The Guilford County Board of Education met in a regular meeting on Tuesday, October 30, 2018 at 712 North Eugene Street, Greensboro, North Carolina. The following Board members were present: T. Dianne Bellamy Small, Wes Cashwell, Darlene Garrett, Byron Gladden (arrived at 6:07 p.m.), Deena Hayes, Winston McGregor, Anita Sharpe, Pat Tillman (arrived at 6:51 p.m.) and Linda Welborn. Also present were Superintendent Dr. Sharon L. Contreras, Attorney Jill Wilson and Board Clerk Lisa Nolen.

Call to Order
Chairperson Deena Hayes called the meeting to order at 6:00 p.m.

Pledge of Allegiance and Moment of Silence
Chairperson Hayes called on Wes Cashwell to lead the Pledge of Allegiance and a moment of silence.

Student Remembrances
Chairperson Hayes led a moment of silence in honor of Claxton Elementary student Brandon Henry and Haynes-Inman student Illia Yitzak who lost their lives this year.

Recognitions
Hurricane Michael Recovery – GCS Operations Teams
The Board recognized GCS Operations teams from Maintenance, School Nutrition, Transportation and Technology that helped to prepare the district to reopen after closing for two days due to Hurricane Michael.

Public Comments
Chairperson Hayes called on the following members of the public who requested an opportunity to address the Board:

- Jennifer Grider, 2904 Dray Ct., Jamestown, NC 27282
- Sandy Grew, 2803 Benjamin Ct., Jamestown, NC 27282
- Mary Beam, 6006 Devoncourt Pl., Jamestown, NC 27282

Approval of the Agenda
Chairperson Hayes asked Board members to review the meeting agenda and called for a motion to approve or revise it.

*Motion was made by T. Dianne Bellamy Small, seconded by Darlene Garrett, to approve the agenda as presented. The motion passed upon unanimous voice vote of 8 to 0. Pat Tillman was absent for the vote.*

Consent Agenda
Chairperson Hayes called on Superintendent Contreras to present the following consent agenda items for the Board’s consideration:

A. Personnel Report
   The consent agenda included personnel actions as noted in the monthly personnel action report requiring Board approval.

B. 2018-19 Budget Amendments/Transfers Report
   The consent agenda included a recommendation that the Board approve State Public School Fund Amendment #2, Local Current Expense Fund Amendment #3, Federal Grant Fund Amendment #1, Capital Outlay Fund Amendment #2, and Special Revenue Fund Amendment #3 as follows:

   **State Public School Fund Amendment #2 reflects the following allotment adjustments:**
• Behavioral Support allotment;
• Assistant Principal Interns – Full-time MSA (Masters of School Administration) Student (stipends paid to interns are equivalent to the beginning salary of a certified assistant principal);
• State Textbook carryover; and
• Transfers due to site-based requests and year-to-date expenditures.

Local Current Expense Fund Amendment #3 reflects:
• Transfers due to site-based requests and year-to-date expenditures.

Federal Grant Expense Fund Amendment #1 reflects:
• Transfers due to site-based requests and year-to-date expenditures.

Capital Outlay Fund Amendment #2 reflects the following:
• Carryover of 2017-18 County Appropriation, Public School building Capital Fund and Fund Balance Appropriation.

Special Revenue Amendment #3 reflects:
• Restrict donations [Carryover; Rice Toyota];
• Teacher Quality Partnership;
• Commitment to Excellence;
• Lunch Charge Donations;
• Project ENACTED UNC-Greensboro;
• Eastern Triad Workforce Initiative;
• Fund Balance Appropriated; and
• Transfers due to site-based requests and year-to-date expenditures.

C. 2018-19 Beginning Teacher Support Plan
The consent agenda included a recommendation that the Board approve the 2018-19 Beginning Teacher Support Plan.

D. CASEL Contract
The consent agenda included a recommendation that the Board approve the contract with the Collaborative for Academic, Social and Emotional Learning (CASEL) in the amount of $250,000, using Title IV federal grant funding.

E. Contractual Agreement for Construction with Lomax Construction for the Toilet Renovations Project at High Point Central High School
The consent agenda includes a recommendation that the Board rejects Salcoa Contracting Inc.’s bid as nonresponsive, and awarding a contract to Lomax Construction in the amount of $399,500, which includes acceptance of the alternate for Schlage locksets.

Linda Welborn requested that Item D, CASEL Contract, be pulled from the consent agenda.

Wes Cashwell requested that Item E, Contractual Agreement for Construction with Lomax Construction for the Toilet Renovations Project at High Point Central High School, be pulled from the consent agenda.

Motion was made by T. Dianne Bellamy Small, seconded by Byron Gladden, to approve consent agenda items A, B and C. The motion passed upon unanimous roll call vote of 8 to 0. Pat Tillman was absent from the vote.

Action Items
CASEL Contract
Linda Welborn asked for additional information on how the program will work.
Chief Student Services Officer Wanda Legrand explained that the Collaborative for Academic, Social and Emotional Learning (CASEL) is being retained by GCS as an independent consultant to provide support services for systemic social and emotional learning (SEL) implementation. CASEL support will be facilitated by a lead consultant who will include additional support from the CASEL network for SEL experts, consultants and staff. The schedule and frequency of these supports will be determined in partnership with GCS leaders. CASEL will also collaborate with GCS to develop an actionable strategic plan designed to achieve mutually agreed-upon goals and deliverables.

SEL enhances students’ capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. There are five competencies around SEL: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Dr. Legrand stated that 47 GCS principals have expressed interest in becoming first-adopters of SEL in their schools. Technical assistance activities during the partnership with CASEL may include professional development to staff and school-based personnel, consultation on the adoption of evidence-based SEL programs, support with integration of SEL with existing priorities and initiatives, and consultation on resource alignment. In addition, a CASEL partnership includes participation in exclusive CASEL events and activities to provide principals, school staff and district leaders to meet with and learn from their peers in other districts.

Funding for the contract would come from Federal Title IV Student Support and Enrichment grant dollars. Title IV dollars are intended to improve academic achievement by increasing capacity in three areas: well-rounded education, safe and healthy students, and effective use of technology. The CASEL contract would be paid using funds in the area of safe and health students, allowing the district to provide foundational strategies needed to create a positive school climate that can help prevent and change inappropriate behaviors.

Superintendent Contreras stressed that this is not a program, but rather an approach for making sure the district is addressing the social and emotional needs of students so that they feel safe in schools and their needs are being met. CASEL is a consortium of large urban districts. This is a way to address bullying and fighting so that schools are more productive and caring places for their students.

Motion was made by T. Dianne Bellamy Small, seconded by Linda Welborn, to approve the CASEL contract in the amount of $250,000 using Title IV federal grant funding. The motion passed upon unanimous voice vote of 8 to 0. Pat Tillman was absent from the vote.

**Contractual Agreement for Construction with Lomax Construction for the Toilet Renovations Project at High Point Central High School**

Wes Cashwell asked whether or not this project has always been part of the renovation project at High Point Central High School (HPCHS). Executive Director of Facilities Julius Monk stated that the HPCHS renovation project has always had three projects associated with it: the cafeteria addition, media center renovation, and toilet renovations. Due to code regulations, it became necessary to add a sprinkler project. The toilet renovations was part of the original scope of work for HPCHS and was included in the cost the Board initially approved. Mr. Monk stated that the Board is being asked to approve the contractual amount this evening. Pending Board approval, the project should start in a couple of weeks and is scheduled to last 120 days.

Motion was made by T. Dianne Bellamy Small, seconded by Anita Sharpe, to reject Salcoa Contracting Inc.’s bid as nonresponsive, and award a contract to Lomax Construction in the amount of $399,500, which includes acceptance of the alternate for Schlage locksets. The motion passed upon a voice vote of 8 to 1 as follows: Ayes – T. Dianne Bellamy Small, Wes Cashwell, Darlene Garrett, Deena Hayes, Winston McGregor, Anita Sharpe, Pat Tillman and Linda Welborn; Nays – Byron Gladden.

**Report from the Chair**

Chairperson Hayes stated that Thursday, November 1 is the deadline for students to submit their proof of vaccination. This affects kindergarten and seventh-grade students. The deadline was extended after
Hurricane Florence. Students are expected to submit their paperwork by Thursday, November 1, with the first exclusion date being November 5. As of yesterday, 99 percent of students were compliant and have had their Tdap and MCV immunizations. GCS is legally required to exclude students who do not have documentation showing they have received the required vaccinations from school.

Chairperson Hayes concluded her report by saying that everyone’s thoughts are with the students, staff and families of Butler High School, as well as with the Charlotte-Mecklenburg community, where a student was killed early Monday morning by a classmate. While the district does everything it can to keep students safe while they are at school, this is not a problem that can be solved in a by the district alone.

The Board’s 2018 Legislative Agenda includes school safety. Priorities include:
- increasing state funding to secure facilities, upgrade safety-related technologies, provide more training, and add more safety- and security-related personnel;
- increasing state allocations for school- and community-based mental health personnel and services;
- opposing arming teachers or other school personnel other than sworn law enforcement officers;
- strengthening background checks and processes for all firearm purchases; and
- restricting access to automatic weapons, pump stocks and related equipment to on-duty military and law enforcement personnel.

Superintendent’s Reports

Report from the Superintendent

Chairperson Hayes called on Superintendent Contreras to share information about the district.

Superintendent Contreras reported that earlier today, she was joined by Chief Student Services Officer Dr. Wanda Legrand and Attendance Works Executive Director Hedy Chang to announce a new partnership. Student learning cannot improve if students are not in school. Last year, more than 10,000 GCS students, or nearly 14.5 percent, were chronically absent, missing more than 18 days of school. That’s 10,000 students who are less likely to be proficient readers, are less likely to pass core subject areas, and are more likely to drop out of high school.

Attendance Works is a national non-profit dedicated to improving school attendance. Reducing absenteeism does require the right set of strategies. Attendance increases when schools and community partners work together with families to use data to activate prevention and early action, as well as identify and address common barriers to getting to school. Attendance increases when schools and community partners build strong, meaningful relationships with students and their families so that students are able to show up to school every day. It will take time, but getting more students to school will be well worth the effort.

Superintendent Contreras stated that attendance is a key performance indicator for four of the district’s strategic goals: third-grade reading, Math 1, accelerating school performance and closing the achievement gap. The partnership with Attendance Works will help the district achieve its targets and goals.

Last week, it was announced that, thanks to recent calendar flexibility authorized by the General Assembly, the district can forgive two inclement weather days as a result of Hurricane Florence for schools on the traditional academic calendar. November 1 and January 18 will become student days. November 2 will remain a teacher workday so that parents and teachers can participate in conference. Schools on non-traditional calendars should check the district’s website for additional information about their make-up days.

While the State is allowing GCS and other districts the opportunity to waive student days missed as a result of Hurricane Florence, the district is not exempted from providing a minimum of 1,025 hours of instruction at each school. As a result, with only three make-up days remaining on the traditional academic calendar and winter weather still to come, GCS announced that all schools will start five minutes earlier, beginning when students return in January from winter break. This additional step allow the district to bank instructional minutes that can be drawn upon later if inclement weather forces school
closures more than three days between now and the end of the school year in June. Without this step, GCS would have to consider hosting school on Saturdays, eliminating some vacation days during spring break, or tacking on more days to the end of the school year. The decision was made to not add time onto the end of the school day due to potential disruption to co-curricular activities and athletics, not only in GCS, but in other school districts, as well.

Starting October 31, educators will begin using the Performance Matters Learning Management system that was approved by the Board this past spring. Trainings were held throughout the summer on this system, which will allow teachers to better plan instruction for each student based on his or her individual needs. This professional learning platform is essential to helping the district meet the goals of the strategic plan. The new tool will make it easier for teacher to access student data, identify areas where their students are struggling, and then connect teachers to professional development that will help them improve their craft in the targeted areas.

Superintendent Contreras concluded by reporting that on November 6, 7 and 8, all eighth-grade students will visit the Greensboro Coliseum to learn about the career and technical education options available at GCS high schools. Parents are invited to attend special sessions designed for them. Discover Your WoW, or World of Work will be open to parents on Thursday, November 8 from 6:00 – 7:30 p.m. at the Coliseum. All middle and high school parents and guardians are invited to attend this free event.

**Key Performance Indicator Update: AP/IB Enrollment**

Chairperson Hayes called on Chief Academic Officer Brian Shultz and Executive Director of Accountability and Research Judy Penny to present updated data around the enrollment key performance indicator (KPI) under Strategic Plan 2022 Goal V, to decrease the achievement gap between Black and Latino students and their White peers by seven percentage points.

Dr. Penny began by stating that this report would focus on the percentage of high school students enrolled in Advanced Placement (AP)/International Baccalaureate (IB) or equivalent college courses overall and in comparison to proportional representation. Dr. Penny noted that an equivalent college course is a course taken at a local college that is determined by a committee to be equivalent to an AP or IB course.

The analysis for AP/IB/equivalent college course enrollment for all high school students revealed similar patterns for both the 2017-18 and 2018-19 school years. In the 2018-19 school year, about 30 percent of all high school students are enrolled in an AP, IB or equivalent college course. White students are enrolled at 2.3 times the rate of Black students and twice the rate of Hispanic students. Female student are enrolled at basically twice the rate of males – 35 percent versus 18 percent, respectively.

Enrollment is lowest among Black males at about 14 percent. Nearly three times the number of White male students are enrolled in advanced courses.

Enrollment is highest enrollment among White female students at 49 percent. This is just over twice the rate of Black females and just under twice the rate of Hispanic female students.

Less than five percent of English language learners are enrolled in advanced courses compared to 30 percent of their English speaking peers. Students with disabilities have the lowest enrollment rate at two percent compared to around 34 percent of their non-disabled peers.

Because most of the students taking AP/IB/equivalent college courses are juniors and seniors, Dr. Penny next presented an analysis of the data for those two classes only.

Again, similar patterns were seen in both years. Forty-five percent of all juniors and seniors are enrolled in advanced courses. Sixty-two percent of White juniors and seniors are enrolled in AP/IB/equivalent college courses, compared to 36 percent of Hispanic and 29 percent of Black juniors and seniors.
Female juniors and seniors are enrolled at higher rates than male students. About half of all female 11th and 12th graders are enrolled in advanced courses compared to about 40 percent of their male peers. About 56 percent of White male juniors and seniors are enrolled in advanced courses. This is two-and-a-half times the number of Black male juniors and seniors and twice the number of Hispanic. About 68 percent of White female juniors and seniors are enrolled in advanced courses, compared to around 35 percent of their Black peers.

Less than eight percent of English language learners are enrolled in advanced courses compared to almost half of their English speaking peers. Students with disabilities have the lowest enrollment rate at around four percent compared with 50 percent of their non-disabled peers.

Chief Academic Officer Brian Schultz highlighted the steps the district is taking to eradicate the achievement and preparation gaps Dr. Penny’s analysis revealed. A partnership with Equal Opportunity Schools was launched yesterday in six high schools – Andrews, Dudley, Eastern, Northeast, Page and Southwest – to identify and address systemic and perceptual barriers to AP/IB participation. Equity teams from those six schools participated in a half-day exercise specifically targeting students of color to increase AP/IB participation. A math project team has now met twice to address structural barriers to enrollment in high level math courses, focusing particularly on Grades 6 through 9. PSAT data for all current 10th and 11th graders is being used strategically to identify and recruit students with AP potential. Administrators are making sure adequate sections of high-interest AP/IB courses are available. Finally, staff is working to increase awareness and recruitment for dual enrollment opportunities through College and Career Promise; while not directly related to AP/IB enrollment, it is offered free through community colleges.

**Board Member Comments**
Board members were each allowed two minutes to make remarks as they deemed appropriate.

**Closed Session**
At 8:32 p.m., motion was made by Anita Sharpe, seconded by T. Dianne Bellamy Small, to go into closed session to preserve the attorney-client privilege, to discuss personnel matters protected by State law, and to discuss confidential safety plans protected by State law. The motion passed upon unanimous voice vote of 9 to 0.

The Board returned to open session at 9:38 p.m.

**Adjournment**
At 9:38 p.m., there being no further business, motion was made by T. Dianne Bellamy Small, seconded by Byron Gladden, to adjourn the meeting. The motions passed upon unanimous voice vote of 5 to 0. Wes Cashwell, Winston McGregor, Anita Sharpe and Pat Tillman were absent for the vote.