensions, more parent engagement, more reinforcement for positive behaviors, more teacher

training on how to respond in varied ways to problematic behaviors in students are more successful.

- Importance of School Characteristics: Research indicates that school level characteristics are associated with suspension rates. Some studies have shown that once school level characteristics were taken into account, the relationship between race and out-of-school suspensions disappeared. In addition, school characteristics were more predictive of suspensions than student behavior or attitudes. Teacher attitude, the centralization of the administration, the quality of the school governance, and racial make-up of the school were more predictive of school suspensions than the actual student behavior.
- School-to-Prison Pipeline: Infractions that were previously handled at the school level are now increasingly handled by law enforcement. The upward trend in referrals to juvenile justice from schools is called the school-to-prison pipeline. Research indicates that school suspensions predict future antisocial behaviors even after controlling for demographic variables and other risk and protective factors. The students in the Texas study that were expelled or suspended were three times more likely to be subsequently involved in the juvenile justice system than those who did not experience a suspension. Each discipline action also exponentially increased the likelihood of juvenile justice involvement.
- Local Context:
 - Racial Composition of Mecklenburg County residents under the age of nineteen in 2012: White – 154,229 (58%), Black – 83,202 (31%), Other – 16,603 (6%), Asian/Pacific Islander – 13,387 (5%), American Indian – 1,338 (.5%).
 - Mecklenburg Department Social Services: Child Welfare System in Mecklenburg County data for fiscal year 2012 showed a disproportionate number of Black children involvement in the system. Although 31% of the population is African-American, the data indicated an average of 63% of the cases investigated and substantiated within the Department of Social Services in 2012 were in African-American.
 - Charlotte Mecklenburg Police Department: The same pattern was true within the CMPD and 2012 data showed an increasing likelihood of arrests as African-American children aged. In 2012 there were a total of 5,717 arrests of children age eighteen and under. Of those arrests, on average 74.8% of the children age thirteen to eighteen were African-American.
- Charlotte-Mecklenburg Schools' Data:
 - Total Enrollment K-12 in 2012 – 141,171: Black – 58,840 (42%), White – 44,618 (32%), Hispanic – 26,020 (18%), Asian – 7,370 (5%), Multi-Racial – 3,553 (3%), American Indian – 660 (<1%).
 - CMS Discipline Data: The study included four year of student-level incident data grades 6th through 12th. The data was analyzed by incident description, type of incident, incident location, action taken (including reported to law enforcement or handled within CMS), length of the action, and involvement of a weapon. Data was coded by race, Exceptional Children status, gender, Limited English Proficiency status, school, and grade level.
 - School Year Data: The compilation of data included 70,527 incidents in 2009-2010 school year, 77,091 incidents in 2010-2011, 78,785 incidents in 2011-2012, and 68,339 incidents in 2012-2013 for a total of 294,742 incidents. The incidents included Out-of-School Suspension (OSS), In-School Suspension (ISS), Detention, Conference, Law Enforcement, and other.

- Are there differences in out-of-school suspension rates in CMS by race, gender, and disability status? Summary of Findings:
 - ✓ Percent of students receiving OSS by year and race: The data showed that Black students in CMS are 5.5 times more likely to receive OSS. Hispanic students are 2.6 times more likely to receive OSS.
 - ✓ Percent of students receiving OSS by year and gender: Male students are twice as likely to receive OSS.
 - ✓ Percent of students receiving OSS by year and Exceptional Children status: Seriously Emotional Disability (SED) students are 11.8 times more likely to receive OSS. Exceptional Children (EC) students (not SED) are twice as likely to receive OSS.
 - ✓ Probability of receiving OSS for Black students by Exceptional Children status and gender: Being Black, male, with Exceptional Children status indicated a higher probability of an OSS incident. These affects varied randomly across schools and the impact of being Black, male, and EC differed depending upon the school the child attended.
- Are there differences in discipline actions for similar offenses? Are these differences evidenced by race, disability status or school?
 - ✓ 2012-2013 Types of Offenses: Unacceptable behavior – 98%, reportable offense – 1.5%, and persistently dangerous - .5%. Offenses were categorized by Weapon/Firearm, Fight/Affray/Assault, Behavior (misbehavior, disrespect, disorderly, conduct, inappropriate language, insubordination, aggressive, disruptive, bullying, harassment, and threats), Drug Related, Truant/Tardy, and Other. The study wanted to classify the offenses into tiers but the tier data was not available. This may be an area to study in the future to determine if it will provide a differentiation between responses that are aggressive at a Tier I versus a Tier 5.
 - ✓ Summary of Findings: Offenses related to Behavioral issues was the largest category and the study focused on that group. Approximately 40% of Black, Other, and Hispanic students received OSS compared to approximately 30% of White, 40% of EC not SED, and 55% SED. The odds of receiving OSS for Behavioral offenses were 1.5 times higher for offenses committed by minority students.
 - There are far more documented offenses for Black students.
 - The majority of offenses documented are behavioral infractions.
 - Minority students and SED students are more likely to receive OSS for behavioral offenses.
- Summary of CMS Findings:
 - There are differences in suspension rates by race, disability status, and school within CMS.
 - The differences are still evident when similar behavioral offenses are examined.
 - There are significant differences by school for both middle and high schools in the percent of students receiving OSS for behavioral offenses.
- Next Steps include understanding what differentiates schools that have similar demographics but different disciplinary procedures. In a preliminary analysis, there are some CMS schools that, based upon predictions for their demographics, are doing much better or not using out-of-school suspensions as frequently as expected. In addition, some schools have more of a zero tolerance approach. In the future, the study will drill

down into the school level data to understand the impact the school climate has within those particular schools.

Ann Clark reported staff is reviewing the discipline data on an individual school basis as well as the high school feeder pattern. In March, the discipline information was shared with the principals and that included highlighting schools and programs experiencing success as well as those areas in which we need to prioritize a significant focus on the school or feeder pattern. The *Strategic Plan 2018* includes six goals that focus on areas that will move CMS forward and improve student outcomes. The goals focus on a personalized learning environment to maximize academic achievement, creating a premier workforce with increased professional development, cultivation of partnerships to create a sustainable system of support, cultural competency, and create options that engage students rather than disengage students. Research indicates that suspending students from school is not an engaging opportunity and creates risk factors. In the future, Board members will receive updates on the Response to Intervention (RtI) which is a framework to achieve improved student outcomes. The process includes process monitoring, multi-level prevention system (School-based interventions, Cultural Competence, District and School Leadership, Teacher Effectiveness), and screening students. This initiative is part of a North Carolina Department of Public Instruction and as that model continues to evolve we will get further guidance from the State. The components of the Team-Initiated Problem Solving (TIPS) Model include: Based upon the collection and use of data, Identify Problems, Develop Hypothesis, Discuss and Select Solutions, Develop and Implement Action Plan, and Evaluate and Revise Action Plan. As evidenced by this report, there is an essential shift in thinking. Based upon the data shared by Ms. Chinn-Gary and Dr. Campbell, the question should change focus from what about the student is causing the performance discrepancy to what about the interaction of the curriculum, instruction, learners, and learning environment should be altered so that the student will learn? Response to Intervention/Instruction is both about academic performance and behavior. This is a holistic approach to review our District response and community response to student misbehavior. The process includes aligning systems and processes and building the capacity of our adults first in order to address our students differently.

Ms. Clark said CMS has numerous school support systems and programs in place in our schools which may vary from school to school. We are pleased that many schools are taking a lead to address specific problems. This initiative included charging high school principals to work with their feeder schools to get an understanding of the students' experience within the feeder pattern from Pre-K through graduation. This focus will help students transition from school level to school level and help them better understand the consequences of their actions. Ms. Clark called upon Eric Ward to share what West Mecklenburg High School is doing to make a difference for their students.

Eric Ward, principal at West Mecklenburg High School, provided an overview of the good work happening with the students at West Mecklenburg High School and the work with the West Mecklenburg feeder schools. Mr. Ward reported steps have been taken to lessen the discipline issues at West Mecklenburg High School. We are not where we want to be but we are making progress. One of the major components was encouraging student interaction and students being empowered to make a change from within. A focus area for West Mecklenburg was bullying. Students learned a lot from listening to their peers and discussing the issues of bullying. Students began an initiative to follow *The Seven Habits of*

Highly Effective Teens and that led to developing a website to address the issues of bullying and processes to follow to eliminate bullying. Students are focused on academics and advocating against bullying. As a result, we have decreased suspensions by 40% and reduced the number of students who are suspended. In working with our feeder pattern schools, we found that there is a need for more professional development within CMS. We are reaching out to the feeder schools and talking with each other to have a better understanding of what is going on with the individual schools. Ten schools feed into West Mecklenburg and they are striving to collaborate to develop best practices. Over the last few years CMS has had a major concentration on initiating the Common Core, increasing accountability standards, integration technology, and content. To better equip teachers, other areas of training should include classroom management, support of discipline, how to read direct undesirable behaviors, role play, and positive reinforcement. Today, students come to school with a lot of baggage and issues that teachers and staff do not understand. It would be helpful to have more professional development to better equip teachers and staff with tools to better help students have positive outcomes. Another focus area would be to develop a process to have a deliberate handoff approach for those students who are socially challenged in an effort to better transition them from elementary to middle and middle to high. We look forward to a bigger and brighter future for West Mecklenburg and the schools in its feeder pattern. We have the confidence that these efforts will make a difference in the outcomes of our students.

Ann Clark reported the Board will receive future updates on this initiative. Staff is taking a deeper dive into the data, we will continue to convene as a Race Matters for Juvenile Justice team, and CMS has subcommittees to review and revise the Code of Conduct Handbook. In addition, CMS staff will review our student arrests and ways to review discretionary discipline to ensure consistency. These would include how to handle fights, disrespect to a teacher, and profanity directed toward a teacher. There will still be consequences for certain behaviors but this will open opportunities for us to be better equipped as adults and opportunities to redirect student behavior.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. A Board discussion followed from 9:10 p.m. to 10:00 p.m.

- Thelma Byers-Bailey said she is not happy with the number of discipline issues but she is happy this issue is being addressed by CMS. The community has been concerned about the statistics and the impact on children for a long time. There is not an immediate solution for the problem but Ms. Byers-Bailey is happy the issue is on the table for all to review to get a better understanding for what we can do differently to keep our students in the classroom so they can learn. When students are not in the classroom, they are not learning. This is a step towards our goal of getting every student to do their very best.
- Rhonda Lennon said she is trying to learn from this data but she does have some concerns. The northern portion of the County has deep competition with charter schools and one of the reasons families choose them is for stable student assignment and the lack of discipline issues. The CMS goal is to have all students and staff safe while they achieve their academic success. Ms. Lennon asked staff to keep in mind the reason CMS is losing large numbers of students to charter schools is discipline. Ms. Lennon said our teachers work hard and do not deserve to be yelled at, cursed at, or to feel unsafe in their work environment. Ms. Lennon will not support any program that allows students who

are disrespectful to teachers or make them feel unsafe remain in the classroom. She does not believe in out-of-school suspensions but there must be a better way to intervene. CMS has some great programs but it may be time to consider a suspension academy which would be a supervised and structured facility where those students can learn and be administered discipline. When dealing with discipline issues, the safety of students and staff must always be the top priority. Dr. Morrison said we want to serve all students well, we must support our teachers, and we want safe schools. Suspension is the one reaction tool we have given principals for discipline and it may be time to proactively create some other tools. We want to develop a menu of tools or options to support our teachers as well as the needs of our students and schools. The proposed budget has initiatives that address the social and emotional learning needs of students which will be supportive of our teachers and create better learning conditions in our schools. Ms. Lennon said as we review the issues of bias, we must keep a laser focus on protecting teachers.

- Dr. Joyce Waddell thanked staff for the report. Dr. Waddell said discipline has been an issue in CMS for a long time and we must do things differently to get different results. Over the years, CMS has implemented programs for students who experienced discipline issues or were disruptive in the classroom but as research indicates there is a pattern in predictive behavior and a correlation between poverty and economic status on discipline issues. Dr. Waddell discussed studies and various Task Force recommendations, and urged staff to review the John Hopkins study and take direction from that study. Dr. Waddell said it is important to have preventive measures and believes that CMS cultivating community partnerships and engaging families is important.
- Tim Morgan commended Mr. Ward on the initiatives at West Mecklenburg and, in particular, engaging the students to initiate the ideas and leading the process. Mr. Morgan asked is the reduction in discipline issues the result of a change in student behavior or recognition by staff? Mr. Ward said it is a combination of both. When staff sees the student taking a more personal interest they tend to act in-kind and more receptive to working with the student to make it better and take ownership. Mr. Morgan said regarding out-of-school suspensions, he does not want students out of school but we must figure out how to deal with them in an appropriate way to keep them in a school/educational setting while ensuring the teacher can maintain a classroom conducive to teaching and learning.
- Tom Tate thanked staff and the community partners for the report. Mr. Tate commended the initiative and thanked the many community partners for working together to help students. Many of these concerns are a community issue and not just a CMS concern. This initiative is composed of five sectors and we are all in this together and we must continue this work together. The data is not surprising and he is happy CMS is being transparent with the information. Mr. Tate looks forward in participating in the dismantling of racism. Dr. Morrison reported we are seeking options to expand the tools available to our principals for handling discipline concerns and principals are excited about the dismantling racism and implicit bias training.
- Ericka Ellis-Stewart is happy to see an interdisciplinary, interagency face on this conversation. Ms. Ellis-Stewart has worked in this area for over ten years and the same issues continue to exist. This data should be reviewed with intentionality throughout the District to inform the CMS practices and how CMS interacts with students. When Dr. Morrison was hired he began the conversation around culturally competency and the need to have a conversation about race in our schools. Ms. Ellis-Stewart believes this

conversation must take place not only in CMS but the community and it should also include poverty. We must focus on getting more kids to stay in school and create an environment where we can educate with excellence. This work must involve the community and we must make the work effective. Ms. Ellis-Stewart addressed concerns about not having adequate funding in the proposed budget.

- Mary McCray expressed concern about the impact high stakes testing has on suspensions.
- Paul Bailey said this data relays to a lot of information that the Board needs to further resolve and address specific questions about the concerns. The Board must determine its commitment to solving this problem and how to move forward because this is a huge issue. This is not just a CMS issue because it is a direct reflection on Mecklenburg County and the attitudes that exist. Dr. Morrison said this issue is highlighted in the strategic plan and we are committed to ensuring it is addressed. We are committed to enhancing our partnerships and our principals are focused on the concerns. Staff will be coming back before the Board with updates on this work. The Board can determine how they want to address this work and that may include workshops or an annual report from staff to the Board. Dr. Morrison said he has taken diversity training and it is important that CMS staff take the dismantling racism training. The Board may want to challenge their peers on the City Council and Board of County Commissioners to also take this training because that may help the conversation on how we govern which can make a difference. Ann Clark said for years we have talked about an achievement gap in this community and this data begins a conversation around a student disciplinary gap. This work can put a balance to the achievement gap and discretionary discipline for those students who are disproportionately represented. The collaboration of the agencies facing those same gaps can be the catalyst for changing those gaps and result in better outcomes for students.

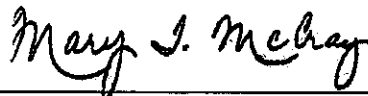
Chairperson McCray thanked staff for the report and she noted this was a great conversation and just the beginning.

ADJOURNMENT

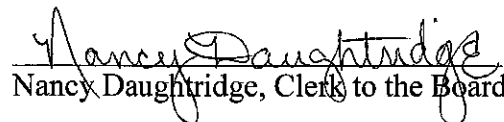
Chairperson McCray called for a motion to adjourn the meeting.

Tim Morgan moved that the Board adjourn the meeting, seconded by Ericka Ellis-Stewart, and by consensus, the Board agreed to adjourn the meeting.

The Regular School Board Meeting adjourned at 10:02 p.m.



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board