

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



Charlotte, North Carolina

May 27, 2014

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on May 27, 2014. The meeting began at 4:45 p.m. and was held in Room 267, 2<sup>nd</sup> Floor, of the Government Center.

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

Absent: Eric C. Davis, District 5  
Paul Bailey, District 6

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 Ericka Ellis-Stewart, 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 instruct the Board's agents regarding the negotiation of proposed acquisitions of real property;**
- 3. To discuss certain personnel matters; and**
- 4. 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), (a)(5), and (a)(6) of the North Carolina General Statutes.**

The Board held a Closed Session meeting from 4:45 p.m. until 6:18 p.m. in Room 267.

Chairperson McCray reconvened the Regular Board Meeting at 6:24 .m. in Room 267, 2<sup>nd</sup> 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  
Paul Bailey, District 6

Absent: Eric C. Davis, District 5

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

## I. CALL TO ORDER

Chairperson McCray welcomed everyone to the May 27, 2014 Regular Board meeting which was held in a Work Session format.

### A. Adoption of Agenda

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

**Thelma Byers-Bailey moved that the Board adopt the agenda as presented, seconded by Dr. Joyce Waddell, and the motion passed upon 8-0 voice vote of the Board. Eric Davis was absent.**

### B. Public Hearing on proposed amendments to Policy KF, *Community Use of Facilities*

Chairperson McCray said this is the Public Hearing regarding proposed amendments to Policy KF, *Community Use of Facilities*. Chairperson McCray reported there were no speakers to speak before the Board and she called the Public Hearing closed at 6:26 p.m.

## II. CONSENT ITEMS

### A. Construction Items:

1. Recommend approval of contract for the construction phase of work for Hawthorne Academy of Health Sciences.

*The construction phase for the Hawthorne Academy of Health Sciences construction was publicly bid and final pricing was received on April 29, 2014. Staff recommends approval of the construction phase to Balfour Beatty Construction. The contract includes site work, parking, building construction, HVAC, plumbing, electrical, cabling for voice, video, data and all other systems required to renovate the existing high school facility to provide thirty-one classrooms. The project is scheduled to be completed by August 2015. The MWSBE % for this project is 41.51%. Fiscal Implications: 2007 Bonds, \$13,228,796.*

2. Recommend approval of contract for site work phase for Myers Park High School.

*The site work phase of the project for Myers Park High School was publicly bid and final pricing received on May 15, 2014. Staff recommends the approval of the construction phase to KBR Building Group. The scope of work includes grading and paving and associated curb and gutter, storm drainage, utility relocation and landscaping necessary to construct a new parking lot by the new gymnasium. Additionally, the contract provides a temporary parking lot to serve students and staff during the next construction phases. The project is scheduled to be completed August 2014. The MWSBE % for this project is 100%. Fiscal Implications: 2007 Bonds, \$336,244.*

3. Recommend approval of contract for construction phase of work for Newell Elementary Replacement School.

*The construction phase was publicly bid for the Newell Elementary Replacement School and final pricing received on April 24, 2014. Staff recommends approval of the construction phase to New Atlantic Contracting Inc. in the amount of \$14,499,467. The contract includes site work, parking, building construction, HVAC, plumbing, electrical, cabling for voice, video, data and all other systems required to construct the new thirty-nine classroom elementary facility. The project is scheduled to be completed in August 2015. The MWSBE % for this project is 25.85%. Fiscal Implications: 2007 Bonds, \$14,499,467.*

B. Recommend approval of administrative personnel appointments.

*Appointments:*

- *Larenda Denien named principal of Idlewild Elementary School. Ms. Denien has a Master of Education: School Administration, Gardner-Webb University, and Bachelor of Arts: Elementary Education, Fairmont State College. Ms. Denien previously served as assistant principal at W. G. Byers School and dean of students at Steele Creek Elementary.*
- *Jaime Tecza named principal of University Park Creative Arts Elementary School. Mr. Tecza has a Master of School Administration, University of North Carolina-Charlotte, and Bachelor of Science: Elementary Education, Gannon University. Mr. Tecza previously served as assistant principal at W. M. Irvin Elementary School, Cabarrus County Schools, Concord, North Carolina and dean of students at Davidson IB Middle School, Charlotte-Mecklenburg Schools.*

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

**Paul Bailey moved that the Board the Board adopt the Consent Agenda as presented, seconded by Tim Morgan,** and a Board discussion followed.

Dr. Joyce Waddell pulled Consent Item A. 3.

**Chairperson McCray called for the Board vote to adopt Consent Items A. 1., A. 2., and B., and the motion passed upon 8-0 voice vote of the Board. Eric Davis was absent.**

Dr. Waddell highlighted the construction project at Newell Elementary School in an effort to inform the public because there are several projects going on in that same vicinity (including a project at UNC-Charlotte) creating a congested area. Guy Chamberlain, Associate Superintendent of Auxiliary Services, provided clarification that this is a \$14 million project that includes site work and construction at Newell Elementary School. The existing Newell facility will be repurposed for a future CMS program.

**Dr. Joyce Waddell moved that the Board adopt Consent Item A.3., seconded by Ericka Ellis-Stewart, and the motion passed upon 8-0 voice vote of the Board. Eric Davis was absent.**

Chairperson McCray called upon Dr. Morrison to review the personnel appointments. Dr. Morrison provided an overview of the personnel appointments as noted above and invited Ms. Denien and Mr. Tecza to stand to be recognized by the Board and the audience.

### **III. ACTION ITEMS**

#### **A. Recommend approval of proposed amendments to Policy KF, *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 the recommendation on proposed amendments to Policy KF, *Community Use of Facilities*. Mr. Tate reported before the Board for approval is proposed amendments to Policy KF, *Community Use of Facilities*. 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 non-profit 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; before the Board for First Reading on April 22, 2014; posted on the CMS Website for public input; and the Board held a public hearing on May 13<sup>th</sup> and May 27<sup>th</sup>, 2014.

**Tom Tate moved that the Board adopt the proposed amendments to Policy KF, *Community Use of Facilities*. The recommendation was presented through the Policy Committee and did not require a second.**

Chairperson McCray opened the floor for Board member comments and questions. There was no Board discussion.

**Chairperson McCray called for the Board vote on the motion and the motion passed upon 8-0 voice vote of the Board. Eric Davis was absent.**

B. Recommend approval of Charlotte-Mecklenburg Schools 2015-2016 Academic Calendar

*Correlation to Board of Education Theory of Action for Change: Support innovation through the sharing of best practices and effective allocation of resources.*

Chairperson McCray called upon Dr. Morrison to present the recommendation of approval of the 2015-2016 Academic Calendar for Charlotte-Mecklenburg Schools. Dr. Morrison reported the calendar development process and proposed calendars for the 2015-2016 academic school year were presented to the Board at the May 13, 2014 Regular Board Meeting. The proposed 2015-2016 Academic Calendars were posted on the CMS website for public feedback and nearly 5,000 employees, parents, students, and community members expressed their preference for Calendar A or Calendar B in the recent Online poll. The survey ran from May 1 to May 8, 2014 and Calendar A received 2,870 or 59.4% of the votes and Calendar B received 1,959 or 40.6% of the votes.

Dr. Morrison recommended the Board adopt Calendar A as the 2015-2016 Academic Calendar for Charlotte-Mecklenburg Schools.

Chairperson McCray thanked Dr. Morrison for the recommendation and invited Board members to ask questions. Ms. Ellis-Stewart asked Dr. Morrison to provide a brief overview of the calendar development process. Dr. Morrison provided clarification noting the calendar process includes utilizing guidelines as mandated by the state of North Carolina, the number of days in which CMS must provide academic instruction, Board policy, testing cycle windows, and observation of national holidays and faith-based dates. Ms. Slusser reported Calendar A received more support from the Online preference survey. Calendar A includes a week at spring break and two weeks at winter break which is a high preference point for survey participants. Calendar A also includes six inclement weather make up days in the second semester prior to spring break which may help to lessen the issues CMS faced this year with the need to make up days for inclement weather.

Chairperson McCray called for a motion on the recommendation.

**Dr. Joyce Waddell moved that the Board adopt Calendar A as the 2015-2016 Academic Calendar for Charlotte-Mecklenburg Schools as presented, seconded by Tom Tate, and the motion passed upon 8-0 voice vote of the Board. Eric Davis was absent.**

IV. **REPORT/INFORMATION ITEMS**

A. Report/Update on Strategic Plan 2018

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

Chairperson McCray called upon Dr. Morrison to introduce the Report/Update on *Strategic Plan 2018*. Dr. Morrison said the update on the *Strategic Plan 2018* will highlight Goals 1, 2, and 6 of the strategic plan. There are exciting things happening in CMS and we want to ensure the Board and the community is kept informed as we move from our plan as written to our plan in execution to deliver on our promise of every child, every day, for a better

tomorrow. The report also includes information on the Departmental Scorecard development process. Dr. Morrison called upon Dr. Kelly Gwaltney, Chief School Performance Officer, to introduce staff members and present the report.

Dr. Gwaltney said leading the development of this work is a cross-functional team of women and she introduced Valda Valbrun, Executive Director Organizational Development; Jill Thompson, Program Manager for Technology Services; Kay Hall, Executive Director for Technology Services; Akeshia Craven-Howell, Executive Director for Transformation and School Redesign; Jevelyn Bonner-Reed, Director of Strategic Initiatives and Broad Resident; and Shauna Bell, Director Strategic Planning and Broad Resident, to present the report.

Staff members Gwaltney, Valbrun, Thomspson, Hall, Craven-Howell, Bonner-Reed, and Bell provided an update on *Strategic Plan 2018: For a Better Tomorrow*; highlighted the key initiatives in Goals 1, 2, and 6; and reviewed the Departmental Scorecard development process.

- Goal 1 – Maximize academic achievement in a personalized 21<sup>st</sup> Century learning environment for every child to graduate college and career ready.
  - Teaching and Learning Framework: The key initiative is to develop a teaching and learning framework to be used by teachers and school leaders. Focus areas include planning, curriculum, instruction, and classroom environment. The work will define essential teaching skills, resources, and professional development needs to ensure teachers are able to do the work. A common language around teaching and learning will be created as well as a place to align professional development and define effective instruction. The process includes field testing, collecting data, and engaging teachers in the conversation because they will be the ones using the tool and we want to ensure it meets their needs. This will be an ongoing process that will span over the next twelve months before the tool is ready to launch perhaps July 2015.
  - Literacy Focus: This relates to how teachers teach reading and writing to students. This work will provision elementary schools to engage students in a balanced literacy approach by enhancing classroom libraries and programmatic supports to augment teaching reading and writing. Other components include targeted and differentiated literacy training for teachers in first, second, and third grades; expanding summer school extended learning opportunities for rising first, second, third, and fourth grades; and engaging students in literacy through blended learning and content areas.
  - Personalized Learning Initiative: The focus of this initiative is to grow student achievement through innovation. Six months ago, CMS received a Bill Gates Next Generation Innovation Grant and that allowed CMS to take a deep dive into Goal 1 of the strategic plan with a focus on personalized learning. A cross-functional design team was created and they determined CMS must make an instructional shift from a teacher managed instruction to a student centered instruction. The development of this work will be purposeful and include the voice of the teacher. Teachers in the Personalized Learning pilot will create their framework that matches a teaching and learning framework of what they want personalized learning to look like in CMS schools. Fifteen schools were selected to participate in the intentional shift pilot for next year and areas of focus include building students' creativity, communication, collaboration, and entrepreneurship.

- Goal 2 – Recruit, develop, retrain, and reward a premier workforce.
  - Recruitment Strategies: The list of recruitment strategies for this process focuses on the recruitment of teachers because that is approximately 75% the CMS recruitment effort. Strategies include a data driven recruitment plan to focus on high need areas and states with a teacher surplus; diversity initiatives; reinstatement of early contracts; TeacherMatch to engage top candidates; partnering with organizations such as Teach Charlotte and Teach for America; training administrators on recruitment strategies and interview best practices; targeted marketing campaigns; hosting winter career fairs; and enhancing the CMS social media presence.
  - Principal Pipeline Initiative: This strategic initiative supports the commitment of Charlotte-Mecklenburg Schools to hire, retain, and support effective school leaders and it is enhanced by a five-year \$7.5 million Wallace Foundation Grant. Components of this strategy include school leader standards; principal preparation; principal and assistant principal selection and induction; principal coaching; and Leader Tracking System. This strategy partners with local universities to develop programs for aspiring school leaders that are tailored to the needs of CMS. The vision of the Leader Tracking System is to create a tool to enable CMS to support data-driven decision making throughout multiple components of the leadership pipeline and leadership development. It will provide comprehensive information on each leader throughout their trajectory and career. The process includes pre-service training, succession planning, on-the-job support, and evaluation. The impact of the initiative will enable CMS to support and sustain a high quality principal/leadership pipeline development and provide data to support decisions to plan career-paths, develop differentiated professional development, fill vacancies, and provide data-driven feedback to employees.
  - Professional Development: The Office of Organizational Development will launch a new professional development program that provides practical strategies for strengthening teaching skills around teaching and learning, professional community, and cultural proficiency.
    - The Studying Skillful Teaching initiative develops the knowledge and skills of teachers as well as their courage and conviction to provide rigorous, expert instruction, and improve student achievement by building their capacity to deliver standards-based instruction day-to-day.
    - The Pyramid of Professional Knowledge initiative provides teachers and leaders with a comprehensive view of concepts of good teaching that include what it takes to manage classrooms; make concepts clear and accessible to students; plan power-packed lessons; communicate high expectations; and use formative assessment data daily to inform teaching and learning.
    - Learning Community Supports: This strategy provides additional supports for principals and will be put in place this year through the use of funds from the Wallace Grant and Title I. The initiative allows CMS to supplement the supports for principals in Title I schools. The initiative increases instructional leadership support by reducing the supervisor to principal ratio. This will be facilitated by creating additional learning community superintendent, executive director, and curriculum coordinator support positions to service Title I schools. The Northeast and West learning communities will be divided to add an additional learning

community superintendent (with the support positions as mentioned) to serve nine to eleven schools. The high school feeder patterns that will be served are West Mecklenburg, Harding University/Phillip O. Berry, Vance, and Garinger.

- Goal 6 – Inspire and nurture learning, creativity, innovation, and entrepreneurship through technology and strategic school redesign.
  - Strategic School Redesign: A comprehensive approach to transformation and school redesign is multi-faceted. Schools must be intentional and strategic in using their resources to ensure alignment with student needs. CMS had its first cohort of seventeen schools to complete a year-long learning process together. The process took a deeper dive into the use of time, talent, and dollars aligned to the needs of the students and identifying areas of gaps. The strategic school redesign effort included the use of building blocks focused on the role of teachers and extending the reach of the most effective teachers to touch more students as well as showing support in developing their peer teachers. Schools will be implementing strategic redesign strategies in fall 2014.
  - Technology Initiatives: The goal for Technology Services is to provide the tools, training, and support to advance student achievement. The many initiatives in place this year are on target and under budget. Technology Services is focused on reviewing the infrastructure for optimal performance and will refresh as needed. Initiatives include all schools will enhance their internet bandwidth; Windows 7 upgrade for all schools will be completed by August (CMS will have upgraded 60,000 devices since February); all mobile classrooms will have wireless by August 25<sup>th</sup>; all classrooms will have projection systems by September-October; all teachers will have a mobile device; CMS continues to put more devices in the hands of students as funding sources become available; and expand mobile learning labs in middle schools pending funding in the final budget. Additional initiatives include building a comprehensive training plan that will help teachers with technology integration in the middle grades and technology assessment tool for teachers and administrators (based on national educational standards).
- Scorecard Development Update: All departments will have updated scorecards aligned to *Strategic Plan 2018* by July 1, 2014. Every department will include the following strategic plan targets: 4-year cohort graduation rate; District average 11<sup>th</sup> grade composite ACT score, and employee engagement.

Dr. Morrison thanked staff for the informative report and invited Board members to ask questions and share ideas. Board members Tate, Byers-Bailey, Lennon, Waddell, Ellis-Stewart, and McCray asked questions and provided comments. Dr. Morrison and staff provided responses.

- Tom Tate asked when the scorecards are finalized, where will they be housed and how will they be accessed? Staff reported the scorecards will be utilized to ensure the work is moving forward and they will be housed on the internal CMS Website. Dr. Morrison reported the Board will receive a strategic plan update four times per year and scorecard information will be shared at that time.
- Thelma Byers-Bailey asked for additional information regarding the learning community supports and the impact on the high school feeder patterns. Dr. Gwaltney explained the logic for expanding the Northeast and West learning communities and reviewed the high



schools feeder schools. The majority of the schools in these areas are Title I schools and typically those schools have higher needs. Staff reviewed options to expand the support services for these schools and determined the most feasible approach was to reduce the supervisor to principal ratio. Dr. Morrison reported the funding for this initiative will be provided through the Wallace Grant and Title I funding and will not impact the CMS operational budget.

- Rhonda Lennon expressed concern that the North Learning Community will still be quite large. Dr. Morrison explained that the South and North learning communities will still have a number of schools but those areas have a lower number of schools with high poverty and English as a Second Language students. In the future, we would like to lower the number of schools under all learning communities but without adequate funding this is a good first step. Ms. Lennon asked what are the fifteen schools in the Personalized Learning Initiative? The schools are Barringer, Devonshire, Eastover, Grand Oak, Huck Ridge, Lake Wylie, Newell, Pinewood, Tuckaseegee, Whitewater, Carmel, Kennedy, Martin Luther King, Ridge Road, and Olympic Renaissance.
- Dr. Joyce Waddell expressed concern that there are seasoned assistant principals who do not advance and she believes staff should tell them if they are not going to advance within CMS. Dr. Gwaltney said this would be a part of a regular conversation assistant principals have with their principals and part of the ongoing evaluation process which reviews an individual's strengths, weaknesses, and one-on-one meetings to discuss short-term and long-term goals. Principals would have these same conversations with their learning community superintendent. Dr. Waddell noted that over the years CMS has had numerous initiatives that have different names but similar concepts and she hopes there are measures in place so teachers do not feel overwhelmed. Staff reported CMS has been intentional about messaging the teaching learning framework to teachers which includes tools that will help facilitate the work. The process is designed to build the capacity of the teacher and make their job easier.
- Ericka Ellis-Stewart asked questions regarding measures of success for the school redesign, time-technology swap, professional development, proficiency of teachers to use bandwidth to its capacity to benefit students, and how does the new work compliment the teacher evaluation process and creation of a new teacher compensation plan. Ms. Ellis-Stewart stressed the importance of consistency of instruction throughout the district. Staff provided clarification to Ms. Ellis-Stewart's questions. Ms. Craven-Howell noted that school redesign is based on a multi-year plan and goals are largely focused on student outcomes, teacher performance, and process. The goals include early indicators at the end of the first year to ensure schools are on track to meet the three year goals. Time-technology swap is focused on a blended instruction where some students get their instruction through technology while other students have face-to-face instruction with the teacher. Technology will not take the place of teaching but it will augment instruction. Dr. Morrison said the teacher evaluation is driven by the State but it would be nice to have some flexibility on the teacher and administrator evaluation to make it align with the CMS strategic plan. We want to prepare our teachers and administrators for success and ensure they are successful on their evaluations. This is a part of our professional growth system that is being created. As we hire new individuals to our District, we will onboard them well and provide the training and support they need to be successful. Ms. Ellis-Stewart asked is TeacherMatch a Human Resources function or a research function

and what are the costs? Staff will provide information on the difference between the two functions and the associated costs at a later time.

- Chairperson McCray asked questions regarding the states with surplus teachers, diversity initiatives, and career pathways/dean of students. Staff reported the states that CMS is working with a surplus of teachers are Michigan and Illinois. The diversity initiative thus far is the data-driven piece of identifying the diversity of our teachers and work force. We would like to increase the African-American, African-American males, and Latino representation of teachers, assistant principals, and principals. We are reviewing our current population of teachers compared to our student population and create a balance. The CMS sourcing and onboarding team is striving to partner with the community (Teach for America and Teach Charlotte) to get more male teachers in the classroom. This initiative is focused on increasing the diversity of our work force to support the development of our students. Dr. Morrison highlighted the decisions of positions at a school is driven by the principal based upon a needs analysis and the flexibility of the school (Title 1 funding, weighted-student staffing, grants, etc). This will look differently at each school based upon the needs of the schools and the earned autonomy of principal.

#### B. Management Oversight Report on Child Nutrition Services

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

Chairperson McCray called upon Dr. Morrison to introduce the Management Oversight Report on Child Nutrition Services. Dr. Morrison reported we are excited about bringing the Child Nutrition Services report before the Board. CMS has an impressive Child Nutrition Services Program and Cindy Hobbs, Executive Director for Child Nutrition, is doing some amazing work and we are proud of this office. Everyone in the department is aligned to the idea that they are not just working in nutrition services they are working in 'child' nutrition services. They know the better they do their job, the better CMS is served at being about every child, every day, for a better tomorrow. Cindy Hobbs thanked Dr. Morrison for his confidence in the Department and she noted in October she will celebrate her 38<sup>th</sup> anniversary with CMS. Ms. Hobbs introduced staff members Amy Harkey, Director of Child Nutrition Operations, and Catherine Beam, Director of Business Services. The management oversight report to the Board is given every three years and this is an update from the last report given May 24, 2011. Ms. Hobbs provided an overview of the Child Nutrition Department, budget, initiatives, and next steps.

- Child Nutrition Services (CNS) aims to maximize academic achievement by encouraging lifetime of healthy eating.
  - Nutritious Meals: Breakfast, lunch, After School Snack, Supper (at-risk students), and Summer Food Program. The Supper Program was recently approved and will be part of the after school enrichment and tutoring programs.
  - Staffing: 1,400 permanent and temporary employees; 1,360 school-based and 40 Central Office; in 2012-2013 more than 5.4 million breakfasts and 14.3 million lunches were served.
- Driving Governances:
  - Federal Regulations: Richard B. Russell National School Lunch Act; The Child Nutrition Act of 1966; Child Nutrition and WIC Reauthorization Act (Public Law

108-265); and Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296).

- State Regulations: North Carolina General Statute 115C-264 and North Carolina State Board of Education Policy EEO-S-000.
- Budget:
  - 2012-2013 total income: \$64,847,518.
  - 2012-2013 United States Department of Agriculture (USDA) meal subsidies: \$42,909,769 (reimbursements). The balance of the income is through students who pay for meals/a la carte items.
  - 2012-2013 Expenditures: 41% - Food and Commodities; 34% - site-based labor; 13% - other expenses; 8% Employee Benefits; 4% - Food processing supplies; and 3% Management Labor. The majority of the expenditures are applied to operating the schools.
  - Five-Year Income History:

School Year	Net Income
2008-2009	\$2,428,202
2009-2010	\$4,376,083
2010-2011	\$3,033,248
2011-2012	\$3,230,342
2012-2013 *	-\$1,706,056
Fund Balance June 2012	\$23,961,782

\* In 2012-2013 the loss was a planned loss because the fund balance needed to be reduced. The funds were utilized to replace equipment (supported \$750,000 in Bond efforts), bought new uniforms for employees, improved technology (new computers and POS equipment); and purchased digital signage to promote child nutrition.

- Universal Breakfast Program: In 2013, the Board supported the implementation of the Universal Breakfast Program which allows CMS to fund all CMS children breakfast at no cost to the parent. Twenty percent more students are eating breakfast this year than last year. Last year, CMS served about 30,000 meals per day and this year it was over 36,000 meals. We anticipated a larger increase and we will enhance marketing strategies to increase participation next year.
- Success Stories: Other schools will model the success strategies to improve meal participation.
  - Elizabeth Traditional Elementary launched “Breakfast Off The Bus” where students grab a bag breakfast on their way to class, breakfast participation increased from 100 students in 2012-2013 to 230 students this year.
  - Crown Point Elementary implemented “Grab and Go” options where students can take a breakfast to the classroom to eat, breakfast participation increased from 230 in 2012-2013 to over 400 in 2013-2014.
  - Huntingtowne Farms Elementary implemented “Grab and Go” breakfast in the cafeteria or gym and breakfast participation nearly doubled from 300 2012-2013 to 600 in 2013-2014.
  - Lake Wylie Elementary breakfast increased from 125 meals a day to 330.
  - Mallard Creek High School averaged 160 breakfasts per day and this year more than 550 students are served daily.

- 2011 Identified Goals and Status:

Goals	Status
Add employee training to ensure continuous compliance with regulations and increased productivity.	Launched Summer Academy for cafeteria workers in 2013. Nearly 400 employees attended the four-day workshop to improve skills. The Academy will operate again in 2014 (400 employees have registered to attend).
Increase the technology needed to provide real-time data for supervisory personnel.	The final phase of production and inventory software installed and training underway.
Create more accessible and user-friendly meal application process for parents.	Online Meal Application process with link from CMS Website.
Continuous Improvement Projects.	<ul style="list-style-type: none"> <li>▪ CNS certified to ISO 9001 standards.</li> <li>▪ Eight members of leadership team achieved Six Sigma Green Belt.</li> </ul>
Compliance with Healthy Hunger Free Kids Act of 2010.	<ul style="list-style-type: none"> <li>▪ Installed digital signage in cafeterias to increase visibility of menu and nutrition information.</li> <li>▪ 4<sup>th</sup> Annual Food Show (grades 8<sup>th</sup>-10<sup>th</sup>) held at Bank of America Stadium.</li> <li>▪ “Right Bites” Fruit and Vegetable program to promote healthy eating.</li> <li>▪ Chefs Move to Schools (local Chefs partner with schools to promote healthy eating).</li> </ul>

- Community Eligibility Provision (CEP): Piloted in numerous states last year.
  - Allows schools meeting established criteria to offer breakfast and lunch at no charge to all students while eliminating the traditional school meal application process.
  - Any school with forty percent or more “identified students” can participate in CEP. Identified students include children who are directly certified through data matching (for free meals because they live in households that participate in Supplemental Nutrition Assistance Program or SNAP), Temporary Assistance of Needy Families (TANF), or Food Distribution Program on Indian Reservations (FDPIR). Identified students also include those who qualify for a free school meal without submitting a meal application because of their status as being in foster care, enrolled in Head Start, McKinney-Vento, and runaway or migrant student.
  - Seventy-two schools meet the criteria for CEP.
  - All Title I Schools.
  - All Project L.I.F.T. schools.
  - Impacts 58,927 students (all can receive breakfast and lunch at no cost).
  - No processing or verification of meal applications at CEP schools.
  - Students moving from a CEP school to a non-CEP school will need a meal application.
  - Households may have students attending both CEP and non-CEP schools. Parents will need to understand why one child receives benefits while the other child will not.

- Alternate methods for determining Economically Disadvantaged Student percentages.
- Method for determining student eligibility for other benefits will need to be determined (such as SAT, AP, and athletic waivers).
- Next Steps:
  - Implementation of USDA Smart Snacks requirements to be effective July 1, 2014. All snacks in the school must be whole grain and meet criteria for calories, fats, sodium, and sugar.
  - Implementation of USDA Professional Standards for all Child Nutrition employees.
  - At-Risk After School Supper Program Rollout (effective 2014-2015 school year).
  - Baldrige Certification.

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

- Rhonda Lennon said the intent of the Smart Snack is noble but parents are concerned about the amount of trash CMS is generating because more students are throwing away the healthy snacks. Ms. Lennon expressed concern that some people in the community are concerned about fraud in the Free and Reduce Lunch Program but Federal law mandates that criteria.
- Dr. Joyce Waddell commended the CMS schools that have won USDA awards. Ms. Hobbs said all CMS schools are USDA certified. Dr. Waddell asked can a school go in and out of free lunch eligibility. Ms. Hobbs reported when schools are certified they will remain eligible for four years (even though statistics may change) and in the fifth year they will need to be recertified. At this time for the CEP pilot schools, CMS anticipates receiving 95% of the meals at the free rate.
- Tim Morgan asked do you envision the Federal government moving to a universal lunch program in the near future? Ms. Hobbs said this is a giant first step towards a universal lunch program. Many people believe if you can provide free transportation and books, you should also provide free meals. It is exciting to have universal meals at a large percentage of the CMS schools. Mr. Morgan commended the Child Nutrition Services on maintaining good healthy sanitation ratings at all the schools. Ms. Hobbs said the district average sanitation rating for CMS schools is over 99% out of 100%.
- Ericka Ellis-Stewart asked will CEP impact the CMS summer programs? Ms. Hobbs said, yes, and it follows the same process for the various summer programs. Ms. Ellis-Stewart noted that many school districts across the country were concerned about the implementation requirements and costs to meet the new USDA regulations and she asked what are the implementation costs for CMS? Ms. Hobbs noted that she does not have a dollar amount but over the past several years CMS has adopted new food nutrition guidelines as they were recommended. This helped to absorb implementation costs over time and resulted in the need for few changes for the new USDA regulations. CMS has a surplus fund balance of over \$1 million and that also may result in fewer costs for CMS compared to other school districts. Ms. Hobbs said one of our biggest concerns is the waste because more food is being thrown away. We are seeking support for more flexible in the guidelines (more time for implementation) from the legislators but Michelle Obama is against the request for flexibility.

- Thelma Byers-Bailey expressed concern about the waste of the food and she hopes there are measures in place to encourage students to recycle. Ms. Hobbs said there are several schools participating in a recycling project and we plan to expand that initiative. Child Nutrition and Custodial Services are onboard for recycling and composting. Ms. Byers-Bailey asked can schools be added to the CEP program next year? Ms. Hobbs said, yes, new schools that meet the criteria can be added April 2015 and they will become a part of the program for four years.
- Chairperson McCray said she has lunch with a lunch buddy at E. E. Waddell Language Academy and the cafeteria food is healthy and good. Ms. McCray believes students seeing adults eat the same food they must eat, encourages them to taste new foods and promotes students eating lunch.

C. Report on Office of Accountability Research and Evaluation Overview

*Correlation to Board of Education Theory of Action for Change: To provide research and program evaluations to inform district initiatives and priorities that foster student, school, and district-wide continuous improvement, as well as innovation.*

Chairperson McCray called upon Dr. Morrison to introduce the report on Office Accountability Research and Evaluation Overview. Dr. Morrison called upon Frank Barnes, Chief Accountability Officer, and Lindsey Messenger, Director, Research and Evaluation, to provide a brief report on Office of Accountability Research and Evaluation.

Mr. Barnes and Ms. Messenger provided an overview of the work of the Office of Accountability Research and Evaluation and active projects.

- Office of Accountability Department Overview:
  - The office is under the leadership of Frank Barnes and includes several teams each led by a director. The office also includes two executive directors. The team provides research and program evaluations to inform district initiatives and priorities that foster student, school, and district-wide continuous improvement, as well as innovation.
  - Mission: The CMS Office of Accountability will impact student performance by providing accurate and timely information, research, resources to facilitate data-informed decisions for improving and customizing learning and teaching.
  - Vision: The CMS Office of Accountability will serve with excellence by producing the highest quality solutions that catalyze actions resulting in continuous improvement, increased achievement, and gap elimination.
- Research and Evaluation Function: The evaluation process utilizes data use for school improvement, data quality, State and Federal testing, research evaluation and analytics, grant innovation, and policy and planning. In an effort to contribute to data informed decision-making, the evaluation process utilizes data analysis, quality control, and surveys.
- Research Strategy: Some of the work is completed by the Department and some of the work is completed by partnering with external institutions.
  - Partnerships include University of North Carolina-Charlotte, University of South Carolina, and The New Teacher Project (TNTP).
  - Facilitate and Coordinate of Research Proposals:

- Forty-five approved proposals (July 1, 2013 – April 30, 2014).
- Many sponsored or supported by CMS departments.
  - Data Analysis: One hundred and ninety-five granted requests (July 1, 2013 – April 30, 2014).
  - This year, over twenty-eight universities and institutions submitted and had approved a research application to CMS. These include Clemson University, Denver Public Schools, Davidson College, Michigan State University, Gardner Webb, Harvard University – CEPR, UNC-Chapel Hill, UNC-Wilmington, and UNC-Charlotte. The Department has several repeat customers that include Wingate, UNC-Charlotte, UNC-Chapel Hill, and Gardner Webb.
- Surveys include Principal Survey, Teacher Survey, Parent Survey, and Student Survey.
- 2013-2014 Research Commitment and Priorities:
  - Pre-K-8 Implementation: Partnership with University of South Carolina. This is ongoing evaluation in the third year of the evaluation. Analysis includes qualitative and quantitative data. Final report will be fall 2014 (awaiting test data results for 2013-2014 school year).
  - Bright Beginnings: Partnership with UNC-Charlotte. This is the second year of the evaluation. Final report scheduled fall 2014 (awaiting test data results for 2013-2014 school year).
  - Measures of Academic Progress (MAP) – End of Grade (EOG) Study.
  - Advanced Placement (AP) Potential: Utilized to calculate the probability of passing an AP exam.
  - Early Warning Indicators: Identify risk factors linked to student achievement, attendance, and behavior to monitor students' progress toward high school graduation. Preliminary report fall 2014.
- Data Request Process Map: The Department is working to document all processes used in research and evaluation.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Bailey, Waddell, Tate, and Ellis-Stewart thanked staff for the report, asked questions, and provided comments. Mr. Barnes and Ms. Messenger provided responses.

- Paul Bailey asked regarding the tracking system, what contributes to the gap between received and completed? Ms. Messenger reported on average the majority of the requests are completed within five to seven business days. There are some data requests that are quite large which may take several months to complete.
- Dr. Joyce Waddell stressed the importance of early identification and this should include personalization and mental health issues that exist with students. Mr. Barnes said we strive to begin the early identification process as early as Kindergarten and first grade. This is not a predictor of where students will end up but an effort to intervene early to keep students on track. The identification process is not to limit opportunities and options but to give extra support. Dr. Waddell hopes this will also help to lessen the prison pipeline.
- Tom Tate asked do we have the capacity to evaluate all the programs in CMS? Mr. Barnes said the office does not have the capacity to review all the programs and

initiatives that we would like to evaluate. The Department prioritizes the programs that are high leverage district-wide which may include high expenditures or time. Mr. Tate said this Department is governed by Board Policy II, *Research and Evaluation*, and he asked does that policy need to be updated? Mr. Barnes said an item to consider is the frequency reports are presented to the Board. Frequently, the indicators used for success of a program or initiative include summative data which is not available until after the school year. Mr. Tate reported the policy references summaries twice per year and the Board should receive that summary data when it is available.

- Ericka Ellis-Stewart said in the past the CMS funding partners requested information regarding the evaluation of programs in CMS to ensure they are still viable. Ms. Ellis-Stewart asked what programs have been eliminated or changed based upon the results of the findings of an evaluation? Ms. Barnes said since he has been in this position, the Department reviewed options to disinvest to reinvest and a part of that evaluation included the use of Thinkgate formative assessments. This was in conjunction with the evolution of formative assessments by the State. CMS was able to save in excess of \$1 million and that was reinvested to further the initiatives in the *Strategic Plan 2018*. Mr. Barnes noted that some programs are good programs but they have outlasted a season and CMS is moving to a new initiative that will benefit outcomes and save financial resources to reinvest. Ms. Ellis-Stewart requested a list of those programs because that information would be helpful in budget discussions and decisions.

#### **ADJOURNMENT**

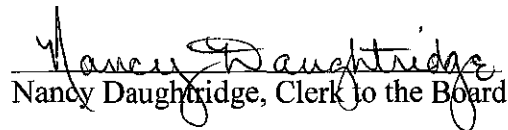
Chairperson McCray called for a motion to adjourn the meeting.

**Upon motion by Dr. Joyce Waddell that the Board adjourn the Regular Board meeting, seconded by Thelma Byers-Bailey, and by consensus, the Board agreed to adjourn the meeting.**

The Regular School Board Meeting adjourned at 8:45 p.m.



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board