Joint Meeting of the Board of Education and the Board of County Commissioners
Tuesday, September 20, 2016
Fuller Building, Board Room
9:00 a.m.

AGENDA

1. Call to Order and Welcome – Mike Lee

2. Approval of Minutes
   • June 14, 2016

3. Updates (30 minutes)
   • MOU
   • Sale of WG Pearson to Student U
   • County Contracting, Incentives & Living Wages
   • School Budget Review Process
   • Classified Pay and TAs

4. Presentation on Test Scores, EOG, Suspensions (15 minutes)

5. Presentation on Mental Health, Social Services and Restorative Justice Practices to DPS (15 Minutes)

6. Update on School Zoning & Attendance in South Durham (15 Minutes)

7. Legislative Priorities (15 Minutes)

8. Adjournment

Mission Statement
In collaboration with our community and parents, the mission of Durham Public Schools is to provide all students with an outstanding education that motivates them to reach their full potential and enables them to discover their interests and talents, pursue their goals and dreams, and succeed in college, in the workforce and as engaged citizens.
MINUTES

Joint Meeting of Board of County Commissioners and Board of Education

Tuesday, June 14, 2016
200 E Main Street, Commissioners’ Chambers
9:00 am

Present: Board of County Commissioners - Chairman Michael D. Page, Vice Chair Brenda A. Howerton, Commissioners Fred Foster, Jr., Wendy Jacobs, and Ellen W. Reckhow

Board of Education Members—Chair Heidi Carter, Vice Chair Mike Lee, Board Members, Natalie Beyer, Leigh Bordley, and Minnie Forte-Brown

Others: County—County Manager, Wendell Davis; General Managers Deborah Craig-Ray, Jay Gibson, Claudia Hager and Jodi Miller; County Attorney, Lowell Siler; Chief of Staff, Drew Cummings; County Clerk, Michelle Parker-Evans; and Budget Analysts David Ades and Kim Connally

DPS – Superintendent, Dr. Bert L’Homme; Deputy Superintendent of Operational Services, Hugh Osteen; Chief Financial Officer, Aaron Beaulieu; and William (Chip) Sudderth, Director of Community Engagement

Chairman Page called the meeting to order and welcomed everyone in attendance.

Approval of Minutes – March 21, 2016 Meeting

Commissioner Reckhow moved, seconded by Chair Carter to approve the minutes with the following corrections: correct a spelling error on page 3 “poles”; and change County Manager vs City Manager on page 2. The motion carried unanimously.

Plan for Extra Pay for Extra Duty

Mr. Beaulieu discussed the Academic supplements. He explained charts and schedules for how increases would be implemented. He explained Department Chairs in high schools. Commissioner Howerton asked him to provide a description. Commissioner Jacobs questioned whether we had benchmarked. Mr. Beaulieu responded in the affirmative; however, but models were different. He added that DPS believed this to be fair and equitable. He indicated that Arts would be the first phase. Board member Forte-Brown commented that much would depend on the budget regarding encouraging teachers to become engaged in extracurricular activities and receive extra pay. 70 hours would be used as a baseline.
Commissioner Reckhow commented that the commitment should begin in the upcoming budget year. Vice Chair Lee noted that children who were involved in extracurricular activities tended to graduate.

Chair Carter moved, seconded by Commissioner Reckhow to commit to work together to implement proposed schedules with a timeline for schedules. Vice Chair Howerton questioned completing the MOU first. Chairman Page questioned if this would mean developing another committee. Chair Carter responded that it may require a small subcommittee. She added that she was basically asking support for a plan and commitment to full implementation of a time period. Commissioner Foster asked for clarification on the resources that were being committed to and whether it would ongoing. Mr. Beaulieu replied the total was $300,000 at this point. Board Member Forte-Brown interjected that the request should be $1.8 million needed for the schedule. Commissioner Foster noted that he would not support the current plan. Commissioner Reckhow offered that the cost would be lower because the Arts would already have been covered. She would hope talking about this could possibly encourage local corporate support. Chairman Page made a plea that the group get behind the plan and not still be having this discussion years from now. Commissioner Reckhow discussed piloting longer school days for a different middle school next year. Commissioner Jacobs questioned the inclusion of elementary arts teachers and extracurricular clubs. Mr. Beaulieu stated that those items could come in under another category. Commissioner Howerton was concerned about transportation. Mr. Beaulieu would hope to shift some transportation costs.

**Description of Eagle Academy**

Superintendent L’Homme described the location of the school. A building had been identified on the NCCU campus. The focus would be students from Y. E. Smith and Eastway Elementary and RN Harris—students of color. The anticipated opening date would be the FY17-18 school year with an extended school day/year. Student U would be conducting an extended day/year—first whole school intervention. The academy would start with 6th grade and add a grade each year. Teachers are part of the NCCU program and it is hoped that they would remain a part of DPS. Chairman Page questioned why WG Pearson was not used. Board member Forte-Brown explained that this was exciting for many of our children to step foot on a college campus. Superintendent L’Homme agreed that the college campus experience is a great motivator for youth. Every student would have an NCCU mentor. Commissioner Reckhow found the proposal exciting. She asked about sports activities for the students. Superintendent L’Homme replied that 6th graders were not permitted to participate in sports; however, 7th graders could go to their home school to participate in sports. Commissioner Jacobs questioned the gender equity. Board member Beyer expressed her excitement about expanding early college. Board member Forte-Brown invited the Board in the future to an early college graduation.

**Update on Universal Pre-K Task Force**

Superintendent L’Homme named the task force members, subcommittee chairs, and stated the committee had met. It was noted that there were no elected officials on the committee; however, elected officials could attend meetings. Chairman Page requested that everyone know when
meetings occurred. The timeframe was extended to March. Commissioner Reckhow expressed the hope to make the first class expansion in the 17-18 school year. Chairman Page suggested bringing the Chairs to the meeting so the Task Force would feel supported by the joint Boards. Minutes would also be furnished to the joint group.

**Next Steps for MOU Development**

County Manager Davis stated that a version of the MOU had been shared last Fall. Vice Chair Lee recalled a school version that was done. The Board discussed next steps. Commissioner Reckhow commented that she hoped once the new school board members were seated, the group would ask the Manager and Superintendent to go over the MOU and bring back a draft to the joint Boards in September. She recommended a Fall adoption of the MOU would be helpful before the next budget season. Board member Bordley suggested that the two bodies have an understanding around approvals for development and linking that to approvals for extra school space. Commissioner Jacobs surmised that the Boards needed to look at capacity of schools. Commissioner Howerton suggested that Planning needed to be included in the conversation.

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Items for next meeting agenda:

- Developments
- School Space
- MOU

There being no further business, the meeting was adjourned.

Respectfully submitted,

V. Michelle Parker-Evans  
County Clerk to the Board of County Commissioners
3. MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made and entered this ___ day of _________, by and between the DURHAM COUNTY BOARD OF COUNTY COMMISSIONERS and the DURHAM PUBLIC SCHOOLS BOARD OF EDUCATION.

WHEREAS, the Board of Commissioners and the Board of Education mutually desire to improve the educational achievements of Durham school children; and,

WHEREAS, members of the Board of Commissioners and the Board of Education understand the importance of regular communication during the budget process and throughout the school year,

IT IS NOW THEREFORE AGREED THAT:

1. In an effort to align with the county budget development cycle, Durham Public Schools intends to submit its budget request for 2017-18 by mid-March 2017 and will accelerate the budget process in succeeding years to submit its request by March 1st.

2. Durham Public Schools and the Durham County Board of Commissioners shall provide one another appropriate information regarding school funding as such information is released to the public.

3. Durham Public Schools shall tie its budget development to its strategic planning process for achieving improved academic outcomes, to include third-grade literacy, eighth-grade preparation for high school, and increased graduation rates. The budget and strategic planning processes shall be formally integrated for the 2017-18 budget.

4. The Board of Education, with input from a broad and diverse cross-section of the Durham County community, will set (or revise) and regularly report on a broad range of measurable goals and outcomes for the schools. These data should be disaggregated and include measures such as EOG/EOC scores, growth measures, ACT/SAT scores, graduation rates, suspension rates, teacher retention, attendance and perhaps others.

5. Durham Public Schools shall provide the Board of Commissioners with regular reports on the above data and outcomes (i.e., as new data becomes available) at the same time this data is released to the media.

6. Durham Public Schools shall continue develop alternative education programs for all suspended students with the goal of reducing the number of long- and short-term suspended students.

7. Absent a financial crisis or involuntary reduction of county revenue, the Board of Commissioners shall at a minimum maintain per-pupil funding.

8. The Board of Commissioners shall provide equal consideration to budget and programmatic proposals generated by Durham Public Schools as to those proposals generated by county staff.
Expansion funding requests from both bodies will include detailed data supporting the request, expected outcomes and benchmarks.

9. The Board of Commissioners and the Board of Education recognize the low level of state funding for teacher compensation compared to the rest of the nation, and shall work together to support a competitive certified pay scale to ensure the recruitment and retention of highly qualified and effective teachers.

10. The Board of Commissioners and the Board of Education will agree on a targeted undesignated fund balance for DPS at a level sufficient to always protect the schools’ operational / cash flow integrity.

11. The Superintendent of Durham Public Schools and the County Manager, working with representatives from both boards, will direct appropriate staff members to develop future school sites in a manner that ensures maximum use (co-locating parks and/or libraries on school sites or jointly using existing and expanded facilities) by the public. This will require joint planning prior to the purchase of school sites and prior to finalizing the architectural specifications for school buildings.

12. Durham Public Schools will consult with the Board of Commissioners on school construction and renovation and develop energy-efficient and cost-effective plans and specifications. The Board of Commissioners and Board of Education recognize the strong commitment by the County and its citizens to high-quality educational facilities. To that end, Durham Public Schools and the County will both support the ongoing upkeep, operation and repair of new and existing facilities.

13. The Board of Commissioners and Board of Education shall jointly meet in the last quarter of each calendar year to review compliance with this Memorandum of Understanding prior to the commencement of the following year’s budget discussions.

14. The Board of Commissioners and Board of Education shall review this MOU in the fall of 2018 and every two years thereafter and discuss how well we are meeting these mutually agreed upon goals and whether any need to be changed or added.

COUNTY OF DURHAM

Durham County Board of Commissioners

Attest:
V. Michelle Parker-Evans, Clerk

DURHAM PUBLIC SCHOOLS

Durham Public Schools Board of Education

Attest:
June Snyder, Board Liaison
STUDENT ACHIEVEMENT OVERVIEW 2015-2016
2015-16 Summary

Major Highlights of Overall Achievement:
• 36.3% of students were College and Career Ready (Achievement Levels 4-5)
• 44.9% of students were Grade Level Proficient (Achievement Levels 3-5)
• 69% of DPS schools MET or EXCEEDED Expected Growth
  > 23 of 30 elementary schools
  > 5 of 9 middle schools
  > 8 of 11 high schools
2015-16 Highlights

• Elementary Schools had positive gains –
  > 3rd – 5th Grade – Reading and Math Increases
  > 5th Grade Science Increase
• Biology had positive gains
• Increases in the following College and Career Readiness Indicators
  > ACT - +4.2%
  > ACT WorkKeys - +2.6%
  > Four-Year Cohort Graduation - +1.4%
• 100% Four-Year Cohort Graduation Rate (City of Medicine Academy, JD Clement Early College, and DTCC Middle College)
• A+ Schools (City of Medicine Academy, JD Clement Early College, Mangum Elementary)
Performance Composite

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# Proficiency Comparative Elementary Schools

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Proficiency Comparative High Schools

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<td>Math Course Rigor</td>
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## 4 Year Cohort Graduation Rate

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<th>2016 Graduation Rate</th>
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SUSPENSION DATA (PRELIMINARY)
# Suspension Data

(**Preliminary and Unverified/Certified by DPI)**

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<td>Count of Short-term Out of School Suspensions (OSS)</td>
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<td>Count of Students who have received a Short-term Out of School Suspension (OSS)</td>
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<td>64</td>
<td>67</td>
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QUESTIONS
Joint Meeting of the Board of Education and the Board of County Commissioners
September 20, 2016

Presentation on Mental Health, Social Services, and Restorative Justice Practices

Dr. Bert L’Homme, Superintendent
Dr. Debbie Pitman, Assistant Superintendent
MENTAL HEALTH
Advancing Social Emotional Learning

- Student Assistance Program (SAP) to Response to Intervention (RtI) to Multi-Tiered System of Support

- 2008 - 2016
  - School Based Support Program

- 2014 - present
  - Mobilizing student support services personnel to support and intervene and provide groups/individual counselling
Implementation Process

• Request for Proposals, Memorandum of Agreement
• Multi-Tiered System of Support (MTSS) orientation and training on roles and responsibilities
• Expectations for school and provider
• Tracking system of services
• Lessons Learned
  - Point of contact identified
  - Communication system between provider and MTSS
  - Office and meeting space
  - Data collection regarding parent/family contact
  - Evaluation of service by parent and school
Service Delivery Model

Co-Located school-based mental health services will be available to students referred who have **written consent from parents** and who are not already connected with a mental health provider. The mental health agency co-located in a school will offer the following services:

- Comprehensive Assessment
- Individual Therapy
- Group Therapy
- Family Therapy
- Training and consultation for school staff and Multi-Tiered System of Support teams
Scaling Up to Serve All Schools

Year 1: 2014-15
Pilot with *Family Preservation* in four schools (Southern HS, Githens Middle, Brogden Middle, and Eastway Elementary) during the fourth quarter of the school year

Year 2: 2015-16
Expanded to 30 elementary schools served plus the original middle & high schools pilots

Year 3: 2016-17
- All elementary, Githens, Brogden, Southern HS (original pilot)
- Added all middle schools
- Added DSA, Lakeview, and The School for Creative Studies
- Collaborating with Duke/Durham Regional, pediatricians to streamline referral process to co-located mental health services
SOCIAL SERVICES
DPS School Social Workers

• 2015-16 DSS/DPS collaboration changed
  > Eliminated 12 DSS Social Workers (50/50)
  > Launched DSS Preventive Social Workers

• 24 DPS School Social Workers
  > High schools have “full-time” social workers
  > Middle schools have “full-time” social workers
  > Elementary schools “share” social workers

• 6 Child and Family Support Team
  > Full-time School Social Workers
  > 3 elementary (Smith, Eastway, Bethesda)
  > 2 middle schools (Neal, Lowes Grove)
  > 1 high school (Southern)
Collaboration

- The Prevention Social Worker collaborates with the Multi-Tiered System of Support (MTSS) Facilitator to assess and understand the needs of the family.

- The Prevention Social Worker partners with parents/guardians who elect this service to provide support to the family; primarily these are services available through DSS and community partners.

- The goals are:
  1. to strengthen the family unit,
  2. enhance the academic performance of the child/children and,
  3. prevent child abuse or neglect.
What Does a Referral Look Like?

- **Acceptable Referral:**
  - All areas of the form are completed
  - Factors or characteristics checked (family issues that impact educational setting, chronic/repeat truancy; problematic social interaction)
  - Specific description of concern

- **Not Acceptable**
  - Parent/caretaker resides in another county
  - Concerns meet child abuse and neglect standards
RESTORATIVE JUSTICE PRACTICES
Cultural Transformation

Changing outcomes for students through:

- Improving student **academic success** and socio-emotional well-being for all students
- Designing **interventions** that reduce time out of the classroom
- Building **relational capacities** with families, students, staff and the community
School & District - 5 Year Plan

Cultural Transformation Strands

- Code of Student Conduct
- Leadership Blueprint
- Culture and Equity Trainings
- Capturing Kids’ Hearts
- Restorative Practices/COSEBOC
Cultural Transformation Strands

**Code of Student Conduct - Revised**
- Principal Toolkit
- Faculty and Staff Toolkit
- Parent and Community Toolkit
- Student Toolkit

**Leadership Blueprint**
- District Leaders, Senior Staff, Central Services
- Principals
- Assistant Principals

**Culture and Equity**
- Inter-Departmental District Team Training
Capturing Kids’ Hearts

• “Capturing Kids’ Hearts is the beginning of a transformational, ongoing process for teachers and administrators at the campus and/or district level.”

(Source: Flippen Group.com)

• Known impact?
  > Higher attendance
  > Fewer tardies
  > Lower discipline referrals
  > Fewer dropouts
  > Increased graduation rates

• Higher teacher satisfaction
• Improved student performance – academic & socio-emotional well-being
• Struggling schools experience turn around
• Higher-performing schools improve upon current practices
Restorative Practices

- ... an approach to building school climate and addressing student behavior that fosters belonging over exclusion, social engagement over control and meaningful accountability over punishment (Armour, 2016)
- Conflict Resolution, Peer Mediation, Truancy Court
- COSEBOC Grant - Restorative Justice
  - Coalition of Schools Educating Boys of Color
  - Grant and partnership
  - Planning meetings in progress
  - 2017 Launch
COSEBOC PROJECT GOALS

• Increase the cultural competence and restorative practice competence of school-based and district-level personnel to support the academic achievement and affirmative development of boys of color.

• Create and implement opportunities to sustain culturally competent and restorative justice practices of educators and administrators in DPS.

• To invest DPS and community buy-in commitment to COSEBOC/RJ initiative.
NEW STRATEGIES TO REDUCE SUSPENSIONS
## Policy 4301 Level I-A: No Suspensions

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Elementary (K-5)</th>
<th>Secondary (6-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plagiarism (copying)</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Electronic Devices (cell phones, iPads, 2-way radios, etc.)</td>
<td>✅</td>
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</tr>
<tr>
<td>Student Dress Code</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Minor Disruptive Behavior</td>
<td>✅</td>
<td>✅</td>
</tr>
<tr>
<td>Attendance</td>
<td>✅</td>
<td>✅</td>
</tr>
</tbody>
</table>
Community Partnerships

Drug Education and Counseling (DEAC)

GANG PREVENTION (GEAC)

SELF-REGULATION-FIGHTING

SEXUAL MISCONDUCT INTERVENTION

THEFT

BULLYING

Community Providers
DISCUSSION