



Charlotte, North Carolina
November 9, 1999

REGULAR MEETING OF THE CHARLOTTE-MECKLENBURG BOARD OF EDUCATION

The Charlotte-Mecklenburg Board of Education held a Regular Meeting on November 9, 1999, beginning at 6:00 p.m. in the Board Room of the Education Center. Prior to the Regular Meeting, the Board held a Closed Session at 5:00 p.m. in Room 408 of the Education Center for a matter of attorney/client privilege, in accordance with North Carolina General Statute § 143-318.11(a)(3). The Regular Meeting was televised by CMS TV Channel 21.

PRESENT: Arthur Griffin, Jr., Chairperson;
John W. Lassiter; Wilhelmenia Rembert;
James H. Puckett; Vilma D. Leake;
George Dunlap; Molly Griffin;
and Louise Woods

ABSENT: Lindalyn Kakadelis

Also present at the request of the Board were Eric J. Smith, Superintendent; James L. Pughsley, Deputy Superintendent; Susan R. Purser, Associate Superintendent for Education Services; Greg Clemmer, Associate Superintendent for Operations; other members of Senior Staff; and Carol K. Gerber, Clerk.

CALL TO ORDER

Chairperson Griffin, presiding, called the Regular Meeting to order at 6:00 p.m. and led the Board members in the Pledge of Allegiance.

ACTION ITEM II (A)

RECOMMENDATION OF APPROVED PERSONNEL APPOINTMENTS:

Dr. Smith reports no recommended appointments to the Board.

ITEM II. (B)

APPROVAL OF CONTRACT FOR EMPLOYEE GROUP LIFE INSURANCE PLAN

Is there a Motion? Motion by Dr. Leake seconded by Mrs. Woods.

RECOMMENDATION FOR LIFE INSURANCE will be made by Dr. Jim Pughsley.

Dr. Leake moved that the Board approve a new three-year contract with the Prudential Insurance Company of America for the CMS Employee Group Life Insurance Plan for the period from January 1, 2000 through December 31, 2003. Ms. Woods seconded the motion.

Mr. Lassiter mentioned a possible conflict of interest regarding this contract.

Ms. Griffin made a substitute motion that the Board approves the above contract, contingent upon the Superintendent's finding that there was no conflict of interest. Dr. Rembert seconded the substitute motion. The substitute motion passed with all Board members present voting for the motion.

The administration reported that CMS had received eight bid proposals. Each proposal was evaluated on several factors, including the company's ability to provide a comprehensive life insurance plan for approximately 14,000 employees and the life insurance rates submitted.

It is estimated that the new three-year contract will result in a decrease of \$7,918 per year and an annualized decrease over three years of \$23,754. This represents a 7.3% decrease in life insurance rates. CMS employees will see a decrease in their supplemental life insurance of 44% but an increase of 77% in their dependent life coverage.

Chairperson Griffin: The Board of Education has established a Family and Community Information line. That telephone number is (704) 343-6192 that begins tomorrow morning, November 10, 1999 at 8:00 AM. It will be open from Monday through Friday, set up so that citizens who have questions with respect to the Superintendent's recommendation regarding pupil assignment, can phone in with their questions. Also, in the morning our viewing audience can go to the CMS web site and that's WWW.cms.K12.nc.us and access the CMS homepage in order to view information and maps with respect to the proposed Pupil Assignment Plan that you will hear tonight.

RECOGNITION

Recognition of Troop #15 – St. Francis United Methodist Church, Jim Echols, Scoutmaster. Welcome and thank you for coming to the Board of Education meeting.

CONSENT ITEMS

MOTION BY DR. LEAKE, SECONDED BY MRS. GRIFFIN TO PUT CONSENT ITEMS III. (A-G) ON THE TABLE.

APPROVAL OF THE FOLLOWING BOARD MINUTES:

1. September 30, 1999 Closed Session
2. October 12, 1999 Regular Session
3. October 14, 1999 Closed Session

APPROVAL OF OCTOBER 31, 1999 MONTHLY FINANCIAL STATEMENTS

APPROVAL OF CAPITAL PROJECT ORDINANCES FOR OCTOBER, 1999

APPROVAL OF BUDGET AMENDMENTS FOR OCTOBER, 1999

APPROVAL OF ROOF REPLACEMENT CONTRACT FOR PIEDMONT OPEN MIDDLE SCHOOL

APPROVAL CONSTRUCTION CONTRACTS FOR ASHLEY PARK ELEMENTARY SCHOOL

APPROVAL OF REQUESTS FOR STUDENT REASSIGNMENT AND RELEASE OF STUDENTS TO OTHER SCHOOL DISTRICTS

APPROVAL OF SUPPLEMENTARY FUNDING REQUEST FOR PROVIDING SPEECH AND LANGUAGE SERVICES TO CMS AND COMMUNITY PARTNERSHIP'S BRIGHT BEGINNINGS

APPROVAL OF SUPPLEMENTARY FUNDING REQUEST FOR BEST FRIENDS PROGRAM

Mr. Griffin: With regard to any questions on Items III. (A-G), we would like to pull those items and get administration to give us a response.

Dr. Leake: A clarification of Item III-(D) Recommend approval of supplementary funding for Manufacturing and Engineering Systems Career Cluster at Vocational/Technical High School. Is there another item?

Dr. Smith: Dr. Purser, do you have the backup on that D (2) handy? Specifically, what is your question regarding that?

Dr. Leake: Just for clarification.

Dr. Smith: This is a \$6,350 grant from Alcoa Foundation. It is a Supplemental Funding Proposal for the Vocational Technical School and will be added to the Vocational Technical Program as we prepare to open that particular program.

Dr. Purser: Correct, we will be looking for additional funding to support all the programs that we are going to be offered at the Vocational Technical High School. Over a period of time, we will bring additional grant requests to support the instructional program that will open there.

Chairperson Griffin: Thank you very much. We only had one question with regard to III. (A-G) and it has been properly moved by Dr. Leake and seconded by Mrs. Griffin, motion carried unanimously.

Chairperson Griffin: We are going to skip Item IV. And go to item V. We will come back to Item IV. at 8:00 P.M.

ITEM V. REPORT FROM THE SUPERINTENDENT WITH RESPECT TO THE STUDENT ASSIGNMENT RECOMMENDATION FOR THE 2000-2001 SCHOOL YEAR.

Dr. Smith: Pleased to make this recommendation to the Board and to the community this evening for the 2000-2001 School Assignment patterns for the coming school year.

I would like to start out by giving a little history on what has brought us to this evening and the recommendation we are about to present. We will start by going back in time to March 1999 when the staff presented to the Board a document entitled, "*Achieving the CMS Vision*". This document talked about the strategies that we were recommending to primarily put first and foremost focus on the issue of academic achievement and instructional success of all of our children. In order to achieve that, we had to have clearly defined curriculum, we had to have adequate human resources in our schools, adequate faculty and support personnel. To make our schools successful we had to provide our schools with the appropriate amount of support in materials and supplies, and we needed to have facilities that would support our teachers in buildings throughout Mecklenburg County. One small thin chapter of this document talked about the issue of student assignment. In terms of history where we have traveled in the last eight months, once this document was presented, we spent a fair amount of time talking about not only what's in the best interest of children in Mecklenburg-County, but also how do we populate our schools and assign students to our classrooms. We shared this Student Assignment recommendation with the community. We had some strong feedback, in part supportive of the issue of Choice, asking the school system to generate a plan ultimately that would have not only Choice as an opportunity for families, but some degree of guarantee that a high degree of ambiguity was seen as problematic for many of our parents and families in Mecklenburg County. Subsequent to that initial presentation discussion about Student Assignment, we did proceed with a number of focus groups that were conducted by the UNCC Urban Institute where we attempted to learn more from our parents as to what was important to them as they evaluate us as individuals and families, the issue of school choice. What are the important factors that are critical to them? That process would stand over the summer followed by certain court actions that took place last spring and led us to the final date when the Federal Court gave us a finding in the trial and that was received by the Charlotte-Mecklenburg community on September 9th.

The ruling that was received had two major elements of it; one was the declaration by this Federal Court that we are a Unitary School System, and second and in conjunction with, directed the Charlotte-Mecklenburg School System not to use race as a factor in determining future assignment plans. The Federal Court also suggested that we have over the course of this school year to maintain

our current Student Assignment procedures, for the sake of stability, but only for this year, and beyond that we would have to behave in a way that was in class with the Federal Courts. That was our interpretation of those findings.

We proceeded, once the ruling of the Federal Court was received, with our recommendation that was based on a new set of rules, a new set of guiding principles that we felt were important, a set of guiding principles that we felt we had been advised of by this community through the focus groups and other methods. Issues that we thought should be built in to any potential Student Assignment recommendation that we bring to this Board. Some of the elements of the guiding principles were as follows:

1) Parental Choice is in fact very important. As we transition from a school system that is under some degree of court supervision to one that is unitary we needed to move to a school system that has, to a large extent, families as the center of the decision-making process regarding where children attend school. That Choice and family decision-making is a critically important piece to us. We need to craft a plan that tried to improve upon the stability of our young people, a plan that would allow our students to have greater stability, not only within individual buildings, but stability as they move from kindergarten to 12th grade. In that respect it would be preferred if we could develop a plan, that in fact, had k-12 feeder systems. Young people go through a variety of changes over the course of growing up and the stable element would be the school system. There would be a sequence of schools, kindergarten through middle school or high schools that families could count on, participate in friendships and relationships that are created at the early grades could be nurtured and built upon as students move from kindergarten through middle and high school. As we look at Choice, there are a variety of elements that are important in the business of choice. As we craft our plan, we certainly looked at some feedback where, if the parents wish to choose a school that is close to where they live, they should be given that opportunity. We call that the possibility of our Home School Assignment for young people. If they want to attend a school that is close to them, they certainly should be guaranteed a seat at that school.

2) Magnet School Programs, which have proven to be very strong and viable in Mecklenburg County, should be continued. Magnet schools have proven to be successful and have added a new kind of dynamics to Charlotte-Mecklenburg Schools educational program and as we prepare new plans for the future that the Magnet schools should be a part of that in the choice that parents have to avail themselves of.

3) In the past we have worked to grant special situations where parents could make a choice whether it be a workplace transfer or a daycare/childcare related issue or other form of hardship that we should broaden that and make other forms of choice available to parents regardless of their rationale or reasons, that parents should be given some freedom within certain geographic regions in Mecklenburg County to have some broad degree of choice in selecting a school because it is important to them personally. They find it an important issue to make available to their individual family and child.

4) That schools outside of these general regions certainly would be available to parents as well, but that would be done only if parents provide their own transportation.

These were some of the guiding principles that we began to work with and these were the issues we tried to bring to the process of planning and strategy for a new pupil assignment plan that you will see tonight. To re-emphasize that, these recommendations are being brought to you as a result of:

- 1) The Federal Court Rulings received on September 9, 1999
- 2) Our understanding that we need to move to a New Student Assignment procedure for the fall of this school year and that the rules we choose to operate by and live by as a community and school system are those that we think are important to this community as a whole.

The Charlotte-Mecklenburg School System, in trying to develop a system of k-12 feeder systems, is trying to provide a guarantee that students can attend a school that is close to home. Once we looked at the map, it becomes very apparent to those who study the way schools are located in Mecklenburg County, that simply put, the infrastructure isn't in the right place. We have been building our schools for the last thirty years around satellite zones, parent zones, mid-point schools and more recently Magnet School Programs. As a result, Magnet School Programs in particular were simply in the wrong place to be able to develop a plan that would be consistent with the guiding principles that I just outlined. Schools that are approximate to where parents live, the ability to create k-12 feeder systems, and so forth. As a result, we had to develop a plan that brings about some significant change.

I would like to go through a little bit of the process to give you a sample of how we proceeded (ref. map on screen). The Mecklenburg School Planners went through a process to determine where individuals live, whether or not we are fully utilizing a building, whether we would over-occupy a school, or whether we would under-occupy a school. That's what this map would indicate. The red line outlines a boundary that again would fill the Lansdowne school facility, but wouldn't make any sense to Mom and Dad out there if they had the children living in that general region. It's a mechanical process, not a human process. It simply draws based on capacity and numbers of children, it doesn't make any sense in terms where children play, associations children naturally make as they are growing up, and it doesn't make any sense in terms of how families relate and interact.

So the next step of our process in developing the presentations that we are going to give you tonight was to then put a human touch to it. Take that general vicinity and draw it along boundaries that make sense, not presenting to the Board tonight some recommendation that have children clustered when they have to cross a major thorough-fare, or cut a cul-de-sac in half or divide some natural elements, such as creeks or railroad tracks. We are trying to draw a boundary that makes sense. So, while we say we have developed a proposal tonight that brings an option, a choice for families to go to a school that is relatively close to their home, it is not a mechanical process so as parents watch the various boundaries, you are going to see some that have a variety of shapes, but as we did this we tried to take the approximate location and draw a boundary that ultimately makes sense. Certainly the review process that this will go through is to make sure that we think makes sense is what in fact makes sense to the parents who are going to be looking at this with great anticipation tonight, tomorrow and in days to come. We do have the ability and we do anticipate that some of these boundaries are going to change based on feedback from citizens. This is how we began the process, this is how we began the process of looking where Magnet schools should be relocated because there

are schools that would simply not be fully utilized if we didn't find some additional use for that space and how we ultimately made our decisions.

There are some strengths that I think should be pointed out to the Board and the community in looking at this particular recommendation. As shown on the screen, this is a proposal that puts an increased amount of control in the hands of parents as to where their child could attend school. I think is a plus for the proposal. It does allow us to increase the stability in student assignments with out students. It does guarantee students, if they wish to go to a school that is relatively close to home, that there will be a seat available for them. It does get away from the business of satellite zones and disjointed connections of school boundaries and moves us to a system that again, if the choice is a Home School Choice, a system of contiguous boundaries. It does result in almost ever respect a tremendous increase in the amount of feeder systems k-12, where whole elementary schools are going together to middle schools and going together to high schools. There are only a couple of examples where we in fact had to divide an elementary school in two parts. But worse case in this recommendation is dividing elementary into two parts and every other case, elementaries as a group, so students get to continue their relationships from their younger years.

And, finally we are presenting to this community a recommendation that maintains the viability of Magnet School Programs and doesn't reduce the ability or the seating capacity in total of what's offered to parents today in our Magnet School Program. The recommendations, I think as we tried to craft them, although they have been an effort to be in compliance with the Court findings of September 9th, they have also had an eye to the future to try to provide a platform of education that would allow us to move forward aggressively on achieving the CMS Vision as a plan and bringing about what we feel is solid, quality education and good academic achievement for schools throughout Mecklenburg County regardless of where children live or attend school. I would like to call on Eric Becoats to go through some of the details on this proposal.

Eric Becoats: Good Evening. Before I begin, I would like to publicly thank all of the CMS Staff who have assisted us in developing this Student Assignment Plan. It could not have been done without them.

First, I want to begin by sharing with you the logic or the methodology that we used in developing this Student Assignment Plan. We began by mapping each student to their closest school. Based upon that mapping, schools that had space were identified to house magnet programs. Based upon the mapping and proposed magnet locations, boundaries were drawn for each elementary school. We then reviewed each elementary boundary based upon each student's assignment to their closest school and we took into account natural boundaries, such as roadways and creeks. We also looked at cul-de-sacs and neighborhoods, and we obviously considered the location of the student population and the capacity of each elementary school.

One of the choices that a family will have to make with this Choice Student Assignment Plan is that of a *Home School*. As Dr. Smith alluded to, a *Home School* is a guaranteed assignment. We utilized the guiding principles as the framework for developing those assignments. We also took into account the proposed magnet locations and we utilized the elementary boundaries as the building blocks to develop middle and high school boundaries. As I mentioned earlier, we also utilized natural boundaries as dividing lines for elementary boundaries and there are no satellites. We have

contiguous boundaries with this proposal and we have developed a k-12 feeder system using elementary schools as the building blocks. This proposal does include boundaries for four new schools – two elementary and two high schools scheduled to open in August 2001.

I will begin this evening talking about the elementary schools that make up the high school feeder area. What you will see in front of you on the screen is the dark black line outlining the proposed high school line. The black thin line within the high school boundary represents the elementary school that would feed into the high school feeder area. We are beginning with the New North High Feeder Area. The New North High is planned to open August 2001. Students who are assigned to the New North High School as a *Home School* will attend North Mecklenburg or Vance for the 2000-2001 school year. The New North High School Feeder Area is composed of Davidson Elementary, which feeds Bradley Middle School, Cornelius Elementary, which feeds Bradley Middle School, Huntersville Elementary that feeds Bradley Middle School, Long Creek Elementary that feeds Bradley Middle School. Those are the four elementary schools that make up the New North High School Feeder Area.

Continuing clockwise within the county we move now to North Mecklenburg High School. *The North Mecklenburg High School Feeder Area* is composed of the following elementary schools: Blythe Elementary which feeds J. M. Alexander Middle School, Mallard Creek Elementary which feeds J.M. Alexander Middle School, David Cox Elementary which feeds J.M. Alexander Middle School and Hornets Nest Elementary which feeds Ranson Middle School. The four elementary schools that make up the North Mecklenburg High School Feeder area are Blythe, Mallard Creek, David Cox and Hornets Nest.

The Vance High School Feeder Area consists of University Meadows, which feeds Martin Middle, Nathaniel Alexander that feeds Martin Middle. In this proposal Morehead Elementary is being proposed as a Magnet school. Hidden Valley Elementary would feed Martin Middle. The three elementary schools that make up the Vance High School Area are University Meadows, Nathaniel Alexander and Hidden Valley.

The Independence High School Feeder Area consists of Reedy Creek Elementary which feeds Northridge Middle School, Hickory Grove Elementary which feeds Albemarle Road Middle School, J. H. Gunn Elementary which feeds Albemarle Road Middle School and Lebanon Road Elementary which feeds North East Middle School. The Elementary schools that make up the Independence High School Feeder Area are Reedy Creek, Hickory Grove, J. H. Gunn and Lebanon Road.

The Butler High School Feeder Area consists of Clear Creek Elementary, Crown Point Elementary and Bain Elementary. Clear Creek would feed Northeast Middle, Bain would feed Northeast Middle and Crown Point would feed McClintock Middle School. Again, the elementary schools that make up the Butler High School Feeder Area are Clear Creek, Crown Point and Bain.

The Providence High School Feeder Area consists of Lansdowne Elementary, which feeds Carmel Middle, Elizabeth Lane Elementary, which feeds Carmel Middle, Matthews Elementary which feeds Crestdale Middle and McKee Road Elementary which feeds Crestdale Middle. The four elementary schools that make up the Providence High School Feeder Area are Lansdowne, Elizabeth Lane, Matthews and McKee Road.

The South Mecklenburg High School Feeder Area consists of Olde Providence Elementary School, and Dr. Smith alluded to earlier that we have two instances in which an elementary school attendance area has been split. It has been split because there are two middle schools within the elementary attendance area; therefore, the area North of Highway 51 would feed Carmel Middle School to Olde Providence Elementary. The area South of Highway 51 would feed South Charlotte Middle. McAlpine Elementary feeds South Charlotte Middle, Hawk Ridge Elementary feeds South Charlotte Middle, Smithfield Elementary feeds Quail Hollow Middle. The schools that make up the South Mecklenburg High School Feeder Area are Olde Providence, McAlpine, Hawk Ridge and Smithfield.

The New South West High School Feeder Area. The New South West High School is proposed to open in August 2001. For the 2000-2001 school year, it is proposed those students will attend Olympic High School. The elementary schools that make up the New South West High School Feeder Area are as follows, Sedgefield Elementary (this is the second elementary school that has a split attendance area). The area East of South Boulevard would feed Smith Middle. The area West of South Boulevard would feed Marie G. Davis Middle. Sterling Elementary feeds Quail Hollow Middle, Pinewood Elementary feeds Smith Middle, Montclair Elementary feeds Smith Middle, Nations Ford Elementary feeds Kennedy Middle, Starmount Elementary feeds Smith Middle, Huntingtone Farms feeds Smith Middle and Pineville Elementary feeds Quail Hollow Middle. So the elementary schools that make up the New South West High School Feeder Area are Sedgefield, Sterling, Pinewood, Montclair, Nations Ford, Starmount, Huntingtone Farms and Pineville.

The Olympic High School Feeder Area consists of Steele Creek Elementary, which feeds Kennedy, and Lake Wylie Elementary, which feeds Kennedy.

The West Mecklenburg High School Feeder Area consists of the Paw Creek Elementary which feeds Coulwood Middle, Pawtuckett Elementary which feeds Coulwood Middle, Tuckasegee Elementary which feeds Wilson Middle, Berryhill Elementary which feeds Wilson Middle, Westerly Hills Elementary which feeds Spaugh Middle, Ashley Park Elementary which feeds Spaugh Middle, Reid Park-Amay James (we are proposing that the entire campus of both Reid Park and Amay James be utilized with Grades k-2 at Amay James and Grades 3-5 at Reid Park), both schools would feed Marie G. Davis Middle School. Barringer Middle School would feed Marie G. Davis Middle. The elementary schools that make up the West Mecklenburg High School Feeder Area are Paw Creek, Pawtuckett, Tuckasegee, Berryhill, Westerly Hills, Ashley Park, Reid Park, Amay James and Barringer.

The West Charlotte High School Feeder Area consists of Oakdale Elementary which feeds Ranson Middle, Statesville Road Elementary which feeds Ranson Middle, Druid Hills Elementary which feeds J.T. Williams, Greenville Site (it was mentioned earlier that we have included boundaries for the two new elementary schools, the Greenville Site is scheduled to open in 2001). The proposal is that students will attend Derita Elementary School beginning August 2000. Derita will be used as swing space to house the students who will eventually go to Greenville which is scheduled to open in 2001. The Greenville site with those students in that area would feed J.T. Williams Middle. Lincoln Heights Elementary feeds J.T. Williams Middle, Oaklawn Elementary feeds J.T. Williams Middle, Bruns Avenue feeds Spaugh Middle, Thomasboro Elementary feeds Ranson Middle and Allenbrook Elementary feeds Wilson Middle. The elementary schools that make up the West

Charlotte High School Feeder Area are Oakdale, Statesville Road, Druid Hills, Greenville, Lincoln Heights, Oaklawn, Bruns Avenue, Thomasboro and Allenbrook.

The Garinger High School Feeder Area consists of the Craighead Site (this is the second elementary school scheduled to open in 2001). Students in this area will feed Martin Middle. Craighead will be populated by the majority of students currently attending Highland Elementary School. In this proposal we are recommending that Highland Elementary School be used for Alternative Space. Briarwood Elementary feeds Cochrane Middle, Devonshire Elementary feeds Cochrane Middle, Windsor Park Elementary feeds Cochrane Middle, Winterfield Elementary feeds Eastway Middle, Oakhurst Elementary feeds Randolph Middle, Chantilly Elementary feeds Randolph Middle, Merry Oaks Elementary feeds Eastway Middle and Shamrock Gardens Elementary feeds Eastway Middle. The elementary schools making up the Garinger Feeder Area are Craighead, Briarwood, Devonshire, Windsor Park, Winterfield, Oakhurst, Chantilly and Shamrock Gardens.

The East Mecklenburg High School Feeder Area consists of Albemarle Road Elementary which feeds Albemarle Road Middle, Idlewild Elementary which feeds Eastway Middle, Greenway Park Elementary which feeds McClintock Middle, Rama Road Elementary which feeds McClintock Middle School. The elementary schools that make up the East Mecklenburg High School Feeder Area are Albemarle Road Elementary, Idlewild Elementary, Greenway Park Elementary and Rama Road Elementary.

The Myers Park High School Feeder Area consists of Irwin Avenue which feeds Marie G. Davis, Eastover which feeds Randolph Middle, Billingsville Elementary which feeds Randolph Middle, Cotswold Elementary which feeds Randolph Middle, Sharon Elementary which feeds Randolph Middle, Beverly Woods Elementary which feeds Quail Hollow Middle, Selwyn Elementary which feeds Alexander Graham Middle. The elementary schools that make up the Myers Park High School Attendance Area are Irwin Avenue, Selwyn, Eastover, Billingsville, Cotswold, Sharon and Beverly Woods. As you can see, we have contiguous boundaries with this high school feeder area.

I will talk to you now about another choice parents will have to make within the district and that is Choice Zones. Before I begin, I would like to share with you that at the middle school level, we have 23 middle schools with attendance boundaries. Of the 23 schools, 11 of them feed into one high school, 10 feed into 2 high schools and 2 feed into three high schools.

Choice Zones were developed to provide choice within a defined region of the county. We utilized the high school feeder areas that I just shared with you to develop the Choice Zones. We developed Choice Zones by grouping two adjacent high school feeder areas and I will go through them with you. In addition, students can select a school within the Choice Zone of their residence with transportation provided. Admission into a school outside of a student's Choice Zone is determined based upon the availability of space.

The proposed Choice Zones by feeder areas are:

- New North High School and West Mecklenburg High School
- North Mecklenburg High School and West Charlotte High School
- Garinger High School and Vance High School
- Independence High School and Butler High School

- Providence High School and East Mecklenburg High School
- South Mecklenburg High School and Myers Park High School
- Olympic High School and the New South West High School

So what you see before you are seven Choice Zones that families will have the option to choose an elementary, middle or high school that is within their Choice Zone.

Dr. Purser: Mr. Becoats has just outlined two of the possible options that our families will have; first that of a Home School and secondly that within the Choice Zones. Another option provided to our families will be the continuation of our magnet program. To share with you the methodology we used to determine what magnet programs we will continue and where those sites will be located, we used a similar process that Mr. Becoats identified. We determined, based on the mapping of students to a closest school, which of our schools have capacity that would be naturally available through that mapping process. Then secondly, we looked at what themes we needed to have, the popularity of the themes we currently have, and were determined to keep the themes that were in fact the most popular as voiced through our participation in the Magnet Lottery over the last years. Through this process, we determined that there was a need to adjust some of our magnet themes.

First of all, we determined that we would eliminate the magnet themes of Global Studies, The Accelerated Learning and the Workplace as magnet themes. As was stated by Dr. Smith earlier, we will provide options for parents through Choice. If Workplace is a need, then that is achieved not from a magnet theme, but in fact, through a Choice process. We are transforming The Academy of Finance and The Medical Sciences Program at Garinger so they will be site-based programs meaning that any of the students living within the Choice Zones for Garinger High School will have access to those programs. We then paired The Environmental Studies Program with our Math and Science Program at the elementary level into a single magnet theme. And last, we have introduced a new magnet theme entitled *The Center for Leadership Global Economics and Finance*. As I stated a moment ago, the identification of the locations was based on schools that have natural space available. You will see in just a moment that we have in fact distributed the magnet themes across the county to increase the access for all students across the district. Then we determined the alignment for these magnet themes based on the feeder area that a student resides within (Dr. Purser: showing visually that the elementary magnet themes are distributed across the county rather than being really congested just in the center portion of our county). The same thing will be true looking at the middle school magnet themes and also at the high school level.

Walking you through what our proposal will be regarding the magnet themes, I will go through the chart beginning at the top.

The Academy of Finance will continue in the Garinger Choice Zone Area. We will introduce a theme of The Center for Leadership Global Economics and Finance at Olympic High School. The Classical Studies Program will continue at Sterling Elementary School and that will be considered a partial magnet. The Communications Art Magnet Theme will continue at Oakdale Elementary and Sharon Elementary and we will reserve just a portion of those two schools to house that magnet theme. The Oakdale Communication Arts Program will feed into a middle school program at Bradley Middle School. The program at Sharon Elementary will feed into the program at Carmel Middle School. For the International Baccalaureate program, the elementary sites will have three

partial magnets at Cotswold, Davidson Elementary and Selwyn. These programs will feed based on Cotswold. If a student attends a program at the elementary grades at Cotswold, that student could continue to the program at Alexander Graham. If the student participates at Davidson Elementary, the student would continue at Davidson IB Middle School, which will be our own full magnet at the middle school level for IB. The Selwyn students would continue into the program at Alexander Graham. I will come back in just a moment to explain the feed as it relates to the high school IB programs.

Language Immersion Programs - Programmatically there was some sense in creating a separate magnet for Spanish Immersion and that program would continue at Collinswood; however, this would become a full magnet. The other Languages we will consolidate on a single campus so that French, German and Japanese Programs will share a facility and that will be Dilworth Elementary which will become a full magnet. In this proposal, all of the Language Immersion Programs, meaning Collinswood and Dilworth would feed into a single middle school, which would be Sedgefield Middle; a portion of that school would be reserved for the Language Immersion Program. At the high school level, the program will feed into West Mecklenburg High School. The Learning Immersion and Talent Development Program (Learning Immersion is designed for students in kindergarten through second grade and for those who are screened into the program in grades three), they can continue in the Talent Development Program. The elementary sites for these programs are Beverly Woods would be a partial magnet, Greenway Park a partial magnet, Hornets Nest a partial magnet and Tuckaseegee a partial magnet. Villa Heights would continue as a full Learning Immersion Talent Development Magnet.

These programs have been feeding into the Middle Years IB Program; therefore, in each one of these instances where I describe a feed, it feeds into IB. Beverly Woods will feed into Wilson IB, Greenway Park would feed into the Alexander Graham IB, Hornets Nest will feed into the Davidson IB Program, Tuckaseegee and Villa Heights will both feed into the Wilson IB Program. And the math/science in combination with Environmental Studies, the program will be offered at Morehead Elementary School, which will be a full magnet. However, we have reserved the seats to accommodate the students who will be assigned to Craighead. The Morehead Math/Science Environmental Students will feed into the math/science program at Northridge Middle School, which will be a partial magnet, and then again feed into Harding High School the math/science program.

The Medical Science Program I described a moment ago will continue at Garinger filling the needs of students in the Choice Zone in which Garinger is housed. We are locating a full magnet in the Montessori Program at Park Road, at Piney Grove, and also Newell Elementary Schools. Each one of these full magnets will feed into the Open Program that is housed at Piedmont Middle School. If students wish to continue with the magnet theme of the Open Program, they would then feed into the West Charlotte Magnet Program. We will continue the Open Program as a partial magnet at Irwin Avenue Elementary School which will feed into Piedmont Middle Open School and then finally into West Charlotte Open Program.

The Paidea Program will remain as a partial magnet at Oakhurst and feed into a partial magnet at Randolph. The Traditional Programs will be full magnets at Elizabeth, Myers Park and Winding Springs. The Elizabeth program will feed into a Traditional Middle at Sedgefield Middle (again, if

you recall a month ago, I said a portion of Sedgefield will be the Language Immersion Middle School Program, the remaining portion of the school being the Traditional Program) at Sedgefield. The Myers Park Traditional Program will feed into either Coulwood Middle School or Sedgefield Middle School; it will depend on which High School Feeder Area a student resides in to determine which middle school. In this particular situation, Elizabeth Traditional and Myers Park Traditional, both schools are located in the same high school feeder, and that's the reason why there is a split for Myers Park feeding into either Coulwood or Sedgefield. The Winding Springs Traditional Program would then feed into Coulwood Traditional Program.

We will operate The Visual and Performing Arts Program as an elementary full magnet at First Ward and also a full magnet continuing at University Park. Both of these full magnets will feed into a self-contained middle school Visual Performing Arts Program which will be located at Hawthorne and then feeding into Northwest High School. So in this instance, Northwest in fact will become just a high school and allow increased capacity for the middle school program.

Looking back at the IB piece that I said I would come back to in just a moment, as you are aware, we currently have five high school IB Programs utilizing all five of these schools consistently across the district. We have divided the high school feeder areas among the high school IB Programs. Therefore, if a student lives within the New North, North Mecklenburg or Vance Feeder Areas, and the student would like to participate in the high school IB Program, they would go to North Mecklenburg. If the students live in Independence, Butler or Garinger Feeder Area, they would have an opportunity to participate in the Independence IB Program. Students living in East Mecklenburg or Providence Feeder Areas would have the opportunity to go to East Mecklenburgs' IB Program. Students in the Myers Park, South Mecklenburg and West Charlotte Feeder Areas would attend the IB Program at Myers Park High School. Harding High Students living within the West Mecklenburg, Olympic, and New South West Feeder Areas would feed into the IB Program at Harding and, secondly, any student within the county at the high school level who wanted to go to Harding that would be an option.

Some of our magnet programs we identified required some special relocation in order to keep the programs intact. First of all, just a point of clarification, a moment ago I mentioned The Academy of Finance. Students could opt to go to Garinger if they lived in that Choice Zone or they could go to the program at Olympic. The Barringer Learning Immersion and Talent Development Program would be relocated to the Beverly Woods Elementary School. The program that currently is housed at Lincoln Heights would be moved to Tuckasegee Elementary School. The program at Villa Heights would remain at Villa Heights.

The Amay James Montessori Program will be relocated to Park Road where the program that exists currently and Billingsville will be relocated to Piney Grove.

In the Traditional Program, Myers Park and Elizabeth would remain as they are, the Druid Hills Program would be moved to Winding Springs.

The program for The Visual and Performing Arts program currently at Chantilly would be moved to First Ward. Students, if we are allowed to grandfather students into these programs, would have the

option of staying with the relocation. If a student's option was to go to the magnet theme that served their feeder area, that again would be their option.

During this proposal, we have not been exclusive when we looked at whom we need to identify assignments for. We have looked at every single student that we serve. There are some special populations that we have included; that would be our Exceptional Children's self-contained programs. During this process, we identified those sites. We also identified the sites for our Pre-kindergarten Program with our ESL Program because this program is not a self-contained program based on where the students will choose to go to school; we will take the program in fact to the students.

Looking more specifically about our Exceptional Children self-contained classes, as I mentioned we did this simultaneously with the determination of where non-EC self-contained students would be attending school their options. So in essence, we mapped once again the EC self-contained students into their closest school and then we made adjustments based on program needs and insured that we had a distribution of the EC self-contained programs across the district. During this process we would also identify choice options for our EC self-contained students in a similar matter; however, there are some limitations because of children's program needs, as well as, seat availability. In looking at the placement of our EC classrooms, again this visually illustrates all of the elementary schools that will in fact have EC self-contained programs and as you can see they are very much distributed across the district. A similar diagram is provided for the middle schools and likewise for the high schools.

Another self-contained program that we have addressed is that of our Pre-kindergarten Program. We will continue to use the existing Pre-kindergarten Centers at Double Oaks, Tryon Hills and Plaza Road. When we looked at other elementary schools to determine the appropriate placement of the other Pre-kindergarten classes, we used the space availability, just as we did with the other factors and also looked at where students live in relationship to our school sites. As we have reviewed our data over the last couple of years we have found that the population that we are serving with the Pre-k Program has shifted somewhat more towards the east and southeastern region of the district. As you will see from the map, there is a shift in where the Pre-kindergarten sites will be housed. Again, in this diagram Double Oaks, Tryon Hills and Plaza Road are all centers, so they are totally Pre-k sites. The other schools that are sited contain only Pre-k classes; they are not exclusively designed for Pre-kindergarten Programs.

Throughout the process this evening we have talked about the fact that everybody throughout the county will, in fact, have choices. The process that we will go through for selection is that we will have an application for each and every student in order for that student and that family will in fact be able to tell us what choice option they want to exercise. Any student who chooses his *Home School* will in fact have a guaranteed seat at that site. Selection into the magnet programs and also into the Choice Schools will be through a lottery. Based on what is allowed by the Court, students will be allowed to continue in the magnet programs they currently are in and in the future we will look for that continuity in the magnet program. Through the lottery process we will establish some priorities. Looking at the magnet schools, we first of all will allow priorities to go to siblings in order that the families can stay together if they choose. So, if a child were currently enrolled at a site, a sibling to that site would be given a priority. We are also establishing a zone around each one of our full

magnet programs of a quarter of a mile to ensure that students who live right there adjacent to the school would in fact have access to that magnet theme, if in fact that is what their choice is. Students also who have demonstrated a high rate of mobility, meaning three moves within the last year, would be given some priority for selection into the magnet program in order to establish some stability for those students. Also, students who are currently with a *Home School* for which less than 50% of the students are performing at grade level would have a priority and we would in fact allow up to 20% of the available seats to be filled through this priority.

With our Choice Schools, there is a similar set of priorities. In order to keep families together, we will support the siblings of students who are currently at the site. A student who might move during the course of the year, who remains within the Choice Zone, will in fact be allowed to remain at that site, if he chooses. Again, looking at students within the Choice Zone whose *Home School* has less than 50% of the students performing at grade, we would have up to 2% of those seats available for those students. Students within the Choice Zone selected by a lottery process would in fact be allowed to increase capacity up to 110%. In other words, to ensure that all students do in fact have some choices, we will allow the capacity to increase to accommodate up to 110% capacity of the school. If a student lives outside of a Choice Zone, but would like to choose another school, those students would be admitted again through a lottery. In this case, we would not allow the capacity to increase past 100% and these students would in fact have to provide their own transportation.

As Dr. Smith, Mr. Becoats and I have gone through our proposal for student assignment using Choice as a basis, there are a number of benefits that we see in this proposal. First of all, we are supporting our families by increasing the opportunities for choices that those families and their children can make. Stability – this is a message that we have heard consistently. The Committee of 33 and every other group we have worked has indicated that stability is the number one factor that they are looking for, so that the student's life has some stability and predictability when we look at student assignment. We will in fact establish a Home School in which every student will have a guaranteed seat, if that is the choice of the family. There are no satellite zones in this proposal. All of the boundaries, as you have seen through the illustration, are contiguous boundaries. We have established a k-12 feeder system, which means the children who begin their school career together in elementary will in fact have the opportunity to attend middle school together and then continue to a high school together. And once again, we have allowed our magnet programs to continue and actually flourish in this student proposal for student assignment.

Mr. Becoats: If parents or persons in the community want to find out more about the Student Assignment Proposal, each one of our schools has a Student Assignment Notebook and they also have the Proposed Boundaries at the elementary, middle and high school levels. Additionally, each local library will also have the Student Assignment Notebook. The community can also reach CMS at its web site WWW.CMS.K12.NC.US to look at the proposed boundary maps and the content of the Student Assignment Notebook. We also have the CMS HOTLINE (704) 343-6192 established and that will begin tomorrow at 8:00 AM through 7:00 PM. For those individuals of the community who would like to attain a copy of the Student Assignment Notebook, you can go to the Kinko's located at 1512 East Boulevard and purchase a copy of the actual Student Assignment Notebook. The telephone number is 358-8008.

How can you participate? There are public hearings scheduled:

West Charlotte High School, Thursday, November 11, 1999 @6:00 PM
Myers Park High School, Monday, November 15, 1999 @6:00 PM
Vance High School, Tuesday, November 16, 1999 @6:00 PM
Providence High School, Monday, November 22, 1999 @6:00 PM

Additionally, you can e-mail comments to *FEEDBACK@CMS.K12.NC.US* and you can also fax written comments to 343-3647. That concludes our Choice Student Assignment Proposal and I thank you for your attention.

Chairperson Griffin: Thank you very much. With respect to the Pupil Assignment Proposal, let me just say to those in our audience and our viewing audience that we are as a Board of Education getting this proposal just as you are. We will be having a number of opportunities, both in terms of public hearings to hear from the public, as well as our e-mail addresses and faxes and many of you found those during the last campaign, but certainly we have not made any decisions and no decision will be made without a thorough debate and discussion by this Board of Education. Let me assure you that this is the Superintendent's recommendation and I want to thank him for at least getting this before us at this particular time. Let me get your attention, please. The Board of Education will in fact start a process of dialoging with citizens in the community and having public hearings and there are a number of different methods of strategy in how you can contact this Board of Education to give your input. There are a number of things I am sure all of us like about the proposal; there are a number of things I'm sure you probably couldn't get all nine of us on the Board to support, but this is the first step in coming up with a pupil assignment plan based on the fact that pupil assignment, as we have known it in the past, will certainly change. Board members are getting it for the first time so I don't know if a number of them have questions, but I'm sure there's some concepts they may want to have comments about. I'll get a couple of my comments out on the table and then we will see what comments members of the Board of Education have. Keep in mind that we will stop at 8:00 PM for the Public Session to hear from at least one person who has expressed an interest in speaking to us this evening.

Let me make a couple of comments. Certainly there are a number of issues that strike me just hearing the proposal and looking at the notebook. I spent sometime this morning going over the notebook and one concern is having a greater opportunity for diversity. I think the fact when you look at 36 schools that have a ratio of 50% or greater in terms of free or reduced lunch, some as much as 90% or greater (about 9 schools), give me some concern. The issue with respect to having greater opportunities for diversity is certainly one that I'm going to be looking for as we move forward.

Of course, what I've always said is identification of resources. When you held up the book early on Dr. Smith with respect to achieving the CMS Vision "Equity and Student's Success" I remember we kept that document together, we didn't split it up, but we're kinda splitting it up right now and I want to bring it back together as it relates to equity. We clearly have to see how student achievement is going to be had for all of our students in the district with this particular proposal.

A third area deals with the consistent policy (Mrs. Woods you are going to have to crank up your committee at some point) to deal with some policy implications for some of these things. One that strikes me right off the bat is one on capacity and utilization. We're going to continue to grow with some number of students each year and how will we handle that growth with capacity and utilization? Also, in terms of greater support, we talked a little bit about the movement of some of the magnet programs, so the issue for me is finding greater support for some of these neighborhoods that we want to stabilize. I think that's really important not only in terms of equity but also some of the magnet programs in some of the areas of the community we certainly want to stabilize. Then specialty programs being anchored at sites that would also support our excellence in terms of being balanced that we have some of the specialty or magnet programs that will balance our equity throughout the district and not on one particular side of town versus another.

And finally, I guess I will have to become somewhat analytical, Mr. Lassiter, in asking for some additional data with respect to logistics in terms of how are we going to carry this thing off because I'm real concerned about trying to force something by next fall. One thing comes to mind as we talk about the grade levels and in the presentation by staff earlier they talked about looking at folk who are not on grade level, what are the implications of that? Are we talking about one person, two people, five hundred people, 8%, 9%, because then it goes back to utilization and capacity if we're going to have various opportunities made available within the district? So, in terms of issues without getting into all the questions, I will generate some questions as we get into the document, but broad stroke issues, those are mine and as we proceed in terms of listening to the public in terms of some of their concerns, but also with my colleagues on the Board of Education, how do we address some of those issues generally is very important to me.

Chairperson Griffin: We'll go by hands from left to right.

Mr. Puckett: I will keep mine brief and easy, and have more specifics later. It appears to me that most everything in here is rather logical, and I can see the flow and understand how it happens until I get to my Choice Pairings and I'm curious, and maybe you will have to get this to me later, but the logic and criteria used to develop the pairings because there are some that seem to be rather illogical to me as far as distances for travel, etc.

Dr. Smith: We can get that to you.

Dr. Rembert: I want to start by saying I certainly appreciate the staff's efforts today to try to bring to us a plan that is responsive to the Court Order that we are now under. I must reinstate again my concerns about having to come up with a plan so quickly to be in place effective Fall 2000. The disruption of over 60,000 students to me is not educationally sound, so I speak as an educator in that regard.

1) My first question is to Dr. Smith. I would like for you to answer this as much for the general public as for me, and that is would you please respond to the question as to how you arrived at the list of guiding principles and the order of priority you assigned to these, given that the Board did not approve said principles.

- 2) What measures, other than focus groups, did you use to solicit community input regarding the principles or community values and/or other advice?
- 3) What consideration was given to the Vision Statement and how was that consideration factored into the proposed plan?
- 4) Would you clarify how guaranteeing seats close to one's home affects all other Choice options?
- 5) How did you engage inner city parents, parents of EC children and parents of children who speak English as a Second Language in focus groups?
- 6) How do we justify the increased number of high poverty schools with higher concentrations of poverty in those schools in light of our expert knowledge as educators regarding the impact of high poverty on student achievement?
- 7) Which schools remain untouched and why?
- 8) Did we consider the creation of a Citizens Task Force to develop a plan that we might consider, in addition to a staff plan, with one or more iterations of each?
- 9) What is the impact of the opening of new schools in the next 2-3 years on said plan?
- 10) How were transportables factored into the proposed plan?
- 11) Where is equity in the plan?

Chairperson Griffin: Mrs. Griffin,

Mrs. Griffin: So many questions immediately come to me when I look at this plan and I will not attempt to ask them all tonight, but I will be meeting with staff frequently over the next couple of weeks. I'm sure District 5 constituents are already asking the questions and I'm sure the questions are falling into three categories; (1) About street boundaries, (2) Why magnet schools are moved to a certain place, and (3) About the feeder patterns to middle and high schools. To be able to be constructive with those questions as we come up with different scenarios that might make more sense, it would be helpful to me if I could get some ideas about the number of students in particular areas, much in the way the computer generated those dots that we saw, so that if we say if we do this and that, at least in general terms, I would have some idea about numbers. Mr. Becoats, I know you said you would send me the number of magnet seats set apart for magnets within a school, so that I would know how many seats are reserved for that use and that would be very helpful as we look at these scenarios.

An over-riding concern I have is I continue to realize the importance and validity of our magnet school program. In some cases, however, it appears to me we have created very attractive situations for some of our magnet programs that are going to add to the illusion that these programs are somehow more valuable or better programs and they are going to get an even greater illusion of being elite and it is critical to me that we structure this plan so that it presents conventional schools

in at least as attractive light as our magnet schools. I'm going to focus a lot of my attention there, not that we do anything to hurt magnet schools, but that we just not promote them more over conventional schools.

It seems to me that the plan involves a great amount of change and I suppose that's obvious to everyone. What I didn't hear in the factors we looked at in structuring the plan was any attempt to recognize long-standing loyalties and sometimes those loyalties might dictate a choice even if pure logic and numbers might dictate another choice, and to the extent of harming the overall validity of the proposal, we can recognize those long-standing loyalties. I think that would make this more acceptable to our community.

I am very concerned about the division of middle schools, I really hope that we can do better at keeping a straight feed. I understand the logistics. I understand it was very hard and that is one of the reasons I know people are going to be asking me and I do want numbers so we can begin to see if there is anyway we can eliminate dividing at the middle school level when kids are perhaps at their socially awkward stage.

And finally, a simple question. Could someone show me where the visually impaired Exceptional Children are housed (it might be on that chart, I just didn't see it). And, that's it for tonight. I know there are going to be questions and I want to be open and responsive. We can make this work, but it's going to take a lot of effort by us. Let's try to be constructive as we look at it.

Mr. Lassiter: In terms of magnet capacity, you sent me today a feeder chart that I think had the proposal number of students in magnets; but I don't have the data that talks about the capacity numbers, so I've got capacity for other schools. What I'd like to have in addition to that would be what was the math used? What was the percentage if you assumed every single child in the magnet program or did you discount some of them out, 80% or 90% or whatever it happened to be.

It seems now that at least there is a proposal on the table, we ought to be able to either randomly or for actual headcount survey magnet parents and determine whether or not they have an interest in following the program, there's a bit of a guess going on, whether students will follow that particular program. If you're holding 500 seats and only 250 say they have an interest in going, that would have a dramatic effect on what happens at that particular school.

Like Mrs. Griffin, I have some real concerns about the peer continuity especially in middle schools and my rough count says of the 23 middle schools you only have 10 that have no split in them (11 with no split), so half of the schools are going to different directions. I would like to go back and look at your internal logic, on how you made that call, what process you used. I see situations where the elementary comes together to a middle school with another elementary and they go to different high schools or comes together for one point and time and at the same point I think that Mrs. Griffin made was that in come cases, it appears to kind of go against what has been a traditional assignment, that elementary or that middle school has always been assigned to that high school. I would like to look at your decision trail to see how you came up with the point. If you had to decide between two or three choices, how did I make that call? If there was over-riding methodologies, I would like to see what that was.

Anticipated growth – we have a number of locations with elementary assignments that have high growth currently in them and anticipate high growth over some period of time. In some cases, we actually have school sites purchased identified under construction. I would like some thought about how you plan to incorporate those arguable to the extent of the 10-Year Master Plan, that may be asking too much, certainly 5-Years out with us trying to create stability as the goal, and I believe it is exactly the goal. We ought to be looking out three, four, five years, if in fact we know we are going to build a school and it's going to affect this assignment in one form or another so that we've incorporated that into it so that we don't end up coming back to that in two or three years trying to find out how to fix that. We've done a lot of that in the past and hopefully we have a clean slate we have a chance to deal with that.

Three functional questions:

1) Response time – if I or some other member of the Board, would like to see a possible scenario change or some number of schools or relocation of a particular program, what format do you want it and how quick can you get it back to me? The clock is ticking, the sand is coming through the hourglass real fast and I know you have demands on your time, in the same sense, I can't do my job as policy maker unless I have good information to work with and some idea would be helpful to what I can get information about in order to try to process that and either dismiss it or talk with a Board member about it and say I think I've got a solution to this particular issue and appears to work as opposed to that last minute hurry-up offense where all of a sudden we find out that oops we've lost 400 students, or what happened to that elementary school. That could be very embarrassing.

I think that is critical and I suggested to you yesterday the extent to which we need additional technical support.

2) You've identified two sites for swing space. Derita Elementary and Morehead Elementary. They will be used, I presume for the construction of Craighead and Greenville. Is it anticipated that will be our only swing space or are we going to be looking for additional swing space to allow additional construction? What is the plan for any middle school swing space to accommodate, for example, Marie G. Davis, which is now in play with its renovation, what is the thought process there?

3) The last question and I don't think it is in this notebook. Do we have any transitional rules (written rules)? The Board has made a request to the Court for some clarification. Have we given any thought to some transitional rules and the impact that has on some of those rules? Now that we know there are 101,000 kids in this mosaic. How do we expect to manage that next fall and the following fall? The questions will come rather quickly, what happens to me next year? What happens to my brother or my sister? What happens if I move? Those are the things I would like to get some handle on so from a policy standpoint we can begin to work on those, perhaps on a separate tract. Thank you.

Mr. Dunlap: Thank you, sir. First of all, as a District Representative, I think we have to approach this Pupil Assignment Plan a little differently than Members at Large in that we owe it to our constituents to hear what they have to say separate and apart from what everybody says at these

public hearings because I couldn't tell if you were in my district if you came to a public hearing at Myers Park or Providence or wherever. So, hopefully some of the other district representatives, as well, will have district meetings for the people of their district to hear their particular concerns as it relates to the Pupil Assignment Plan as far as I'm concerned, at least for a couple of weeks, until everybody has an opportunity to assimilate and digest what is actually in the plan. You can expect a meeting somewhere the area of District 3 so that your representative can hear your particular concerns.

One of the questions I have relates to the magnet schools. Schools that were previously magnets who will not be magnets. One of the things I have come to realize is one of the ways some of the magnet schools benefit was through the equipment they received from the federal monies. I think it would be unfair for these schools to then lose that equipment because those schools, for the most part, were without equipment before there was a magnet program. So if you move the magnet program my concern would be what would happen to that equipment because that would be disadvantaging the children who would be sent to those schools. I don't know whether the audience knows this or not, but I consider Mrs. Woods to be one of the Board's experts as it relates to Pupil Assignment, so I expect to be listening to her as she makes her concerns, but one of the things she brought to my attention this evening earlier, we had a magnet school at Cochrane. We have eliminated that magnet and less than two miles down the road we have established one at Northridge, with 600 seats. Now Northridge is an attractive school because it is newly built with new equipment and I guess what I'm trying to figure out is the justification for doing that. Especially, when you already have an attractive school. I heard in your presentation that the EC self-contained children were spread throughout the district. It is more spread than it has been in the past, but just my quick little analysis says that there were some schools that were left out; Crestdale, Carmel, South Charlotte (in some areas). Now, am I to believe that there are no EC children who live in that area who have to be served? I need to understand why some schools were left out and other schools have disproportionate numbers. For example, at Garinger the total would be eight classes, at West Charlotte we would have seven, where in some of the high schools we would only have one. So, I need to understand how that one was done.

The other thing has to do with capacity and Mr. Lassiter spoke to the feeds where some schools were going to split up. Dr. Smith, in light of the fact that we had a proposed building plan with this assignment, I am sure that some of that is going to have to change. It wouldn't make sense to put seats where children aren't going to be. My question is whether or not we could re-direct those dollars to add to facilities that would eliminate us having these splits, we're talking about continuity, kids staying together from elementary, middle and high school, we could re-direct those dollars so that additions that are added to facilities or added at facilities where kids would no longer have to split. That's all that I have at this time.

Mrs. Woods: Dr. Smith, I recognize that we had an almost impossible task with the staff responding to the Court Order and particularly when some of the guiding principle's did not allow us to make decisions the way we would like to be able to do. I am concerned, too, about the large number of schools with high concentrations of poverty. I looked at elementaries and it looks as if 22 are over 70%, which I consider very high; 36 that over 50%, which I consider high poverty. It's a frightening thing when we think of the additional resources that we will need to bring to those schools, whether we can in fact do that, and whether we will be able to educate children well even with the additional

resources. One question I have is are there some other models out there that other systems have used or a model that you would like to try first here in Charlotte-Mecklenburg that in fact would give us an opportunity to maybe prevent some of that happening. Do you want to respond to that?

Dr. Smith: We have researched it for the last six to twelve months. We've offered options in the past of full choice, with no guarantees. Again, there should be a variety of different procedures that systems with different demographics using some formula driven, some non-formula driven and again each one of these districts, there are no two districts that are alike, each has its own unique characteristics. You're going to find varying kinds of response with success of those student assignment plans. In part it depends on what your ultimate objective is; whether it's the issue of academic achievement and the success of young people, which I think is what this Board's objective is. In fact the Charlotte-Mecklenburg School System ranks quite well right now with other school systems. I am confident that given a program of good, adequate family choice, family driven choice, and adequate resources that we can continue the kind of success we have seen in the past and the kind of growth we have seen in the past. Again, I would not be asking staff to bring this recommendation to you tonight if I thought there was a better plan out there. Given the combination of the variety and nature of the restrictions that we have in student assignment and the variety of opportunities that are available to us, I am confident that we can make this program work well for Charlotte-Mecklenburg's future.

Mrs. Woods: My observation has been that I don't know of any school with high poverty where we have been successful in having large numbers of pupils choosing into and if we find that, let me know.

Dr. Smith: I'm not recommending to you, Mrs. Woods, that this is a program that is going to have that happen.

Mrs. Woods: That concerns me because a system of Choice should mean that every school is one someone would choose. The second question and this one I do have a little wisdom on is that I do believe that, despite the problems we have with the Courts, in my opinion are unnecessary handcuffs, we do have the opportunity, I believe, to create some magnet options in schools that are mostly populated, like the Paidea Model. It seems to me that we put an old magnet form on a new face. The magnets originally were predominately in an African American community and they were to attract and we knew that we would have the opportunity for some diversity from the community because of the children who lived around it. Now, we have moved the magnets, as I think Mrs. Griffin or someone said, mostly to predominately white communities and in fact they need to attract more predominately white children, you're not creating diversity. We really can't provide diverse choice for anybody because we can't guarantee it. The only way we can guarantee it is if we have diverse assigned areas and then bump up to a 110%, but have magnet choices that in fact attract people who live around the diverse areas to those schools. Shamrock Gardens is a good example where we brought another neighborhood that had been supposed to go to the magnets, because we had them assigned so far away and so it seems to me in this plan we have the opportunity should we look at things a little differently of being able to overlay some magnet themes on assignments such as we did at Oakhurst that in fact could provide diverse options because the assignments are diverse already, than for other people to choose into. I would like for us to look at this thing a little differently. It seems to me we have two different types of magnets – one type that is not community

friendly, they are good magnets but they're just not ones you can enter into; they are the Language Immersion and the Montessori and there may be some others, but particularly those two. It seems to me they are the magnets where we should carry out the theme that we said we were going to carry out of identifying the schools that had the fewest number of children around those schools that in fact then place the magnets there because the children may elect to go to a nearby school. On the other hand where we have community friendly magnets, it seems that those are the types of magnet themes that could be laid over in schools that perhaps already have some diversity and they can actually attract some families from those areas now back to those schools and then allow additional children to come in. I hope that we will open up a little in terms of how we're viewing this and maybe look back again. I have a lot of concern about putting a non-community friendly magnet smack in the middle of a neighborhood that we have a large number of children who go there. I won't name names but I could. I also have a lot of trouble about putting community friendly magnets in areas that are basically already attractive magnets that can attract students anyway. I would like for us to look back at that.

Third thing, we mentioned continuity – I don't think we have gotten there yet. I agree with Mr. Lassiter, maybe we tried, but maybe we really have to try harder. I was disturbed that not only do we have so many schools where the elementary doesn't feed to the middle and then to the high, but we also have situations where the feeder is even outside of the total Choice Zone, Dr. Smith. They might have an elementary in their zone, they kick out for the middle in another zone and then back home for the high school and that just doesn't make any sense. I think we have to look back at that and correct those situations. We have to find a different way to do it and I believe we can. I think we have capable people who can do that.

I asked a couple of months ago for the list of schools and percentage of children that leave those schools to go to magnets so that we could really see where it is we need to have attractions. I do understand that school populations are changing in some places which would make that different, but I think if we could get that list we could tell rather quickly why people are leaving in proportional numbers to go to magnets and that gives us something we can at least overlay in seeing how we can attract people back. I believe I've been promised this list fairly quickly, but we need it now so we can look at it and I would appreciate that.

And then another question is I don't understand exactly the numbers that we have. Are they the projected numbers of children that we project will be there assuming that the same children go to magnets, in other words, if you look at Shamrock Gardens, I don't believe those numbers would be all the children who live around that area, so I am assuming that a number of children are out at magnets?

Dr. Smith: We made some assumptions about the magnet school participation rate and it varied from program to program.

Mrs. Woods: Can you explain to us how you made those assumptions and can you also get to us a list of the schools with the numbers around them, assuming that students did not go to magnets? Magnets are changing and people may make different choices.

Dr. Smith: We can get the basis for the rationale we used in making those decisions. It wasn't the sending neighborhoods we were looking at; we looked at the attendance of the particular magnet programs that do continue to draw. But we can get that information for you, Mrs. Woods.

Mrs. Woods: The most important thing is the schools and the actual guaranteed attendance areas, how many children are actually in those areas, not without the magnets so we can compare to see how many were eliminated.

You mentioned something about having more 4-year olds in the eastside, it appears to me you cut out some areas; for example Albemarle Road and Windsor Park and then come back with Winterfield, which we had last year and lost, so I would really like to see the numbers how we are ending up on the 4-year olds.

Dr. Smith: We would be happy to do that for you, the issue of Pre-k Program, the elementary, middle school and high school feeder systems, we're working with a system, as I said in my presentation, that was built on thirty years of satellite zones, mid-points and magnet programs for the last eight years. This is not a system that has been built around pure feeder systems and as a result, if the Board chooses and the Board doesn't choose, they can change that at the next meeting, if they like, the opportunity for proximity assignment is not valued, then we can deviate from that. It's going to be one of the core questions when you look at elementary to middle to high school and deal with capacity on whether or not you are going to be able to provide approximate assignment so when you look at a placement of elementary school or Pre-k Program, for example or those people in the magnet school program, those decisions are driven by seat availability, capacity utilization and how you configure a system that is built on a different structure and make it work within the rules. So again, those things that you mentioned can be done, but again it needs to be put into context of this Board ultimately wants to have as the fact principles, not just necessarily the guiding principles. If we want to do that, that's fine we can do that.

Mrs. Woods: Mr. Lassiter asked about surveying the magnet parents and I think that might be an interesting idea. I would suggest that we also survey the children who are now satellite children, children who go out of their attendance area and who will be coming back to the central city. I think we need to survey these children to find out many might choose to stay there, particularly if it means two moves in two years, such as a move to another campus one year and a second campus the next year.

Dr. Smith: I believe that is an issue that has to be decided by the Judge whether or not we can keep students that are currently at satellites in a particular school, when that means you are going to limit the capacity for other students to attend that school, which means that the original decision was a race-based or had racial factors in his determination. Again, if it goes back to the original Court injunction it is how we apply that and develop it into the new plan, I believe.

Mrs. Woods: If parents choose for their children to stay to finish out their career, or at least to finish out the next year, until the point where we could have a new school for them, would there be any reason that we couldn't leave them there from the Court's vantage point?

Mrs. Winner: If those students were assigned to that school in order to racially balance the school, and we give those children a preference for being there over some other child who might like to go to that school, then there might be someone who would challenge it, what I would call the fruit of the poisonous tree kind of argument, that it is still the result of the original race-based assignment. If you give them a preference based on having been assigned there before.

Chairperson Griffin: Present your question and wrap it up, Mrs. Woods.

Mrs. Woods: It seems to me there would be less. The Magnet Lottery was unconstitutional in the past whereas the assignment choices are just unconstitutional from here on, if we continue to assign people, so I guess I'm having a little bit of trouble understanding why it would be less legal.

Chairperson Griffin: Mrs. Woods, let Counsel get with you. She has given a response and let's try to work through that response with regard to what we can and can't do in terms of providing greater opportunities for choice for students whose parents may choose that they be there. Let's work that out, but not right now.

Don't forget Board members that administration has set up a number of sessions for us individually and collectively to come back with particular questions after the public has talked to us and communicated to us some of their opinions about this initial proposal, as well as, information that we have developed on our own independently.

Dr. Leake: Let me also commend the staff and you, Dr. Smith, for your presentation this evening and all the time that you have taken to pull this together. I have to remember that there are those of us who voted for a Stay on this Board. I'm concerned that we have moved forward with a process before we have heard from the Judge. That's concerns me vehemently that you would come forth with a plan that is similar to the plan in Nashville, Tennessee. Having talked with some people in Nashville, we are modeling after Nashville and I agree with Louise Woods when she said could we look at something else, another plan, if we possibly could? Another part to this is that the Judge said nothing about proximity, nor did he say anything about making sure you have neighborhood schools. He stated that we could not use race as a means of assigning children to schools. I am seeing that there is a division and as I look at the west side, I see the west side is still the poor west side, that we are not even concerned about making sure we provide the proper resources, teaching staff and equity for the children who will make up those schools. The movement of the magnet programs out of the neighborhoods, where we thought we would have some magnet schools, and that there would be an equitable process of disseminating our magnet school programs. I have a concern that here we go again with children of color riding for transportation, if they choose another setting, which might be a magnet school program, another choice. I'm concerned that it is still in the minds of this staff to do that, and I'm not sure that they are doing it on purpose, but this is a process, and I'm concerned about it. As did Mr. Dunlap look at disbursement of children who have some disabilities leaning towards poor schools and we're still seeing that process.

As I sit here as a Representative for District 2, where the magnet schools were, where the poor facilities still exist to some degree, and we're still doing the same thing. I have a concern about the plan and when I look back and hear you say that the Urban Institute of UNCC came before us and made a presentation, we did not approve that because I had some serious concerns about the make-

up of that committee and those persons who you interviewed as a part of that process and the report that was given to us. I listened to the plan that HELP has presented to this community, we have not looked at the plan or made it inclusive. We have had the Committee of 33, we had a Committee of 16, and I'm recommending that we have a Committee of 26 to look at a plan that would be more conducive and more acceptable by all members of this community where we would have equity, we would have diversity, if parents want diversity in the district. But, we have lent our thinking to just staff and not making the community inclusive in the process. So, I have those concerns as relates to what has taken place and looking at the free and reduced lunch children, they are still put together and we're still looking at them as children who will not be successful and we can't say that. I hope that we will look at this plan and look at other plans and I'm sure there is something else that will be more acceptable by this community and for this community and for our children.

The questions that we have heard from each member of this Board, and especially from Mr. Griffin, I hope you will get copies of those and the questions that each of us have here and that we would try to respond to those in a tangible way to make it more acceptable for our community.

Chairperson Griffin: Thank you, Dr. Leake. One quick comment, Mr. Lassiter.

Mr. Lassiter: We have the population piece on all the high schools, is it possible to get the square miles in each zone around the high school? I would like that also. Thank you.

Dr. Smith: Yes.

Chairperson Griffin: Let me just say to all of my colleagues I thank you for allowing me to try to move forward with regards to the Pupil Assignment Plan, but first respects are due in making sure that all of our children are successful, but more importantly we are going to have to roll up our sleeves and make something happen regarding pupil assignment, whether it's this fall or fall of 2001. We are going to have to come up with a pupil assignment plan that's balanced and that is supported by this community and in that framework, Ladies and Gentlemen, will be the framework that will last us for several decades to come. I think it is a welcomed opportunity and I'm excited to be a member of this Board of Education because we are in fact going to set the agenda for the next several decades. Although, it is an awesome responsibility, I appreciate having the opportunity to walk with each of you and I think this public, both that is here this evening and the visiting audience, can rest assured that this Board will take its responsibility very serious, that we will look at every strategy or possible opportunity to provide the kind of public school system that the citizens of Charlotte would want us to have. I don't say that just because I'm chairing the Board of Education, but because it is in fact a responsibility that the nine of us have, individually and collectively, to move this community forward and I expect nothing but the very best and I know that you guys will roll up your sleeves and make it happen for us.

IV. REQUESTS FROM THE PUBLIC

Let me go to the Public right now to hear from them. The first is Mr. Fred Marsh.

Fred Marsh: Before you start my three minutes, let me tell you that this was intended to be given at 6:20 or 6:30 by your Clerk. I was told to be here at 6:00 p.m., I really didn't need to sit through this. I don't know why you changed the rules in the middle.

I would like to respectfully request that between now and your vote on any pupil assignment plan that the nine School Board Members, Dr. Smith and a couple of his staff, and perhaps Allen Tate of the Chamber of Commerce and Parks Helms of the County Commission get on airplanes and visit inner city schools populated overwhelmingly by economically disadvantaged children. I suggest that you set off individually, do not call ahead for a dog and pony show, just walk in off the street and observe the state of education in those schools compared to what we have here and obtain statistics like drop out rates, per capita student spending and the percent of graduates going on for further education. Some good locations would be North Philadelphia near Temple University, Camden, New Jersey, West Baltimore, Southeast Washington, DC, Halstead Street in South Chicago and off Madison Street in West Chicago, The Bronx, Hell's Kitchen and East 120's and 130's in Manhattan. Jersey City, Patterson and Newark, New Jersey, all of which had to be taken over the state while spending over 50% more per child than we do here. Bridgeport, Connecticut, where the city went bankrupt, partly by trying to maintain an inner city school system and Hartford, Connecticut where the schools were so bad they were privatized by the school Board and even then didn't work and they had to be taken over by a public school system again two years later.

When you return, you can each explain to us why we should create such neighborhood schools as part of our Pupil Assignment Plan and how you intend to educate the children in them.

Chairperson Griffin: Thank you very much, Mr. Marsh. That's the only request we have from the public at this particular time. We are going to move on to our next agenda item on Reports.

VI. REPORTS FROM BOARD MEMBERS

The next is a report from Board Members, beginning with Mrs. Griffin.

Mrs. Griffin: Thank you, Mr. Chairman. You will all receive a memo either today or the next day about a meeting of the Legislative Committee that's going to be on the 18th at 10:00 A.M. I know we have all the meetings we think we can stand, but we are going to have Leanne Winner from the North Carolina School Board Association come down to talk to us about Taxing Authority for School Boards. We are going to need to decide we are going to take a position on this issue in the near future and if so, what that position will be.

Chairperson Griffin: That's going to be very important because we have been asked to respond to the state with respect to that issue, so I encourage folk to attend Mrs. Griffin's meeting on the 18th at 10:00 AM in Room 408 at the Education Center.

Mrs. Woods: Our regular Policy Meeting is next Tuesday at 3:30 PM and with everything else happening too, I need to hear both from Dr. Pughsley in terms of the urgency of things and from fellow Board members as to whether you will be able to attend the Policy Meeting.

Chairperson Griffin: Dr. Rembert.

Dr. Rembert: I just wanted to share with the Board that the Metrolina Native American Association held its Open House on Sunday and this week November 8th - 11th is considered Native American Heritage Week and I would like to encourage you to maybe visit their Native American Storyteller exercises scheduled tomorrow between 12:30 - 1:30 PM at the Cone Center at UNCC. On Thursday, they will have a traditional flutist, Randall Bryant, who will be playing at the Cone Center at UNCC as well. It was a real good opportunity for me to attend their Open House on Sunday and it one of their efforts to encourage the community and invite community persons to become more familiar with their history and culture as we do with other cultures in our community and their efforts certainly to present multi-cultural programs. So I just wanted to bring that to your attention.

Chairperson Griffin: Tomorrow I would like to get this faxed back to me. We have some very important items to attend too as a Board, so just fax back this AM or PM your availability for the months of November and December. Thank you. Mr. Lassiter.

Mr. Lassiter: No report.

Mr. Dunlap: No report.

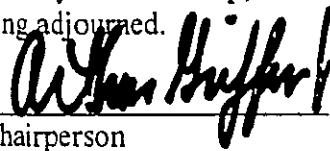
Dr. Leake: I visited several schools and one of the schools I was concerned about is where 1st graders are changing classes and the concern of flexible scheduling. I want someone to show me research where that is enhancing the education of 1st graders to be moving where we have block scheduling for senior high school children and middle school children. I have a serious concern that parents are not happy with it, and I as an educator, am not happy with it. I hope I can get some follow-up on that as to the rationale of why it is being done and how many schools actually do that with 1st and 2nd graders. I would rather see the teachers moving rather than the children, if that must happen. I don't want to the children moving at all. I think we need to make sure that those children are settled and being taught by strong teachers and being given strong directions.

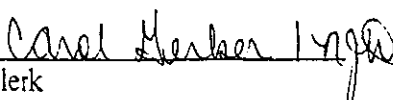
Mr. Puckett: No report.

Chairperson Griffin: Now a report from the Superintendent.

Dr. Smith: I think we've given enough today.

Chairperson Griffin: Again colleagues, it's going to be a exciting time and I'm extremely positive about our opportunities to reshape the mold for the next three decades and go down in history as getting it right. Is there a motion we adjourn? **Motion made by Mr. Dunlap, seconded by Dr. Leake.** All those in favor please indicate by standing. Meeting adjourned.


Chairperson


Clerk