

Charlotte, North Carolina
March 28, 2000

REGULAR MEETING OF THE CHARLOTTE-MECKLENBURG BOARD OF EDUCATION

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on March 28, 2000 at 6:15 p.m. in the Board Room of the Education Center. The Regular Meeting included a Public Hearing on the Budget, Public Hearings on four proposed policies, and a Work Session on Student Assignment. The entire meeting was televised by CMS TV - Channel 21.

PRESENT: Arthur Griffin, Jr., Chairperson;
John W. Lassiter, Vice Chairperson;
Wilhelmenia I. Rembert, Member at Large;
James H. Puckett (District 1); Vilma D. Leake (District 2);
George Dunlap (District 3); Molly Griffin (District 4);
Louise Woods (District 5); and Lindalyn Kakadelis (District 6)

ABSENT: No Board member was absent.

Also present at the request of the Board were Eric J. Smith, Superintendent; James L. Pughsley, Deputy Superintendent; Greg Clemmer, Associate Superintendent for Operations; Frances Haithcock, Associate Superintendent for Education Services; Leslie Winner, Board Attorney; and Carol K. Gerber, Clerk.

CALL TO ORDER

Chairperson Griffin, presiding, called the meeting to order and led the Board members in the Pledge of Allegiance.

RECOGNITION OF NATIONALLY HONORED TALENT DEVELOPMENT TEACHERS

On behalf of the Board, Ms. Woods recognized four CMS Talent Development teachers who won a 1999 Curriculum Unit Award given by the National Association for Gifted Children. The curriculum unit they developed, entitled "Food for Thought," has been implemented in ten CMS

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elementary schools this year. It involves elementary students in activities related to nutrition, world hunger, and social action projects. The four teachers, who have also been honored by Charlotte's CROP Walk, include the following:

Gloria Jones	Idlewild Elementary School
Donna Nesbitt	Lansdowne Elementary School
Betty Bell	Bain Elementary School
Connie Foster	Winding Springs Elementary School

RECOGNITION OF CMS TEACHER, RECIPIENT OF *IMPROVING SPECIAL EDUCATION TEACHER AWARD* GIVEN BY SHAKLEE INSTITUTE

On behalf of the Board, Dr. Rembert recognized Tezella Cline, a CMS teacher of self-contained behaviorally/emotionally disabled students at Spauth Middle school, who won the *Improving Special Education Teacher Award*, given by the Shaklee Institute. Ms. Cline, one of ten honorees, will receive \$1,000 and a pewter sculpture. She has been invited to participate this summer at the nationally recognized Shaklee Institute.

RECOGNITION OF CONTEST WINNERS OF TIME-WARNER CABLE/ESPN2 SPORTSFIGURES

On behalf of the Board, Mr. Puckett recognized Debra Semmler, physics teacher at East Mecklenburg High School, and her Physics II students. In January, 2000, this class won a Time Warner Cable/ESPN2 SportsFigures state-wide contest. They had created a video and script that demonstrated a physics concept, using a sport for a segment of SportFigures. For their winning entry Ms. Semmler's class will receive a VCR/TV and a TV cart from Time Warner for use in their classroom.

Mr. Puckett introduced Roberta Farmer from Time Warner Cable who recognized Ms. Semmler for outstanding achievement among all the entries submitted nationally and presented her with a special packet of ESPN premiums.

The following students from Ms. Semmler's Physics II class at East Mecklenburg High came forward to be congratulated by the Board: Jennifer Erin Brown, Sarah May Burrill, Amanda Kyle Chinery, Andres Colon, Jared Henderson Duke, Karmal Jamshaid Farouq, Harish Krishna Jairam, Stephanie Lynn Kiger, Brent Pinai Hirunpugdi, Adam Edward Hollowell, Chih-Hua Liang, Leslie Ann Polk, James Edward Risbon, William Michael Rittase, and Caleb Hampton Rowe.

RECOGNITION OF THE FEBRUARY BUS DRIVER OF THE MONTH

On behalf of the Board, Dr. Leake recognized Alicia Gillispie as CMS Bus Driver of the Month for February. Dr. Leake commented that Ms. Gillispie's positive attitude, punctuality, and politeness have won the respect of all those with whom she comes in contact at work. Ms. Gillespie enjoys seeing the children board the bus with smiles on their faces, Dr. Leake said. Accompanying Ms. Gillispie at the Board meeting was her supervisor, Cecil Mitchell.

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PUBLIC HEARING ON CMS BUDGET RECOMMENDATIONS FOR 2000-2001

The following members of CMS professional organizations addressed the Board:

Jackie Cox, a teacher at Myers Park High School and president of the **Charlotte-Mecklenburg Association of Educators/NCAE**, said that the CMAE supports Dr. Smith's recommendation that the salary for beginning teachers be raised to \$30,000 (including benefits) and that new teachers be given mentors. The CMAE is also asking for an optical plan and extended dental benefits.

Dottie Walker, president of **Charlotte-Mecklenburg Association of Educational Office Professionals**, said that the CMAEOP would like for the school system to fund their attendance at local, state and national conferences that have inservice opportunities. They would also like specific training for new office professional hires.

Gail Matthews, a teacher assistant at Clear Creek Elementary School representing the **NCATA (North Carolina Association of Teacher Assistants)**, presented the following budget proposals for consideration: a summer supplement from local funds; pay raises based on experience and bonus pay for teacher assistants; staff development for teacher assistants; a modification of the BEH assistant pay scale; CMS summer jobs; and the grant by all principals for a professional meeting day.

Judy Kidd, teacher at the CMS Central Science Distribution Center and a board member of the **CTA (Classroom Teachers Association)**, spoke on behalf of the CTA and recommended that the CMS 2000-2201 Budget include the following: reduction in class size, especially in the lower grades; salary increases for beginning teachers and those with long experience; implementation of the second phase of the local supplement pay.

PUBLIC HEARING ON PROPOSED POLICES

The Board had scheduled a Public Hearing on the following proposed policies:

- Proposed revised policy on Graduation Requirements
- Proposed new policy on Screening Volunteers
- Proposed new policy on Royalties from Copyrights, Inventions and Patents
- Proposed new policy on Trade-in or Exchanges of Equipment

No speakers came forward when the Public Hearing was announced.

INTRODUCTION OF FRANCES HAITHCOCK, ASSOCIATE SUPERINTENDENT FOR EDUCATIONAL SERVICES

Dr. Smith introduced to the Board members Frances Haithcock, Associate Superintendent for Educational Services, who was appointed by the Board on February 22, 2000 and began her duties at CMS on Monday, March 27th.

REPORT FROM STUDENT ASSIGNMENT OVERSIGHT COMMITTEE

Mr. Griffin called upon Anthony Fox, chairman, of the Student Oversight Committee (appointed January 19, 2000) to present a report from the Committee to the Board. Mr. Fox said that the Committee, as instructed by its Charge from the Board, had looked closely at the December 16, 1999 Plan for Student Assignment and its conformity with the Board of Education's Guiding Principles, adopted January 11, 2000. A copy of the complete Report from the Student Assignment Oversight Committee is attached to and made a part of these minutes.

Mr. Fox introduced the 23 members of the Committee, most of whom were present in the Board Room: Eric Miller, vice chairman, Rabbi James Bennett, Rev. George Cook, Michael Elliott, Frank Emory, Larry Gauvreau, Paul Haisley, Tom Davis, Eric Douglas, Madine Fails, Dick Helms, Angela Elly, Casey Kimbrough, Ellen Martin, Joan Matkins, Nancy Pierce Shaver, Sarah Shifflet, Jane Shutt, Beatrice Thompson, Sandy Watkins, Al Winget, and Julian Wright.

After the presentation by Mr. Fox, the Board members responded with questions and a dialogue was facilitated by Mr. Fox between the Board and the Committee members.

On behalf of the Board, **Mr. Griffin** thanked the members of the Committee for their extraordinary work and expressed appreciation for the personal sacrifices they had made.

Mr. Dunlap asked if it had been the consensus of the Committee to keep middle school students together for their high school assignment, rather than keeping elementary students together for their middle school assignments. Mr. Gauvreau responded that parental views differed on this issue; some preferred elementary school continuity; and others, middle school continuity.

Mr. Dunlap asked if there were room to place EC classrooms in every school; Mr. Fox responded that there would be obstacles to overcome.

Mr. Dunlap asked for further detail about the Committee's recommendation that the Choice Zones be re-evaluated. Mr. Fox cited the West Mecklenburg area, whose students have no option to attend schools that have lower percentages of poverty. He admitted, however, that the Committee did not have specific recommendations for Choice Zones, only that the Board re-visit the December 16 zones.

Mr. Dunlap said that he agreed with the Committee's recommendation to fill the schools in the middle ring to relieve overcrowding and allow for further growth in the outer ring.

In looking at Guiding Principle #4, Mr. Fox emphasized that without equity, the December 16th Plan is not satisfactory.

Molly Griffin thanked the Committee members for their incredible service to the community. She asked for specifics about magnet schools. Mr. Fox said that the Committee would not eliminate magnets but suggested using them more strategically, for example,

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placing the IB program at Garinger High. He said that the Committee felt magnet programs should be evaluated as to which ones are highly successful. Additionally, he said, the Committee questioned which techniques were so successful that they ought to be in all the schools.

Mr. Lassiter praised the Committee for its excellent job, and said it was remarkable for the members to have reached consensus. He asked about grandfathering, wondering if other students had been considered for grandfathering besides those mentioned in the report. Sarah Shifflet said that other students had been mentioned for grandfathering by the December 16th Plan. She also said the Committee had concern for rising 9th graders who would be going to one of the two new high schools in 2001.

Concerning Principle #4, Mr. Lassiter asked if those students would succeed if resources are provided. "Can equity be mandated?" he asked. He emphasized that if the Board and the Committee believe that it could be mandated, then the Board must push the County to fund equity.

Regarding the Committee's suggestion that "some" high concentrations of low income students might be allowed, Mr. Lassiter pointed out that presently 46 schools have a majority low-income students. Mr. Fox said that the Committee's consensus was that 20 schools with 80% poverty students would be too many but that a number between 8 and 20 might be allowable. Mr. Lassiter pointed out that the number of FRL students has almost doubled in the past ten years. Mr. Fox said that there is capacity in the Plan to reduce the percentages.

Ms. Woods thanked the Committee members for their intense, heartfelt, intelligent discussion and commented that she liked their recommendations. Answering Ms. Woods' questions about how to re-draw boundaries, Mr. Fox reiterated that if equity cannot be mandated, then the Board needs a new plan. He said that to achieve a certain ratio in every school, the Board would have to draw up another plan, one that has no choice and uses different criteria, such as limiting bus rides to 30 minutes. He said that the Committee was always mindful that the goal is to achieve excellence for all students.

Dr. Rembert asked if any members of the Committee felt that the December 16th Plan had put CMS at risk for recreating a dual school system. Mr. Fox answered that they had not. Dr. Rembert said that one of her conditions for approving the Plan had been adequate funding. She asked if Committee members felt that equity would be sufficient to provide quality education. Mr. Fox replied that no vote had been taken. Individual Committee members responded that there had been wide-ranging opinions about diversity amongst the Committee. Mr. Fox said that the consensus was that if the funds were provided, the December 16th Plan would be "OK." He said further that if equity could not be mandated, the Plan should be revised. He said that a portion of the Committee feels that diversity is important.

Responding to Dr. Rembert's questions, Eric Miller said that the Committee did not debate all the specifics. He reported that the Committee had spent 75% of its time on Principle #4

and had been divided on this issue. Compromise, he said, was key and the community needed to be assured that the schools would receive the resources they need.

Dr. Leake expressed thanks to Mr. Fox and the Committee members. She asked how trust [with the community] can be built. Mr. Fox said that the Committee had expressed the difficulty of this issue but had no suggestions. Dr. Leake asked if the Committee thought it was OK to re-segregate the district. Mr. Fox responded that the Committee wanted to reduce to less than 20, the number of school with 80% or more FRL students. Dr. Leake asked if equity should be provided and Mr. Fox responded that equity was necessary in order to provide academic excellence. Responding to Dr. Leake's question about how strongly the Committee was committed to diversity, Mr. Fox responded that for some, diversity should drive a student assignment plan. On the other hand, he said, many Committee members felt that busing children from city to suburbs does not necessarily improve education. Dr. Leake asked how the Committee had defined *diversity*, and Mr. Fox responded that the Committee had defined diversity by socio-economic/income data.

Mr. Puckett said that giving priority to siblings and grandfathering certain students reduces choice. He asked if the Committee had given priority to any of these groups. Julian Wright, responding for the Committee, said that they had not prioritized. He added that under the December 16th Plan, the Committee had looked at where children happen to live. Dick Helms said that the Committee recommended that self-contained EC classrooms not be concentrated on one campus but distributed more evenly, close to home. Mr. Puckett said that he would like to guarantee success for every child by giving options and choice. Mr. Fox responded that at a later date the Committee could consider these other issues. Mr. Puckett asked what role demographics had played in Committee discussions, and Mr. Fox responded that they had looked at concentric circles.

In response to a question from Mr. Puckett about low-income students at or above grade level, Nancy Pierce Shaver said the Committee preferred working on a continuum, serving those just above the cut-off. She said that low-income students achieving at grade level may still need further resources. Mr. Puckett asked about formulas that would "strap money to the child." Mr. Fox responded that the Committee had reached no consensus but would be reporting to the Board in April on the equity issue.

Ms. Kakadelis, speaking over a conference telephone from Florida, thanked the Committee for its excellent work, asked if the Committee had a definition for equity, and was told that that discussion would occur next month. Regarding their definition of diversity, Mr. Fox responded that although it had been primarily socio-economic, at some point diversity of all kinds - race, religion and academics - had also been mentioned. Eric Miller remarked that the issue had found two camps in the Committee, with some members believing that diversity has value for its own sake.

Ms. Kakadelis said that using scorecards for the individual schools was an excellent idea. She suggested that any future citizens' task force could work with School Leadership Teams and the PTA. She asked that the Committee give the Board its recommendations on Choice Zones.

Ms. Kakadelis requested that the Superintendent give data about students who had been assigned to a particular school but did not attend it. She also asked that the Committee receive the testing data on 3rd graders.

BRIEF RECESS

At 8:30 p.m. at the end of the discussion on the report from the Student Assignment Oversight Committee, Mr. Griffin called for a 15-minute recess.

WORK SESSION ON STUDENT ASSIGNMENT

Board members had a received a packet of information and CMS data in response to their questions asked at the previous Work Session on Student Assignment. **Mr. Griffin** opened the Work Session by giving his own comments on the December 16th Plan. He said that he continued to struggle with the high concentration of poverty students and the diversity issue. He said that he remains committed to equity, great teachers, and adequate materials. He said that CMS is still growing and that opportunity exists for diversity in the schools.

Mr. Dunlap asked if something other than proximity could be used as the priority in the Plan. The Superintendent responded that the December 16th Plan had been a "choice" plan. Concerned about a high percentage of students on FRL in many schools, Mr. Dunlap asked the administration to look at erasing the boundaries and dividing the County into quadrants, each having similar magnet and IB programs (except for the new technical high school). Dr. Smith responded that quadrants by themselves would not solve poverty problems because within a 5-mile radius of the City Center, 75% of the elementary schools would have high poverty, compared to 36% in the 5-10 mile ring, and only 11% in the 10 - 20 mile ring. For middle schools he cited the following percentages: 72.5%; 34%; and 21% poverty schools in the consecutive mileage rings; and for high schools, 34.3%, 10.9%, and 5.8 % within the same rings.

Dr. Leake said that neighborhood schools re-segregate the district, whereas she believes that the whole community is "our neighborhood." She commented that new luxury apartments and condominiums in the City would increase diversity in the Center City schools.

Mr. Griffin, asked the Board members to emphasize solutions, such as giving strategies for 30-minute bus rides, or advocating placement of magnet schools downtown.

Dr. Leake said that bus rides should be equal in length. She also said that there were too many magnet schools and she suggested cutting down on IB programs and strengthening the remaining ones.

Ms. Molly Griffin said that the Board should move away from assigning students and move towards giving more choice. She said that choices already exist in the community; for

example, students may attend charter schools or be home schooled. She reiterated her support for the December 16th Plan, provided that children in high-poverty schools would be guaranteed an "out," not to a specific school, however. She advocated a more strategic placement of magnets. She said that the reality is that the district will have some low-poverty schools. She noted that the biggest problem would be finding teachers for targeted schools. She asked the administrative staff to come back with specific proposals.

Mr. Lassiter asked if the Board believed that the \$14 million in the budget proposal for targeted schools would facilitate a successful strategy for academic achievement. He said that he preferred academics to economics, that he cared whether children can read, that the goal of education of children was that they become responsible adults in this community. He said the community must make the guarantee to go to a higher academic achievement level. He said that he was not comfortable with a mandated assignment. He asked the Board and the administration to devise [magnet] programs that have unique appeal, such as a program/school for the highly gifted or work-place magnets.

Dr. Rembert asked for data supporting Mr. Lassiter's statement that Bright Beginnings students do better in a group than when they are scattered. Ms. Woods answered that she had read that Bright Beginnings students, when moved up to kindergarten, did better in low-poverty groups than when scattered. Dr. Smith said that he would obtain the data on Bright Beginnings for the Board members.

Mr. Griffin asked if a regular teacher can effectively teach a heterogeneous class. Dr. Smith responded that they can. Mr. Griffin said that the term "free market" is uneasily applied to education.

Mr. Lassiter said that he believed there were appropriate places for both homogenous and heterogeneous groups. He added, "If we have poor schools, we can blame ourselves."

Speaking as an educator, **Dr. Rembert** remarked that research reports poor education in high poverty schools; the exceptions to that come through outstanding principal leadership, teachers, and resources. She asked if the community had the *will* to make low-poverty schools places of high academics. She warned that CMS would not likely be funded a 21% increase and noted that if the school system were not talking about re-concentration of poverty, then the budget would not be so high. She added that even without additional resources, some children would do well.

In summary, Dr. Rembert said that she supported choice; that she was not married to contiguous boundaries; that choice zones structures could be changed; that larger, fewer zones might work better, that she would like to see fewer magnets with the same programs in each zone, and that caps on school utilization were necessary.

Mr. Puckett summarized his views. He said that he favored neighborhood schools and that no student assignment plan would change the numbers of poverty students. He noted that two years ago he had asked about placing teachers, but that the Board had chosen not to have targeted schools. He said that while quadrants could be balanced, there was no proof that

education in a balanced quadrant would better. He said that he favored the contiguous zones found in the December 16th Plan. He said that choice was limited by grandfathering and capacity. Lastly, he said that there would be portions of the county that would not be affected by any plan, and he pointed out that other areas are changing very rapidly.

Ms. Woods offered her suggestions for student assignment in a written proposal which she distributed to Board members. She said that the Board needed to set a goal that no middle or high school would have more than 20% of its students below grade level. She advocated looking at the middle ring (5-10 miles) and reducing the percentage of poverty in schools there, from 60% to 40%. While the reduction would not improve high-poverty schools, she said, it would stabilize schools in the middle ring. She advocated changing some home schools in the middle ring to magnets and special programs. She said that students in high poverty areas should have two choice options, in the center city and in the suburbs. She also advocated not creating high schools that are not diverse. Regarding Ms. Woods' suggestion of giving two choices for students in high-poverty schools, Dr. Smith responded that such an option might be too difficult, but that it could be made a priority.

Ms. Kakadelis said that she wanted to talk about curriculum. She asked the Superintendent if high poverty schools could be successful. Dr. Smith responded that in many kinds of schools, CMS is already achieving success.

Ms. Kakadelis said that choice must be given or the community will give it to itself through vouchers and other alternatives. She said a student can be given choice without being given a specific school for that choice. She said that the Board and the administration ought to look at other opportunities besides student assignment to address diversity.

BOARD DISCUSSION OF FUTURE DIRECTION AND SCHEDULES

Mr. Dunlap said that he would like to have the administration evaluate for feasibility the recommendations that the Committee had made. He also asked that the Board receive an evaluation of the recommendations made by Ms. Woods, as well as the recommendations made by Mr. Lassiter and Ms. Molly Griffin. Mr. Dunlap said that it appeared to him that the December 16th Plan, with some modification, seemed to be more palatable even to some who did not support the Plan initially.

Dr. Smith said that he could answer questions by next Friday but that new recommendations for student assignment would take longer to prepare.

The Board agreed to meet for a work session on student assignment on Monday, April 11th following the dinner meeting with the Mecklenburg Delegation.

ACTION ITEMS

No individual agenda items were acted upon by the Board at this meeting.

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CONSENT ITEMS APPROVED IN ONE MOTION

Mr. Dunlap requested that the name of the contractors be included besides each project the monthly report from Bovis Construction Corp., consultants to CMS on capital projects.

On motion by Mr. Puckett, seconded by Dr. Rembert, all Board members present voted to approve in one motion Items III A-K on the Consent Agenda.

(A.) APPROVED MONTHLY PERSONNEL REPORT FOR FEBRUARY 2000

The Board approved the Personnel Report of Licensed and Non-Licensed hires for the February 2000, as submitted by Barbara M. Jenkins, Assistant Superintendent for Human Resources.

(B.) APPROVED MINUTES

The Board approved the following minutes:

March 7, 2000	Special Meeting
March 14, 2000	Regular Meeting
March 15, 2000	Closed Session

(C.1.) RATIFIED CONSTRUCTION CONTRACT FOR RANSON MIDDLE SCHOOL

The Board ratified construction contracts for \$4,779,496 for Ranson Middle School that will provide a 12-classroom addition, cafeteria addition, kitchen expansion, and general, electrical, mechanical, and plumbing renovations to the existing facility, as follows:

General Contractor:	Stredvey Construction	
	Base Bid	\$2,632,000
	Alternate G-1	80,000
	Alternate G-3	<u>29,700</u>
	Recommended Award	\$2,741,700

Plumbing Contractor:	Sneeds Plumbing & Mechanical	
	Base Bid	327,000
	Deduct Alternate P-1	<u>(874)</u>
	Recommended Award	326,126

Mechanical Contractor:	Williams Mechanical Corp.	
	Base Bid	1,208,320
	Recommended Award	1,208,320

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Construction Contracts for Ranson Middle (continued)

Electrical Contractor: ANECO Electrical Const.

Base Bid	464,000	
Alternate E-3	30,500	
Alternate E-4	2,000	
Alternate E-5	950	
Alternate E-6	<u>5,900</u>	
Recommended Award		<u>503,350</u>
Total Recommended Award		<u>\$4,779,496</u>

The following alternates were accepted provided funds remain in the project budget:

General Contractor:	Alternate G-2 "B" Building Renovation	\$28,600
Mechanical Contractor:	Alternate M-1 "B" Building Mechanical	\$54,755
Electrical Contractor:	Alternate E-2 "B" Building Electrical	\$28,000

Summary of Alternates:

- G-1 Window Replacement in Buildings A & B
- G-2 General construction in "B" Building
- G-3 New serving line
- G-4 Carpet in Media Center
- G-5 Toilet partitions in "C" Building
- G-6 Schedule acceleration in 8th grade wing
- M-1 Mechanical work in "B" Building
- M-2 Schedule acceleration in 8th grade wing
- P-1 Deduct for kitchen floor drain
- P-2 Schedule acceleration in 8th grade wing
- E-1 Removal and addition of general lighting in "B" Building
- E-2 Removal and addition of electrical work in "B" Building
- E-3 Removal and addition of general lighting in "A" Building
- E-4 Power and communications for temporary serving line
- E-5 Power and communications for permanent serving line
- E-6 Upgrade to EST II fire alarm system
- E-7 Schedule acceleration in 8th grade wing

Budget:

Use of Funds

Recommended Award	\$4,779,496	
Designer's Fee	301,995	
Program Manager's Fee	360,639	
FF&E/Fees/Surveys/Utilities	<u>1,847,870</u>	
Total Use		<u>\$7,290,000</u>

Source of Funds

1996 Bonds	\$4,930,000	
1997 Bonds	<u>2,360,000</u>	
Total Source		<u>\$7,290,000</u>

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(C.2.) RATIFIED CONSTRUCTION CONTRACTS FOR WILSON MIDDLE SCHOOL

The Board ratified construction contracts for \$5,033,000 for Ranson Middle School that will provide for general, electrical, mechanical, and plumbing renovations, cafeteria expansion, new kitchen equipment, ADA modifications, and site improvements, as follows:

General Contractor: Stredvey Construction		
Base Bid	\$1,768,000	
Recommended Award		\$1,768,000
Plumbing Contractor: Sneeds Plumbing & Mechanical		
Base Bid	376,000	
Recommended Award		376,000
Mechanical Contractor: Williams Mechanical Corp.		
Base Bid	1,178,970	
Alternate M-3	<u>36,000</u>	
Recommended Award		1,214,970
Electrical Contractor: ANECO Electrical Const.		
Base Bid	557,000	
Alternate E-4	<u>14,200</u>	
Recommended Award		<u>571,200</u>
Total Recommended Award		<u>\$3,930,170</u>

Summary of Alternates:

- G-1 Acoustical ceiling in "H" Building
- G-2 Canopies at bus parking
- G-3 Food service equipment
- M-1 Mechanical demolition at "H" Building
- M-2 Upgrade full DDC sensing and pneumatic controls
- M-3 Upgrade full DDC actuation and sensing
- E-1 Removal and addition of lighting in "H" Building
- E-2 Electrical demo and new work associated with Alternate M-1
- E-3 New light fixtures associated with Alternate G-2

Budget:

<u>Use of Funds</u>		
Recommended Award	\$3,930,170	
Designer's Fee	267,804	
Program Manager's Fee	216,352	
FF&E/Fees/Surveys/Utilities	<u>618,674</u>	
Total Use		<u>\$5,033,000</u>

Construction Budget Ranson Middle (continued)

<u>Source of Funds</u>	
1996 Bonds	\$4,367,000
1996 Bonds Various	291,000
1997 Bonds Plumbing	<u>375,000</u>
Total Source	<u>\$5,033,000</u>

(C.3) APPROVED ASBESTOS ABATEMENT CONTRACT FOR EASTWAY MIDDLE SCHOOL

The Board approved an asbestos abatement contract for \$17,486 with UAS Automation Systems, Inc., the lowest bidder, for removal and disposal of 9,840 square feet of asbestos floor tile and mastic at Eastway Middle School. Source of funding is 1996 Bonds.

(C.4) APPROVED CONTRACTS FOR MINOR ROOF REPAIRS AND MAINTENANCE SERVICES

The Board approved contracts totaling \$113,626 for minor roof repairs and maintenance services at 14 schools, as listed below:

Package 1:	Oakdale Elementary		
	Paw Creek Elementary		
	Tuckaseegee Elementary		
	Pawtucket Elementary		
	Wilson Middle		
	Building Services		
Contractor:	Southern Roof Maintenance		
	Base Bid	\$69,606	
Package 2:	Bradley Middle School		
	Double Oaks Pre-K		
	J.T. Williams Middle		
	Oaklawn Park Elementary		
	West Charlotte High		
Contractor:	Cyclone Roofing		
	Base Bid	<u>44,020</u>	
	Total Recommended Award		<u>\$113,626</u>

Source of funding is Maintenance Funds

(C. 5.) APPROVED ROOF REPLACEMENT CONTRACT FOR WINDSOR PARK ELEMENTARY SCHOOL

The Board approved a contract for \$266,995 with Ogelsby Construction Company, the lowest bidder, for roof replacement at Windsor Park Elementary School, as follows:

Contractor:	Oglesby Contracting company		
	Base Bid	\$251,195	
	Alternate #3 (Canopy)	<u>15,800</u>	
	Recommended Award		<u>\$266,995</u>

Source of funding is Capital Replacement

(C. 6.) APPROVED ROOF REPLACEMENT CONTRACT FOR SHAMROCK GARDENS ELEMENTARY SCHOOL

The Board approved a contract for \$110,400 with Ogelsby Construction Company, the lowest bidder, for roof replacement at Shamrock Gardens Elementary School, as follows:

Contractor:	Oglesby Contracting company		
	Base Bid	\$103,200	
	Alternate #3 (20-yr. N.D.L. warranty)	2,700	
	Alternate #4 (fume recovery system)	<u>4,500</u>	
	Recommended Award		<u>\$110,400</u>

Source of funding is Capital Replacement.

(C. 7.) APPROVED HVAC CONTRACT FOR SEDGEFIELD ELEMENTARY SCHOOL

The Board approved a contract for \$35,700 with L. T. Mechanical, the lowest bidder, for HVAC site improvements at Sedgefield Elementary School. The contract will provide for the installation of new roof top units and ductwork for the multi-purpose and stage area at the school. Source of funds is Capital Replacement.

(C. 8.) APPROVED HVAC CONTRACT FOR HICKORY GROVE ELEMENTARY SCHOOL

The Board approved a contract for \$21,000 with Action Mechanical, the lowest bidder, for the installation of a HVAC chiller at Hickory Grove Elementary School. Source of funds is Capital Replacement.

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(C. 9.) APPROVED SITE IMPROVEMENTS CONTRACT FOR DOUBLE OAKS PRE-K SCHOOL

The Board approved a contract for \$62,300 with The Shaw Group, the lowest bidder, for site improvements at Double Oaks Pre-K-School. The contract will provide for resurfacing of the cafeteria service area and the installation of new fencing around the dumpster. Source of funding is capital replacement.

(C. 10.) APPROVED SIDEWALK EASEMENT FOR QUAIL HOLLOW MIDDLE SCHOOL

The Board approved a sidewalk easement with the City of Charlotte on the Quail Hollow Middle School property. The City will be installing a sidewalk on Smithfield Church Road along the frontage of the Quail Hollow Middle School property up to the semi-circular driveway.

(C. 11.) APPROVED ADDITIONAL CONSTRUCTION SERVICES FOR NEW NORTH HIGH SCHOOL

The Board approved a contract for \$200,000 with Jones Grading and Fencing to remove additional unsuitable soils and rocks that have been encountered at the site of the New North High School. This construction service is above the original contract allowance. Source of funding is 1997 Bonds.

(C. 12.) APPROVED ADDITIONAL CONSTRUCTION SERVICES FOR NEW SOUTHWEST HIGH SCHOOL

The Board approved a contract for \$200,000 with Jones Grading and Fencing to remove additional unsuitable soils and rocks that have been encountered at the site of the New Southwest High School. This construction service is above the original contract allowance. Source of funding is 1997 Bonds.

(D.) APPROVED FINANCIAL STATEMENTS FOR FEBRUARY 29, 2000

The Board approved the Monthly Financial Statement for the month ending February 29, 2000, in accordance with §115-C-436 of the North Carolina School Budget and Fiscal Control Act. A copy of the monthly statement for February is on file in the CMS Finance Office.

(E.) APPROVED BUDGET AMENDMENTS FOR JANUARY AND FEBRUARY 2000

The Board approved the January and February Budget Amendments, as required by FY 1999-2000 Budget Resolution, Section IV (A), (B) and (C), adopted August 24, 1999. A copy of the January and February Budget Amendments is on file in the CMS Finance Office.

(F.) APPROVED CAPITAL PROJECT ORDINANCE AMENDMENTS FOR FEBRUARY, 2000

The Board approved the Capital Project Ordinance Amendments for February 2000, as required by N.C. Public School Law §115-C-443. A copy of the Capital Project Ordinance Amendments for February is on file in the CMS Finance Office.

(G.) APPROVED FUNDING FOR BOARD MEMBERS INNERCITY VISITS TO DALLAS AND FT. WORTH, TEXAS, ON MAY 15-17, 2000

The Board approved the funding for Board members to participate in the Charlotte Chamber's InterCity Visit to Dallas and Ft. Worth, Texas on May 15-17, 2000.

(H.) APPROVED SUPPLEMENTARY FUNDING REQUEST FOR EMERGENCY IMMIGRANT PROGRAM GRANT

The Board approved a supplementary funding request *Emergency Immigrant Program Grant* from the U.S. Department of Education. The entitlement grant from September 30, 2000 through September 30, 2001 would provide \$100+ per student. (Currently 2,268 CMS are included in the count.) The funds will be used to promote English language instruction and bilingual education programs. The goals and objectives of proposal include the following:

- To provide high quality instruction for immigrant students.
- To help immigrant students make the transition into American society.
- To help immigrant students meet the same challenging State performance standards expected of all students.

(I.) APPROVED SUPPLEMENTARY FUNDING REQUEST FOR 21st CENTURY COMMUNITY LEARNING CENTERS GRANT

The Board approved a supplementary funding request for *21st Century Community Learning Centers Grant* from the U.S. Department of Education, Office of Elementary and Secondary Education. This competitive grant of \$3,880,749 would

begin June, 2000, and extend until July, 2003. The grant would establish school-based community learning centers that would provide the following:

- Safe, drug-free, and supervised after-school and summer programs for children at risk of academic failure and their families.
- Expanded learning opportunities and activities that contribute to substance abuse and violence prevention

(J.) APPROVED OPTION TO PURCHASE AND CONTRACT WITH NANCY STARRETT ESTATE AND WILLIAM S. ABERNETHY, JR., FOR PURCHASE OF APPROXIMATELY 55 ACRES OF LAND LOCATED OFF LAMBETH DRIVE (NORTH TRYON AT EASTWAY)

The Board approved the Option to Purchase and Contract with Nancy Starrett Estate and William S. Abernethy, Jr., for purchase of approximately 55 acres of land located off Lambeth Drive (North Tryon at Eastway). The Board is to request the County to approve purchasing this site with landbanking bonds, with the understanding that approximately 20 acres will be used by the County for a neighborhood park. The main points of the agreement include the following:

- a. Purchase price is \$25,000 per acre, which is the appraised value.
- b. The Board has a "free-look" due diligence period that extends through May 8, 2000;
- c. The Board of County Commissioners approval of the purchase price (and use of landbanking bonds) is a condition precedent to the Board of Education's obligation to close; and
- d. The closing date is scheduled for May 8, 2000.

(K.) APPROVED REQUESTS FOR STUDENT REASSIGNMENT AND RELEASE OF STUDENTS TO OTHER SCHOOL DISTRICTS

The Board approved the requests for reassignment for 24 students in Category I, denied the requests of 10 students in Category II, and approved the transfer of 2 students to other school systems in North Carolina (Category III).

The Consent Agenda items conclude at this point.

REPORTS AND INFORMATION

Because of the lateness of the hour, the following reports were not given as planned.

Student Survey Results

The Board was scheduled to hear a report on the results of a recent Student Survey. Dr. Susan Agruso, Assistant Superintendent for Instructional Accountability, said that the results of the Student Survey contain good news. The Superintendent said that Board members had complete copies of the report in their notebooks.

Long Range School Facilities Master Plan (LRSFMP)

Dr. Smith said that the Long Range School Facilities Master Plan was an important document for CMS' future. He asked the Board to study the proposal and said that he would bring it back to the Board at its next Regular Meeting.

The Proposed CMS Budget for FY 2000-2001

Dr. Smith provided the Board members with a schedule of budget information sessions (April 5, 6, and 7), so that they could meet individually with various CMS department heads to discuss and ask questions about the proposed CMS Budget for FY 2000-2001. He said that consideration of the budget would be on the agenda at the April 11th meeting.

REPORT FROM BOARD MEMBERS

Due to the lateness of the hour, Mr. Griffin requested that the Board members hold their reports until the next Regular Meeting.

REPORT FROM SUPERINTENDENT

The Superintendent had no further report at this time

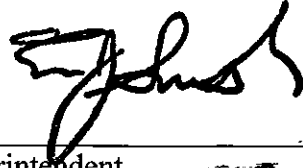
FUTURE BOARD MEETINGS

The next Regular Meeting of the Board of Education will be held on Tuesday, April 11, 2000 at 6:00 p.m. in the Board Room of the Education Center.

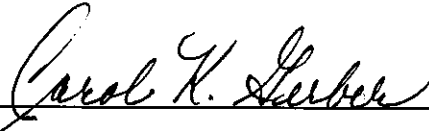
The Board will also hold a Work Session on Student Assignment at 7:30 p.m. on Monday, April 10th, following the dinner with the Mecklenburg Delegation.

ADJOURNMENT

On motion by Dr. Rembert, seconded by Dr. Leake, the Board voted unanimously to adjourn the Regular Board meeting at 10:45 p.m.



Superintendent



Clerk

**Student Assignment Oversight
Committee**

RECOMMENDATIONS

RELATED TO THE

DECEMBER 16, 1999 STUDENT ASSIGNMENT PLAN

AND ITS CONFORMITY WITH

THE BOARD OF EDUCATION'S GUIDING PRINCIPLES

MARCH 28, 2000

**Student Assignment Oversight
Committee**

INTRODUCTION

We are happy to be here tonight to complete our task of assessing the December 16 Plan and its conformity with your Guiding Principles.

We are happy to add substance to our General Reactions to the Plan that we presented to you at your February 22 meeting.

Student Assignment Oversight Committee

INTRODUCTION

We promised you solutions then, and since then we have struggled with difficult and troublesome issues that have plagued this Board and this community for decades.

Student Assignment Oversight Committee

INTRODUCTION

While academic excellence is and should be the ultimate goal, we found that there is a general suspicion and distrust of our community's commitment to a fair distribution of resources to ensure academic excellence. This suspicion and distrust is prevalent in our community is also reflected on our committee.

Student Assignment Oversight Committee

INTRODUCTION

The committee has concluded that it is impossible for any Plan to satisfy each and every component of your Guiding Principles. We found inconsistencies between themes of diversity and proximity and between stability, choice and utilization.

Student Assignment Oversight Committee

INTRODUCTION

Where the Plan meets a Guiding Principle, our report suggests ways to strengthen the Plan's conformity with that Guiding Principle.

Where the Plan fails to meet a Guiding Principle, our report offers suggestions to either move toward conformity or to compensate for the Plan's nonconformity.

Student Assignment Oversight Committee

INTRODUCTION

As we stated on February 22, most everything we discussed led to discussions on equity. Equity issues overshadow every other issue.

**THEREFORE, THE COMMITTEE BELIEVES THAT,
FAIRNESS IN STUDENT ASSIGNMENT CANNOT BE
ACHIEVED WITHOUT ACHIEVING EQUITY.**

Student Assignment Oversight Committee

Guiding Principle 1:

A student assignment plan will be established to support family choice, stability, continuity of educational opportunity, and proximity, whenever feasible.

Student Assignment Oversight Committee

As reported on February 22, the SAOC believes that the December 16 Plan generally supports **Guiding Principle 1**.

To further strengthen the December 16 Plan around **Guiding Principle 1**, we offer the following recommendations:

- Allow siblings of students in current magnet assignments to join their brothers and sisters at those schools if their parents so choose.
- Re-evaluate choice zones to better distribute Targeted/Priority Schools so that so many low income students are not assigned to a single zone.

Student Assignment Oversight Committee

Recommendations for **Guiding Principle 1** (continued):

- Choice, stability and proximity must be guaranteed to EC students to the same degree as all other students.
- Effectively communicate the choice options that exist for ALL constituents.
- In situations where a current neighborhood school will become a magnet, allow students entering grades K, 6, and 9 to proceed to the new assignment in the Fall of 2000.

Student Assignment Oversight Committee

Guiding Principle 2:

The student assignment plan will avoid, to the extent feasible, any overcrowding or underutilization of school facilities that may have a negative impact on the delivery of instructional programs.

Student Assignment Oversight Committee

To further strengthen the December 16 Plan around **Guiding Principle 2**, we offer the following recommendations:

- Home School zones should be drawn to more fully utilize the middle ring schools in order to relieve the current and future over-crowding along the outer ring schools.

Student Assignment Oversight Committee

Guiding Principle 3:

Home School areas will, insofar as feasible, conform to natural boundaries, recognize neighborhood identities, and maintain continuity of peer relationships.

Student Assignment Oversight Committee

To further strengthen the December 16 Plan around **Guiding Principle 3**, we offer the following recommendations:

- *Consider making the middle to high school matriculation a higher priority, rather than elementary to middle matriculation. This would reduce the number of middle school student bodies that become split as they move into high school.*

Student Assignment Oversight Committee

Guiding Principle 4:

Choice preferences and home school areas will be established to reduce isolation related to high concentrations of low income students and isolation related to students' academic performance, to the extent feasible. A diverse learning environment with regard to ethnicity, nationality, and culture will be promoted through family choice, to the extent legally allowable.

Student Assignment Oversight Committee

Guiding Principle 4:

- A fundamental problem with this Plan is that it creates a relatively high concentration of low income students.
- High concentrations of low income students run the large risk that low performing academic groups will be isolated in high poverty schools.

Student Assignment Oversight Committee

Guiding Principle 4:

- History demonstrates that adequate resources have not been provided to allow low income students to achieve their full potential.
- We are somewhat distrustful that those resources will, in fact, be provided in the future. Our committee has disagreement over a proper resolution of this situation.

Student Assignment Oversight Committee

Guiding Principle 4:

- *One solution might be to allow some high concentrations of low income students to exist, and provide timely and intense resources and intervention in those situations to allow students to achieve their potential.*

Student Assignment Oversight Committee

Guiding Principle 4:

- However, the number of schools with high concentration of low income students (20 schools with 80% or more FRL, 52 schools with 50% or more FRL) could strain our community's ability to provide the necessary resources and interventions.

Student Assignment Oversight Committee

Guiding Principle 4:

- Should you adopt the December 16 Plan that allows high concentrations of low income students, endorsement of the plan is contingent upon delivery of those resources being mandated. We strongly urge you to implement a Scorecard-type mechanism and proper oversight *to ensure that such resources are applied.*

Student Assignment Oversight Committee

Guiding Principle 4:

- *Another solution would be to amend the plan to reduce those concentrations of low income students to improve access to resources. However, we recognize that to do so would necessitate the violation of other Guiding Principles.*

Student Assignment Oversight Committee

Guiding Principle 4:

- Some elements of a new plan could be:
 1. Achieve a consistent ratio of low income students and non-low income students systemwide by redrawing boundaries.
 2. A transportation component (busing) which avoids an unequal burden on any segment of the population.
- Any element of a new plan must include:
 3. All students and schools will equally share the burdens of an under-resourced system.

Student Assignment Oversight Committee

Guiding Principle 4:

- While equity and achievement are the overriding priorities, there are a number of our committee members who feel strongly about the merits of diverse learning environments regardless.

Student Assignment Oversight Committee

Guiding Principle 4:

- We render the following recommendations regardless of which option the Board implements:
 - Consider the diversity of staff and administrative populations, along with the student population in order to provide a diverse learning environment.
 - Expand and prioritize the workplace transfer program to better complement parents' places of work in determining a student's school assignment. (Without transportation provided by the school system.)

Student Assignment Oversight Committee

Guiding Principle 4:

- We render the following recommendations regardless of which option the Board implements: (continued)
 - Consider and evaluate the number of magnet programs and each magnet program's strategic location -- or relocation -- both to reduce the overall number of magnet programs and to spread attractive magnet programs throughout the system to attract diverse populations throughout geographic areas of the county.

Student Assignment Oversight Committee

Guiding Principle 4:

- We render the following recommendations regardless of which option the Board implements: (continued)
 - The Board must ensure that magnet programs do not siphon off resources that are needed for home schools and choice zones with high concentrations of poverty.

Student Assignment Oversight Committee

Guiding Principle 4:

- We render the following recommendations regardless of which option the Board implements: (continued)
 - Develop, implement and communicate a report card for each individual school. We have numerous ideas of what this should include, which can be communicated at a later time.
 - Accelerate the movement toward management utilizing a CMS-developed Balanced Scorecard to measure delivery of equitable resources and academic outcomes systemwide.

Student Assignment Oversight Committee

Guiding Principle 4:

- We render the following recommendations regardless of which option the Board implements: (continued)
 - A citizens task force should visit schools to ensure CMS is meeting the needs of schools with high concentrations of "low-income", i.e., low-achieving schools. The task force would then report these findings to the school board as an accountability measure on an on-going basis.

Student Assignment Oversight Committee

Guiding Principle 5:

Home school areas will be established, to the extent feasible, so that the community will equitably share benefits and burdens related to student transportation.

Student Assignment Oversight Committee

Guiding Principle 5:

- The December 16 Plan generally supports Guiding Principle 5.

Student Assignment Oversight Committee

Guiding Principle 6:

In order to prevent an increase in the number of schools with high concentrations of low income students, efforts will be made to assure the stability of schools that have higher than the district average of low income students but which are not designated by the Superintendent as "targeted" schools.

Student Assignment Oversight Committee

Guiding Principle 6:

- Maintain focus on the achievement of each student. Accordingly, resources must be allocated to students who need them wherever they are regardless of the school's designation as a "Targeted" school.

Student Assignment Oversight Committee

Guiding Principle 6:

- Some strategies might include:
 1. Vary resources and staffing at all grade levels on a continuum according to a formula that includes both low achievement and low economic status. This would include low income students who are at or above grade level.
 2. Implementation of enhancement services, such as Talent Development in every school to attract and retain high achieving students and staff.

Student Assignment Oversight Committee

Guiding Principle 6:

- Some strategies might include: (continued)
 3. Equitably distribute self-contained EC classrooms among choice zones through out the district.
 4. For schools with a significant number of below grade level students and low income students. Provide differentiated staffing at all grade levels where needed.

Student Assignment Oversight Committee

Guiding Principle 6:

- Some strategies might include: (continued)
 5. Explore and implement economic and non-economic incentives and recognize teachers and staff who select and remain in lower performing schools with high concentrations of low income students.

Student Assignment Oversight Committee

Guiding Principle 6:

- Implement the use of a community center approach to deliver intense remediation for students who are at-risk and need more accelerated intervention to bring their performance closer to expectations. Multiple agencies and resources should be applied to address various barriers to achievement, e.g., nutrition, domestic dysfunction, health/grooming, and parent education.

Student Assignment Oversight Committee

Guiding Principle 7:

New school construction, expansions, and renovations will be carried out in such a way to support the above principles with consideration given to the impact upon other community services.

Student Assignment Oversight Committee

Guiding Principle 7:

- We have not had sufficient time to fully explore Guiding Principle 7.

Student Assignment Oversight Committee

Conclusion:

We are fortunate in this community. You called 23 individuals to serve, to give up quality and significant time from their work and family schedules, and they heeded your call.

Each brought to the table diverse viewpoints from the community. We heard the views of each member and their respective constituencies.

Student Assignment Oversight Committee

Conclusion:

This report represents the results of the negotiation of those competing viewpoints.

Our committee has made a significant investment in the reassignment of children in this community. Each has given hours of attention on this issue. We encourage you to study this report and give it a level of attention that is commensurate with the attention it deserves.