



Charlotte, North Carolina

October 26, 2010

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on October 26, 2010. The meeting began at 4:36 p.m. and was held in the Meeting Chamber of the Government Center.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: There were no absences.

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

Chairperson Davis called the meeting to order at 4:36 p.m. and he welcomed Board members, staff, and members of the community to the meeting.

Public Hearing regarding October 12, 2010 Community Forum

Chairperson Davis said the Board is holding a Public Hearing for the sole purpose of allowing individuals who had signed up to speak at the October 12, 2010 Community Forum but did not get an opportunity to speak because of time restraints. Chairperson Davis said each individual would be given three minutes to address the Board and he called upon the following speakers but not all speakers were present.

1. Ryan Herbin
2. Isaiah Davis
3. Rev. Kojo Natambu
4. Kim Lowe
5. Zanita Robinson
6. Janet Gaither
7. Ericka Ellis-Stewart

8. Tonya Greene
9. Michelle Sutton
10. Tasheca Wise
11. Don Johnson
12. Denise Sutton
13. Wesley Moore
14. TK Smith
15. Taylor Singleton
16. Karen May
17. Keisha Smith
18. Neil Hughes
19. Queen Assata Stephens

Chairperson Davis called the Public Hearing closed at 5:02 p.m. and recessed the Regular Board meeting.

Chairperson Davis reconvened the Regular Board meeting in CH-14 of the Government Center at 5:43 p.m. to go into Closed Session for the following purpose:

Upon motion by Dr. Waddell, seconded by Mr. Tate, the Board voted unanimously for approval to go into Closed Session for the following purpose:

- **To consider a personnel matter.**

The motion was made pursuant to Section 143-318.11(a) of the North Carolina General Statutes.

All Board members were present. Also in attendance at the request of the Board were Dr. Peter Gorman, Superintendent; George E. Battle, III, General Counsel; and Nancy Daughtridge, Clerk to the Board.

The Board held a Closed Session meeting from 5:43 p.m. until 5:58 p.m. in CH-14.

Chairperson Davis reconvened the Regular Board Meeting at 6:06 p.m. in the Meeting Chamber of the Government Center. CMS-TV 3 televised the meeting.

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);
Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; George E.

Battle, III, General Counsel; Members of Executive and Senior Staffs; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson Davis called the meeting to order at 6:06 p.m. Chairperson Davis welcomed everyone to the Board's second meeting of the month that was held in the Meeting Chamber.

A. Adoption of Agenda

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

Mr. White moved that the Board adopt the agenda as presented, seconded by Mr. Morgan, and a discussion followed.

Mr. Tate moved that that the Board amend the agenda to add Action Item III. A. Recommend approval of extension of employment contracts for executive staff members, seconded by Mr. White, and the motion to adopt the agenda as amended passed upon unanimous Board vote.

Public Hearing on Proposed New Policies and Policy Amendments

Chairperson Davis called upon Tom Tate, Chairperson of the Policy Committee, to open the Public Hearing. Mr. Tate said agenda items I. B., C., and D. are public hearings on proposed policy amendments regarding student assignment and they were presented to the Board for First Reading at the October 12, 2010 Regular Board meeting. Mr. Tate said there are no public speakers signed up to address the proposed amendments and he called the Public Hearing closed at 6:09 p.m. Chairperson Davis said in addition to this public hearing, the Board will hold a second public hearing for each of the proposed policy amendments and a Board vote at the next Board meeting scheduled for November 9, 2010.

- B. Public Hearing on proposed amendments to Policy JCA, Student Assignment Plan
- C. Public Hearing on proposed amendments to Exhibit JCA-EC1, Student Assignment Priorities, Non-Magnet Programs
- D. Public Hearing on proposed amendments to Exhibit JCA-E2, Student Assignment Priorities, Magnet Programs

II. CONSENT ITEMS

- A. Recommend approval of a Storm Drainage/Conservation, Construction and Maintenance Access and Temporary Construction Easement at Myers Park High, Alexander Graham Middle, and Selwyn Elementary schools.

The City of Charlotte Storm Water Services requires a Storm Drainage/Conservation Easement of 152,302 square feet, a Construction Maintenance Access Easement of 102,322 square feet, and a Temporary Construction Easement of 44,541 square feet to make improvements to storm drainage facilities, including the right to constructing (construction will include a detention pond), installing, improving, operating, inspecting, repairing and maintaining storm drainage facilities within the easement area at the CMS South Park Campus (Myers Park High, Alexander Graham Middle and

Selwyn Elementary schools) at 2834 Colony Road, 2840 Colony Road, and 1800 Runnymede; Parcel Numbers 175-071-01 and 175-071-02.

B. Recommend approval of supplementary funding/grant requests.

1. Recommend approval of supplementary funding request for Interactive Intervention Project at Bain Elementary School.

To improve students' academic success in achieving higher education and globally. The "Interactive Intervention" Project will assist students in mastering the six technical skills such as; analyzing and interpreting data, engaging in problem solving, understanding security and safety, communicating effectively, understanding computational modeling, and managing and prioritizing tasks. Funding requested from the Jimmy Johnson Foundation in the amount of \$32,240.56.

2. Recommend approval of supplementary funding request for Technology Tools for the 21st Century Classroom at Bradley Middle School.

The goal of this initiative is to put an LCD projector and laptop in each classroom at Bradley Middle School. This technology will enable teachers to integrate the resources of the Internet into their daily lessons and enrich instruction by connecting content with real world examples and applications. Funding requested from the Jimmy Johnson Foundation in the amount of \$84,706.85.

3. Recommend approval of supplementary funding request for SmartBoards for Smart Kids at Clear Creek Elementary School.

The goal of this initiative is to increase academic success in kindergarten through fifth grade at Clear Creek Elementary School. SmartBoards will enable staff to tap into the students' knowledge of technology and their interest in learning. This will make learning more relevant and fun for the students by engaging them in interactive learning. Funding recommended from the Jimmy Johnson Foundation in the amount of \$44,460.87.

4. Recommend approval of supplementary funding request for The Blended Classroom at James Martin Middle School.

The goal of the initiative is to create a blended classroom for at-risk middle school students. Funding requested from the Jimmy Johnson Foundation in the amount of \$95,682.00.

5. Recommend approval of supplementary requests for Learning is "RAD" when you use an IPAD! at Steele Creek Elementary School.

The goal of this initiative is to expose teachers and students to iPads that will increase student engagement, increase technology in the classroom, and allow staff to utilize learning resources from the internet. iPads will impact all content areas: Science, Social Studies, Literacy and Math. Teachers will be able to check out the IPAD cart and use it in their class to bring lessons and concepts to life! Funding requested from the Jimmy Johnson Foundation in the amount of \$16,370.00.

6. Recommend approval of supplementary funding requests for Getting "Smart" with Winget Park.

The goal of this initiative is to increase academic proficiency in kindergarten through fifth grade at Winget Park Elementary School. SmartBoards will provide students with a method of exploring language, literacy, and math in an interactive manner. Students can manipulate letters, words, numbers, virtual manipulatives, and text in a way that textbooks do not allow through the implementation of new strategies available through SmartBoard technology. Funding requested from the Jimmy Johnson Foundation in the amount of \$99,248.80

7. Recommend approval of supplementary funding requests for REACH Technology at Southwest Middle School.

The goal of this initiative is to increase students' academic success in math or reading who are not currently on grade level by using technology. REACH stands for Rigor, Enrichment and

Acceleration for all CHildren. The REACH Program is a combination of teacher led instruction and technology supplements to the North Carolina Standard Course of Study (NCSCOS). Funding requested from the Jimmy Johnson Foundation in the amount of \$37,917.10

C. Recommend approval of licensed employees eligible for career status.

As a result of the reduction in force during spring 2010, several employees who were in their fourth probationary year of employment could not be recommended for career status. Individuals rehired for the 2010-2011 school year by August 18th were not considered as having a break in service and are therefore eligible to be recommended for career status.

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

Mr. White moved that the Board approve Consent Items A. through C., seconded by Mr. Morgan, and a discussion followed.

Ms. McGarry requested an overview regarding the funding requests for technology grants. Dr. Gorman said the supplementary grant funds are related to the Jimmy Johnson Foundation and that is Jimmy Johnson the Nascar driver. The Jimmy Johnson Foundation has targeted technology as an area to focus funds and also targeted Charlotte area schools. Schools are eligible to make application for grants, the grants are capped, and each school is able to customize the request to meet their needs.

Chairperson Davis called for the Board vote to adopt Consent Items A. through C.

The motion to adopt the Consent Agenda passed upon unanimous Board vote.

III. ACTION ITEMS

A. Recommend approval of extension of employment contracts for executive staff members

Chairperson Davis called upon Dr. Gorman to present the recommendation. Dr. Gorman said this is a recommendation to extend employment contracts for executive staff by one year. Dr. Gorman said originally there were sixteen individuals within this group but he has reduced his staff by five due to budget reductions. The recommendation includes an additional one-year period such that the expiration date for each contract would end on June 30, 2012 and this does not include a salary increase.

Chairperson Davis called for a motion to extend the contracts for executive staff.

Mr. White moved that the Board of Education approve to extend employment contracts for the following executive staff members, Robert Avossa, Guy Chamberlain, Ann Clark, Hugh Hattabaugh, Scott Muri, Tyler Ream, Dr. Jane Rhyne, and Sheila Shirley, for an additional one-year period such that the expiration date for each contract will end on June 30, 2012, seconded by Mr. Morgan, and a discussion followed.

- Mr. McElrath asked what is the purpose of extending the contracts? Dr. Gorman said the contracts are scheduled to expire and we want to extend the contracts so that they will continue employment with CMS and he noted that there are certain individuals who are being recruited by other school districts.

- Ms. McGarry said the total of the contracts is \$1.2 million and the timing to renew contracts for top administrators is not good considering the discussions regarding school closures. Ms. McGarry said she appreciates the work of these individuals but believes it would be better to wait until the first of the year when the Board has a better understanding of the 2011-2012 budget because that would be a more prudent way to utilize our decision making powers. Ms. McGarry said she would not support this item at this time. Dr. Gorman said should the Board choose to have a reduction in force having a contract does not eliminate an individual from that process.
- Mr. Merchant asked do the contract extensions include raises? Dr. Gorman said no, all staff has not received a raise in last three years. Mr. Merchant said he understands these contracts are actually for less money than they would have been two years ago because they agreed to a pay cut. Dr. Gorman said yes, they had a 1% pay cut several years ago. Mr. Merchant said we are at a junction regarding talking about money because it is not popular to talk about spending money while at the same time talking about cuts. It is worth acknowledgement that we are having serious discussions about consolidating schools, merging programs, and closing schools but that is only the beginning of what we face this year with the budget. In order to execute the decisions that the Board makes, we need leadership. We would love to just have teachers employed but to run an organization this size we must make key executive decisions and we need people to follow through on Board policy level decisions. Mr. Merchant believes we have the right team in place at this time and in fact it is thin in some areas. Mr. Merchant said these key staff members are important, they help teachers to do their jobs better, and should they need to be replaced it would cost CMS more at a greater risk of hiring new people to learn the organization. Mr. Merchant said it is prudent to approve this item in terms of risk management and succession planning.
- Ms. McGarry said these staff members are valuable but this is about being fiscally accountable and prudent with \$1.2 million and it is not good timing to talk about senior staff salaries with school closures.

The Board voted 8-1 in support of the motion to extend executive contracts. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

IV. REPORT/INFORMATION ITEMS

A. Report on Title I

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman said this is an update on Title I and he called upon Ann Clark, Chief Academic Officer; Ron Thompson, Executive Director of Federal, State, and Compliance; Kendra March, principal at Westerly Hills Elementary School; and Avery Mitchell, principal at Albemarle Road Middle School to present the report. Ms. Clark said the report will review key information, the Title I budget (Title I dollars are supplemental dollars over the base dollars allocated to all schools), two strategic staffing principals will review their approach for utilizing the Title I dollars allocated at the school level to improve student achievement, and Ron Thompson will provide a brief overview of the Local Education Agency (LEA) Coaching Model. Ms. Clark said CMS has been able to successfully come out of LEA Improvement as a district which is an unprecedented opportunity for a large urban school district. The

report will also review how staff is redirecting the LEA Improvement Coaches to the Central Elementary and Secondary Zone for this school year. Ms. Clark provided an overview of the Title I Program.

- Title I Key Information:
 - Purpose: Title I Part A, allocates funds to districts to offset the effects of poverty on the educational opportunities of low-performing students in high poverty schools.
 - Title I History: CMS schools are identified if free or reduced lunch services are provided to at least 75% of students:
 - ✓ 2008-2009, CMS had thirty-five Title I Schools (twenty-seven elementary and eight middle schools).
 - ✓ 2009-2010, CMS had fifty-eight Title I Schools (thirty-eight elementary, eleven middle, and nine high schools).
 - ✓ 2010-2011, CMS had sixty-five schools (forty-four elementary, twelve middle, and nine high schools).
- Title I Policies: Under the current *No Child Left Behind Act* of 2001 (NCLB), a set of high standards governing school districts has taken effect and is grounded by specific requirements.
 - Title I schools and districts that do not make Adequate Yearly Progress (AYP) toward State assessment goals are subject to sanctions designed to improve performance. Watch List (No sanctions), Year 1: Supplemental Education Services (SES), Year 2: Choice, Year 3: Corrective Action, Year 4: Planning for Restructuring, and Year 5: Restructuring.
 - ✓ Number of CMS Title I schools is increasing.
 - ✓ Degree of parental involvement in Title I schools directly correlates to student achievement.
 - ✓ Materials, programs, and resources utilizing Title I funds must be research-based.
- Title I Sanctions:
 - Local Education Agency (LEA) District Improvement. In North Carolina, LEA enters improvement by missing any one target goal in the same subject (reading/language arts, or mathematics) in each of three grade spans (3-5, 6-8, and high school) for two years in a row. The district sanction requires that 10% of the Title I budget be set aside to implement LEA Improvement Plans.
 - ✓ In 2009-2010, the District was removed from the LEA Improvement sanction. The 10% set aside will revert back to the Title I budget for Title I schools.
 - Supplemental Education Services (SES): An extended learning opportunity for students designed to increase academic achievement.
 - ✓ Services may include tutoring, remediation, and educational interventions and must be provided outside of the regular school day.
 - ✓ District must set aside a minimum of 20% of the Title I allocation for SES and Choice Transportation.
 - In 2007-2008, 8,132 students were eligible for SES and 2,262 participated.
 - In 2008-2009, 13,786 students were eligible and 4,139 participated.
 - In 2009-2010, 14,070 students were eligible and 3,497 participated.
 - Choice: Provides parents with the option of sending their child to another Title I school, not in school improvement or another school.

- ✓ In 2007-2008, 12,582 students were eligible for choice and 1,699 participated.
- ✓ In 2008-2009, 20,611 students were eligible and 3,103 participated.
- ✓ In 2009-2010, 19,754 students were eligible and 2,261 participated.
- Corrective Action: A sanction put in place after a school has not made AYP for four consecutive years in the same subject.
- Restructuring: A sanction implemented after a school has not made AYP for five consecutive years in the same subject. Schools are required to offer parents choice, SES services, and implement a plan for school restructuring.
- Budget: Total 2010-2011 Allocations/Set Asides:

Program/Area	Cost \$\$
School allocations (Allocated to Schools)	\$17,038,238.00
Pre-Kindergarten (School Allocation)	8,972,047.00
Thompson Family & Child Development	40,570.00
Parental Involvement	298,132.00
Professional Development (Administrative)	75,000.00
Supplemental Education Services	4,472,182.00
Choice Transportation	1,490,361.00
LEA/District Improvement	0.00
Homeless (McKinney-Vento) (Extended employment for teachers)	298,132.00
District Initiative (Math Forward and Bilingual Interpreters/Translators)	608,105.00
Title I Department (Operating Budget)	3,577,586.00
Total Allocated	\$36,870,453.00

- 2009-2010 School Budgets:
 - ✓ Kendra March, principal at Westerly Hills Elementary School, presented how the school utilized the Title I allocations totaling \$146,021.00. Ms. March said the staff of the school determined the focus would be on integrating the curriculum through science, technology, and math because the students were not performing at the expected level in science. Some of the funding was spent to hire a full time teacher to facilitate the science lab, provide professional development for the teachers in the areas of science, math, and technology, and planning for teachers in aligning the curriculum K-5. Funding was also spent to provide a BMT/Parent Advocate to focus on increasing parent involvement and interest. Other areas included extended learning for children that included Camp Invention, which is a hands-on inquiry type of instruction that the students love. The third area of focus was to provide support and resources for students, staff, and parents. The Parent Center allows parents computer training and access to computers. The staff is excited about the progress that has been made in science and they expect to see the same results in reading and math
 - ✓ Avery Mitchell, principal at Albemarle Road Middle School presented how the school utilized the Title I allocations totaling \$557,813.97. Ms. Mitchell said staff analyzed data from the previous school years to determine their needs and they determined the main areas should be raising student achievement and increasing parental involvement. In 2009, there was a large teacher turnover for the upcoming school year and funding was used to pay teachers to take

professional development in the summer months to become experts in their content areas, to analyze data to determine the needs of students, and participate in professional development that focused on professional learning communities and reading strategies. Professional development funding has been used throughout the school year to provide Language Arts, Math, and Exceptional Children teachers with substitutes on a quarterly basis so they can participate in professional training. Resources such as books and professional journals were purchased so that all teachers could research and implement best practices. Student achievement was enhanced by using the instructional budget to hire three additional teachers to reduce the Language Arts and Math class sizes and hire a facilitator to coach teachers. Regular instructional and School Improvement funding was used to purchase materials to increase achievement in reading and math and to contract with Dream Builders Organization to perform a 6-week End-of-Grade blitz with 120 targeted students and the 6th grade students for a week of orientation. Family Involvement money was used to hire a bilingual family advocate during the second semester, employ a translator to work after school two days a week to contact parents for teachers, purchase middle school *Parents Still Matter* newsletters in English and Spanish, buy student agendas, purchase materials such as calculators, dictionaries, and books for parents who have attended *Curriculum Nights* at the school. Ms. Mitchell said Albemarle Road Middle School met 100% of its twenty-nine Adequate Yearly Progress targets for the second consecutive year and came out of School Improvement status. This was a result of strategically using the Title I funds to increase the capacity of the teachers, providing high quality resources, and instruction for both students and parents.

Ms. Clark said this provides a different lens of how Title I dollars can be used at the school level and the freedom and flexibility that the two principals could use to apply those dollars to meet the needs of the schools with different student profiles. Ms. Clark called upon Ron Thompson to provide an overview of the LEA Coaching Model and the successes from last year. Ms. Clark said the model is only getting better as staff refines the model to focus it on the Central Elementary and Secondary Zone schools. Mr. Thompson reviewed the following information.

- Targeted Assistance for LEA Improvement Program:
 - CMS developed a rubric to guide resources more effectively to the LEA Improvement schools based upon:
 - ✓ Percent on-proficient AYP performance.
 - ✓ The cumulative number of non-proficient AYP individual student targets.
 - ✓ Previous LEA Improvement Services.
 - ✓ Superintendent's Improvement Initiatives.
 - ✓ Achievement gap of Students with Disabilities and Limited English.
 - ✓ Proficient students compared to All Student Performance.
 - ✓ Area Superintendent Input.
 - Schools were classified into tiers for Targeted Assistance LEA Improvement services. Tier I for the schools that needed the most intensive support, Tier II for the schools to receive moderate support, and Tier III to receive support from the Zone

areas offices.

- Targeted Assistance for LEA Improvement was provided to schools through job embedded professional development lead by expert coaches to increase teacher effectiveness through intentional planning and support of the Professional Learning Community (PLC) structure.
- Five Coaching Teams (three elementary, one middle, and one high)
- Teams were composed of four coaches: Literacy, Math, Sheltered Instruction Observation Protocol (SIOP), and Exceptional Children (EC).
 - ✓ Customized plans were created for each school receiving services in consultation with the school and learning community.
 - ✓ Schools and learning communities received weekly updates from coaches indentifying areas of focus and the teachers who had received individualized coaching services.
 - ✓ Schools received a Sustainability Plan with indentified “owners” of strategies to ensure efforts were carried out after the coaches were no longer present in the building.
 - ✓ Over 1,100 students were proficient in the schools that were served last year that were not proficient the prior year.
- Next Steps:
 - As a result of CMS coming out of School Improvement there is a balance of \$2.8 million to be redirected back into the Title I schools. The law states that if a school district comes out of LEA Improvement they are no longer able to use the LEA Improvement dollars for schools that are not Title I.
 - Title I: Central Zone Instructional Coaches:
 - ✓ The targeted assistance model used to remove the district from LEA Improvement sanction will be utilized to support the Central Zone Title I schools for 2010-2011.

Board members were invited to ask questions and make comments.

- Mr. Morgan said even though both schools have different student profiles they both focused on parental involvement and he asked is that being tracked to ensure parental involvement is increasing? Ms. March said parental involvement was a part of the School Improvement Plan and that is being tracked via parents participating in sessions through Parent University and functions at the schools.
- Mr. McElrath asked clarifying questions regarding Data Wise for tracking students. Ms. Clark said Data Wise is a process for the school in which teaching teams review student data such as test scores, attendance, and discipline. The process begins with reviewing overall student achievement data, subgroups of students, which students are being successful or not successful, and developing plans at the grade level down to the teacher which all tie back to the School Improvement Plan and ultimately *Strategic Plan 2014*. All the CMS schools have been trained in the Data Wise process.
- Mr. Tate thanked staff for a good report. Mr. Tate said the 2010-2011 budget for allocations and set asides is \$36.8 million and he asked does this include Title I Stimulus funding? Ms. Clark said this funding does not include the ARRA or the School Improvement funding. Dr. Gorman said those funds are used for Title I services but this is a different pot of money. The two major sources of those funds were used for

pre-kindergarten and at Midwood High School. Those dollars will go away at the end of the year but they were used for needed services.

- Dr. Waddell thanked staff for a good report. Dr. Waddell asked clarifying questions regarding the five coaching teams and whether they rotated from school to school. Mr. Thompson said the coaches were embedded in the schools and the model last year included the coaches were placed at an identified Tier I school for a period of six weeks and at the end of that period rotated to another school for a period of six weeks. Dr. Waddell asked clarifying questions how the schools can utilize the funds and the use of outside contractors. Mr. Thompson provided clarification how the Title I dollars can be spent and that CMS contracted with a private entity to analyze teacher effectiveness and the implementation of the program within those schools. Dr. Gorman said staff would have preferred to provide those services in-house but as a result of reductions of staff in the Program Evaluation Department that type of work could not be provided.
- Mr. White clarified that these funds must be reapproved every year and even though they are resulting in positive school improvement there is no guarantee that CMS will get the same level of funding next year. The budget is serious and the good work that these schools are doing is contingent upon CMS continuing to receive adequate State, County, and federal funding.
- Chairperson Davis thanked staff for presenting a report that demonstrates the successes that are happening in the school system every day. He commended Ms. Mitchell and Ms. March for their hard work and being an example of what makes CMS and its students successful.

Dr. Gorman commended the hard work of the CMS employees because staff does not know of any other large school district in America that has every come out of School Improvement according to the *No Child Left Behind* sanctions.

B. Report on Career and Technical Education

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman said this is the report on Career and Technical Education and he called upon Ann Clark, Chief Academic Officer, and Jimmy Chancey, Director of Career and Technical Education, to present the report. Ms. Clark provided an overview of the budget for Career and Technical Education.

- 2009-2010 Budget:

Year/Area	2009-2010 State	2009-2010 Perkins	2009-2010 Total
Teacher Professional Development	214,973.59	153,900.63	368,874.22
Direct Student Support	89,096.87	7,544.50	96,641.37
Instructional Supplies, Software, Textbooks	377,276.97	526,250.91	903,527.88
Equipment, Computers, Repairs	86,597.35	793,800.90	880,398.25
Assessments	19,039.62	57,684.61	76,724.23
Salaries, Benefits, Contracted Services	183,326.38	114,141.97	297,468.35
Printing	13,209.71	880.29	14,090.00
Administration	6,107.51	8,889.57	14,997.08
Indirect Costs		38,167.60	38,167.60
Total	\$ 989,628.00	\$ 1,701,260.98	\$2,690,888.98

Mr. Chancey provided an update to the Career and Technical Education Program and highlighted the success of the program.

- Career and Technical Education (CTE) VoCATS (Technical Attainment)) Affinity Group:
 - The mission of the CMS CTE Program is to prepare students for careers in a global economy. CTE provides coursework that supports the United States Department of Labor's sixteen career clusters and the career clusters support the overall economy of the Charlotte region. The Secondary programs are based on a CTE standard course of study and support services guide in the eight content areas of Agricultural, Business and Information Technology, Career Development, Family and Consumer Sciences, Health Occupation, Marketing, Technology, and Trade and Industrial.
 - CTE Programs serve twenty-six high schools and thirty-eight middle schools with more than four hundred school-based teachers, career development coordinators and instructional coordinators.
 - Comparison of CMS with the State and four other school districts in North Carolina (Cumberland, Guildford, Wake, and Winston Salem/Forsyth): In the 2004-2005 school year, CMS ranked 4th out of the four districts and in the 2008-2009 school year CMS ranked 2nd just behind Wake County and was in alignment with the State average of attainment.
 - CTE Cohort Graduation Rate Comparison with the State and CMS Non-CTE students: In the 2008-2009 school year students who completed four or more CTE courses graduated at a higher percentage (approximately 10% higher) compared to the CMS and the State graduates as a whole.
 - CTE Programs continue to experience achievement gaps, in particular, with Exceptional Children and Economically Disadvantaged students.
- CMS 2014 Plan: Focused on building a pipeline from the middle school grade to the 9th grade transition grade through high school and graduation with CTE, community college, and other college level courses.
 - Instruction and Technology: Thinkgate - Elements (Statewide CTE Program which is similar to the CMS Data Wise use software being implemented within the schools, Moodle (instructional based web-platform for on-line learning), and Integrated Technology.
 - National Academy Foundation (NAF): Academies include Academy of Finance (AOF), Academy of Information Technology (AOIT), Academy of Engineering (AOE), and Year of Planning (YOP) Academy sites.
 - Career Technical Student Organizations: DECA Association of Marketing Education Students, Future Business Leaders of America Association (Middle School FBLA), Family, Career and Community Leaders of America, Health Occupations Students of America, SkillsUSA, and Technology Student Association.
 - Strategic Partnerships include *If I had a Hammer* (strategic partnership with Time Warner Cable), Academic Internship Program, and ACE (Architecture, Construction, and Engineering mentoring program).
- College Experience: Students go to Central Piedmont Community College as well as other colleges around the District. In the 2009-2010 school year CMS experienced budget reductions at the community college level that did not allow student participation in certain courses for the coming year.

- Crisis of Relevance: Academic Medical Internship Program. Students learn that when relevance is brought to the program they understand the rigor that they need to succeed in the program

Board members were invited to ask questions and make comments.

- Ms. McGarry commended the *If I Had a Hammer* Program and she hopes it continues. Ms. McGarry asked what is duplicated count for college experience courses? Mr. Chancey said duplicated references students taking more than one CTE course. Ms. McGarry asked what is the prognosis for the number of students taking Virtual courses in the next five years? Dr. Gorman said there is a debate regarding funding online courses at the State level and it has moved to the top of the list for funding concerns because it offers flexibility for students. At this point, CMS is moving towards a blended delivery model of classroom and online courses. Ms. Clark said historically the state of North Carolina paid the costs for the North Carolina Virtual High School and the transition that is occurring is whether they will charge a certain number of teaching positions to the school districts based upon the number of students from the district enrolled in the program. In fall 2010, CMS tripled the number of students taking online courses from both semesters of last year. Students have displayed a clear interest in using online learning to either accelerate or take courses that they are unable to fit into an eight period day schedule. Last spring staff presented to the Board the e-Learning Academy to coordinate all online courses for students. Dr. Gorman said last year the Board indicated they had an interest in increasing the enrollment for online courses and this fall CMS had approximately 1,200 students enrolled in online courses but this could have budget implications to the District in the future based upon the changes that may take place at the State level. Ms. McGarry said Virtual learning is an exciting option for students and it could lead to CMS not needing more schools.
- Mr. McElrath asked clarifying questions regarding the increased graduation rate for students in the CTE Program, how the location of courses is determined, and the standard course of study for courses. Mr. Chancey provided clarification on the requirements for graduation and that all high schools have standard course of study offerings for Career and Technical Education in seven different program areas except for the smaller high schools which have specific programs. Some high schools also have specialty programs in the Trade and Industrial areas such as Culinary Arts, Automotive Services, and Carpentry. Mr. McElrath supports beginning CTE Programs in middle school with a continuation into high school because that will provide students more experience to be marketable for employment after graduation. Mr. Chancey said there are approximately 32,000 middle school students taking CTE courses and 37,000 to 40,000 high school students.
- Ms. Lennon said she is passionate about the CTE Program. She expressed concern that the majority of the students are enrolled in the Business and Marketing area as opposed to Trade and Industrial education. Students seeking a career in Business and Marketing usually need to go on to a four year college to become successful whereas students taking Trade and Industrial courses can be ready for work after graduation and earn a livable wage and become productive citizens. Ms. Lennon encouraged staff to explore options to expand the Trade and Industrial area to more students because it is important to give students more opportunities to finish high school with the capability to be

apprentice electricians, plumbers, HVAC, and mechanics. This will also help students to become more motivated to stay in high school.

- Dr. Waddell thanked staff for a great report. She is happy that more students are participating in the CTE Program because it provides opportunities, keeps students in school, and gives students a reason to graduate. Dr. Waddell said she recently visited an academy in Baltimore, Maryland in which they aligned students with a business or industry as soon as they entered high school. The student worked in an apprenticeship in conjunction with the CTE Program and upon graduation they were guaranteed a job with that business. Dr. Waddell encouraged staff to review this model.

C. Report on the Case for Continuous Improvement – Staff’s Recommendations

Chairperson Davis called upon Dr. Gorman to introduce the report on the Case for Continuous Improvement and staff’s recommendations. Dr. Gorman called upon Mike Raible, Executive Director of Planning and Project Management; Scott McCully, Executive Director of Student Placement; and Dennis LaCaria, Specialist Planning, to present staff’s proposed recommendations. Dr. Gorman said the Board has held fourteen Work Sessions and held a series of Public Forums to review and discuss a variety of options. Staff has developed numerous options, changed options, modified options, and listened to feedback. Dr. Gorman said this report will present staff’s final recommendations to the Board and staff will be available to answer Board member questions. Staff will also be available throughout the next couple of weeks as the Board prepares to take action on the recommendations at the November 9, 2010 Regular Board meeting.

Mike Raible said the presentation will review the Board’s recently adopted Guiding Principles, the goals, and present the final proposals that include attendance boundary modifications, number of students impacted, and fiscal implications and savings. This information will help prepare the Board for Board action on November 9, 2010 and plan for implementation of the adopted proposals.

- 2010 Board Guiding Principles priorities:
 - Homes Schools are our foundation and first priority.
 - Magnet Schools: Raise the bar and close the gap at rates exceeding home schools. Magnet schools to be better in terms of performance than home schools.
 - Stability and Predictability.
 - Diversity.
 - Effective use of capital resources.
- Goals:
 - Become more effective: Improve student outcomes, improve educational environments, eliminate programs that do not align with the Guiding Principles, and increase graduation rates.
 - Become more efficient: Better utilize facilities, avoid capital expenditures, reduce cost of operations, and minimize impacts on the classroom.
- Strategies: Address identified issues as part of the School Improvement Plan, provide targeted assistance to schools with mobility issues, provide targeted assistance to schools with perception issues, change programs and locations, create year round Magnets, change boundaries, change grade configurations, and close and/or consolidate

schools.

- Final proposals:
 - Provide Target Assistance: Barringer Academic Center, Billingsville Elementary School, Cotswold Elementary School, Huntingtowne Farms Elementary School, Lansdowne Elementary School, Pinewood Elementary School, Sedgefield Elementary School, Shamrock Gardens Elementary School, Albemarle Road Middle School, McClintock Middle School, Oaklawn K-8, Park Road Pre-K-8, Quail Hollow Middle School, Randolph Middle School, Ranson Middle School, East Mecklenburg High School, Myers Park High School, North Mecklenburg High School, Northwest School of the Arts, Small Schools at Garinger High School and Olympic High School.
 - ✓ Schools were identified for a specific reason.
 - ✓ Schools will address issues identified in the Continuous Improvement Process: Academic achievement, mobility, and perception.
 - ✓ Zone Superintendents will work with each school through the School Improvement Plan.
 - Boundary Adjustments Only: Community House and South Charlotte middle schools.
 - ✓ Relieve Community House Middle School by adjusting boundary with South Charlotte Middle School.
 - ✓ Students impacted: 2,417 (1,477 students Community House and 940 at South Charlotte). Impacts approximately 50 students and provides minimal relief at Community House but is substantial to equate to approximately two classrooms and aligns the middle school with the high school boundaries.
 - ✓ Cost/Savings: Negligible.
 - Hornets Nest Elementary/Nathaniel Alexander Elementary/Winding Springs Elementary/Marie G. Davis (6-12):
 - ✓ Consolidate Winding Springs Elementary Magnet Program with Marie G. Davis to create K-12 Global Leadership Magnet.
 - ✓ Create new home school at Winding Springs Elementary to relieve overcapacity at Hornets Nest Elementary and Nathaniel Alexander Elementary.
 - ✓ Relocate Right Choices/Bank Street from Marie G. Davis to a campus to be determined.
 - ✓ Students Impacted: 3,198
 - ✓ Cost/Savings: \$711,650 expenditure the first year and \$591,702 recurring. Majority of the costs in transportation.
 - Irwin Avenue Elementary/Education Center/Professional Development:
 - ✓ Close Irwin Avenue Elementary and reassign home school students to Dilworth Elementary and new PreK-8 school at Ashley Park.
 - ✓ Create new IB Program at Blythe Elementary and new Learning Immersion/Talent Development (LI/TD) Program at Mallard Creek Elementary (future Johnston Oehler Elementary School) to provide Magnet seats north of I-85.
 - ✓ Relocate administrative functions from leased spaces, Professional Development Center, and Education Center to eliminate lease expenditures.
 - ✓ Students impacted: 773.

- ✓ Cost/Savings: \$912,707 savings the first year and \$934,625 recurring.
- Lincoln Heights Elementary/Villa Heights Academic Center:
 - ✓ Close Lincoln Heights Elementary and reassign students to PreK-8 school at Bruns Avenue Elementary.
 - ✓ Relocate Villa Heights Elementary program, students, and staff to the Lincoln Heights Elementary facility.
 - ✓ Allow LI/TD students lottery preference to the LI/TD Program serving their home school transportation zone.
 - ✓ Students impacted: 1,253.
 - ✓ Cost/Savings: \$615,871 savings the first year and \$559,238 recurring.
 - ✓ Villa Heights' parents have raised concerns regarding Lincoln Heights and the proximity to the expressway. Staff is reviewing this concern and will provide information at a later time.
- Pawtucket Elementary/Whitewater Academy:
 - ✓ Consolidate Pawtucket Elementary with Whitewater Academy. This will close a small school and better utilize a newer facility.
 - ✓ Students impacted: 668.
 - ✓ Cost/Savings: \$803,363 savings the first year and \$771,582 recurring.
- First Ward Creative Arts Academy/University Park Creative Arts Elementary:
 - ✓ Consolidate University Park Creative Arts Elementary with First Ward Creative Arts Elementary as a year round multi-track Magnet effective 2012-2013 school year. This will provide staff and parents time to plan for a multi-track schedule and calendar.
 - ✓ Students impacted: To be determined.
 - ✓ Cost/Savings: \$222,199 savings in 2012-2013 school year and \$239,403 recurring.
- Cochrane Middle/Garinger High:
 - ✓ Expand Cochrane Middle to a 6-12 configuration by adding one grade level each year (full enrollment 2014-2015 school year). Cochrane will be slightly overcapacity and will provide relief to Garinger High School.
 - ✓ Students impacted: 2,583.
 - ✓ Cost/Savings: \$263,635 expenditure the first year and \$113,635 recurring expenditures. Additional savings will accrue as portables are removed from service at Garinger High School.
- J. M. Alexander Middle/Davidson IB Middle:
 - ✓ Consolidate and relocate Davidson IB Middle into J. M. Alexander Middle. By relocating a high performing program into a facility with more capacity will provide more students access to a high performing program.
 - ✓ Students impacted: 862.
 - ✓ Cost savings: \$734,123 savings the first year and \$671,040 recurring.
- Amay James PreK Center/Ashley Park Elementary/Barringer Academic Center/Bruns Avenue Elementary/Dilworth Elementary/Eastover Elementary/Thomasboro Elementary/Westerly Hills Elementary/Alexander Graham Middle/Sedgefield Middle/Bishop Spaugh Community Academy:
 - ✓ Create expanded PreK-8 home schools at Ashley Park Elementary, Bruns Avenue Elementary, Thomasboro Elementary, and Westerly Hills Elementary.

- ✓ Close Amay James PreK Center and Bishop Spaugh facilities.
- ✓ Reassign Barringer Academic Center feed to Sedgfield Middle School.
- ✓ Unify Dilworth Elementary and Eastover Elementary feeds to Alexander Graham Middle School (currently the two attendance areas are split between Bishop Spaugh and Alexander Graham).
- ✓ Students impacted: 4,722.
- ✓ Cost/Savings: \$37,741 savings the first year and \$743,412 recurring. The first year's savings is low because it includes facility modifications to accommodate the 6-8 Program.
- Walter G. Byers Elementary/Druid Hills Elementary/John Taylor Williams Middle:
 - ✓ Create expanded PreK-8 home schools at Walter G. Byers Elementary and Druid Hills Elementary.
 - ✓ Close John Taylor Williams Middle School.
 - ✓ Students Impacted: 1,613.
 - ✓ Cost/Savings: \$213,132 savings the first year and \$573,673 recurring. The first year includes facility modifications to accommodate the 6-8 Program.
- Berryhill Elementary/Reid Park Elementary/Tuckaseegee Elementary/Whitewater Middle/Wilson Middle:
 - ✓ Create expanded PreK-8 homes schools at Berryhill Elementary and Reid Park Elementary.
 - ✓ Close Wilson Middle.
 - ✓ Reassign Tuckaseegee Elementary as a K-5 configuration to feed to Whitewater Middle. This better utilizes the space at Whitewater Middle School.
 - ✓ Students impacted: 2,317.
 - ✓ Cost/Savings: \$120,795 expenditure the first year and \$284,979 savings recurring. The first year cost is a result of facility modifications to accommodate the new grade configuration.
- Smith Academy of International Languages K-8/Phillip O. Berry Academy of Technology/Harding University High School/E. E. Waddell High School:
 - ✓ Consolidate and relocate IB Program currently at Harding University High School to E. E. Waddell High School as a partial program.
 - ✓ Create new Math/Science Program at Phillip O. Berry Academy of Technology.
 - ✓ Relocate Smith Academy International Languages K-8 to Harding University High School facility.
 - ✓ Students impacted: 5,395.
 - ✓ Cost/Savings: \$553,782 savings the first year and \$1,496,325 recurring.
- Billingsville Elementary/Oakhurst Elementary/Rama Road Elementary/Morgan School:
 - ✓ Relocate Morgan School Program to Oakhurst Elementary facility.
 - ✓ Reassign Oakhurst Elementary home school students to Billingsville Elementary and Rama Road Elementary. Oakhurst Elementary is a majority Magnet Program with a small home school and this will close the Oakhurst Magnet Program.
 - ✓ Students impacted: 1,944.
 - ✓ Cost/Savings: \$1,148,471 savings the first year and \$1,166,554 recurring. Oakhurst is a countywide Magnet and the savings are contributed to duplicated

personnel and transportation.

- Staffing Definitions and Implications:
 - Definitions for each term relative to program, staff, teachers, and students; not relative to disposition of the facility.
 - Implications are consistent across the categories:
 - ✓ Close.
 - ✓ Consolidate.
 - ✓ Relocate.
 - ✓ Consolidate and Relocate.
 - ✓ New/Expanded Program.
 - Caveat: The following information does not apply to the After School Enrichment Programs (ASEP), Child Nutrition, Custodial staff, or Self-Contained Exceptional Children staff. Those departments distribute those employees.
 - ✓ Redeployment will be determined
 - All principal and assistant principal decisions will be made through a separate, performance-based process.
 - Close: Teachers and certified instructional support staff in pool; all others may apply for vacancies.
 - ✓ Schools impacted: Amay James, Irwin Avenue, Lincoln Heights, Oakhurst, John Taylor Williams, Bishop Spaugh, Wilson, and Harding University Math and Science Program.
 - Consolidate: Teachers and certified instructional support staff in pool; all others may apply for vacancies.
 - ✓ Schools impacted: Pawtucket, University Park, and Winding Springs.
 - Relocate: All staff moves, with exception of those mentioned in Caveat (ASEP, Custodial, Child Nutrition, Exceptional Children).
 - ✓ Schools impacted: Smith, Villa Heights, and Morgan.
 - Consolidate and Relocate: All current IB trained staff specific to program move.
 - ✓ Schools impacted: Davidson IB and Harding University IB.
 - New/Expanded Program: Current staffing will be increased through participation in Transfer Fair. Some of the schools are not a part of this proposal but they are included because they are schools that are acquiring a grade level as a part of previous Board decisions and it should be appropriate to give them the opportunity to participate in the Transfer Fair.
 - ✓ Schools impacted: Ashley Park, Berryhill, Blythe IB, Bruns Avenue, Walter G. Byers, Druid Hills, Mallard Creek Elementary LI/TD, Reid Park, Thomasboro, Westerly Hills, Winding Springs home school, Collinswood, Morehead, Oaklawn, Phillip O. Berry Math and Science, Cochrane, and Marie G. Davis.
 - Closed Facilities:
 - ✓ Professional Development Center: Facility held in reserve.
 - ✓ Morgan High School: Morgan Program moving out of the old Metro facility and the classroom facility demolished to provide additional recreation area for Metro School.
 - ✓ Amay James PreK: Facility demolished; capital investment avoided.
 - ✓ Pawtucket Elementary: Facility demolished.
 - ✓ Villa Heights Elementary: Facility held in reserve or made available for other

- uses.
- ✓ Davidson IB: Facility demolished or made available to others; capital investment avoided.
- ✓ Smith K-8: Part of the facility demolished and balance held in reserve or made available for other uses.
- ✓ Bishop Spaugh: Facility held in reserve or made available for other uses.
- ✓ John Taylor Williams: Facility held in reserve or made available for other uses.
- ✓ Wilson: Facility demolished.

Board members were invited to ask questions and make comments.

- Mr. Merchant asked did the proposal include cost avoidance for capital dollars? Mr. Raible said this focused on the operating budget and staff can provide a list of the facilities that we will not have to invest money. The difficulty with that funding is you can view it as a savings from the previously approved 2007 Bond projects but it is not money in the bank. Mr. Merchant said it would be helpful to have a consolidated list because a number of these sites are listed on the CMS Capital Needs Assessment list. He said a number of these schools have a cost associated with them and he would like that broken out to understand the cost avoidance such as a replacement school. Mr. Raible said he would provide this information at a later time. Mr. Merchant said there is a cost increase for Winding Springs which is mostly contributed to transportation and he asked are we making the assumption that all students reassigned will go to the new location? Mr. Raible said yes regarding transportation costs, we are assuming that all students would need to be transported to the new location. Mr. Merchant said if students should choose to not go would the costs be less? Mr. Raible said that is correct.
- Mr. McElrath said the Board held extensive Work Sessions and listened to parents, but at the meeting last night he clearly heard that the families from Smith Academy of International Languages did not want to go to Harding University. Mr. McElrath asked how much weight was given to what the parents wanted? Mr. Raible said this is difficult to quantify but as we moved through the Guiding Principles we heard from the public that they wanted home schools to be a high priority and the initial draft of the Guiding Principles did not include home schools. The Board and staff listened and incorporated the public input into the Guiding Principles. Likewise, in terms of the proposal we have two options. Staff can develop and present a plan and it can be revised based upon input. It is hard to quantify weight but certainly we have heard from the public regarding various issues and have attempted to adjust the plan based upon public input and Board input.
- Ms. McGarry said it is important to know where the Right Choices and Banks Street programs will be located as well as an estimate of the population that will be moving. Mr. Raible said the population of the programs varies based upon the students assigned to the programs but an estimate would be approximately 150 students on average. Ms. McGarry asked if a neighborhood school is vacated are they more apt to have those programs relocated into their neighborhood? Mr. Raible said those programs will not be located in a leased facility and staff will review the inventory of the facilities available and make the best recommendation in terms of what is available. Ms. McGarry asked where will the partial IB students at Irwin Avenue be assigned? Mr. Raible said they would be assigned to the partial IB Program at Blythe Elementary and assigned to the IB

Programs in their respective transportation zones. Ms. McGarry asked what is the cost to create a new elementary IB Program because previously she never thought that an elementary program was as valuable as a middle school or high school IB Program? Mr. Raible said he does not have that information and will provide that at a later time. Ms. McGarry said this is a cost and that should be included and she expressed concern that this creates a new IB Program while at the same time eliminates the Davidson IB Program. Ms. McGarry shared concerns regarding moving the Education Center, Irwin Avenue, Lincoln Heights, and Villa Heights. She said she would prefer not moving Villa Heights and believes the program should be preserved at its current location. But, should that program have to move it should be moved to Irwin Avenue and the Education Center should be moved to Lincoln Heights. She said there are concerns regarding the air quality at Lincoln Heights and the air at Irwin Avenue would be better for the students. Mr. Raible said regarding the air quality, at this point we do not have a definitive answer from the air quality staff of the County and this concern is still being reviewed. Ms. McGarry said these are additional facts that are important to have prior to making decisions. She said a priority should be placed with the students and the adults at the Education Center do not have to be placed in a facility that was built for children. Mr. Raible said the focus is on efficiency. One school has twice the square footage and it would be more logical to use the schools with the more efficient square footage for the classrooms and use the larger facility for administrative space so that it can be used more efficiently. Ms. McGarry believes children are more important and a larger classroom may not be bad. Irwin Avenue has those large classrooms and it is at a location in which the Villa Heights program can grow. She does not believe the program can grow at Lincoln Heights. Ms. McGarry expressed concern that the recommendation moves Davidson IB which is a full IB Program to J. M. Alexander Middle which is a partial IB Program. Ms. McGarry asked clarifying questions regarding the CMS website and adding students to that IB Program for next year. Mr. Raible said as with every partial Magnet Program, staff works with the principal to determine the right number of students for the program prior to releasing the Lottery information. Ms. McGarry asked what is the number of students from the Myers Park IB Program that did not choose to go elsewhere when that program was eliminated? Mr. McCully said that information is still being developed and he would provide that at a later time. Ms. McGarry expressed concern regarding Wilson Middle School which was reconstituted two years ago with a new principal and some staff and this recommendation farms them out to three different locations. That staff improved math scores from 30% to 70% and they did what we asked them to do. She recommended keeping facility and staff intact for two more years. Dennis LaCaria said Wilson Middle School is not an appropriate environment for students and this will return the students to the schools that feed Wilson Middle and bolster the academic growth that Wilson has been able to achieve. Ms. McGarry said the facility is an okay facility and the school has thirty-seven SmartBoards that will have to be moved and that will cost money. Mr. LaCaria said it costs a couple of hundred dollars to move a SmartBoard and that has been captured in the first year's costs. Ms. McGarry expressed concern regarding the late notice of notifying the public about the relocation Harding University High School. Ms. McGarry asked what is the cost to move Smith to E. E. Waddell versus moving it to Harding University which is 8.3 miles further? Mr. Raible said it is virtually the same in terms of transportation and even

though the transportation radius is further the dot map for Smith shows a great dispersion of students throughout the entire County. Wherever Smith is relocated is approximately as far away or closer to a group of students as there is not a higher density of students in any one particular area. Ms. McGarry expressed concern that as a result of the five mile radius change in Magnet transportation last year, the additional miles to Harding University will create an undue hardship on parents. Ms. McGarry expressed concern regarding the families at Harding University because they have done everything that they have been asked and she hopes the Board will reconsider this recommendation.

Mr. Tate left the Regular Board meeting at 8:00 p.m.

- Ms. Lennon expressed concern regarding the comment regarding the excessive cost to create an IB Program but this recommendation is relocating an existing IB Program. Dr. Gorman said CMS will have to go through a reauthorization process that will involve some costs and staff will provide information at a later time. Ms. Lennon said she is happy that the northern area will finally have elementary Magnet options for families in the area and she is supportive of both the Mallard Creek Elementary LI/TD Program and the Blythe Elementary IB Program. Ms. Lennon asked regarding the Winding Springs boundary, is that boundary intact going through middle and high school with the new boundaries developed for North Mecklenburg High School last year? Mr. McCully said he does not believe it impacts that boundary and he will provide an overlay. Ms. Lennon said continuity is important and she would prefer the boundaries overlay each other. Mr. McCully said this will be reviewed and staff used as many existing lines as possible in the immediate area to utilize both the middle and high school lines. Ms. Lennon said regarding parent concerns that the Davidson IB Program would not be expanding, this information is not on the CMS Website and she asked Mr. McCully to provide clarification. Mr. McCully said this may have stemmed from the initial proposals that were provided Sunday. Staff was consistent with all the Magnet Programs and did not feel comfortable making a projection without consulting the principal. The enrollment projections and how to address growth were consistent across the board.
- Dr. Waddell asked clarifying questions regarding the reassignment of students at Irwin Avenue. Dr. Gorman said the IB students will be assigned to the IB school in their respective transportation zone and the home school students will be assigned to Dilworth Elementary and Ashley Park Elementary.
- Mr. McElrath said last night we heard that the Smith Language families did not want to go to Harding University and there is a Community Forum scheduled tomorrow night at Harding University High School in which we will probably hear that those families do not want to go to E. E. Waddell. Mr. McElrath asked how much weight will that meeting carry and if that meeting will not have any impact on these recommendations why hold that meeting? Dr. Gorman said staff has made their recommendations and presented the recommendations to the Board. That question will rest with the Board members. The Board can consider the comments made tonight and tomorrow night before the Board makes a decision. Mr. McElrath asked how much weight does the input from the families have and how important is it to have parental input regarding academic achievement of the children and the location of where their children are going to be educated?

Members of the audience exhibited loud behavior and continued to interrupt the meeting. Chairperson Davis informed the audience that this was the Board of Education's meeting and he asked the audience to refrain from interrupting the meeting. Members of the audience continued to chant and interrupt the Board meeting.

Chairperson Davis called for a recess at 8:03 p.m. Chairperson Davis reconvened the Regular Board meeting at 8:30 p.m.

Board members continued to ask questions and make comments.

- Mr. Morgan said families at the Community Forum for Garinger High School expressed concern that the students currently attending Garinger High School who went through Cochrane would be reassigned to Cochrane and not allowed to finish at Garinger High School. Mr. Raible said staff's recommendation is that Cochrane will grow year-by-year with keeping the students that are currently attending the school. The current grade configuration for Cochrane is 6th through 8th grade and during the next school year the 8th graders will move to 9th grade. The school will grow organically with the students currently attending Cochrane until it becomes a 6th through 12th grade configuration. The students currently attending Garinger High School will not be reassigned to Cochrane. Mr. Morgan said in reality it will be four years out until Cochrane has its first graduating class? Mr. Raible said that is correct.
- Mr. Merchant said we have a compressed timetable and it is important to take advantage of opportunities for public engagement. Mr. Merchant said he has met with CMS staff regarding Davidson IB Middle and he believes it would be good to develop a timeline from a budget perspective for growing the IB Program at J. M. Alexander Middle and then share that information with the principals, staff, and parents to make that work. Mr. Merchant said he visited Wilson Middle School and met with staff and the students and they wanted answers but the students were very respectful and asked better questions than the adults because they wanted to hear the answers. Mr. Merchant said it is important that we share accurate information and we must do that with the community as well because we have had less than ideal communication in this process but it has been fluid. Mr. Merchant said this has been exemplified by inviting the speakers back to the meeting who were unable to speak at the October 12th Board meeting. Mr. Merchant said the families at Harding University have received late notice and that is a personal concern for him as well as other Board members. He encouraged the Board, CMS staff, and the community to acknowledge that it is late notice, it is less than ideal, and to address what we are going to do because yelling may make you feel better but it will not accomplish anything. Mr. Merchant said he feels the frustration in the room and throughout the community because people are asking what are you doing and why are you doing it. Mr. Merchant said the Board has talked about the "what" but may not have been clear on the "why." He said in reality the Board has been talking about closing schools for a year. It is easier to talk about it in the abstract but when it impacts you personally it is very different and people will react. Regardless of the Board decisions, we as a community must make it work because otherwise shame on all of us. Mr. Merchant said the Board must make some decisions and he does not believe a less than an ideal timetable is reason enough to avoid a decision. Some people have said there is not enough savings to justify the disruption but the amount for the first year is

\$3.5 million but at the end of the calendar year the flip switches and this will include a new currency involving seventy-three teaching positions. There is approximately \$6.5 million savings in recurring dollars after the first year and that translated into the currency of people equates to approximately 130 teacher and staff member positions. Mr. Merchant said if the Board does not want to make this decision then the public needs to understand that we are saying

- we want to cut that many people and by spring there will be even more cuts. This is not about buildings or teachers. It is about buildings in order to cut fewer teachers and staff members. More decisions are coming and they will involve athletics, extra-curricular activities, transportation, and future additional consolidation of schools. Mr. Merchant said the Board will have to make those decisions and must have a rational dialogue to help make those decisions in an informed manner. At this point, we can no longer confuse what we want and what we need to do and the Board must find a way to marry the two. This is not about what we want any more because none of the Board members want to close schools or to lay people off. The Board must make difficult financial decisions in order to continue to serve students. Mr. Merchant encouraged the Board, staff, and the community to talk.

ADJOURNMENT

Chairperson Davis called for a motion to adjourn the meeting.

Mr. Morgan moved that the Board adjourn the Regular Board meeting, and by consensus, the Board agreed to adjourn the meeting.

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

Eric Davis, Chairperson

Nancy Daughtridge, Clerk to the Board