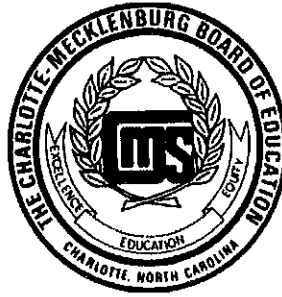


Approved by the Charlotte-  
Mecklenburg Board of Education  
November 9, 2010  
Regular Board Meeting



Charlotte, North Carolina

April 27, 2010

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on April 27, 2010. The meeting began at 6:05 p.m. and was held in the Meeting Chamber of the Government Center.

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

**Absent:** There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; Members of Executive and Senior Staffs; Judy Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

**I. CALL TO ORDER**

Chairperson Davis called the meeting to order at 6:05 p.m. Chairperson Davis welcomed everyone to the Board's second meeting of the month that was held in the Meeting Chamber to accommodate the community attending the meeting.

**A. Adoption of Agenda**

Chairperson Davis called for a motion to adopt the agenda.

**Mr. Merchant moved, seconded by Mr. White, that the Board adopt the agenda as presented, and the motion passed upon unanimous Board vote.**

**B. Public Hearing on proposed 2010-2011 Charlotte-Mecklenburg Board of Education Budget**

Chairperson Davis said this is the first of two public hearings scheduled for the community to discuss the 2010-2011 Budget. Chairperson Davis said fifty-one speakers have signed up to speak and he encouraged the audience to be mindful of showing respect to the

speakers and to refrain from either showing support or displeasure. The Board looks forward to hearing the thoughts, concerns, and opinions because this is a valuable part of the process and the Board's decision making. Each speaker will be given three minutes to address the Board. Chairperson Davis asked the speakers to direct comments to him as the representative of the Board and to refrain from comments directed towards staff members.

Seventeen people discussed the importance of teachers and teacher assistants and the negative impact larger classrooms will have on student learning. They expressed concern regarding the budget reductions and urged the Board to not lay off teachers and teacher assistants because that will increase the class size, diminish educational services, and have a negative impact on student academic performance and the local economy.

- Paul Mann presented an alternative consideration regarding CMS printing their own money to generate local currency.
- Fulton Parham, father of two gifted children at Westerly Hills Elementary School.
- Lisa Fisher represented Teacher Assistants and discussed the positive impact they have on the success of students and expressed concern regarding the poor communication about the modification to cut teacher assistant hours from 40 to 37.5 hours.
- Victoria Fewell, president of Charlotte East Community in Partners and grandmother of a CMS student, encouraged the Board to eliminate the learning communities to save money to save teacher jobs, to support the furlough line item, and to not support changing the transportation for Magnet Programs to less than five miles.
- Larry Bosc, CMS teacher, discussed the consequences of the budget cuts and teachers reductions because it will cause teachers to have to perform more duties, create stress, and result in a negative impact on employee morale and student achievement.
- Guillian Prince, student at East Mecklenburg High School, discussed the challenges that students will face in overcrowded classrooms as a result of teacher layoffs.
- Kenneth Willis, CMS teacher, discussed sacrifice, the power to be responsible, and the impact this decision will have on many lives. He encouraged the Board to vote for what is right because sacrificing teachers should not be an option.
- Gariann Yochym, CMS teacher, discussed the importance of smaller Inclusion classrooms and expressed concern regarding the increased responsibilities for teachers in meeting the needs of the student.
- Cindy Corwin discussed the importance of teacher assistants in the classroom and expressed concern that the additional cuts on top of last year's cuts will negatively impact students. She encouraged the Board to make cuts at the top before cutting hours and salaries for teacher assistants.
- Judy Kidd, represented the Classroom Teacher Association, encouraged the Board to closely review the cuts, especially the teacher cuts; to place a good principal in every school; and to leave the principals alone to do their job because they do not need many layers of supervision. Teachers are pulling the weight of the district and they are the ones closing the gap. She urged the Board to eliminate CMS-TV and Public Relations before cutting teachers and discussed the challenges of large classes, cuts to principals, and cuts to security.
- Helen Collins, a teacher assistant, discussed the importance of teacher assistants noting that they are dedicated to the success of students, the lowest paid employees in CMS, and they will have little impact on the budget.
- Robin Kolodziey, CMS teacher and parent, discussed the successes of CMS, the

importance of effective teachers who care about their jobs, the challenges of teaching larger classes without a teacher assistant, and the negative impact larger classrooms will have on the success of students and the core business of CMS.

- Dorothy Waddy urged the Board to cut from the top down, eliminate the learning communities, and expressed concern that the reorganization will result in segregated schools.
- Thomas Nguyen, CMS teacher, expressed concern regarding the negative impact that a reduction in the English as a Second Language (ESL) Programs will have on ESL students and the challenges they have of learning a new language, graduating from high school, and passing End-of-Course exams.
- Robin Bradford, concerned citizen, discussed the importance of an equal education for all students and expressed concern regarding the teacher cuts and CMS returning to a segregated school district.
- Alissa Juarez, CMS media specialist, discussed the challenges of students being provided computer access in the media center with the increase in class size. She encouraged the Board to ask the County and State for the funding that is needed and to do what is best for students and teachers.
- Kevin Strawn, CMS teacher, said teachers are already stretched and performing numerous jobs and the students feel the impact. He encouraged the Board to advocate for funding for schools noting that the community cares about public education. He invited everyone to join him to rally for education at the Board of County Commissioners meeting and in Raleigh on May 15<sup>th</sup>.

Fifteen people discussed the budget in general.

- Louise Woods expressed concern for the deep cuts caused by the decline in the economy and the Board of Education and Board of County Commissioners must consider this in making decisions. Previously, the Board of Education made cuts but they resulted in lowering class size and increasing the number of teachers which helped students be successful and eliminate educational inequities. Those results were positive and saved money.
- Carolyn Smith-Hester, retired teacher of thirty-three years and teacher assistant, discussed concerns regarding last year's decision to lay off retired teachers, changes to teacher assistant hours, and low teacher morale. She encouraged the Board to rethink how CMS "does business."
- Linda Peak, represented the community, commended CMS for making gains noting that they are a result of teachers in the classroom. She expressed concern regarding the lack of communication and encouraged the Board, community groups, and corporate groups to work together to find answers and better solutions. CMS must provide equal access to all students and transportation for students to attend Magnet Programs.
- Pamela Grundy, represented Mecklenburg ACTs, and urged the Board to work with the County and State to push harder for furloughs and to eliminate learning communities. She expressed concern regarding the rezoning of Title I schools and the impact on poverty imbalance because separate will never be equal. She also expressed concern that the recommendation decreases transportation but adds expansions to Magnet Programs, strategic staffing, and pay for performance.
- Carol Sawyer said if CMS cannot afford transportation to Magnet schools for all students then CMS cannot afford Magnet Programs. She urged the Board to provide

transportation for all or none at all and expressed concerns regarding expansions to Magnet Programs and pay for performance because they will not guarantee an increase in student performance and CMS will not be able to afford those initiatives next year. She encouraged the Board to review other transportation and Magnet options because public school programs must be accessible to all students.

- Glenda Blaisdell-Buck, CMS teacher, discussed the importance of providing the best education possible for all students and urged the Board to ask the State and County for what CMS needs and to work together to make funding for schools a priority.
- John Mock, CMS teacher, said we are all in the business of education and the Board must support teachers. He expressed concern regarding CMS providing a safe environment because discipline issues have increased as a result of budget cuts to staff, administrators, and security.
- Janet Brinkley, co-president of the League of Women Voters, encouraged the Board to eliminate the learning communities and expressed concern that the reorganization is a \$4 million item and every \$40,000 saved is a teacher position. The League of Women Votes is opposed to the reorganization and the disproportion of high poverty students.
- Cindy Brewer, concerned citizen, understands the struggles of the Board because the State and County decisions will result in less money for next year. She encouraged the Board and the public to ask the North Carolina Legislators and Board of County Commissioners for what CMS needs.
- Gloria Rembert thanked the Board for their work and discussed the challenges for CMS because the funding is not keeping up with the growth. She expressed concern that the proposed budget is a Band Aid approach and students will suffer. She urged the Board to provide the tools and resources that students need to succeed, to be willing to do without, because nothing should come before children learning and being prepared for success.
- Troy Coleman works with a company that provides an expense reduction analyst and he would be glad to work with CMS to review other options to reduce expenses while saving jobs.
- Mary McCray, president of the Charlotte-Mecklenburg Association of Educators (CMAE), said students deserve more not less. She urged the Board to provide adequate resources for students and discussed the negative impact the budget and teacher reductions will have on student success. She urged the Board to the State to restore the funding that was cut last year and to lobby the Board of County Commissioners to fund the cuts and urge them to be bold enough to increase tax revenue.
- Randolph Frierson, CMS counselor, urged the Board to review how CMS does business because it is not acceptable to not provide a world class education system. He urged the importance of investing in the school system versus the cost of incarceration. He urged the Board to demand that the elected officials fully fund CMS to assure a world class education for every student because less teachers and support staff will result in less education.
- Reverend Kojo Nantambu, discussed concerns regarding CMS and the future of our children because the focus has shifted to a separate and unequal system. He expressed concern regarding the rezoning of the Title I schools because it will stigmatize the schools and the students and will not provide a fair, equitable education.
- J. P. Grillet, student at East Mecklenburg High School, expressed concern regarding

the elimination of a smaller class size because he benefited from a small class size. Students know the teacher, there are less class disruptions, there is a better teacher-student relationship, and students receive personal support. He is opposed to larger class sizes and urged the Board to cut or minimize CMS-TV instead.

Eighteen people discussed concerns regarding transportation budget cuts, the hardships for parents who have lost transportation for Magnet students, student safety at shuttle stops, the inconvenience of bell schedule changes for parents who work, elimination of middle school sports, and the changes are forcing parents to return to their home schools. They encouraged the Board to seek other budget cuts and to maintain the current bell schedule, transportation, and access to programs because that will help to keep the successful Magnet Programs robust and diversity of the schools.

- Crystal Bailey, parent of Piedmont IB student.
- Francelia Andrade, parent of Piedmont IB student.
- Bryana Andrade-Williams, parent of Piedmont IB student.
- Ericka Ellis-Stewart, parent of Magnet students.
- William McDonald, PTA president at Phillip O. Berry Academy of Technology and parent of IB students.
- Amy Corbett, parent of Davidson IB student.
- Alexandra Corbett, parent of Davidson IB student.
- Jennifer Gossett, parent of students at Smith Language Academy.
- Patricia Butler, parent of CMS students.
- Curt Bombeien, parent of students at Smith Language Academy.
- Terri Dickinson, parent of Magnet students at three different schools.
- Lynn Lumens, parent of student at Piedmont IB.
- Lehong Jin, parent of student at Piedmont IB.
- Jim Brueggenaman, parent of student at Davidson IB.
- Deb McLean, parent of student at Phillip O. Berry Academy of Technology.
- Virginia Brien, president of the PTO at Northwest School of the Arts and CMS parent.
- Lara Nichols, parent of students at Smith Language Academy.
- Lynn Wiesecke, CMS teacher and parent of students at Smith Language and Collinswood Language, discussed the hardships of her school day beginning at 6:45 a.m. but her children do not need to be to school until 9:30 a.m. She encouraged the Board to consider mini-stops.

Chairperson Davis called the Public Hearing closed at 8:43 p.m. and he called for a five-minute recess. Chairperson Davis reconvened the Regular Board meeting at 8:55 p.m.

## II. CONSENT ITEMS

- A. Recommend approval of a storm drainage easement to the City of Charlotte on Charlotte-Mecklenburg property located at 3100 Winterfield Place for the purpose of completing the City of Charlotte's Edward Branch Stream Restoration Phase II Project.

*The City of Charlotte requires storm drainage/conservation easement to make improvements to storm drainage facilities, including the right to constructing, installing, improving, operating, inspecting, repairing and maintaining storm drainage facilities within the easement area at Winterfield Elementary School located at 3100 Winterfield Place, Parcel No. 131-071-02. After construction has ended, contractors will resurface the entire parking lot containing the temporary easement (with materials as per City contract standards). After construction, City of Charlotte will provide educational signs along the stream restoration site for use by CMS.*

B. Recommend approval of appointment of administrative personnel.

*Appointments:*

- *Andrew Baxter named Director of Pay for Performance. Mr. Baxter previously served as Senior Assessment Program Analyst for CMS.*
- *Farrah Martin-Santonato named Director of Accountability Data Tools. Ms. Martin-Santonato previously served as Assessment Analyst for CMS.*

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

**Mr. White moved, seconded by Mr. Morgan, that the Board adopt Consent Item A. and B., and the motion passed upon unanimous Board vote.**

### III. ACTION ITEMS

A. Recommend approval of proposed amendments to Exhibit BA-E1, Board of Education Vision, Mission, and Core Beliefs and Commitments

Chairperson Davis called upon Tom Tate, Chairperson of the Policy Committee, to present the recommendation on the proposed amendments to Exhibit BA-E1. Mr. Tate said before the Board for approval is proposed amendments to Exhibit BA-E1, Board of Education Vision, Mission, and Core Beliefs and Commitments, which is an Exhibit to the Board's Policy regarding the Theory of Action. Changes to this exhibit were discussed by the Board at its retreats in January and February 2010 and the Policy Committee was charged with developing a revised version incorporating the viewpoints expressed by Board members. This item was on the Board action agenda at the April 13, 2010 Regular Board meeting, at which time the Board approved a substitute motion by Mr. Merchant to send the exhibit back to the Policy Committee for consideration of further changes. The Policy Committee reconsidered the proposed Exhibit at its meeting on April 22 and after that meeting, the policy with finalized proposed revisions in redline format were provided to the Board and posted to the on-line Board agenda. The Policy Committee unanimously recommends adoption of the amendments as shown on the redlined version of Exhibit BA-E1. The proposed amendments would slightly change the three current Core Beliefs and add a new one that recognizes the importance of engagement of families and community in the education process. The statements in the commitments section have been reordered and, in some cases, reworded. While no current commitment statement has been eliminated, the Policy Committee recommends the addition of two new statements, one referencing the Theory of Action and the Board's role in assuring that an effective superintendent leads its implementation, and another reinforcing the commitment of the Board to encourage and provide engagement opportunities for all students' families.

Mr. Tate reviewed the proposed amendments to Exhibit BA-E1 and revisions as follows:

**Vision:** Charlotte-Mecklenburg Schools provides all students the best education available anywhere, preparing every child to lead a rich and productive life.

**Mission:** The mission of CMS is to maximize academic achievement by every student in every school.

**Core Beliefs and Commitments:**—We believe that: *(items are numbered for ease of reviewing. They will be bulleted in the final version.)*

- I. ~~A strong and equitable p~~**Public education system** is central to our democracy;  
*[Reviewing note – additional changes recommended by Policy Committee on 4/22/10]*

*are in bold font]*

- II. ~~We believe that as adults~~ We are accountable responsible for building and maintaining high performing organizations that ensure all students will successfully acquire the knowledge, skills and values necessary for success;
- III. ~~We believe our principals and teachers make the critical difference in student achievement, and~~
- IV. Engaging the students' family and the community in the education process enhances learning and academic achievement.

**Based on these core beliefs, we are committed to:** *(The items are numbered for ease of reviewing. They will be bulleted in the approved version and the bracketed comments will be deleted. The commitments were listed in the order of the Core Beliefs. Commitment 1 and 2 are related to Core Belief I; Commitments 3 through 9 are related to Core Belief II; Commitments 10 and 11 are related to Core Belief III; and Commitments 13 and 14 are related to Core Belief IV. )*

- 1. Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernable difference between the achievement levels of students by race, gender or economic level.
- 2. Preparing all students to be successful in institutions of higher learning or the workforce without a need for remediation. [reordered]
- 3. Providing a clear Theory of Action and an effective Superintendent to lead its implementation. [new]
- 4. Giving all students access to a well-rounded, rigorous curriculum that is researched-based and data driven. [reordered]
- 5. Basing our educational culture on merit and individual achievement. [reordered; *original wording restored by Policy Committee on 4/22/10*]
- 6. Embracing our community's diversity and using it to enhance the educational environment. [reordered]
- 7. Operating effectively and efficiently with fiscal accountability. [reordered]
- 8. Securing and allocating adequate resources according to the needs of each child. [reordered]
- 9. ~~Providing Educating all students in safe and orderly~~ learning and working environments conducive to learning. [reordered and reworded]
- 10. ~~Placing a Ensuring that an effective principal with strong leadership and management skills as the key instructional leader in~~ leads every school. [reordered and reworded]
- 11. Ensuring that an effective teacher instructs each class. [reordered]
- 12. ~~Building the capacity of our personnel through~~ Providing resources for meaningful relevant professional development. [reordered and reworded]
- 13. Encouraging and providing engagement opportunities for all students' families. [new]
- 14. ~~Partnering with parents and the community~~ members into maximizing student learning. [reordered and reworded]

Mr. Tate said the Board asked the Policy Committee to review Commitments 5, 13, and 14. Regarding Commitment 5, and after the review by the Policy Committee, the Policy Committee restored the original wording as defined in 2005 and put into policy in April 2008. Mr. Tate called upon Mr. Merchant to address the revisions to Commitments 13 and 14. Mr. Merchant said there was a question at the last meeting regarding Commitment 14

and partnering with community members to maximize student learning. There is a strike through parents and there was a concern that this would deemphasize the role of parents. Mr. Merchant noted that there was a new commitment added to strengthen the role with parents which is Commitment 13 (Encouraging and providing engagement opportunities for all students' families). The Policy Committee discussed whether it would be stronger to use the terminology "parents" as opposed to "families" and we believed that parents are vital to families but there are many families in which there are no parents, and this encompasses grandparents, aunts, uncles, and big brothers. This document as written strengthens the idea that families are essential to student success but it also notes that there are families who are not fully engaged. This provides those families the opportunity for great success because CMS can only do so much as a system and that is why the terminology "encourages and provides engagement opportunities" is used.

**Mr. Tate moved that the Board approve the proposed amendments to Exhibit BA-E1, Board of Education Vision, Mission, and Core Beliefs and Commitments, the motion was presented through the Policy Committee and did not require a second, and a discussion followed.**

- Ms. McGarry said a lot of work has gone into the revisions as well as when this document was originally adopted by the Board in 2008. She cannot accept this document because the word "parent" has been taken out and including the word "parent" to regulate that responsibility makes a critical difference.

**The motion to adopt Exhibit BA-E1, Board of Education Vision, Mission, and Core Beliefs and Commitments passed by an 8-1 Board vote. Board members Davis, Tate, Merchant, White, Lennon, McElrath, Waddell, and Morgan voted in support of the motion. Board member McGarry voted against the motion.**

#### **IV. REPORT/INFORMATION ITEMS**

- A. First Reading on proposed amendments to Policy GCO, Employee Performance, and scheduling Board approval of the Public Hearing and Board vote at the next Regular Board meeting, May 11, 2010

Chairperson Davis called upon Tom Tate, Chairperson of the Policy Committee, to present the recommendation. Mr. Tate said before the Board for First Reading is proposed amendments to Policy GCO, Employee Performance and notice of scheduling the Public Hearing and Board vote at the next Regular Board meeting scheduled for May 11, 2010. North Carolina General Statute § 115C- 325, "System of Employment for Public School Teachers," was amended by the North Carolina General Assembly on July 24, 2009. The proposed amendments will align the CMS policy with the July 24<sup>th</sup> amended policy and allow implementation by this spring. Mr. Tate said the Policy Committee is recommending the Board waive the four-week period between First Reading and the Board vote, which is allowed with Exhibit BG-E, Board of Education Policy Process, and recommend the Board schedule the Public Hearing and Board vote at the May 11, 2010 Regular Board meeting. Mr. Tate said the Board may waive the four-week period between First Reading and Board action when the contents of a policy are dictated by state or federal laws when the timely passage of a policy is necessary to ensure the efficient operation of the school district or when the proposed revisions is a technical change or



correction. In this case, the Board is aligning CMS policy with the state changes and this timeframe is required to implement the changes by this spring. Mr. Tate called upon André Mayes, Acting General Counsel/Deputy General Counsel, to provided clarification on the process for non-renewal of probationary teachers. Previously, the non-renewal process began with the Superintendent's recommendation to non-renew positions to the Board. During the last session, North Carolina General Statute § 115C- 325, "System of Employment for Public School Teachers," was amended by the North Carolina General Assembly on July 24, 2009. The amended statute provides probationary teachers recommended for non-renewal with specific legal rights, including notice of the Superintendent's intention to recommend non-renewal by May 15<sup>th</sup>, the right to request and receive written notice of the reasons for the Superintendent's recommendation and the right to either petition the Board for a hearing or request a hearing of right. The amended statute includes strict deadlines with which a teacher must comply in order to request information or petition for a hearing. It also requires the Board to adopt a policy to provide for the "orderly exchange of information" between the teacher and the Superintendent. Amendments to the current policy are proposed for Board adoption so that Policy GCO complies with those changes in the law. In addition, other amendments are proposed as follows:

- To the Evaluation section (Section I) of the policy, to reflect the new North Carolina Professional Teaching Standards and Teacher Evaluation Process which goes into effect with the 2010-2011 school year;
- To the section on non-renewal of administrative contracts (Section IV) to include the current hearing process for administrator non-renewals, as set forth in N.C.G.S §115C-287.1, which is not described in the current policy. The proposed new text reflects the current hearing process, however the policy changes are recommended so that the administrator non-renewal section includes the same level of detail as the probationary teacher non-renewal section.
- To the title of the policy to reflect the revised contents.

Mr. Tate said the Policy Committee is requesting the Board waive the four-week period between First Reading and Board Action and as permitted by Exhibit BG-E, Section D, schedule the amended policy for Public Hearing and Board vote at the May 11, 2010 Regular Board meeting to ensure the efficient operation of the school district.

**Mr. Tate moved that the Board approve scheduling amendments to Policy GCO, Employee Performance, for a Public Hearing and Board vote at the May 11, 2010 Regular Board meeting, the motion was presented through the Policy Committee and did not require a second, and a discussion followed.**

- Dr. Waddell said the Board is under a time restraint and wants to ensure the public is properly notified. Mr. Tate said, yes, this will provide notification to the public and this item will be posted on the CMS Website tomorrow and the Public Hearing will be posted with the Schedule of Meetings.

**The motion passed upon unanimous Board vote.**

## B. Report on Advanced Studies Programs

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman called upon Ann Clark, Chief Academic Officer, and Stephanie Range, Director of Advanced Studies, to present the presentation on Advanced Studies Programs. Ms. Clark said a great department starts with a great leader and a good team, and that is the case with the Talent Development, Advanced Studies, and Advancement Via Individual Determination (AVID) Department. Ms. Clark said the Board has been provided an executive summary and she called upon Stephanie Range to highlight the report. Ms. Clark said the Department serves the CMS gifted students as well as the students who have high academic potential and provides training and support to teachers, principals, and parents for the unique instructional and emotional needs for these students. Ms. Range provided an overview of the Advanced Studies Programs.

- Advanced Studies Programs Overview:
  - Elementary Level Programs:
    - ✓ Catalyst model: Serves all elementary schools.
    - ✓ Learning Immersion/Talent Development (LI/TD) Program: Serves six LI/TD Magnet schools providing a full day of gifted services with a focus on accelerated, differentiated interdisciplinary approach to learning.
  - Middle School Programs:
    - ✓ Honors: Provides more in-depth and complex content and project-based learning for students.
    - ✓ Standards Plus Program: Focuses on enriching and differentiating the curriculum.
  - High School Programs:
    - ✓ Honors: Focuses on real world application to its study and quality of the program and the content over the quantity.
    - ✓ Advanced Placement: Provides a rigorous college level learning experience for students and allows them to also achieve college credits.
    - ✓ High Fliers: Provides students, especially those advanced in World Language Program, in collaboration with University of North Carolina-Charlotte the opportunity to take advanced classes in World Language, particularly German and French.
  - AVID: College readiness program that focuses on grades 6<sup>th</sup> through 12<sup>th</sup> and supports all students to ensure they receive a rigorous curriculum to push them into higher level courses and provides the support in order for them to be successful.
  - International Baccalaureate (IB): Program offered at fifteen schools K-12, focused on international inquiry-based education for students producing engaged global citizens. Program builds to produce a rigorous liberal arts curriculum so that students can be globally engaged citizens. The culmination of the program is the Diploma Program where students can take exams working towards an international diploma and college credit.
  - Horizons Program: Program for highly and profanely gifted students K-12. These students tend to work two to three grade levels above their same age peers. They require a program that is so accelerated and radically different than their peers that the Horizons Program provides them with individual (one-on-one) learning experience.

- State and Board policy:
  - Department is governed by Article 9B which states every Local Education Agency (LEA) in the State must write a District Plan for Gifted Education every three years. Staff will present this plan to the Board in June 2010 for its renewal. The plan describes the identification and services offered as well as all programming to the gifted and high academic potential students.
  - Early Entry to Kindergarten: The State allows school districts to review those students that are four year years old who have not made the age cutoff date with extraordinary ability to enter school early.
  - *Strategic Plan 2010*: Continue the focus of the 2010 plan to ensure our students achieve high academic excellence and support our teachers in becoming the most effective educators that they can be.
  - *Strategic Plan 2014*: Staff looks forward to working with the 2014 plan in helping the district create students who will be leaders in the 21<sup>st</sup> Century.
- Budget: Combination of state and local funds: The majority of the budget is for teacher training and resources to provide them with the materials they need to be more effective educators. Total State Funds: \$4,131,336.09. Total Local Funds: \$826,978.12.
- 2010 Initiatives: Focus within the department is on differentiated support and training for teachers to ensure they are receiving the support and resources they need to be the most effective that they can be.
  - Teacher Training: Differentiated Support, Professional alliances, and Rigor.
  - Rebuild Avid Program and strengthening community partnerships to provide tutors for students and opportunities through motivational speakers and visits to colleges.
  - Gifted identification continues to be a focus to ensure staff is identifying all students who need the gifted strategies and best practices and this includes the underserved population.
  - Spectrum of the Arts is a two week summer program sponsored by the department in which students are engaged in an intense study of dance, drama, creative writing, visual arts, and music.
  - Julia Robinson Math Festival: 250 middle school girls participated in a full day of Math Investigations and Applications and this event was highly successful.
- Results:
  - Quantitative:
    1. EOG Scores: Level IV scores increased in both Reading and Math.
    2. AP Scores: District pass has a 49% pass rate and this has continued to increase over the last several years. This increase is coupled with an 8% increase in the number of students participating in AP exams.
    3. IB Scores: District has a 58% pass rate and this is one of the most rigorous programs that students can obtain.
  - Qualitative:
    1. Department value added: As a result of the department's work, there has been more differentiation used effectively in classrooms and a focus on student centered learning on planning and interdisciplinary content.
- Next Steps:
  - District Plan for Gifted Education 2010-2013. The focus of the plan will be first on identification ensuring staff is identifying those students who need the services for

Gifted Education especially in the underserved population. The plan will also focus on strengthening and redefining the middle school program.

- Quality Student Work – work with parents and foster students: Staff will continue to work with Parent University and other community partnerships.
- *Strategic Plan 2014*: One of the focuses will be on collecting student quality work that can be shared with staff throughout the district so that teachers will have a better understanding of examples of student quality work and how this quality work can be used to improve student achievement.

Ms. Range said the ultimate goal of the department is to provide the support that parents, teachers, and schools need to ensure academic excellence for all students at the same time fostering in these students a love of learning and instilling in them the skills and confidence they need to become leaders in the 21<sup>st</sup> Century.

Board members were invited to ask questions and make comments.

- Mr. Morgan asked what is the total cost for students to take AP exams? Ms. Clark said the budgeted amount for the exams is \$1,103,000 and last year the District spent \$912,000. That number varies a little based upon the historical information and enrollment. Mr. Morgan asked is that an optional expense and the District decided it was important to pay for the exams? Ms. Clark said the district makes a choice to pay for the exams and CMS pays for both the AP and IB student exams. The cost for IB exams was \$130,000.
- Ms. Lennon asked do schools get a set amount of funding for the Talent Development (TD) Program in elementary schools regardless of the number of students in the program? Ms. Range said the funding for TD is provided by the State and it is based upon the total number of identified students in CMS and the funding is allocated to the schools based upon the allotment of days that they have a TD teacher. Schools receive at least two days of service but the number of days can be changed to up to eight days based upon the number of identified students at that school. Ms. Lennon asked clarifying questions regarding the elimination of the IB Certificate as an option in which students must now be full IB or opt out of the program and the impact of that change on students transitioning from sophomore to junior year? Ms. Range said juniors are still taking the IB Certificate and there has not been a number drop off at this point. Staff is still working with teachers to train them so that all students have the option of the IB Diploma because it is a rigorous program. Ms. Lennon expressed concern that CMS spent \$130,000 on IB exams but only awarded eighty-eight IB Diplomas. Ms. Lennon said this is a valuable program that she loves but she encouraged staff to review the justification of the costs.
- Dr. Waddell expressed concern that a significant number of IB Diploma students were not awarded a diploma and she hopes there will be follow through on teacher training to ensure they are able to help make those students successful. Ms. Range provided clarification regarding the two tier system of IB training for teachers. Dr. Waddell asked clarifying questions regarding the process for identifying underserved students in the TD Program. Ms. Range said CMS uses a Portfolio Program to identify underserved students which has been recognized as the most effective method by best practices and research.
- Ms. McGarry asked how many of the students taking AP exams scored a Level III or

IV? Ms. Range said the current pass rate for 2009 is 49%. Ms. McGarry wants students to have access to AP courses but expressed concern regarding the cost of an exam that sets students up for failure and she encouraged the Board to review this information.

- Mr. Merchant asked are students required to have a certain course grade to be able to take the AP exam? Ms. Clark said the expectation as a district is students enrolled in an AP or IB course will sit for the exam. An important part of the rigor of taking a college level course is taking the exam at the end of the course to give students the best opportunity to experience a college level cumulative exam. Should a student choose to not take the exam, they will take a teacher made exam. Mr. Merchant asked is there a correlation between the grade in the class and the result on the exam? Ms. Clark said several high schools tracked their grading practices but that resulted in mixed reviews. Some students were failing the course but scored a Level IV on the exam. The scores for the IB and AP exams are not factored into the final grade for the students because those exams are normally scored during the summer. There is no grade impact for students taking the exam and they normally do not receive their score until August when they are leaving for college. Mr. Merchant believes it would be interesting to look at a system in which CMS would pay for the exam for those students who have a certain grade in the course and the students below that grade level would have to pay for the exam themselves. Mr. Merchant believes this would provide an incentive for students to perform.

#### C. Report on English as a Second Language (ESL) Education Department

Chairperson Davis called upon Dr. Gorman to introduce the report. Dr. Gorman called upon Ann Clark, Chief Academic Officer, and Dr. Kathy Meads, Executive Director of English as a Second Language Student Education. Dr. Meads provided a brief overview of English as a Second Language Education that included major initiatives and Adequate Yearly Progress results for Limited English Proficient students.

- History of English as a Second Language (ESL) Student Education:
  - Goals: Ensure that Limited English Proficient (LEP) students attain English proficiency and achieve at high levels in core academic subjects such as math, science, and Language Arts.
  - The CMS ESL Program was established in the late 1970s in response to a Supreme Court ruling which required school districts to take steps to address the special needs of ESL students.
  - Beginning in the 1990s North Carolina and CMS experienced an influx of LEP students.
  - In response to this growth, CMS implemented a plan in the 2007-2008 school year to provide ESL services at all schools including Magnet schools.
- Enrollment: Currently, CMS has an enrollment of over 16,000 LEP students and there are LEP students in every school. Numbers range from one student at the Performance Learning Center to 349 at Albemarle Road Elementary School.
  - Enrollment of LEP Students: In 2003 enrollment was 9,995, 2004 11,510, 2005 13,307, 2006 14,883, 2007 17,035, 2008 18,407, and CMS saw its first decline in enrollment in 2009 with 16,631.
- ESL Student Education Department responsibilities:

- Administer the CMS Title III Program (known as the Language Acquisition Program).
- Provide curriculum support for ESL Programs which includes support to 269 ESL teachers and other teachers and staff members who work with LEP students.
- International Center: Students who speak a language other than English enroll at the International Center and take a Language Proficiency Test to determine their eligibility for ESL services.
- Interpretation and Translation Team. Provides interpretation at a variety of events including Parent Teacher Conferences and Open Houses.
- Governance: The legal requirements to serve ESL students are based upon the Civil Rights Act, Title VI, and the Educational Opportunities Act (1964). Title III of the *No Child Left Behind Act* (NCLB) of 2001 provides specific guidance for educating LEP students.
- Budget: Funding for ESL Student Education is provided by State, Local and Federal dollars (State \$12,406,781 or 57%; Local \$7,195,288 or 33%; and Federal (\$2,167,229 or 10%). State and federal funds are used to supplement the basic local program.
- Goals, objectives, and measures:
  - Provide comprehensible instruction and appropriate testing accommodations for ESL learners.
  - Improve communication with LEP families.
  - Meet Annual Measurable Achievement Objectives (AMAOs) for NCLB under Title III: The three goals are for the subgroup of students with Limited English proficiency.
    1. Progress toward English proficiency: Based upon each student's progress in listening, speaking, reading, and writing English.
    2. Attainment of English proficiency: Based upon the percentage of students who fully attain English proficiency.
    3. Meet Adequate Yearly Progress (AYP) targets in reading and math: Based upon the End-of-Grade and End-of-Course data for LEP students.
- 2009-2010 Major Initiatives:
  - Establish LEP committees at all schools
  - Transition to an on-line data base (LEP testing accommodations).
  - Implement year one of the Formative Language Assessment Records for English Language Learners (FLARE) Grant.
  - To collaborate with Title I to provide Sheltered Instruction (SIOP) training and coaches.
  - Respond to school and department requests for Interpretation and Translation Team.
- 2009-2010 Results of Initiatives:
  - Every school formed a LEP Committee to make appropriate placement and testing decisions.
  - Developed and piloted an online LEP testing accommodations site. CMS is ready to launch a new database from North Carolina Department of Public Instruction.
  - Teams from five schools completed year one of the FLARE Grant.
  - Five SIOP coaches provided ongoing support to five selected schools as part of the Title I Improvement Initiative.
  - Evaluations from schools and other departments indicated a high level of

satisfaction with the interpreting services provided.

- AMAO Results comparison 2003-2004 to 2008-2009: Title III Improvements.

		2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Progress		Met	Met	Met	Met	Met	Met
Proficiency		Met	Met	Not Met	Met	Met	Not Met
AYP Reading 3 <sup>rd</sup> – 8 <sup>th</sup>	Proficiency	Met	Not Met	Not Met	Met	Met	Met
	Participation	Met	Met	Met	Met	Met	Met
AYP Math 3 <sup>rd</sup> – 8 <sup>th</sup>	Proficiency	Met	Not Met	Met	Not Met	Met	Met
	Participation	Met	Met	Met	Met	Met	Met
AYP Reading 10 <sup>th</sup>	Proficiency	Not Met	Not Met	Not Met	Not Met	Met	Met
	Participation	Met	Not Met	Not Met	Met	Not Met	Not Met
AYP Math 10 <sup>th</sup>	Proficiency	Not Met	Met	Not Met	Not Met	Not Met	Met
	Participation	Not Met	Not Met	Met	Not Met	Not Met	Not Met

- Next steps: CMS did not meet all AMAOs and has submitted a Title III Improvement Plan for the 2010-2011 school year to the Department of Public Instruction.
  - Continue the SIOP Professional Development project partnering with Title I to provide SIOP coaches at targeted schools. Provide SIOP 101 and SIOP for Language Arts at the Summer Teacher Conference.
  - Support LEP Committees for the coming year by continuing quarterly meetings and providing Data Wise training to the chairpersons.
  - Improve Adequate Yearly Performance by offering a summer school program that focuses on building language and content vocabulary in areas of math, science, and social studies. Work with schools to help them improve the participation rate in math and reading tests.

Board members were invited to ask questions and make comments.

- Ms. McGarry asked regarding the SIOP coaches in conjunction with Title I, is that funded by the federal budget ongoing or ARRA funds? Ms. Clark said that is funded by the Title I budget for Local Education Agency (LEA) Improvement that allows school districts to touch students in non-Title I schools that are in subgroups where the school did not meet AYP. Those coaches are funded by the State Title I dollars and not the ARRA funds.
- Dr. Waddell asked clarifying questions regarding the high school with the largest number of LEP students, test scores, and funding for summer school. Ms. Clark said the LEP students are a subgroup for both the Adequate Yearly Progress for *No Child Left Behind* and the State ABC tests which measures growth (expected growth and high growth). Ms. Clark said the Summer School Programs are funded by the State Summer School funds. Dr. Meads said Independence High School has the highest number of LEP students.

D. Report/Work Session on 2010-2011 Charlotte-Mecklenburg Board of Education Budget

Chairperson Davis called upon Dr. Gorman to introduce the Report/Work Session on

2010-2011 Charlotte-Mecklenburg Board of Education Budget. Dr. Gorman said several staff members would present information as requested by the Board. The Board asked for more information on Learning Community offices, Furlough, Athletics (middle school sports), and Child Nutrition. This report will also provide an update to the Governor's Budget.

- Learning Communities: Mike Raible, Executive Director of Planning and Project Management, provided an update regarding the proposed budget that outlines five zones.
  - Northeast Zone office will be located at the former Long Creek Elementary School on Beatties Ford Road. The North and Northeast learning community leases will be terminated.
  - Central Elementary and Secondary Zone offices will be located at the Education Center. Existing Central Learning Community lease will be terminated. Achievement Zone office at the Education Center will be a part of the Central Elementary and Secondary Zones.
  - East Zone will use the current East Learning Community office on Independence Boulevard.
  - Southwest Zone will use the current West Learning Community office on Cross Beam Drive. South Learning Community lease will be terminated.
  - In each case where an existing lease is to be terminated, staff is attempting to sublease the offices to reduce the cost of termination. Most of the learning community offices have a lease that renews either July 1<sup>st</sup> or August 1<sup>st</sup>.

Board members were invited to ask questions and make comments.

- Ms. Lennon asked was there any CMS space for the South and East zones? Mr. Raible said at this point we have not found any space. The South area is full and there was no space in an existing school facility for the East office.
- Dr. Waddell asked what is the dollar cost in savings? Mr. Raible said the lease avoidance equates to approximately \$500,000 in annual recurring costs.
- Ms. McGarry asked clarifying questions regarding the term of the leases and penalties for terminating the lease. Mr. Raible said the leases were initially five years and there are twenty-three months remaining on the leases. This recommendation proposes terminating four of the leases and staff is negotiating the terms of the termination with each of the landlords. Ms. McGarry said if CMS would eliminate all the Learning Communities, we would not need to locate space and she would prefer eliminating all the learning communities in order to maintain more teachers. Dr. Gorman discussed the importance of supervising the schools and noted that a few years ago members of the community felt we were out of touch with their individual communities and one of the reasons learning communities were established was to address that need. The staff at the learning communities has been dramatically cut but we must continue to supervise and support the schools. One of the options was placing zone offices in schools where we could and this recommendation incorporates that option. Several years ago space at a school was not an option because of limited capacity. Dr. Gorman said there are some dollars that can be found at learning communities and we are recommending cutting \$3.6 million but we must continue to supervise and support the schools.



- Mr. Tate said with the staff remaining at the learning communities, should the learning communities be eliminated would those staff members still be necessary to supervise the schools? Dr. Gorman said we believe it is important that staff continue to supervise and support the schools. Previously there were seven learning communities and this is recommending five zones and that is resulting in fewer staff to support the schools.
- Mr. McElrath asked is this taking the elimination of learning communities off the table? Dr. Gorman said he cannot take anything off the table but his recommendation is staff needs to supervise and support the schools and there is benefit to facilitate those services closer to the schools. Mr. McElrath said the core business of CMS is academic achievement but some positions have no impact on student achievement and he believes the core business should be the priority. Dr. Gorman said a part of the core business is to supervise and lead the schools and he believes it is in the best of interest of the district to do that closer to schools. Mr. McElrath would prefer to have teachers in the classrooms than an administrator closer to the school.
- Mr. Merchant asked what is the status of having to get out of the Education Center? Mr. Raible said we have a Memorandum of Understanding with the County that when they sell the Education Center to a developer they will use those funds to compensate CMS for the sale of the Education Center. The County will provide CMS notification of Intent to Vacate, and CMS will have twelve months to find a replacement facility. Mr. Merchant said this recommendation proposes two leases. Mr. Raible said, yes, and what is built into the proposed budget for savings is \$415,112 for eliminating the North, Northeast, Central, and South locations. Mr. Merchant said in addition to the savings on the leases there has also been a reduction in staff. Dr. Gorman said, yes, there has been a reduction in staff both by cutting learning communities and cutting what is left within learning communities. Mr. Merchant asked regarding staffing, this recommendation is at a minimum level for providing supervision at the schools? Dr. Gorman said, yes. Mr. Merchant said he supports this recommendation because we must look beyond the next six months and year as well as make plans for vacating the Education Center. It will be difficult to find central real estate and it will be more difficult to move those supervisory positions at that time. Mr. Merchant said he understands the concerns but he is confident that staff's recommendation is the right action to take. Dr. Gorman said as we move to school closure discussions, we will again review options for the two remaining leases and look to move them into CMS owned sites. At this point, we do not have space for those offices in existing CMS owned sites but we hope some space will be available in the near future.
- Ms. McGarry said at one time there was a need for learning communities but based upon the current situation she would prefer to eliminate learning communities versus cutting teachers. Learning communities have a value but having teachers in the classroom is more important. She encouraged the Board to support giving principals more freedom flexibility to make decisions at the schoolhouse level and to direct the Superintendent to not cut teachers and to find cuts in other areas
- Chairperson Davis asked what role does the learning communities have in making our schools successful? Dr. Gorman and Ms. Clark provided clarification regarding the positions in the learning communities, the reductions in staff, and the benefits of having the facilities closer to where the families reside providing them better accessibility to discuss student related concerns. Learning communities have an area superintendent, executive area director, discipline administrator, and curriculum

support to support thirty to forty schools. Chairperson Davis said the community has asked that CMS move away from one size fits all format and to provide a degree of flexibility and differentiated support because the needs of the community vary throughout the district and the learning communities respond to that request.

- Ms. Lennon said in comparison to organizational charts for Guilford County and Wake County, CMS has less layers of supervision than both those school districts. Ms. Lennon commended Dr. Gorman for the CMS structure because CMS is lean and doing a good job with less.
- Dr. Waddell said some of the public comments regarding learning communities were not positive and she believes CMS must do a better job of educating the public on the importance of learning communities and their impact on the schools being served. She discussed the importance of supervision and support to the schools.
- Mr. White said the purpose of the learning communities is to deliver services to those schools and they do not have an impact on the enrollment or the composition of the schools assigned to the learning community. Mr. White said if a person needs medical service they seek an expert to provide them the best medical advice. CMS has strived to place staff with expertise to address the needs of the schools and the students in a centralized location to better serve the schools. Mr. White will support the recommendation because it provides the best service to the schools and the students.

The Board continued the discussion on learning communities.

- Board members McElrath and McGarry encouraged the Board to eliminate the learning communities in order to save teachers.
- Board members Merchant and Morgan discussed the importance of the learning communities, the direct impact the learning communities have on quality education, and providing information to the public in order for them to understand the value of the learning community structure. Mr. Morgan expressed concern that if the positions at the learning communities were eliminated that would leave only a few key staff members in CMS to supervise the operations of 176 schools and that would be an impossible task.
- Mr. Tate said he has supported the learning communities in the past but expressed concern about the two Title I Zones and how they will be educationally better. The design makes sense but the perception of the community is that it is leading to segregation. Mr. Tate discussed the importance of providing adequate information to the public in order for them to accept this recommendation because in reality this will provide more services to those schools than previously.
- Dr. Waddell also expressed concern about having all the Title I schools in one location and believes it would be better to have those schools dispersed throughout the district.
- Furlough: Dr. Gorman provided an overview of furlough.
  - Furlough is an unpaid day off from work. Annual leave is not used and employees have a day off without pay. Employee pay is reduced based on the number of unpaid days in the month.
  - State employees may only be furloughed under the authority of the State. CMS does not have the authority under State law to furlough employees but the State could grant certain exemptions to existing school calendar law. Last year, the

Governor was able to implement a furlough due to an emergency action by the State not being able to meet its expenses by the end of the year.

- Furlough Options for CMS: CMS staff has reviewed options for furlough.
  - Only ten, eleven, and twelve-month employees will be furloughed. Furlough days would be scheduled on non-instructional days. Employees who only work on instructional days (e.g. bus drivers, cafeteria workers) would not be affected.
  - Furlough of one day would save \$2.9 million and that would equate to 58 positions. Dr. Gorman said he spoke with the leaders of two teacher associations and they made it clear that they do not support furlough of teachers.
  - Furlough reduction would add to the funding cliff for next year as funds would have to be identified to reinstate those funds for next year. This may result in implementing a furlough again next year. Continued use of furlough overtime could be viewed as a defacto method to reduce salaries.
  - Furlough Operational Implications:
    - ✓ Legal and Human Resources: Will need to evaluate the potential impact to exempt status of employees under *Fair Labor Standards Act* (FLSA) and any policy or procedures effected. Leave policies not expected to be affected with traditional furlough.
    - ✓ Will need to investigate impact on payroll. Reviewing if a change in FLSA status will have an operational impact for payroll processing. The Lawson system can accommodate days without pay.
    - ✓ Expected to have minimal impact to retirement contributions. Only reflects the one or two days of furlough out of the entire year. Only employees that have the furlough year included in their highest four for retirement purposes will be impacted. Estimate a minimal impact to monthly pension (less than \$5 per month).

Dr. Gorman said there are some challenges with furlough but there are also areas in which it would be beneficial because the savings could be used to save positions. Dr. Gorman said the direction that he has received from the Board is to pursue the use of furlough with our local delegation and the process is moving ahead to encourage the enactment of measures to give this ability to the Board. The process involves practical, operational, budgetary, and political pieces and staff is trying to merge all those pieces together.

Board members were invited to ask questions and make comments:

- Mr. Merchant asked are we proceeding as if this is not going to happen and treat it as new money if it does? Dr. Gorman said at this point in time, we cannot recommend a budget that uses furlough.
- 2009-2010 Athletics: Hugh Hattabaugh, Chief Operating Officer, provided an overview of Middle School Sports and proposed options.
  - Middle School Sports Overview:
    - ✓ Students participate in thirteen sports in thirty-two middle schools.
    - ✓ 6,500 plus (approximately 22% of the 20<sup>th</sup> day enrollment) student-athletes participate in sports (students could participate in more than one sport and that one student would be counted for each sport).
    - ✓ Metro School offers eight sports and has 87 student-athletes.

- ✓ Cost of Middle Schools Sports to the district: \$1.2 million.
- Athletic Proposals:
  - Option A: Eliminate five middle schools sports for an estimated savings of \$310,000. Eliminate Boys/Girls Golf, Softball, Baseball, and Boys/Girls Soccer. Maintain Football, Girls Volleyball, Fall Cheerleading, Boys Basketball, Girls Basketball, Winter Cheerleading, and Boys/Girls Track.
  - Option B: Recommend Participation Fee for Middle School and High School Student-Athletes.
    - ✓ \$50 per sport participation fee to middle school athletic participants. Estimated revenue (eight sports) \$173,550.
    - ✓ \$100 per sport participation fee to high school athletic participants. Estimated revenue \$751,800.
    - ✓ Develop a scholarship program to assist student-athletes who meet the criteria for assistance.
  - Option C: Recommend \$1 Surcharge on All High School Regular Season Ticket Sales.
    - ✓ Estimated revenue: \$263,000.
  - Thirty-five states have pay-for-play and school districts charge anywhere from \$50 to \$150.
  - 2009-2010 number of students participating in middle school sports:
    - ✓ Boys 2,236 students: Football 1,111, Basketball 461, and Track 664.
    - ✓ Girls 2,392 students: Volleyball 400, Fall Cheerleading 414, Basketball 416, Winter Cheerleading 402, and Track 760.
    - ✓ Participation in the recommended eliminated sports: Boys 1,092, Girls 853.
- Proposed Options:
  - Option 1: Eliminate five middle sports: \$310,070, \$50 per sport middle school participation fee (eight sports): \$173,550, \$100 per sport participation fee: 751,800. Total: \$1,235,420.
  - Option 2: Continue with all sports (thirteen) currently being offered. Charge \$50 per sport middle school participation fee (eight sports) \$173,550; \$100 per sport high school participation fee 751,800; and \$1 surcharge on high school regular season ticket sales \$263,000. Total: \$1,261,300.
- Revised Bell schedule (9:30 a.m. to 4:30 p.m.) for Selected Middle Schools: Mr. Hattabaugh reported that staff met with principals and assistant principals from the eleven schools impacted by the bell schedule change and shuttle stops. Information was provided and clarification that athletics would continue to be provided at Piedmont IB Middle School and Smith Language Academy for this ensuing year with the understanding that with the late start and end time they would hold practice later in the day. The only complication was in the fall with the early darkness and those schools will work with high schools that have lighted fields. Davidson IB and Military and Global Leadership Academy at Marie G. Davis will be impacted and those students because of the later end time would have to work out the methodology to get to their home school to participate in athletics. The principals have indicated they would work through this with their master scheduling.
  - Estimated decrease of forty buses for the four schools in proposed new bell schedule: Estimated savings \$1.6 million (based upon an average of \$40,000 per bus).

- Last year, there was a \$600,000 budget cut with the change of bell schedule for Northwest School of the Arts (7:15 a.m. to a 9:15 a.m. start time). Although this proposal created some consternation in the community only four students declined to continue at Northwest School of the Arts. This will be a good model to work with for revising bell schedules at other schools.

Board members were invited to ask questions and make comments.

- Mr. White supports Option 2 because it provides an opportunity to not take away athletic opportunities for students and saves money. Changing bell schedules and shuttle stops would not be his first choice but they are the best of the bad options. Mr. White said this will be new ground and he encouraged the Board to allow staff to work out the details because they are the experts and the details should allow for flexibility. Mr. White said he would support this and he knows staff would continue to pursue other options. Dr. Gorman noted that staff is also pursuing options for outside funding.
- Ms. Lennon supports Option 2 because it keeps middle school sports intact and takes middle school sports out of the budget discussion in the future. Ms. Lennon said this will make middle school sports a self-funded, pay as you go, self-sustaining program, and she believes the community will support this effort. Ms. Lennon commended staff for finding a solution to continue middle school sports that removes it from budget discussions and helps to save teacher positions.
- Mr. Morgan supports Option 2 because it saves all sports at the middle school level and removes it from the budget process in future years. Mr. Morgan encouraged Dr. Gorman to move this from Tier 3 to the Tier 1 level.
- Mr. Merchant asked would this make middle school sports a mini-enterprise budget for schools? Mr. Hattabaugh said it would not fall under Child Nutrition but it would be a self-sustaining internal account. Mr. Merchant asked what would happen if the projections are off and come February there is not enough revenue for baseball? Mr. Merchant wants to ensure this item will really be out of the CMS budget. Dr. Gorman said if it is run in a similar format of an enterprise fund and if there are no funds there will be no program. Mr. Hattabaugh said staff will need to develop procedures and set protocols, and there are meetings scheduled to review the details and set timelines for paying the fees. Mr. Merchant believes the community will help support this effort but expressed concern about what may happen if that support is not there next year. Mr. Merchant asked clarifying questions regarding athletics at Piedmont IB Middle School and Smith Language Academy and the impact of the late end bell schedule on practice, games, and studying. Mr. Hattabaugh said those schools are full athletic programs and Vicki Hamilton, Director of Athletics, provided clarification regarding the impact of daylight savings time on practice and games. Mr. Merchant asked does this recommendation include the elimination of the secretarial positions that support athletics? Mr. Hattabaugh said, yes, and that position is spread throughout the district in the formula. Mr. Merchant said this is great and creative but staff has really gone out of their way and he hopes it is what is best for students. Mr. Merchant said this puts multiple pieces in motion across the district to allow a small group of students to continue to play sports that they must pay for themselves. Mr. Merchant asked if we think this is a good, what other million dollar pieces are we willing to consider for reducing the budget? Dr. Gorman said another area for consideration is a similar format for Magnet transportation and how that can be provided. Dr. Gorman said the

Magnet transportation piece adds another level of complexity based on the varying costs to transport and how the average transport costs are calculated. Dr. Gorman said staff is reviewing creative solutions for that option. Mr. Merchant said he would support Option 2.

- Mr. Tate said the revised bell schedule saves money but creates havoc for certain families and it does not provide students choices other than returning to their home school. Mr. Tate supports students going to their home schools but expressed concern that these are Magnet students who do not have an opportunity to apply for the lottery to get into a different Magnet Program at this point and that could cause a radical change for these students. Mr. Tate said the change in Magnet School transportation could cause some students to not be able to continue in the Magnet Program because some families would not be able to get to a shuttle stop. Mr. Tate expressed concern that some families need a bus stop close to home and this could result in CMS providing Magnet Programs only for those who can afford transportation. Mr. Tate supports saving middle school sports because it is good to be able to play sports and it provides a strong reason for students to remain in school and maintain good grades. This is a great win but it is difficult to move to a pay for play and pay for travel format in a public school system. Mr. Tate does not like the idea of students having to pay for items that have been a basic part of education in the past.
- Mr. McElrath agreed with Mr. Tate. Mr. McElrath asked what are the options for these students from these schools to play games on Saturday? Ms. Hamilton said staff has reviewed this option and she discussed the challenges of scheduling games, coordinating staff, and transporting students for Saturday play the convenience of the model for scheduling practice and games following the end of the school day.
- Dr. Waddell said Option 2 is a good proposal and she is excited that it is self-supporting but she is concerned for the students that may not be able to afford the fee. Dr. Gorman said staff is reviewing options to get community support for scholarships.
- Mr. White said Option 2 does not have any correlation to bell schedules and shuttle bus stops. This is saving money in two different methods.
- Chairperson Davis said he supports athletics but he is more concerned about the impact on parents regarding the changes to bell schedules and shuttle stops and he hopes parents will be provided adequate information to understand the impact on their individual situations. Mr. Hattabaugh said staff has met with principals and provided them with information so that they can be the point person for meeting with the parents and the community to review the changes and the impact on transportation. These meetings should begin to take place within the next two weeks.

Board members Merchant, Lennon, and White made additional comments regarding bell schedules and transportation. Mr. Merchant suggested staff review options for setting up a system for pay to ride that includes provisions for those students who cannot afford to pay, charging students to attend Magnet schools, and parents organizing private transportation to shuttle stops. Dr. Gorman said staff is reviewing options for charging for transportation and making changes to these four schools will save \$1.6 million. Dr. Gorman said the transportation cost for some students to attend a Magnet school is in excess of \$1,000. Ms. Lennon expressed concern regarding the change in school start times and the impact it has on parents getting to work on time, and she suggested having a consolidated stop at North Mecklenburg High School. Mr. White expressed concern that charging students to ride is

violating the law of providing every child access to a free public education. All students are guaranteed a ride if they choose to attend their home school. Mr. White said there are always unintended consequences and this will result in grandparents transporting students to school and that will cause more people to be on the road polluting of the air.

- Child Nutrition – Enterprise Fund: Mr. Hattabaugh provided an overview of Child Nutrition.
  - Federal Regulation §210.14: Use of child nutrition program funds is governed by Federal Regulation. Expenditures of nonprofit school food service revenues shall be in accordance with the financial management system established by the State agency. Revenues received by the nonprofit school food service are to be used only for the operation or improvement of such food service. The funds cannot be used for bricks and mortar to build new buildings.
  - State Requirement: A uniform Chart of Accounts is established by the North Carolina Department of Public Instruction for reporting and monitoring public funds. The Uniform Chart of Accounts requires revenues and expenditures for Child Nutrition to be recorded in an Enterprise Fund.
  - Generally Accepted Accounting Principles (GAAP): Requires the use of an enterprise fund for any activity where the government’s policy is to establish fees or charges designed to recover the cost of providing services.
  - Net Assets: \$25.5 million as of June 30, 2009.
    - ✓ Comprised of \$7.1 million book value on assets (kitchen equipment) purchased with bond funds; \$2.5 million book value on assets purchased with child nutrition funds; \$4.1 million unrestricted net assets reserved for accounts receivable and inventories; and \$11.8 million unrestricted net assets unreserved.

Board members were invited to ask questions and make comments.

- Mr. Merchant asked clarifying questions regarding the net assets and Sheila Shirley, Chief Financial Officer, provided clarification noting that the funds can only be used for any purpose for the Child Nutrition Program. Mr. Merchant expressed concern that this equates to close to \$15 million in liquid assets that cannot be used to lessen CMS operating expenses.
- Governor’s Budget Update: Ms. Shirley provided a brief update to the Governor’s proposed budget.
  - Mandates LEAs to maximize the use of federal ARRA, Title I, Title II, IDEA, and potential Jobs Legislation funds as well as manage through attrition before eliminating any filled positions. K-3 classrooms, including teachers and assistants, are to be held harmless from the flexibility reduction.
  - Impact of cuts to CMS:
    - ✓ Discretionary reduction increased (beyond planned increase of \$7.5 million) – \$12.4 million for a total of over \$40 million.
    - ✓ Cuts in Transportation and Exceptional Children (ADM and head count adjustment) - \$1.1 million.
    - ✓ Central Office funding reduced 5% - \$200,000.
    - ✓ Instructional support reduced 2% - \$674,000.

- ✓ Instructional Supplies reduced inflationary increase by half - \$254,000.
- ✓ Assistant principal allotment ratio increased from one month for every 80 students to one month for every 86.3 students (1:80 to 1:86.3) - \$ \$805,000.
- ✓ At-risk funding reduced - \$620,000.
- ✓ Career and Technical Education reduction (to be offset by ARRA Stabilization funding) - \$4.8 million.
- ✓ Reductions per Governor's budget - \$16.1 million.
- Impact of increase to CMS (local funding required):
  - ✓ Step increase for teachers, 1.6% pay increase for administrators, and increase in retirement rate to 10.7%. In addition, payback of 2008-2009 furlough of \$3.7 million.
- Approximately \$19.8 million is needed to cover the Governor's budget changes and CMS has identified \$25.4 million for State budget reductions with the 4% reduction.

Ms. Shirley said it is early in the process, the revenues for the April 14<sup>th</sup> date are unknown, the revenues for the current year are still projections, and the picture could become worse over the next few months. In 2009-2010 the Governor's budget called for a 3.61% decrease before the ARRA Stabilization funding but the final budget increased to a 4.75% decrease with the ARRA funding included. The current level of reductions that have been identified thus far are adequate to cover the proposed cuts and increases in the proposed Governor's budget. Ms. Shirley said the proposed 2010-2011 Board of Education Budget is scheduled for a Board vote at the May 11, 2010 Regular Board meeting and she provided an overview of the proposed budget.

Superintendent's proposed 2010-2011 Budget:

County Current Expense	\$332,852,706
State Current Expense	\$639,305,791
Federal/Special Revenue Current Expense	\$181,426,695
Other Local Current Expense	\$3,502,000
<b>Total Operating Budget</b>	<b>\$1,157,087,192</b>
Capital Replacement	\$5,200,000
Child Nutrition	\$63,744,443
After School Enrichment	\$14,675,001
<b>TOTAL</b>	<b>\$ 1,240,706,636</b>

Superintendent's Proposed recommendation for the 2010-2011 County Budget Request:

2009-2010 Base Budget	\$317,367,291
Redirections/Reductions	(\$3,698,033)
Sustaining Operations and Growth	\$15,485,315
Program Expansion and New Initiatives	\$3,698,033
<b>2010-2011 County Budget Request</b>	<b>\$332,852,706</b>
Increase Requested from County	\$15,485,315



Optional Budget Reduction Scenarios:

Reductions in Proposed Budget Request	\$16,607,472
Potential Budget Reduction Options:	
Scenario 2	\$15,441,394
Scenario 3	\$19,032,155
Scenario 4	\$ 9,341,619
Scenario 5/5A	\$17,874,272
<b>2010-2011 County Budget Request</b>	<b>\$78,296,912</b>

Board members were invited to ask questions and make comments.

- Ms. McGarry expressed concern that the Governor’s budget includes a recommendation to pay back the furlough from last year in which employees did not work and continues to pay a longevity bonus for employees to just show up for work but does not pay teachers the ABC bonus which they earned. Ms. McGarry said this is out of balance and should be addressed with the State.
- Mr. White said the longevity bonus is paid by the State and earned by people who have spent a long time in the system, and the Board will not impact longevity.
- Mr. Merchant expressed concern that the Board has discussed pay cuts for employees but the Governor’s budget mandates a step increase for teachers and school-based administrators (principals and assistant principals) and in reality that is an increase in compensation not only for state employees but local employees as well. Dr. Gorman and Ms. Shirley provided clarification and fiscal implications regarding the step increase.
- Chairperson Davis said this is the Governor’s proposed budget and last year the Governor’s proposed budget and what was ultimately enacted was radically different. Ms. Shirley said she anticipates there will be changes to the final budget.

Board members made the following recommendations regarding the proposed budgets.

- Ms. Lennon encouraged the Board to reconsider cutting CMS-TV and to review options for collaboration with County and WBTVI. Chairperson Davis said staff is reviewing pricing and collaboration efforts with the County and WBTVI and we are working towards a shared program. Dr. Gorman said this information would be available prior to the May 11<sup>th</sup> Board meeting.
- Dr. Waddell said CMS-TV is a \$320,000 line item and the elimination of that could save teachers. Dr. Gorman said that could save about 6.4 positions.
- Mr. Merchant asked staff to review the operational and financial impact of not proceeding with the middle school Montessori Magnet that is slated to begin next year. He would prefer to pursue the STEM Program. He also asked staff to review options for requiring students to meet a gateway or qualifier in order for CMS to pay for AP exams. Ms. Lennon supports that idea.
- Ms. McGarry said the cost for part-time lunch assistants in elementary schools is approximately \$1 million and she asked if this expense could be absorbed by other staff in a school. Ms. Shirley said these employees provide supervision in the lunch room so that teachers and assistants can have a duty free lunch.

**ADJOURNMENT**

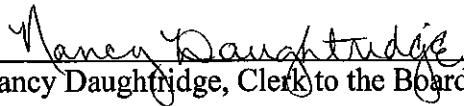
Chairperson Davis called for a motion to adjourn the meeting.

**Dr. Waddell moved that the Board adjourn the Regular Board meeting, and by consensus, the Board agreed to adjourn the meeting.**

The Regular School Board Meeting adjourned at 11:55 p.m.



Eric Davis, Chairperson



Nancy Daughtridge, Clerk to the Board