

Approved by the Charlotte-  
Mecklenburg Board of Education  
October 13, 2009  
Regular Board Meeting



Charlotte, North Carolina

February 24, 2009

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on February 24, 2009. The meeting began at 4:37 p.m. and was held in Room 267 of the Government Center.

Present: Molly Griffin, Chairperson, District 5;  
Kaye McGarry, Vice-Chairperson, Member At-Large;  
Joe I. White, Jr., Member At-Large;  
Trent Merchant, Member At-Large;  
Larry Gauvreau (District 1);  
Kimberly Mitchell-Walker (District 2);  
James Ross (District 3);  
Tom Tate (District 4); and  
Ken Gjertsen (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André Mayes, Deputy General Counsel, Hugh Hattabaugh, Chief Operating Officer; Tyler Ream, Chief of Staff; and Nancy Daughtridge, Clerk to the Board.

**Chairperson Griffin moved to open the Closed Session meeting to discuss the following purpose:**

- **To consult with the Board's attorneys on matters covered by the attorney-client privilege including but not limited to impending real estate transactions and personnel matters.**

**The Closed Session meeting was conducted pursuant to Section 143-318.11(a) of the North Carolina General Statutes.**

The Board held a Closed Session meeting from 4:37 p.m. to 6:01 p.m.

Chairperson Griffin reconvened the Regular Board Meeting at 6:10 p.m. in Room 267 of the Government Center. CMS-TV Channel 3 televised the meeting.

Present: Molly Griffin, Chairperson, District 5;  
Kaye McGarry, Vice-Chairperson, Member At-Large;  
Joe I. White, Jr., Member At-Large;

Trent Merchant, Member At-Large;  
Larry Gauvreau (District 1);  
Kimberly Mitchell-Walker (District 2);  
James Ross (District 3);  
Tom Tate (District 4); and  
Ken Gjertsen (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André Mayes, Deputy General Counsel; Hugh Hattabaugh, Chief Operating Officer; Members of Executive and Senior Staff; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

## I. CALL TO ORDER

Chairperson Griffin called the meeting to order at 6:10 p.m. Chairperson Griffin welcomed everyone to the Board's second meeting of the month which would be held in a Work Session format.

### A. Adoption of Agenda

Chairperson Griffin called for a motion to adopt the agenda as presented.

**Ms. McGarry moved, seconded by Mr. Tate, that the Board adopt the agenda as presented, and the Board voted 9-0 in support of the motion.**

## II. CONSENT ITEMS

A. Recommend approval of appointment of administrative personnel.

*Transfers:*

- *Denise Atkinson named principal at West Mecklenburg High School. Ms. Atkinson previously served as principal at CATO Middle College.*
- *Gina H. Smith named principal at new Salome Church Road Elementary School. Ms. Smith previously served as Director of Exceptional Children Educational Services.*

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

**Mr. Tate moved, seconded by Mr. White, that the Board adopt Consent Items A., and the Board voted 9-0 in support of the motion.**

## III. ACTION ITEMS

### A. Recommend approval of modification to 2008-2009 School Calendar

Chairperson Griffin called upon Dr. Gorman to present the recommendation. Dr. Gorman said the Board of Education adopted the 2008-2009 School Calendar in November 2006. The school calendar includes parameters that the school calendar must be built around which includes the first day of school and the last day of school. Within that span, many dates must be included to create the calendar such as holidays, end of quarter, staff development days, and protected teacher workdays. The calendar also includes scheduled make up days, in the order

they are to be used, for times in which school will be closed because of inclement weather. The scheduled make up day for the February 4, 2009 “snow day” is April 6, 2009 which is the first day of spring break. Making up the February 4<sup>th</sup> snow day on April 6<sup>th</sup> creates challenges for families, students, and staff. Dr. Gorman said he asked Sarah Crowder, attorney at law and Policy Administrator, who works with the calendar committee to review the calendar for other options for making up the snow day on another day. Dr. Gorman said based upon the information provided, staff is recommending that the Board modify the 2008-2009 School Calendar to change the make up day for February 4<sup>th</sup> from April 6, 2009 to Friday, March 27, 2009. Dr. Gorman called upon Ms. Crowder to review the logic in changing the calendar. Ms. Crowder said it is the Board’s duty, by Board Policy and law, to adopt a school calendar each year. Within that calendar, the Board adopts at least five make up days that are designated in the order in which they are to be taken and any modification of the calendar, which the administration is requesting, must be done by the Board. In order to accomplish this change within the parameters of North Carolina law, the designated uses of several other days in the calendar must also be changed. The proposed change is to move the make up day from April 6<sup>th</sup> to March 27<sup>th</sup> which on the calendar is a protected teacher workday which is required at the end of every academic quarter by law. That protected teacher workday would then move to April 6<sup>th</sup> replacing that annual leave day. The annual leave day of April 6<sup>th</sup> would move to June 12<sup>th</sup> which on the calendar is a teacher workday. The workday from June 12<sup>th</sup> becomes the workday that was taken from February 4<sup>th</sup>. Ms. Crowder said this seems complicated but we must comply with North Carolina law and any calendar that is approved or modified must include a protected workday at the end of every academic quarter and one at the end of the school year, a requisite number of workdays, and ten annual leave days.

Board members were invited to ask questions and make comments.

- Ms. McGarry said initially March 27<sup>th</sup> was a teacher workday and she wanted to ensure teachers would get an extension to complete their end of term grades. Ms. Crowder said this has been discussed by staff and should the Board approve the changes to the calendar, the decision has been made to delay the date when grades would be due from teachers.
- Mr. Merchant asked if a Public Hearing was required before the Board adopts a school calendar? Ms. Crowder said, no, that is not a requirement in Board policy.
- Mr. Tate asked what are the practicality implications for making a day during spring break a protected teacher workday? Ms. Crowder said April 6<sup>th</sup> would become an optional teacher workday in which teachers with annual leave would be able to take that day off. Teachers who do not have annual leave would be expected to work that day unless they work out an arrangement with their principal to make up the time on another day. Mr. Tate expressed concern that April 6<sup>th</sup> is a part of spring break and that some teachers may have to work on that day.
- Mr. Gjertsen asked why change the date? Dr. Gorman said it is anticipated that there would be extremely diminished student and staff attendance on April 6<sup>th</sup> and that would negatively impact the effectiveness of the instructional day.

Chairperson Griffin called for a motion to adopt a modification to the 2008-2009 school calendar.

**Ms. McGarry moved, seconded by Mr. Merchant, that the Board approve the proposed modifications to the 2008-2009 School Calendar to include March 27, 2009 to be the**

**make up day for February 4, 2009, and the Board voted 9-0 in support of the motion.**

B. Recommend approval of revised Budget Calendar for Fiscal Year 2009-2010

Chairperson Griffin called upon Dr. Gorman to present the recommendation. Dr. Gorman called upon Sheila Shirley, Chief Financial Officer, to present the recommendation. Ms. Shirley said the Board adopted the 2009-2010 Budget Calendar at the February 10, 2009 Regular Board meeting. This request is asking the Board to revise that adopted calendar by delaying the 2009-2010 Budget presentation to the Board scheduled for March 10, 2009 until April 14, 2009. At this time, CMS has received limited information from both the state and local levels regarding the actual budget reductions as well as the specific financial impact of the federal "stimulus" funding. This year, the Board has been much more involved in the budget process and has been made aware of this year's funding implications. The delay will provide staff more time to work out local, state and federal funding, and also learn more details about the federal stimulus package and how it will affect the district. North Carolina Gov. Beverly Perdue is expected to release the state budget by mid-March, which should provide more information about state funding projections, as well as allotments from the economic stimulus plan. The revised calendar changes the budget presentation date to the Board from March 10<sup>th</sup> to April 14<sup>th</sup> and reschedules the March 26<sup>th</sup> Board Budget Work Session to April 29<sup>th</sup> which will follow the April 28<sup>th</sup> Public Hearing. Staff would like to have one Board Work Session following the Budget Public Hearing. The April 29<sup>th</sup> Board Budget Work Session would include a Board straw vote on the proposed budget request. The Board adoption of the proposed 2009-2010 Board of Education Budget is scheduled for the May 12, 2009 Regular Board meeting and that adopted budget will be presented to the Board of County Commissioners (BOCC) on May 15<sup>th</sup>. The revised calendar has been updated to include the dates that the County Manager has added to his calendar (May 19<sup>th</sup> County Manager's recommended operating and capital budgets presented to the BOCC and May 28<sup>th</sup> Public Hearing on BOCC 2009-2010 Budget).

Chairperson Griffin called for a motion to adopt the revised 2009-2010 Budget Calendar.

**Mr. White moved, seconded by Mr. Merchant, that the Board approve the revised Budget Calendar for Fiscal Year 2009-2010, and the Board voted 9-0 in support of the motion.**

Mr. Gjertsen left the Regular Board meeting at 6:21 p.m.

**IV. REPORT/INFOMRATION ITEMS**

A. Report on Strategic Plan Charter: Freedom and Flexibility with Accountability Phase II

Chairperson Griffin called upon Dr. Gorman to introduce the report. Dr. Gorman called up Ann Clark, Associate Superintendent for Pre-K-12 Curriculum and Instruction; Lorry Morrow, Executive Director for the North Learning Community; Steve Hall, principal at Bruns Avenue Elementary School; and Denise Watts, principal at Mint Hill Middle School, to provide an update on *Strategic Plan 2010* Project Charter Freedom and Flexibility with Accountability. Dr. Gorman said Dr. Louise Jones, principal at Hopewell High School, was also scheduled to provide a report to the Board but due to illness she will not be able to attend the meeting and Ms. Morrow will review her information. Dr. Gorman said this will be an update on Freedom

and Flexibility with Accountability and the next phase of the Project Charter. Dr. Gorman said at the February 13<sup>th</sup> Board Retreat, the Board discussed changes to the format of the reports/presentations at Board Work Sessions. Staff is finalizing the new format and this presentation will follow the old format.

Ms. Clark said Lorry Morrow is also the project manager for Freedom and Flexibility with Accountability (FF&A) and the Phase II implementation and she will provide an update on the first phase of the Project Charter and next steps. Steve Hall will provide an interesting perspective to the Board on being a Strategic Staffing Principal. Mr. Hall left a school last spring and moved to one of the Strategic Staffing Schools to participate in the new FF&A opportunity. Denise Watts has had the opportunity to implement FF&A at Mint Hill Middle School which is her current assignment and she will share how she used FF&A in her first year as principal at the school. As of Monday, she will move to Spagh Middle School and she will share what FF&A may allow her to do as she moves to the new assignment. Dr. Louise Jones is ill and Ms. Morrow will share the information that Dr. Jones was going to review regarding her first year at Hopewell High School in the FF&A initiative and the implementation of a Single Gender Program.

Ms. Clark highlighted background information regarding the implementation of the Freedom and Flexibility with Accountability initiative:

- Purpose
  - Promote a sense of community and cooperation within schools and among learning communities where research based practices, innovative teaching models, creative thought and supplemental curriculum are shared.
  - Increase retention of highly qualified principals and teachers.
  - Provide options for meeting the needs of schools capable of moving beyond Managed Instruction which has been the philosophy for the past ten years.
- Theory of Action
  - Shift the decision-making power from central administration to those who work closely with our students, parents and local community members (principals).
  - Provide Managed Performance Empowerment.
  - Redesign instructional efforts that move beyond the use of traditional managed instructional programs. Empower principals to implement instructional options using creativity, research, and accountability.

Ms. Clark said the presentation will review lessons learned and changes that will be made prior to the kickoff in March in which the principals for Cohort II will be announced. In an effort to not provide a framework for FF&A, staff intentionally did not set many guidelines around FF&A because the environment for Managed Instruction was very prescriptive and included protocols. Principals participating in the first phase of the initiative did seek guidance and in the next steps there will an opportunity for Cohort I and Cohort II to meet to share lessons learned, best practices, and early data on the initiatives implemented this school year by Cohort I.

Ms. Morrow reviewed the process for selecting principals for Cohort I, the status of Freedom and Flexibility with Accountability, and the next steps.

- Criteria for Freedom and Flexibility – Cohort I

- Principal experience greater than two years.
- Two-year average growth on End-of-Grade/End-of-Course tests:
  - Elementary school greater than .04.
  - Middle school greater than .04.
  - High school greater than .03.
- At standard or above standard principal evaluation.
- Fifty principals identified (includes principals from fifteen Focus schools, eight Title I principals, and principals from all learning communities):
  - Twenty-six elementary schools.
  - Ten middle schools.
  - Twelve high schools.
  - Two executive area directors.
- Focus of the 2008-2009 School Year:
  - Principals were to focus on instructional options that would bring about change in student achievement in their schools. Instructional options may have been a break from the past, required new knowledge and skills, and were researched-based.
  - Options included organization of teaching and learning, use of assessments to monitor student progress, and minimized “non-negotiables” which provided principals additional flexibility.
  - The criteria held tight to the implementation of the North Carolina Standard Course of Study in grades K-12, Open Court at the elementary level, and the K-3 Intensive Reading Model.

Ms. Morrow said the principals were provided minimal structure in an effort to test the creativity of the principals. Many principals were ready to move beyond and were reviewing various options to implement, some principals were able to move the dial as they moved beyond Managed Instruction, and some are still working collaboratively and creatively as they think ahead to the options to implement next year. Ms. Morrow called upon Steve Hall and Denise Watts to share how FF&A impacted the instructional programs at their schools.

Mr. Hall said a part of the flexibility that he exercised at Bruns Elementary School was using his discretion to delegate increased decision-making to the teachers. In his experience, that is a vital method for building staff confidence and true ownership of their students’ academic performance. Some of the options utilized by the teachers included the implementation of significant changes in their pacing guide such as substituting materials and skill focus lessons that they designed, used a software program to design their own unit ending assessment, and used increased use of differentiation which is a part of the decision-making power that teachers need to impact students and build level leaders. Mr. Hall said a key point was his freedom to grant flexibility based upon his individual assessment of needs and capabilities of his staff with the vital skills that he was able to utilize. He believes the changes implemented will ultimately help prepare students for middle school, high school, and college as well as build a true professional learning community. Mr. Hall used his FF&A to eliminate Positive Behavior Intervention and Support (PBIS) which was the required discipline program for the school. Instead, Mr. Hall and his staff developed a discipline program and have maintained data collection to gauge its impact. The initial results have been dramatic, showing a decrease in Average Daily Office referrals for discipline problems. Mr. Hall said he has always strived to do what is right for his staff and students and having FF&A granted to him has strengthened his ability to make Bruns Elementary School successful.

Ms. Watts said having FF&A has given the teachers at Mint Hill Middle School the ability to take risks and move beyond programs and prescriptive lessons. Ms. Hill said those types of Managed Instructional programs have their place but she and the staff at Mint Hill believe they should not drive the instructional program. All schools are different and students have different learning needs. The FF&A has allowed teachers to differentiate teaching and learning to accommodate the needs of the student and the school. The most impressive aspect of FF&A at Mint Hill Middle School is it has stretched the growth and development of teachers and their practices in the classroom. It has essentially given the teachers a license to do more than the basic expectation. It allowed staff to embrace what they have known which is cookie cutter approaches do not apply and will not suffice. Weekly planning meetings have an enhanced quality when there is not an over-reliance on pacing guides and boxed programs. Teachers know they have to work harder and smarter when they have been given the privilege to step outside of the box because they are held accountable. The environment at Mint Hill is more result oriented. Ms. Watts discussed the positive impact of implementing the Advancement Via Individual Determination (AVID) Program which has taught students organizational skills, how to study at school and at home, to be active participants in note taking and listening, how to be successful in more rigorous programs; and being smart is cool. Ms. Watts said she also decided to replace the CMS formative tests that are offered through the CMS Accountability Program with a Common Assessment which is endorsed by research that indicates teachers should be participating in developing their own assessments and desegregating the data from those assessments. With that information, teachers have become more result oriented and teachers are providing remediation and enrichment. This also has the capability of assessing subgroups of students rather than performance as a whole. Ms. Watts said she is in transition to Bishop Spaugh Middle School and she is excited about the new opportunity. She is aware of the challenges that she will face and is looking forward to making Bishop Spaugh Middle School a success story. Ms. Watts said her FF&A plans for Bishop Spaugh based upon her initial observation include changing the master schedule upon arrival, deemphasizing the focus on remediation, planning lessons that are appropriate for students, and emphasizing the focus on rigor in the classroom. Students will be more engaged in the classroom and when students are more authentically engaged that will result in less behavior issues in the classroom. Ms. Watts thanked the Board for the opportunity to participate in the FF&A Initiative.

Ms. Morrow said the implementation of the Single Gender classroom at Hopewell High School was a new instructional initiative for this year. It is comprised of 9<sup>th</sup> grade students in math and English classes. A team of teachers attended a special summer training conducted by experts utilizing research data regarding Single Gender classes. Four Single Gender classrooms were created (two math and two English). Unique to this concept, a male math teacher is teaching female students and a female math teacher is teaching male students while in the English classrooms a male English teacher is teaching male students and a female English teacher is teaching female students. Early indicators of success for this program are attendance in the classes is strong and few to little discipline problems exist. Only two students opted out of the math classrooms this fall. Teachers are now asking that staff review options for Single Gender classrooms under the honors programs. Teachers in the other content areas of Social Studies, Science, and Physical Education are also requesting that staff review options for implementing Single Gender classrooms for those courses as well. Prior to taking this step, staff will carefully analyze the achievement data and the End of Course scores

because the primary emphasis of this initiative is increased student achievement. An unexpected stem from the Single Gender classes has been the development of an extracurricular Book Club called the *Lady Nine Book Club*. The club consists of approximately forty female students who read on Saturdays with the assistant principal and various family members. As a result of that, a male teacher at Hopewell High School is developing an extracurricular club to target ninth grade male students to foster math and create a Math Club.

Ms. Morrow reviewed the next steps for the 2009-2010 school year.

- 2009-2010 school year:
  - Expand opportunities/options for FF&A. Focus on operational management areas including the human resources piece regarding teacher scheduling, departments, and ways in which they are utilized in the building.
  - Identify principals for Cohort II.
  - Create opportunities for participants in Cohort I and II to meet and share lessons learned on a quarterly basis.
  - Develop 2009-2010 FF&A Criteria for Cohort II.
    - Several staff members (executive staff, select group of principals, and areas superintendents) attended a seminar with the Aspen Institute in December 2008. The Aspen Institute reviewed the CMS FF&A Project Charter and provided feedback. Recommendations included raising the bar for the second cohort. The Accountability Department, area superintendents, and executive staff reviewed various levels of the growth criteria and redefined the FF&A criteria for Cohort II.
    - FF&A criteria Cohort II:
      - Principal experience greater than two years.
      - Two year average growth in End of Grade and End of Course scores of .10.
      - At standard or above principal evaluation.
- Next Steps:
  - Late March, identify thirteen principals for Cohort II (representing four Title 1 schools and six Focus schools).
    - Ten elementary schools.
    - One K-8 school.
    - One 6-8 school.
    - One high school
  - Establish regular meeting structure for FF&A principals.
  - Define additional flexibility for 2009-2010 school year.
  - Continue work with Educational Resources Strategies (ERS) to pilot fiscal flexibility options.
  - Design a review process for schools in which FF&A principals have been reassigned to another CMS school.

Ms. Clark said we are half way through the first year of this initiative. This year, staff intentionally announced the FF&A early enough in the school year in order for principals to have the flexibility to be involved in the hiring and scheduling stage of the school year rather than waiting until later in the year when many of those decisions have already been made. Ms. Clark said we are opening the door for FF&A and we want our best practices to be shared with principals across the district and not just the principals in the FF&A Initiative. We are in a



balancing act of continuing to share best practices and allowing those principals to have the flexibility to tailor options for their specific school.

Board members were invited to ask questions.

- Mr. Merchant commended Mr. Hall for developing a discipline system for his population of students and Ms. Watts for teaching study skills. Mr. Merchant asked what does an End of Grade or End of Course growth of .10 mean? Dr. Gorman said that is an index number that actually equates to substantially more than one year's growth but that specific criterion is calculated as an average of two year's growth. Mr. Merchant commended Mr. Hall and other principals who were already displaying an initiative to develop their own methods of freedom and flexibility. He said the Hartford School System is starting all their schools off with freedom and flexibility and that is an initiative that they have to lose rather than gain. Mr. Merchant asked clarifying questions regarding autonomy and Dr. Gorman responded. Dr. Gorman discussed the concept used by New York City in which all principals are automatically given autonomy in a much greater scope; earned autonomy versus the autonomy granted to everyone, managed instruction, and freedom and flexibility with accountability. Some principals in CMS have been using freedom and flexibility prior to the initiative but that would be better described as politely non-compliant. Some of those principals were successful but many have not been successful in their initiatives. Dr. Gorman said staff has struggled with creating the concept of freedom and flexibility including how is it granted and how does managed instruction still fit. Staff would like to eventually get to an environment in which all principals will morph into freedom and flexibility. Mr. Merchant asked what must happen to reach that point? Dr. Gorman said to reach that point we must ensure all principals are prepared to take that step. We also must make a decision at the Board level regarding what is the Board's Theory of Action and how does it morph into manage performance empowerment. The Board must decide the status of this concept and provide staff clear direction. Staff must review methods of sharing best practices for the successful initiatives. Many people would agree that managed instruction and its compliance component raised the floor but did not raise the ceiling. Mr. Merchant said this is a choice and he believes if a principal is granted a measure of autonomy they would be able to be more nimble and able to react immediately should an issue arise. Mr. Merchant encouraged the Board to review its Theory of Action and clarify the message they want to send to staff. Dr. Gorman said we must also change the way we operate as a district office because we will move from a district office that provides one standard of support for everyone. The district office will also have to become more nimble and a customer service based model.
- Ms. McGarry this is exciting and refreshing. She is happy that Mr. Hall chose to eliminate the PBIS Program because she believes in most schools discipline is controlled by the tone of the principal and the teachers or the uniforms that some schools mandate and not the program. She would like the costs associated with the PBIS Program versus a principal developing his/her own behavioral program. Mr. Hall said the only fee for his program is for the data management system. Most of the conversation at his school regarding school climate revolves around instruction and 90% of the discipline behavioral issues are addressed by high quality instruction. Ms. McGarry is also happy the AVID Program will be a cornerstone at Mint Hill Middle School. Ms. McGarry expressed concern that Cohort II only involves an additional thirteen principals and this only equates to 37% of our

principals having FF&A in the district. She has encouraged from day one that all principals be granted FF&A because this would determine the locations of the weak spots. She believes this should involve a sense of urgency because we are running out of time and losing a generation of students when a strong leader is not provided at a school. She discussed the importance of having strong leaders in our schools that have a strong skill set and know how to manage their population of students. She said teachers will follow those principals and will want to teach for those principals. She encouraged the Board to move faster. Ms. McGarry asked clarifying questions regarding choices for professional development and New Leaders for New Schools. Dr. Gorman and Ms. Clark responded.

- Mr. White said it is great that we have a framework that principals have the blessings from central staff and the Board to build their own team. Mr. White believes that is an important point in the success of this initiative. Mr. White commended Dr. Gorman and staff on their success in this initiative. He said it is important that the Board continue to allow this process to evolve and change it when it needs changing.
- Mr. Ross believes this is a common sense and he commended Dr. Gorman and staff for taking a common sense approach. Mr. Ross commended Mr. Hall for passing his power on to teachers. Mr. Ross believes decisions are best made at the lowest level. Mr. Ross asked clarifying questions about the review process for a school when FF&A principals transition to another school and Ms. Clark responded.
- Mr. Gauvreau said this is the third year we have talked about granting freedom and flexibility and he does not believe freedom and flexibility should be handed out selectively. He expressed concern that this is not enough because principals do not have control over budget, bell schedule, extended classroom time, and other tools. This is not powerful enough, only impacts fifty principals, and we have not done anything differently. He believes principals deserve more operational control so that they can culturally reform their schools. Dr. Gorman discussed the positive impact of the initiative, commended the principals for their great work for impacting the lives of students, and he encouraged Mr. Gauvreau to visit Bruns Avenue Elementary School to see the improvements. Mr. Gauvreau discussed his concerns regarding the FF&A Initiative that included changes at best are only incremental, there are better ways to push power into the hands of the schoolhouse, and this is not enough. Mr. Gauvreau believes all the schools should be granted freedom and flexibility.
- Mr. Merchant said FF&A is a great thing and the links to which it has been extended are “sort of” in line with the Board’s Theory of Action which is a “sort of” approach. He said granting freedom does not start with the Superintendent. It starts with the Board making a clear statement and it is on the Board to take the next step as soon as possible.
- Chairperson Griffin said a discussion on Theory of Action is on the agenda for the Sustainability Retreat scheduled for March 27<sup>th</sup> and 28<sup>th</sup>. Chairperson Griffin said FF&A is a significant program and if it does not go far enough that is a reflection on the Board. Chairperson Griffin said the Board delegated this to the Superintendent and he has done a good job implementing the process. Chairperson Griffin asked how many principals would have been granted FF&A in Cohort I if the .10 measurement was used? Dr. Gorman said he has that information and will provide it at a later time. Chairperson Griffin said Bishop Spaugh Middle School was recently restructured and she asked Ms. Watts if that would impact her ability to use FF&A at her new assignment? Ms. Watts said there is already flexibility and freedom in the restructuring process because you have the ability to make changes to accommodate the students at the school. Ms. Watts said she

does not believe there will be any initial restraints by the restructuring. The school chose a specific form of restructuring and she has the option to not follow that form which is what she plans to do.

- Mr. Tate asked what was the rationale for changing the measurement from .04 to .10? Dr. Gorman said staff was concerned whether the .04 measurement was rigorous enough if accountability was going to be on the front end and was it held to a high enough standard. As a general statement this is hard to quantify and part of that involved a judgment of how many more principals to include in the second year as staff worked through finalizing the process. Mr. Tate asked do we know how many principals did not succeed? Dr. Gorman said we do not have enough data at this time. Dr. Gorman said this also involves the understanding that the Board is going to reexamine the Theory of Action and staff awaiting further direction from the Board.

#### B. Report/Work Session on 2009-2010 Operating Budget

Chairperson Griffin called upon Dr. Gorman to introduce the report. Dr. Gorman thanked the members of the public who are watching, monitoring, and providing feedback on the budget through the CMS website. He also thanked the members of the Principal Leadership Advisory Team for providing feedback and attending the Board Work Sessions on the budget. This is the third of our six scheduled Board Work Sessions on the budget. CMS is facing a challenging fiscal environment and we have seen the level of anxiety increase amongst parents, employees, and the public around the budget. This year, staff has strived to be transparent regarding the budget as well as provide worse case scenario options based upon the current information available at the time. We are still awaiting final information regarding the potential "stimulus package" funding and we have not received clarity on that as well as other topics, and there will be some variation as that information is finalized. Staff believes it is critically important to receive some direction from the Board tonight to begin making some initial steps towards reductions and begin planning for other potential reductions because everything is intertwined. We are at the point in which principals must know the status of their positions for next year to begin their planning and evaluation process. We must also make some critical decisions on equity issues such as textbooks. If decisions about textbooks are not made soon they will not be delivered on time. Dr. Gorman said staff is asking the Board to review the list of items recommended to be cut and Tiers 1, 2, and 3 and provide feedback and direction. Staff would like to know what items can be operationalized to begin making initial reductions. There are steps that must be taken that include allotments to schools and staffing for six new schools opening. At this point, we do not have the final numbers from the County and the State but staff would like to plan for the initial reductions hoping to be able to bring some of those items back pending the final numbers. This is a position of holding back positions. Last year, we held back over sixty positions and when the reversion came through we were able to return those positions. The reinstatement of cuts would go through a prioritization process for example beginning with the bottom of Tier 3 and moving up. Staff has identified \$55.4 million in the first group of potential reductions and those items have been discussed at several meetings. Tiers 1, 2, and 3 have the potential of another \$24.1 million. The two combined equate to \$79.5 million in identified reductions that may need to be reduced from the 2009-2010 Operating Budget. At this point, we are still awaiting the final numbers from the federal "stimulus package," the County, and the State. Staff is initially planning for a 5% State reduction. Staff is seeking direction from the Board. The Board will be advised of some specific position recommendations that will be discussed at the next Closed Session

scheduled for March 10<sup>th</sup> regarding personnel and staff.

Dr. Gorman provided the Board an update on the 2008-2009 Budget. In November 2008, the State requested a reversion totaling \$5.3 million; in January 2009, the County requested a reversion of \$2.5 million; and on February 23, 2009 the County requested a second reversion totaling \$2.5 million. Total reversions to date equal \$10.3 million but there may be additional reversion requests from the County and the State.

Dr. Gorman reviewed the proposed reductions for the 2009-2010 Budget. Targeted Budget reductions include the following:

- Local/County reductions – 5% of budget\* \$17.6 million
- State reductions – 5% of budget \$35.7 million
- Total \$53.3 million
  
- Total potential additional reductions \$55.4 million

Dr. Gorman noted that the County reduction (\*) is based upon asking for adequate funding to cover sustaining operations, growth/new schools, and new initiatives resulting in essentially a flat County budget request. Dr. Gorman said the County has also asked CMS to review options for a 10% reduction. Dr. Gorman called upon Sheila Shirley, Chief Financial Officer, to review proposed budget scenarios, worse case scenarios, and other budget reductions to equate to a 10% County budget reduction. Ms. Shirley reviewed the following budget information:

- 2008-2009 Base Budget \$351.4 million
- Sustaining Operations/Growth/New Initiatives \$ 17.6 million
- 5% Reduction Target (\$ 17.6 million)
- 2009-2010 Proposed County Appropriation \$351.4 million (flat funding)

Tier Options:

- Tier 1 \$ 8.3 million
- Tier 2 \$ 7.7 million
- Tier 3 \$ 8.1 million
- Total \$24.1 million

Ms. Shirley said the tiers would allow CMS to make only the first tier of cuts, the first two tiers or all three, providing a graduated system of reductions. Nearly all of the tier reductions would be made at the school level, trimming teachers and other school staff. A total of 545 positions would be trimmed if all three tiers of reductions are made. Should the County request a 10% reduction, staff would need to find an additional \$11 million in reductions or a Tier 4 and those reductions could include salary changes, reductions, or furloughs but those decisions have not be made at this point. Dr. Gorman said following the budget information, André Mayes, Acting General Counsel/Deputy General Counsel, will review information regarding salary reductions and furlough.

Dr. Gorman said significant adjustments that have been made to potential reductions from the last meeting. Dr. Gorman reviewed the current recommended budget reductions as follows:

- Potential Budget Changes:
  - Assistant principal formula change resulted in an increase of \$315,175.
  - Proposed Summer Four Day Work Week would save \$281,000.
  - Classroom Central reduction would save \$30,000.
  - Human Resources changes and organizational moves would save \$67,973.
- 2009-2010 Potential Budget Reductions:

	Reduction \$\$	Total \$\$	Positions
<b>Central Support and Operations</b>			
Communications/Strategic Partnerships/CMS TV	622,070		
Human Resources	841,467		
Technology Services	811,435		
Finance	217,192		
School Law Enforcement	2,025,531		
Office of Accountability	643,311		
Building Services	6,613,332		
Transportation	1,554,546		
All Other Central Support & Operations	1,562,112		
<b>Subtotal – Central Support &amp; Operations</b>		<b>\$ 17,568,583</b>	<b>170</b>
<b>Academic Services Division</b>			
Associate Superintendent for PreK-12 Curriculum and Instruction	481,614		
Professional Development and Leadership Academy	416,196		
Career and Technical Education	2,104,467		
ESL Student Education	1,426,954		
Extended Year Programs	1,332,619		
Learning Communities	596,091		
Global Studies and World Languages	308,192		
Exceptional Children	1,291,644		
High School Challenge	3,627,781		
All Academic Services Division	3,197,391		
<b>Subtotal – Academic Services Division</b>		<b>\$14,782,949</b>	<b>128</b>
<b>Schools Division</b>			
Hold harmless teachers	4,104,900		
AP formula change	2,296,283		
School based support staffing formula	3,104,465		
Teacher assistants formula	4,457,329		

Teacher assistants – Kindergarten Age change	1,418,240		
Local Accountability Bonus	4,279,727		
All other Schools Division	3,370,674		
<b>Subtotal – Schools Division</b>		<b>\$23,031,618</b>	<b>392</b>
<b>Total</b>		<b>\$55,383,150</b>	<b>690</b>

- Potential position reductions by area:

Area	Total State and Local Budgeted Positions	Positions Reduced	Percent
Central Office	1,211	91	7.5%
Support	2,440	113	4.6%
Schools (Includes school-based positions budgeted in Academic Services Division)	12,921	486	3.8%
<b>Total</b>	<b>16,572</b>	<b>690</b>	<b>4.2%</b>

- Class Size Ratios:
  - CMS is currently providing a weight of 1.3 for Free and Reduced Lunch students and ensuring effective K-3 class sizes of 1:16 for Focus schools.

Grade Level	State Average Class Size	State Maximum Class Size	CMS Allotment Ratios
K-3	1:21	1:24	1:22
4-5	1:26	1:29	1:26.5
6-8	1:26	1:29	1:23.5
9	1:26	1:29	1:21
10-12	1:29	1:32	1:26

- 2009-2010 ADM Teacher Allotment Comparison:

	CMS Allotment	State Allotment	Local Differential
Elementary School	3,722.5	3,476.5	246.0
Middle School	1,466.5	1,374.0	92.5
High School	1,732.0	1,395.5	336.5
Total ADM Teachers	6,921.0	6,246.0	675.9

- ADM Teacher Reductions by Tier – Total 371 positions:
  - Tier 1 – 81 positions (63 elementary school and 18 high school).
  - Tier 2 – 160 positions (28 middle school and 132 high school).
  - Tier 3 – 130 positions (39 elementary school, 27 middle school, and 64 high school)
- Tier 1:
  - Dr. Gorman noted that the K-3 component was originally in Tier 3 and that has been moved to Tier 1 as a result of considering a prioritization order. CMS will get some additional Title 1 funding from the stimulus plan and this will allow those schools that are 75% and above replace any positions that they might lose as a result of going from a 1:16 to 1:17 ratio.

	Reduction \$\$\$	Positions Reduced
ADM teachers (high): Maintain weight of 1.3, 9 <sup>th</sup> ratio of 1:21, and 10-12 <sup>th</sup> ratio of 1:26. Eliminate 9 <sup>th</sup> Grade Academy Positions	869,273	18
Teacher Assistant reductions – changing formula for 3 <sup>rd</sup> grade	4,370,497	151
ADM teachers (elementary): K-3 maintain weight of 1.3 and K-3 <sup>rd</sup> ratio of 1:22; increase effective K-3 <sup>rd</sup> allotment ratio for Focus schools from 1:16 to 1:17.	3,042,455	63
<b>Total</b>	<b>\$8,282,225</b>	<b>232</b>

- Tier 2:

	Reduction \$\$\$	Positions Reduced
ADM teachers (middle): Maintain weight of 1.3, increase 6-8 <sup>th</sup> ration from 1:23.5 to 1:24	1,352,202	28
ADM Teachers (high): Maintain weight of 13; increase 9 <sup>th</sup> ratio from 1:21 to 1:24.5; increase 10-12 <sup>th</sup> ratio from 1:26 to 1:27; eliminate 9 <sup>th</sup> Grade Academy positions (Tier 1 adjustment)	6,374,668	132
<b>Total</b>	<b>\$7,726,870</b>	<b>160</b>

- Tier 3:

	Reduction \$\$\$	Positions Reduced
School Technology – Academy of Reading	57,625	
ADM teachers (middle): Maintain weight of 1.3; increase 6-8 <sup>th</sup> ratio from 1:24 (Tier 2 adjustment) to 1:24.5	1,303,909	27
ADM teachers (elementary): 4-5 <sup>th</sup> maintain weight of 1.3; increase ratio from 1:25.5 to 1:27.5	1,883,425	39
ADM teachers (high): Maintain weight of 1.3; increase 9 <sup>th</sup> ratio from 1:245 (Tier 2 adjustment) to 1:25; increase 10-12 <sup>th</sup> ratio from 1:27 (Tier 2 adjustment) to 1:28.5; eliminate 9 <sup>th</sup> Grade Academy positions (Tier 1 adjustment)	3,090,748	64
Assistant Principal reduction – changing formula at all levels	1,735,997	23
<b>Total</b>	<b>\$8,071,704</b>	<b>153</b>

Dr. Gorman noted that based upon a staff recommended prioritization process for reinstatements, cuts would start at the bottom of tier and move up. Dr. Gorman called upon

Ms. Mayes to review furlough and salary reductions. Ms. Mayes said CMS can conduct a salary reduction for all staff but that process would be different for different employees. CMS has three types of employees: at-will employees, executives under contract, and teachers and administrators. The salaries of at-will employees can be reduced as long as the reason is not arbitrary, capricious, discriminatory, personal, or political. This is the same standard that is considered for non-renewal of teachers. Salary reductions for executives under contract whose contract is not terminating can only be implemented through a contract modification. The executive under contract would have to agree to the modification of that contract. Statutorily, teachers and administrators are defined as career employees and career employees' salaries can be reduced if there is, among other categories, a decrease in funding. This group of employees has statutory due process rights that go along with any decrease in salaries which includes the right to request a hearing and other due process rights. Teachers who are not yet under contract may be offered a local supplement that is less than teachers that we currently employ and they would not qualify for the due process rights. The negative consideration for this is those teachers would be teaching along side teachers earning more for the same work. Ms. Mayes said furlough is required unpaid time off. Ms. Mayes said she did research on furloughs and she could not find a case law concerning furloughs in which a school district in North Carolina furloughed employees. There may need to be a provision through the legislature or through the Governor authorizing a furlough. She found state statute in other states that indicates employees can be furloughed. Ms. Mayes said she understands there is a bill that will be introduced in March regarding furlough of state employees. That bill will include some restrictions and that school districts will be able to furlough their employees. That bill is pending and CMS may need to wait for the legislators to act upon that legislation to ensure the state approves this step. Staff is recommending that furloughs not be a part of the reduction recommendations at this time. Should that bill pass, staff would be in a better position to pursue that option.

Board members were invited to ask questions and make comments.

- Mr. White said he has received numerous concerns regarding salary reductions. He said the basic salary for the majority of our teachers is paid by the state of North Carolina and only the state can decrease their salary. Mr. White does not believe CMS can go beyond and eliminate funding that the State provides for our teachers' salaries. He encouraged the Board to take this item off the table. Dr. Gorman said salary reductions are not a part of the recommendations at this time.

Dr. Gorman said staff would like direction from the Board today on the following items:

- Other items the Board would like included on the list.
- Items the Board would like moved from the first list of the \$55.4 million to one of the tier.
- Items moved around, swapped out, or items moved in its order within a tier.

Dr. Gorman said Board direction is important at this time in order to provide principals their allotments and ordering textbooks.

Board members were invited to ask questions and make comments.

- Ms. Mitchell-Walker asked was middle school sports taken off the list of potential reductions? Dr. Gorman said middle school sports is not currently on the list. Ms.



Mitchell-Walker asked is the Arts and Science/field trips also not on the list? Dr. Gorman said that is still on the list to be cut because he did not perceive it had the support of five Board members.

- Ms. McGarry said she has addressed her priorities previously and she hopes the Board members will agree with her concerns. She said the recommendations include a change in teacher-student ratio in Focus schools from 1:16 to 1:17. Education Resources Strategies (ERS) has indicated that the ratio of teacher to students is not the major indicator of student success and that teacher quality was more important. She recommended that staff consider a teacher-student ratio of 1:18 or 1:19 because it can be increased up to 1:22. She said if the school had a strong principal leader some classes could be taught with more students if there was another resource person available to take out small groups if necessary. Ms. Shirley said staff reviewed a preliminary look of 1:18 and that impacted a difference of approximately thirty-one positions. Staff elected to not pursue that option. Ms. Shirley said this is really not about the ratio of 16 to 17 but the effective class size after the allotment based upon the same ratio for every school. Focus schools are reviewed to ensure they have an effective class size and going to 18 did not add many, if any, additional positions to the Focus schools. We are aware of the ERS information that class size may not be the answer for every school but that is the vehicle in which schools are provided additional flexibility to do other things. Schools are able to use those extra positions to buy an additional facilitator outside of the classroom or trade it for another support position. Ms. McGarry said she does not necessarily like any of the recommendations other than the efficiencies which are long overdue. She expressed concern that the recommendations impact the classroom and she believes reductions can be found in other areas. She recommended that staff also consider changing the weighted-student staffing ratio from 1.3 to 1.2. Ms. McGarry said her priorities to impact the classroom would be to reinstating media specialists and assistant media specialists back into the schools; implement teacher reductions only as an opportunity to eliminate those teachers who are not getting results in the classroom; and keeping teacher assistants because many of them have more experience than some of our very good teachers. She would keep middle school sports over CMS-TV. She would prefer to not get rid of CMS-TV but believes it could be combined with WBTVI or the County. Ms. McGarry would prefer protecting the classrooms and making cuts in other areas. She believes the recommendations should be more focused on protecting the classrooms. Dr. Gorman said this will impact the classroom because it involves too much money. Ms. McGarry expressed concern regarding the recommendation to cut security especially with the problems with gangs and other issues at some schools.
- Mr. Gauvreau expressed concern regarding executive compensation and the number of executive staff positions. He said this would be trivial amount but for symbolic purposes and to make a real cut this area should be impacted. This would equate to a cost reduction as well as performance improvement because there are too many positions between Dr. Gorman and a principal. He said the notion of furloughs and salary decreases sound good but it will not fix the bureaucracy in CMS. He encouraged the Board to not use those options because it penalizes everyone in CMS and it would not be a good approach. Mr. Gauvreau said he previously requested staff to reduce the CMS operating budget by 10% or more and that was not because he felt CMS had a budget shortfall. He requested reductions because there is a spending crisis in Charlotte. CMS has created an education bubble over the last ten years that has doubled the costs and spending of the taxpayers'

dollars on schools. CMS has pushed the bloat of the Education Center out into the classrooms causing too many operational staff in the schoolhouses and that must be trimmed back. This is a management decision and he supports Dr. Gorman's initiative to make cuts through a prioritization process because that must happen. Mr. Gauvreau discussed his concerns regarding the costs associated with transportation and Bright Beginnings and he encouraged the Board to cut those areas. He encouraged the Board to focus on cuts and to not increase the spending in CMS.

- Mr. Tate said there are many items slated to be eliminated that he does not like. He expressed concern that in reality the proposed reductions will not be enough to equal the funding that CMS will receive from the federal, State, and County for the 2009-2010 school year. He does not believe there are other areas in which CMS can find additional dollars to reduce its budget. Mr. Tate said he does not like the recommended cuts but he does not know how to not make these cuts. He expressed concern that based upon the ERS information, these cuts will negatively impact the specific schools that ERS told us to help if we wanted to raise student achievement in our district. He would like to find a way to ensure that the schools that are underperforming at this point get the resources, teachers, teacher assistants, and media specialists that they need to provide opportunities for those students. This will hurt CMS rather than help CMS. He believes staff will have to find more dollars to cut to help those schools. He supports the transportation budget because students cannot learn if they cannot get to school. He also supports the Bright Beginnings Program because it helps students start school at an equal educational level. He expressed concern that at some point he would have to support reductions that he does not like but that step will have to be taken to move forward. CMS will strive to educate students and make CMS the best school system possible. Mr. Tate expressed concern that the requests for reversions are this year's money and that has already been allocated to specific areas. Mr. Tate discussed his concerns regarding the request from the County for an additional 10% budget reduction because that will not adequately provide for the increase in the number of students, the increased costs to operate schools, and increased costs to open schools. CMS has made a commitment to the students and the community to provide students brick and mortar schools/reduce mobiles and this can only be accomplished by building new schools. CMS cannot reduce the number of its students and in order to meet this goal CMS would have to pay more for building schools. Mr. Tate believes the \$17.6 million is necessary and it must be included in the budget.
- Mr. Merchant said he believes the County means a 10% reduction and no growth, and the Board must be prepared for that scenario which equates to another \$11 million or the Tier 4 scenario. Mr. Merchant said he and Mrs. Griffin attended a committee meeting in Raleigh today and the stimulus funding was discussed. At this point, CMS does not know the amount of that funding and should not count on that funding in the plan. He believes CMS should make additional cuts. He said at this time, CMS cannot plan for furlough but should that become an option for CMS it would equate to a \$3.6 million savings for each day of furlough. Mr. Merchant would prefer furlough over cutting positions. Mr. Merchant said furlough is a legitimate strategy for CMS. It is not a solution but it is a part of a solution. He encouraged staff to prepare for furlough strategies that would be ready for implementation should the legislators approve that process. Mr. Merchant agreed with Mr. White's concerns regarding cutting salaries would be a difficult process and that would also impact pensions and retirement for employees. He encouraged the Board review options for reducing areas in compensation because that is 86% of the CMS budget.

One or two days of furlough could equate to over \$5 million. Mr. Merchant said he is happy that there is community involvement and people voice their opinions but he would caution the Board to not be overly swayed by those who send emails and speaks at Board meetings because they are not necessarily the majority. He encouraged the Board to stick to logic and reason. He encouraged the public to e-mail him other workable solutions or alternative proposals. He said it is logical to want to protect the classroom and he encouraged the Board to determine what they mean by the classroom and what they mean by an education. The encouraged the Board to take a holistic approach to education.

- Mr. Gauvreau discussed opening new schools should not be an excuse for not cutting the budget, the need to properly allocate resources, and concerns regarding the equity model and the variance in the teacher-student ratio throughout the district. He believes operating schools under capacity are creating wastes that are a huge cost to the taxpayers. Reducing that waste would reduce costs to the taxpayers, improve performance, and reduce the bureaucracy. He said CMS has too many employees and he encouraged Dr. Gorman to manage the people resources because there are too many people in some of the classrooms. He also encouraged Dr. Gorman to review reductions in the transportation budget because Wake County has a bigger district with more students than CMS and operates with three hundred fewer buses.
- Ms. McGarry expressed concern that both the County and the State requested reversions from CMS at this point in the budget year because that is irresponsible on their part. She encouraged the County to develop a funding formula in which CMS would receive a percent of their tax income. This would provide CMS an amount and then CMS would have to live within that budget. She said she knows some teachers who have said they would be willing to take a 5% pay cut because they would rather have a job than no job. She does not believe salaries should be cut but that is an option to explore. She also believes the furlough options, especially for the 11-month and 12-month employees, should be explored because that option would allow employees to retain their job. She encouraged the Board to be thoughtful, deliberate, and consider all available options. She has reconsidered cutting middle school sports and believes many principals would support cutting that item because it only impacts about 8% of the students. She would support cutting middle school sports because there are other sport activities in neighborhoods that would fulfill that void. She would prefer balancing the importance of the classroom and teaching reading and writing. Ms. McGarry encouraged the Board to consider cutting middle school sports because she has other higher priorities that are more focused on academic achievement and getting results.
- Chairperson Griffin said CMS has been approached by the County and City regarding consolidation of certain services such as the television stations, field maintenance, public relations, etc. She encouraged the Board to discuss those options. Consolidation of services may not result in a huge savings but there is some potential for better services. Chairperson Griffin said a high priority for her is protecting the high poverty schools. This may cause the low poverty schools to have an increase in their class size but that would be better than negatively impacting the high poverty schools. She encouraged the Board to take a position as a Board on the pending furlough bill that will be introduced. She believes it is a great idea because it includes protection for employees earning less than \$30,000.00. She has received some great ideas through e-mails. She has received many e-mails regarding a four-day school week but that has inherent problems including it is not allowed under state law and it creates childcare difficulties for parents. She has also

received transportation ideas. She commended the community for providing feedback about these concerns because this is a community problem that needs a community solution. Chairperson Griffin said the \$17.6 million is for sustaining operations, growth, and opening new schools. It is not just for new schools. Chairperson Griffin said at the meeting in Raleigh, she and Mr. Merchant encouraged the state to provide schools systems more flexibility because that would allow school districts to give more flexibility at the school level. She has heard consistently from principals that they would like to have the flexibility to determine the positions and options most needed for their school. She expressed concern that some cuts could more negatively impact some schools than other schools.

Dr. Gorman said the Board is scheduled to discuss the Legislative Agenda at the March 10<sup>th</sup> Regular Board meeting and that may be a good time to discuss the furlough bill. He will provide the Board a draft copy of that legislation.

- Mr. Ross would also prefer to protect the high poverty schools to ensure they do not become higher poverty schools. Dr. Gorman said some of the cuts will impact all schools evenly. There are certain criteria put in place that allows a greater proportion of staff or dollars for certain schools and that would continue but all schools would be reduced to some extent. For example, the recommendation includes a teacher-student ratio of 1:17 but a 1:22 for the non-high poverty schools. The Board could decide to maintain the 1:16 teacher-student ratio and change the ratio at all the other schools. The Board could decide bumping some other schools to make up reductions at other places. Mr. Ross encouraged the Board to review options for participation in intramural sports because that would not cost CMS any money. He would support promoting intramural programs that would get parents emotionally attached to our schools. Dr. Gorman said there are some intramurals sports in some of the middle schools. Staff will review this option but there could be some potential costs but it may eliminate the transportation costs. Dr. Gorman said regarding a four-day school week, it is not illegal to have a four-day work week during the school year but students still have to attend school 180 days.
- Mr. White expressed his concerns regarding participation in intramural sports. It would not reduce transportation costs because those students would still have to get home from school. He expressed concern regarding intramural football games and students being injured due to in balance of experience. Mr. White said should CMS eliminate middle school sports and go to intramurals the next step would be to eliminate advanced Algebra and go to general math for all students.
- Ms. Mitchell-Walker expressed concern regarding the consideration for budget reductions in the Bright Beginnings Program. She has had real life experience in Bright Beginnings and she would not support cutting that program. She would support keeping middle school sports. Many parents have the option of participating in neighborhood association sports but that is not a viable option for many parents in her district because that could be costly. Ms. Mitchell-Walker said regarding reductions in school security, she would like this reviewed on a school-by-school basis because some schools have more security concerns than other schools. She discussed an issue that involved Harding University High School.
- Mr. Gauvreau discussed his concerns regarding the budget, student enrollment projections, and management issues.

Dr. Gorman said he asked for some direction from the Board at the start of the meeting and he has not received direction. There are many principals waiting position allotments and he has not received direction. Dr. Gorman said staff is proceeding to do allotments based on a formula that includes reductions. The reductions are based upon what has been presented to the Board. This includes the \$52 million plus the Tiers. Allotments can be added back into the budget much easier than allotments can be taken out at a later time. Staff, at some point, will need to start notification processes for large numbers of employees impacted by the proposed budget. Dr. Gorman encouraged the Board to make final decisions on the items to be included on the reduction list fairly soon. Dr. Gorman said operationally, staff must start making next step decisions and providing school allotments. He said he has heard direction that the Board would like staff to prepare reduction options for an additional \$11 million. He said at this point staff is planning to purchase the math textbooks because that item is time sensitive. Mr. Merchant said that would be Dr. Gorman's call. Chairperson Griffin said she has heard from principals that the textbook cut would be hard but they could manage even though it would mean that they would skip the adoption. She does not know the answer and she is seeking direction from Dr. Gorman for an academic recommendation. She said principals believe they would survive this cut better than some of the other cuts. Dr. Gorman said the feedback that staff has gotten academically from Ann Clark, Associate Superintendent for Pre-K-12 Curriculum and Instruction, in talking with principals and curriculum specialists is to move toward the new textbook. Chairperson Griffin said she would be influenced by Dr. Gorman's decision. She said she would assume that it is Dr. Gorman's belief that he can maintain and improve student achievement the best way through cuts in the order recommended. She will seek guidance through Dr. Gorman's academic recommendations. She is not fond of any of the reductions but given that reductions must be made the proposed recommendations seem to be in a justifiable order.

Ms. McGarry, Mr. Merchant, and Mr. Gauvreau made additional comments regarding the proposed recommendations.

## **ADJOURNMENT**

**Ms. Griffin called the Regular Board meeting adjourned.**

The Regular School Board Meeting adjourned at 9:16 p.m.

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Molly B. Griffin, Chairperson

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Nancy Daughtridge, Clerk to the Board