

Approved by the Charlotte-
Mecklenburg Board of Education
December 14, 2010
Regular Board Meeting



Charlotte, North Carolina

June 8, 2010

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on June 8, 2010. The meeting began at 5:03 p.m. and was held in Room CH-14 of the Government Center.

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

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; André F. Mayes, Acting General Counsel/Deputy General Counsel; Hugh Hattabaugh, Chief Operating Officer; LaToya Walker, Executive Director to the Office of the Superintendent; and Nancy Daughtridge, Clerk to the Board.

Upon motion by Mr. Merchant, seconded by Ms. McGarry, the Board voted unanimously for approval to go into Closed Session for the following purposes:

- **To consider student assignment matters that are privileged, confidential, and not a public record;**
- **To consult with the Board's attorneys on a matter covered by the attorney-client privilege concerning a pending personal injury claim; and**
- **To consider personnel matters.**

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

The Board held a Closed Session meeting from 5:03 p.m. until 5:59 p.m. in CH-14.

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

Present: Eric C. Davis, Chairperson, (District 5);
Tom Tate, Vice-Chairperson, (District 4);

Kaye Bernard McGarry, Member At-Large;
Trent Merchant, Member At-Large;
Joe I. White, Jr., Member At-Large;
Rhonda Lennon (District 1);
Richard Allen McElrath, Sr. (District 2);
Dr. Joyce Davis Waddell (District 3); and
Timothy S. Morgan (District 6)

Absent: There were no absences.

Also present at the request of the Board were Dr. Peter Gorman, Superintendent; 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 6:06 p.m. Chairperson Davis welcomed everyone to the Board's first meeting of the month.

A. Pledge of Allegiance

Chairperson Davis called upon Tim Morgan to lead those present and in the viewing audience in the Pledge of Allegiance. Mr. Morgan invited everyone to stand and join him in reciting the Pledge of Allegiance.

Chairperson Davis recognized Susan Burgess, City Council member and former Mayor Pro Tem, for serving the Board of Education, City Council, and community faithfully. Chairperson Davis said, "I hope Ms. Burgess is watching the meeting tonight and he wanted her to know that our thoughts and prayers are with you. We admire your courage and are thankful for what you have given this community."

B. Adoption of Agenda

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

Dr. Waddell moved, seconded by Mr. Morgan, that the Board adopt the agenda, and the motion passed upon unanimous Board vote.

C. Public Hearing on proposed new Policy IHAM, Comprehensive Health Education Program

Chairperson Davis said this item is a Public Hearing on proposed new Policy IHAM, comprehensive Health Education Program. Chairperson Davis reported that no one was signed up to address this item and he called the Public Hearing closed.

II. REQUEST FROM THE PUBLIC

Chairperson Davis said the Public Request section is an opportunity to hear from the public and gain valuable feedback. Chairperson Davis outlined the speaker and audience protocol. He encouraged the audience to be mindful of showing respect to the speakers and to refrain from either showing support or displeasure. Generally, personnel, confidential or specific school level matters are not proper subjects to discuss during the public comment period.

Instead, those matters are more appropriately addressed in accordance with the appeal rights supported under North Carolina General Statutes. 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 at staff members.

Rob Harrington, chairperson of the Equity Committee, discussed the committee's concerns regarding the proposed amendments to Policy ADA and proposed changes for the Board's consideration. He encouraged the Board to continue the process of having a citizens committee.

Five people spoke in support of the coach at Butler High School, discussed concerns regarding the change in her position, and asked that she be reinstated.

- Audra Atkinson, CMS parent.
- Claire Watkins, senior at Butler High School, the coach is a role model to students and helped her to get a scholarship to college.
- Dexter Desir, CMS parent, students and the community support the Butler coach.
- Derrick Morgan asked the Board to review its Guiding Principles as it relates to this matter and expressed concern that this decision could involve issues regarding gender disparity, rights of the coach, and CMS sending a mixed message.
- Cheryl Butler, mother of the coach, spoke on behalf of her daughter. She has dedicated her time, talent and passion to the students, coaching was her childhood dream, it took years to build her reputation and only a short time to tear it down. The penalty is harsh and it has impacted many people. As coach, she won five consecutive tournaments and will go down in history.
- Brian Dunovant, CMS parent.
- Quay Barrino, senior at Butler High School, the coach encouraged her on and off the court.
- Celeste Stewart, student at Butler High School, the coach taught her academics come first.
- Jaquaria Forney, former Butler High School student, the coach helped her to become a student athlete, a mature young woman, to prepare for college, and get a four-year scholarship.

Two people discussed concerns regarding the new Central Zone.

- Robin Bradford expressed concern that the new zone creates a disparity of the "haves" and "have nots" and resegregates the District. She encouraged the Board to put education first.
- Tammy Hill is happy the Board is willing to listen and discussed the importance of equitable education for all children. She expressed concern regarding disparities and combining low performing schools into one zone and she asked the Board to readdress this decision because it will not help to close the gap.

Two people discussed concerns regarding the Bailey Road student assignment boundaries.

- Marina Riggio expressed concern regarding the boundary process and the options presented by CMS, the boundaries are an egregious administrator error in which children are treated as faceless pawns and their education is viewed as a profit and loss statement.
- Susan Barra discussed issues regarding school splits, busing children, neighborhood schools, and the changes to bus transportation for the IB Program due to budget cuts.

Phil Carey said he previously expressed concern regarding the decisions made by the District 1 representative but he now commends her for the time she takes for her constituents and her candid responses. He would like to share his ideas at the upcoming Work Sessions and emphasized the importance of dialogue with the community because citizens are frustrated when they provide feedback but do not hear any feedback from the Board. He encouraged the Board to develop subcommittees to address each item (Transportation Committee, Student Assignment Committee, etc.)

Paul Reali discussed the successes of Villa Heights Academic Center noting that they placed third place in the world in the Odyssey of the Mind competition.

Chairperson Davis called the Requests from the Public closed at 6:56 p.m.

III. CONSENT ITEMS

A. Recommend approval of Closed Session meeting minutes:

- May 11, 2010.
- May 19, 2010.
- May 20, 2010.
- May 25, 2010.
- May 26, 2010.
- May 27, 2010.

B. Recommend approval of Open Session meeting minutes:

- March 23, 2010 Regular Board Meeting.
- May 11, 2010 Regular Board Meeting.
- May 25, 2010 Regular Board Meeting.

C. Supplementary Funding/Grant Requests:

1. Recommend approval of supplementary funding request for ACE 21st Century Community Learning Center grant proposal (Montclair, Sterling, and Windsor Park Elementary Schools).

To fund an academic and cultural enrichment program beginning August 25, 2010 for 200 ACE 21 CCLC students attending Montclair, Sterling, and Windsor Park elementary schools. The program will provide tutorials in reading and math by certified CMS teachers from each of the three schools. Funding requested from North Carolina Department of Public Instruction – 21st Century Community Learning Centers Program in the amount of \$1,360,000 over four years.

2. Recommend approval of supplementary funding request for ACE 21st Century Community Learning Centers grant proposal (Westerly Hills Elementary School, Walter G. Byers Elementary School, J. T. Williams Middle School, and West Charlotte High School).

To fund an academic and cultural enrichment program beginning August 25, 2010 for 200 ACE 21 CCLC students attending Westerly Hills Elementary, Walter G. Byers Elementary, J.T. Williams Middle School, and West Charlotte High School. The program will provide tutorials in reading and math by certified CMS teachers from each of the four schools. Funding requested from North Carolina Department of Public Instruction - 21st Century Community Learning Centers Program in the amount of \$1,360,000 over four years.

3. Recommend approval of supplementary funding request for Charlotte-Mecklenburg Schools' School Improvement Grant Proposal.

The proposed project will provide an array of supports to increase student achievement at E. E. Waddell and West Mecklenburg High Schools over a three-year term. As the only CMS schools designated Tier II by the state, Waddell and West Mecklenburg are the only CMS schools eligible for

application for these funds. As stated in the federal guidelines to the state, "Tier II schools are a State's persistently-lowest achieving secondary schools that have a performance composite in the bottom 20% in the State, and have had a graduation rate below 60 percent over a number of years." Funding requested from North Carolina Department of Public Instruction Title I office (ARRA funds) in the amount of \$8,310,831.

4. Recommend approval of supplementary funding request for PE for ME (Physical Education for Morehead Elementary).

Requested funding will provide one half of the cost of a physical education teacher and additional learning tools for the fitness lab. Physical education teachers will instruct students in a traditional physical education and fitness lab setting. The fitness lab will include advanced physical education technology applications that will inspire and motivate students to move while integrating STEM concepts. Students will discover curriculum connections and understand the importance of developing personal responsibility for their health. The utilization of the fitness lab and traditional physical education will alternate throughout the week, providing all of the students at the elementary school 200 minutes of quality physical education per week. Data from Morehead and a control school will be used to evaluate the one-year project. Funding requested from Aetna Foundation in the amount of \$49,259.

D. Construction Items:

1. Recommend approval of construction contract for South Mecklenburg High School.

Staff recommends the approval of the controls renovation project contract for South Mecklenburg High School to the lowest responsive bidder; Johnson Controls. The scope of work includes replacing all existing pneumatic and DDC field devices with Metasys BacNet DDC controllers wireless routers. These components will create a wireless mesh network using ZigBee technology that allows the exchange of data between the devices. Zone sensors will be replaced with new stainless steel plate sensors and pneumatic actuators will be replaced with electric. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Fiscal Implications: Local Funds in the amount of \$679,601.

2. Recommend approval of construction contract for Olympic High School.

Staff recommends the approval of the controls renovation project contract for Olympic High School to the lowest responsive bidder; Johnson Controls. The scope of work includes replacing all existing Pneumatic and DDC field devices with Metasys BacNet DDC controllers wireless routers, remove existing valves, and install new DDC Belimo valves for various equipment. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Fiscal Implications: Local Funds in the amount of \$541,677.

3. Recommend approval of construction contract for Matthews Elementary School.

Staff recommends the approval of the controls renovation project contract for Matthews Elementary School to the lowest responsive bidder; Johnson Controls. The scope of work includes replacing all Carrier CCN and ALC field controllers with Metasys BacNet DDC wireless routers. These components will create a wireless mesh network using ZigBee technology that allows the exchange of data between the devices. The zone sensors will be replaced with new stainless steel plate sensors. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Fiscal Implications: Local Funds in the amount of \$144,875.

4. Recommend approval of construction contract for North Mecklenburg High School.

Staff recommends the approval of the Alerton BACnet DDC Control System project contract for North Mecklenburg High School to the lowest responsive bidder; Hoffman Building Technologies. This system will tie into the existing Alerton System at North Mecklenburg High School. All work is to be performed in accordance with the standard terms and conditions outlined in the contract. Fiscal Implications: Local Funds in the amount of \$249,840.

5. Recommend approval of construction contract for Albemarle Road Middle School.

Staff recommends the approval of the renovation/mechanical project contract for Albemarle Road Middle School to the lowest responsive bidder; Chiller Services, INC. The scope of work includes but not limited to

demolishing existing chiller, modifying existing chiller pads, installation of new air-cooled chiller, tie-in new chiller controls to the existing Building Automation System, performing associated electrical work and address all mechanical and electrical code issues per Building Standards. Fiscal Implications: Local Funds in the amount of \$123,619.

E. Recommend approval of licensed/non-licensed hires and promotion for May 2010.

Monthly hire report includes prior month(s) hires not processed when report was presented to the Board of Education last month.

- Total Hires July 1, 2009 - June 30, 2010: 2,298. (Licensed Hires: 1,206/ Non-Licensed Hires: 1,092).
- Total Promotions July 1, 2009 - June 30, 2010: 272. (Licensed Promotions: 113/Non-Licensed Promotions: 159).

F. Recommend approval of a resolution for Interim Appropriations for Fiscal Year 2010-2011 as required by North Carolina General Statutes §115C-434.

Resolution for authorization for the Chief Financial Officer to continue paying salaries and the usual ordinary expenses of the school district until adoption of the FY 2010-2011 Budget.

G. Recommend approval of Career and Technical Education 2010-2011 Application for State/Federal Funding.

Annual Entitlement/Formula Grant Application for Federal (Carl D. Perkins IV Act) and State Career-Technical Education funding. Application is submitted to North Carolina Department of Public Instruction in electronic format. Print copy is retained and on file by Director of Career and Technical Education. The application request totals \$30,210,510 from PRCs 13, 14, and 17.

H. Recommend approval of Elementary and Secondary Education Act (ESEA) Title I, Part A, Grant Application.

The intent of services provided in the Charlotte-Mecklenburg Schools through Title I, Part A, of the Elementary and Secondary Education Act (formerly known as No Child Left Behind Act of 2001), is to help students meet challenging State content and performance standards by providing intensive, integrated, supplementary services, in reading and mathematics. The services provided through Title I are designed to help students overcome educational and economic disadvantages, leading to success in the regular classroom. Title I support in a School-wide Program school is also intended to provide that school with a lever for school reform. Title I will support the following initiatives in the 2010-2011 school year:

- School-wide Program Support in 36 Elementary, 11 Middle Schools, 2 high schools, and 2 alternative schools.
- Targeted Assistance Program Support in 8 Elementary Schools, 1 middle school, and 5 high schools.
- Bright Beginnings Pre-Kindergarten.
- LEA I Improvement.

Title I support is provided to those schools with poverty levels that are 75% or higher. Services include math and literacy support through staffing, instructional materials, technology, professional development and parental involvement. The CMS Bright Beginnings Pre-Kindergarten Program will serve over 3,000 four-year-olds with an identified educational need. The service is delivered through a comprehensive program that includes a child-centered curriculum with a strong focus on language development and emergent literacy. Fiscal Implications: Title I, Part A is a categorical Federal Entitlement Grant Program that will provide supplementary federal funds to serve schools that have high concentrations of students receiving free/reduced price lunch. CMS is eligible to receive \$29,815,213 in ESEA Title I funds. Approximately \$12,301,591 in ARRA Title I funds, awarded in 2009, are available for the 2010-2011 school year.

I. Recommend approval of the CMS Gifted Education Plan 2013.

Per Article 9b, every Local Education Agency (LEA) must submit a three year plan outlining the services and programming available to gifted students. This plan summarizes the identification, professional

development, evaluation, and comprehensive programming of gifted education in CMS. Fiscal Implications: Use of state and local funds allocated to gifted education.

- J. Recommend approval of the adoption of a resolution authorizing the Director of Storage and Distribution to dispose of surplus school property by way of on-line bid in auction format.

The on-line auction time span will encompass the July 1 through July 16, 2010 period. GovDeals, (www.govdeals.com) an experienced and proven on-line government surplus sales service provider will facilitate the process.

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

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

Ms. McGarry asked regarding Consent Item G., how will the \$30 million funds be used? Ms. Clark said this is an annual funding grant request that is submitted to the North Carolina Department of Public Instruction each year for federal and state Career and Technical Education funding. Jimmy Chancey, Director of Career and Technical Education, provided clarification regarding the state and federal funding for middle and high school programs.

The motion passed upon unanimous Board vote.

IV. ACTION ITEMS

- A. Recommend approval on the following recommendations: (1) Recommendation for the approval of career status for certain probationary employees; (2) Recommendation for the renewal of contracts for other probationary employees; (3) Recommendation for the non-renewal of contracts for other probationary employees, including non-renewals being recommended in accordance with the Board approved criteria; (4) Recommendation for assistant principals whose contracts end this school year for new four year assistant principal contracts on ten month work and pay schedules; (5) Recommendation for assistant principals whose contracts do not end this school year, for demotions to ten month work and pay schedules for the remainder of their assistant principal contracts beginning next school year; (6) Recommendation that certain career and probationary employees be demoted to ten or eleven month work and pay schedules in accordance with the Board approved criteria. (7) Recommendation that certain career teachers who could not be placed from the District wide pool by area of licensure be dismissed in accordance with the Board approved criteria; (8) Recommendation that certain career psychologists with the least seniority be dismissed in accordance with the Board approved criteria

Chairperson Davis called upon Dr. Gorman to introduce the recommendation. Dr. Gorman said this involves ten different motions regarding personnel, seven of those motions are related to a reduction in force, one of those motions regard the dismissal of certain employees outside the bounds of the reduction in force, and the motions also reference the different levels of probationary employees who are recommended for career status or renewal of their contracts. According to North Carolina General Statutes Section 115C-325(m), any probationary teacher whose contract is not going to be renewed for the next school year, must be given notice of such non-renewal by June 15th of the preceding school

year, unless that date is extended in particular situations as provided by statute. The law directs that the Superintendent make the recommendation for non-renewal to the Board of Education. The law also states that, when a teacher has been employed by a school system for four (4) consecutive years, or the teacher has been employed for one (1) year and had career status in another North Carolina public school system prior to coming to this school system, the Board shall vote upon whether the teacher should be granted career status (commonly referred to as "tenure") and shall give written notice of the decision by June 15th of that school year. The Superintendent is also required to make recommendations related to the reduction in force approved by the Board in accordance with the Board approved criteria, including recommendations with respect to teachers, psychologists and assistant principals. You will be asked to vote on these items. The Board voted upon the motions as follows.

Motion 1: Mr. Tate moved that the Board approve the Superintendent's recommendation to grant career status to those persons on the List of Certified Probationary Employees Recommended For Career Status, seconded by Dr. Waddell, and the motion passed upon unanimous Board vote.

Motion 2: Mr. Tate moved that the Board approve the Superintendent's recommendation to renew the contracts of those persons on the List of Certified Probationary Employees Recommended For Renewal of Their Contracts, seconded by Dr. Waddell, and the motion passed upon unanimous Board vote.

Motion 3: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, to non-renew the contracts of those persons on the Combined List of Certified Probationary Employees Recommended For Non-Renewal of Their Contracts Pursuant to Board Policy and the Board Approved Criteria for the Reduction in Force and to deny career status to those non-career employees on the list who are eligible for career status, seconded by Mr. White, and a discussion followed. Ms. McGarry said she would not support this motion or reduction in force related motions. She understands the majority of the Board did agree to the reduction in force process but having gone through it last year and this year, she does not believe this is what the public wants to do relative to performance. The Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Motion 4: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and Board Policy to non-renew the contracts of those persons on the Combined List of Certified Probationary Employees Recommended For Non-Renewal of Their Contracts For Reasons Unrelated to the Reduction in Force and to deny career status to any non-career employees on the list who are eligible for career status, seconded by Mr. Morgan, and a discussion followed. Mr. McElrath said he would vote to support this motion only because the Superintendent has suggested that in the future performance will be more objective than subjective. Mr. McElrath does not believe

subjective requirements to determine true academic performance is as relative as objective requirements. **The motion passed upon unanimous Board vote.**

Motion 5: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, to grant new four year assistant principal contracts on ten month work and pay schedules to those persons on the List of Assistant Principals Whose Contracts End This School Year, seconded by Mr. White, and the Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Motion 6: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, for demotions to ten month work and pay schedules for the remainder of their assistant principal contracts beginning next school year, to those persons on the List of Assistant Principals Whose Contracts Do Not End This School Year Who Did Not Request A Board Hearing, seconded by Mr. Morgan, and the Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Motion 7: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, for demotions to ten month work and pay schedules for the remainder of their teacher contracts beginning next school year, to those persons on the Combined List of Career and Non-Career Teachers Who Will Now Have Ten Month Work and Pay Schedules, seconded by Mr. White, and the Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Motion 8: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, for demotions to eleven month work and pay schedules for the remainder of their teacher contracts beginning next school year, to those persons on the Combined List of Career Teachers Referenced in the May 10, 2010 Amendment to the Board Approved Criteria Who Will Now Have Eleven Month Work and Pay Schedules, seconded by Mr. Morgan, and the Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Motion 9: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the

Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, for the dismissal of those persons on the List of Career Teachers Who Could Not Be Placed By Area of Licensure From the District Wide Pool Who Did Not Request a Board Hearing, seconded by Mr. White, and a discussion followed. Dr. Waddell expressed concern regarding this motion because in the past in many cases the District allowed additional time for employees to be placed and to get licensure in an area in which they could be employed. Dr. Waddell believes these individuals are being dismissed because of a lack of licensure and she encouraged staff in the future to make provisions so that employees can be dual-certified. The Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Motion 10: Mr. Tate moved that the Board approve the Superintendent's recommendation, pursuant to and in accordance with the supporting grounds in the Board Record and the applicable reduction in force criteria approved by the Board on March 23, 2010, as amended on May 10, 2010, for the dismissal of those persons on the List of Career Psychologists With the Least Seniority Who Did Not Request a Board Hearing, seconded by Mr. Morgan, and a discussion followed. Ms. McGarry said she is opposed to this motion because it is related to a reduction in force and based upon seniority and that must stop. She said we cannot continue to let people go based on seniority. Mr. Morgan said of all the motions that have been made, this is the only one based upon seniority. Dr. Gorman said, yes, that is correct as we do not feel that we have good performance data at this point in time for the career psychologists. The Board voted 8-1 in support of the motion. Board members Davis, Merchant, White, Lennon, McElrath, Waddell, Tate, and Morgan voted in support of the motion. Board member McGarry voted against the motion.

Dr. Gorman said while we continue to move ahead with the upcoming year's budget process, and as we have noted in the pass, we sometimes have to head down multiple paths that include human resources and budgetary paths. This agenda item is a clear example in which human resources by state statute must come to completion to leave options for boards prior to the budget process. The apex of these two items will come together after the deadline for human resources as mandated by state statute. Dr. Gorman said this is an example of the importance of why we need a State and a County budget earlier in the process so that the Board can make decisions. Dr. Gorman said while we plan for the worst which this includes, we are hoping for the best and hoping that we will be able to bring back some of these individuals.

B. Recommend approval of amendments to Policy IKF, Graduation Requirements

Chairperson Davis called upon Dr. Gorman to present the recommendation on amendments to Policy IKF, Graduation Requirements. Dr. Gorman said this is requesting approval of proposed amendments to Policy IKF, Graduation Requirements, to bring it into compliance with Board action on the budget, State Board of Education Policy, and North Carolina law. Dr. Gorman said this includes the recommendation that students taking Advanced Placement and International Baccalaureate courses are no longer required to take those exams.

The amendments are as follows:

- Remove section IV. C. (page 6), which requires students taking Advanced Placement (AP)/International Baccalaureate (IB) courses to take the corresponding exams. This is a consequence of the Board's budget action to not fund these tests after the 2009-2010 school year.
- Remove Section III. A. (page 3) regarding required competency tests (North Carolina Competency Test and North Carolina On-line Test of Computer Skills). This change complies with the 2009 legislative action not to fund or require these tests, retroactive for all students.
- Rewrite Section III B. (page 3), Certificate of Achievement, to comply with State Board of Education policy action in 2009.
- Rewrite section III. C., Graduation Project, to make the former North Carolina Graduation Project a local requirement only. This action complies with a change in North Carolina law in 2009 prohibiting the State Board from requiring a Graduation Project. The law explicitly allows local districts to require a Graduation Project as a condition of graduation.

Mr. Morgan moved that the Board approve the proposed amendments to Policy IKF, Graduation Requirements, seconded by Dr. Waddell, and the motion passed upon unanimous Board vote.

C. Recommend approval of proposed new Policy IHAM, Comprehensive Health Education Program

Chairperson Davis called upon Mr. Tate, Chairperson of the Policy Committee, to present the recommendation. Mr. Tate said before the Board for approval is new Policy, IHAM, Comprehensive Health Education Program. It was written to meet the requirements of the Healthy Youth Act, significant legislation regarding reproductive health and safety instruction enacted by the General Assembly in 2009. The Healthy Youth Act revises a portion of North Carolina General Statute §115C-81(e1), School Health Education, which goes into effect with the 2010-2011 school year. As in the prior statute, the amended law requires districts to provide a comprehensive School Health Education Program. The amended statute retitles the "Abstinence Until Marriage," subject area to "Reproductive Health and Safety Education," and also requires the addition of the following three new instructional areas to the curriculum:

1. Sexual assault, sexual abuse and risk reduction;
2. Sexually transmitted diseases (STDs), including FDA-approved methods of prevention and information on local resources for testing and medical care for STDs; and
3. The effectiveness and safety of all FDA-approved contraceptive methods for preventing pregnancy.

The Reproductive Health and Safety Education curriculum will replace the Family Living, Ethical Behavior, Human Sexuality (FLEBHS) curriculum used in CMS since 1995. The amended law requires materials to be age-appropriate, objective, and based on peer-reviewed research accepted by professional and credentialed experts in the field of sexual health education. In addition to the curriculum standards, the law requires each local board of education to adopt a policy providing for parental consent. Therefore, the proposed CMS policy provides for written parental "opt-out" of either specified portions or the entire

Reproductive Health and Safety Education Program. This continues the consent procedure in place for fifteen years with the FLEBHS curriculum. And, as was required in the former statute, the policy requires schools to give parents an opportunity to review the objectives and materials before their children participate in the program of instruction. The proposed new policy was reviewed by the Policy Committee on April 22, 2010 and was recommended for adoption by the majority vote of the committee. The information has been available for review by the Board members since May 17th and will remain available until the end of June. This summer the materials will be available in the schools and on the CMS Website. The Board held a Public Hearing at the May 25th and June 8th Regular Board meetings and the information was posted on the CMS Website for public comment.

Mr. Tate moved that the Board approve the proposed amendments to Policy IHAM, Comprehensive Health Education Program, the motion was presented through the Policy Committee and a second was not required, and a discussion followed.

- Ms. McGarry said she understands this meets the guidelines of State policy and she commended Mr. Tate for reviewing the proposed amendments to the Board Policy. She encouraged the public to understand the law and the changes to the curriculum to determine whether they want their children to learn this in school because it now includes education on contraceptives, STDs, and covers information regarding abortions. Ms. McGarry reviewed information relative to the curriculum and she encouraged parents to review the materials.
- Mr. White said the program that the State has not adopted for North Carolina is based primarily upon what CMS and other school districts have been doing for a long time. Parents have always had the option to not participate in this curriculum and that is still an option for parents.
- Dr. Waddell asked clarifying questions regarding the option for parents to opt out. Staff provided clarification of the process and timeline for parents to review the materials and to opt out of the program. Dr. Waddell commended staff for doing an excellent job in presenting the materials and she noted that the curriculum has been in place for many years and the amendments bring CMS in compliance with the State mandates.

The motion to approve proposed amendments to Policy IHAM, Comprehensive Health Education Program, passed upon unanimous Board vote.

V. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for April 2010

Dr. Gorman said Report Items A. and B. are the monthly reports and as presented.

B. Report on Financial Statements for April 30, 2010

Report Item B. was presented with Report Item A.

C. First Reading on proposed amendments to Policy ADA, Equitable Educational Opportunities

Chairperson Davis called upon Mr. Tate, Chairperson of the Policy Committee, to present the recommendation. Mr. Tate said before the Board for First Reading is proposed

amendments to Policy ADA, Equitable Educational Opportunities. At the Board Retreat on January 22-23, 2010, the Board charged the Policy Committee with rewriting Policy ADA, "Equitable Educational Opportunities." The attached document represents the work of the Policy Committee in this regard and takes into account input by the Board at the Retreat and from the Equity Committee, established in 2002 under the current policy. The proposed amendments rewrite the entire policy and redefine the Board's commitment to equitable distribution of resources ("inputs") as one means of accomplishing the Board's Vision, Mission, and Core Beliefs and Commitments, while also focusing attention on student achievement ("outcomes" or "results"). The policy is structured around the premise that the reason for equitably distributing resources is to break the predictive link between student demographics and student achievement, thereby realizing the Board's commitment to provide "the best education available anywhere, preparing every child to lead a rich and productive life." The amended policy is then structured in five sections: Equitable Allocation of Resources, Measuring Success, The Board's Role, The Superintendent's Role, and Policy Review. The sections regarding the roles of the Board and the Superintendent are intended to clarify the ultimate responsibility of the Board for ensuring the appropriate allocation and distribution of resources in ways that maximize the academic achievement of every child in every school. In the policy, the Board also commits to hold itself and the Superintendent accountable for achieving this goal. The Board delegates to the Superintendent the responsibility for establishing and implementing a framework for distribution of resources according to the policy direction and developing a system of measurement to gauge the effectiveness of the allocation framework in improving student achievement. The current policy requires the Board and Superintendent to appoint a committee (the "Equity Committee"); the rewritten policy reserves this action to the Board and makes such appointment discretionary. The amended policy was discussed by the Policy Committee at four meetings and comes to the Board with a 2 – 1 vote of the Policy Committee (taken on May 27, 2010, when one member was absent). The Board will hold a Public Hearing at both the June 22nd and July 27th Regular Board meetings and a Board vote at the July 27th meeting. This information will be posted on the CMS Website for public comment. Chairperson Davis reported that the Board would hold only one Board meeting in July and that will be July 27, 2010. Ms. Lennon said she is a member of the Policy Committee and she was the member absent at the Policy meeting on May 27th. Ms. Lennon asked that it to be noted that she would support the proposed policy as written making it a 3-1 Policy Committee vote.

D. Report on Accountability System

Chairperson Davis called upon Dr. Gorman to introduce the report on the Accountability System. Dr. Gorman said this is a part of staff's periodic updates of major functions within the District and Management Oversight. Dr. Gorman called upon Robert Avossa, Chief Accountability Officer, to present the report on Accountability System. Mr. Avossa provided an overview of the spectrum of services offered by the Office of Accountability that contribute to the cycle of continuous improvement and focus on professional learning communities. Initiatives being implemented are designed to provide information, pressure, and support to schools and district level personnel for the purposes of increasing student achievement. The initiatives include Data Wise, Self Evaluations, School Quality Review, School Improvement Plans, and District Support and Coaching. The Accountability System provides transparency and methods to enhance transparency include School Progress

Reports, Data Dashboard, Program Evaluations, Surveys, Teacher Portals, Principal Portals, Department Scorecards, and Balanced Scorecards. The Board of Education Reform Governance Policy AE, School Accountability System, calls that an annual Accountability System report be presented to the Board. Great organizations are organized to be successful, productive, and focused on results by utilizing three key factors: providing support, transparency and pressure. Mr. Avossa reviewed the following information.

- **Alignment:** The pressure, support, and transparency of the Accountability System are built on the foundation of alignment and it serves as the basis of the department's work. The department's work is focused keenly on results and student achievement.
 - Alignment resulting in increased student learning and achievement incorporates the Board's Vision, Mission, and Core Beliefs; Theory of Action; Reform of Governance Policy; *Strategic Plan 2014*; Accountability System; Project Management Oversight Committee; Balanced Scorecard; and Personnel Evaluations.
 - The system utilizes information and data.
- **CMS Cycle of Continuous School Improvement for Building and Supporting a Professional Learning Community:**
 - **Student Achievement:** Using summative data (Scorecards) based upon student achievement allows schools and departments to make inline corrections.
 - **Data Inquiry or Instructional Teams (Data Wise):** All schools have been trained in the Data Wise Improvement Process which provides schools a balanced approach to reviewing data that utilize eight steps to prepare, inquire, and act to create good decision making process based upon information. The process ensures schools are using practices that impact learning and they are achieving student learning.
 - **Self-Evaluation/Alignment of Resources:** Before the school year begins, schools reflect on past practices, performance, outcomes, why students are doing well or not doing well, and the use of resources. This is a part of an annual process.
 - **School Improvement Plan:** A School Improvement Plan is developed. This is a compliance driven piece required by the State but CMS is striving to make it focused on results and used to leverage the process in order that staff can remain focused on the school.
 - **School Quality Review:** A School Quality Review is conducted with an outside group (Cambridge Education) that provides an objective view. The original process was to every school reviewed but due to budget restraints this was been reduced. Based upon the School Quality Review input and information as well as formal and informal feedback from the area superintendents the schools use that information to modify their School Improvement Plan. Today, CMS has conducted 115 reviews since 2007. Ten schools have been reviewed twice so 105 schools in total have been reviewed.
 - **School Improvement Plan/Realign Resources:** The school will review the School Improvement Plan and it may be modified based upon direction and input from leadership and understanding how staff can use this tool at the school.
 - **District Support and Coaching:** The School Improvement Plan is given to Curriculum and Instruction and they begin the process of determining how they can best utilize their professional development dollars.

- Methods of Continuous Improvement, transparency, and making improved decisions:
 - School Progress Reports: Reports are provided on an annual basis by school, by level, and by district. Reports are available On-line. This will be the last year for using this model as *Strategic Plan 2010* comes to an end and we begin to review measures for alignment for *Strategic Plan 2014*.
 - Data Dashboard: The Data Dashboard has gotten local and national attention and it is cutting edge but it does help in the classroom, or help teachers make informed decisions in the classroom.
 - Program Evaluation: Program Evaluations is permeating the district and help the Superintendent and Board in making decisions.
 - District Surveys: District Surveys are another important metric used to help make decisions in the district. District Surveys allow staff to gather data and information and they are made available to the public. Principals can gauge how the district is or is not providing support; Dr. Gorman can use the results and information in staff's evaluations; and the results can be used to build School Improvement Plans.
 - Teacher Portals: Teacher Portals is on schedule to begin in August and teachers are eager to utilize this process. This will provide informative student data and help monitor how they are doing so that teachers can make good decisions for students.
 - Investment in Technology: CMS must continue to invest in its infrastructure to keep these programs going. CMS must build the tools that teachers need in their classrooms. The CMS data warehouse has grown over the last few years and we need reliable valid data and quality governance.
 - Principal Portal: The Principal Portal rolls up the aggregate data of the school so that principals can review teacher performance and school performance to determine necessary adjustments.
 - Area Superintendent Portals.
 - Auxiliary Services – Quality Management System/Property Management.
 - Balanced Score Card.
 - Strategy Map: The Strategy Map is designed to meet the 2014 requirements and the number one goal is the graduation rate improvement to 90% by 2014. The Plan Management Oversight Committee (PMOC) is hard at work aligning all the charters to 2014 and will begin the process to determine which items will roll up into the Balanced Scorecard.
 - Pay for performance: Pay for performance is a top initiative and staff is reviewing how it can fit into this work, student achievement, tied to evaluation and compensation, as well as other metrics tied back to performance. Essentially we want to tie resources to results, create systems and technology to track and monitor those measures, and apply pressure and support as appropriate.

Mr. Avossa said the Office of Accountability is charged with developing systems to improve performance (student performance, teacher performance in the classroom, and leadership performance in terms of managing resources and assuring improved efficiency), building tools that allow inline correction, and help district leaders make informed decisions on program investments. Mr. Avossa said he is excited to see the cultural change that has taken place in CMS. The Accountability Department is inundated with requests from

teachers, principals, assistant principals, and facilitators but this is impacted by the need to balance resources based on budget restrictions of the District and reductions in staff. Staff is hungry to have the data and information and this process will help to automate those processes.

Board members were invited to make comments and ask questions.

- Mr. McElrath hopes this will provide objective data and information to help move away from subjective evaluation assessments on teachers. Mr. Avossa said those data points are available but they are in many different places and they have to be tracked manually. The Principal Portal will allow the principal to gauge how teachers are performing and weave it into the evaluation based upon the State process. Dr. Gorman said an important part includes that next year's work will involve the development of a new set of formative assessments and while next year is underway staff will also be working on the development of more objective evaluations.
- Mr. Merchant asked clarifying questions regarding building internal capacity, Ad Hoc reporting, the ability to sort information as a part of pay for performance (what teachers are doing well and what students are doing well), and the Strategy Map. Mr. Avossa and Dr. Gorman provided clarification. Dr. Gorman expressed concern that a fourth of this department has been eliminated due to budget reductions and this department will be stretched thin. Mr. Merchant asked staff to determine what this department needs so that the Board can make informed choices. He said this involves effective teaching and leadership and he hopes with narrowing the gap this will raise the gap at the bottom.
- Chairperson Davis asked clarifying questions regarding formative assessments and its impact on a student's education? Mr. Avossa provided clarification.

E. The Case for Continuous Improvement: A Comprehensive Review of CMS

Chairperson Davis said this item is The Case for Continuous Improvement: A Comprehensive Review of CMS Systems. This work began in December when this Board first came together and discussed the recent student assignment issues that the District had faced and as the Board moved through the budget process and faced items such as school consolidations and transportation issues. It became apparent that a more comprehensive review of the system would serve the Board better as opposed to a departmental review of different parts of the system. In addition, we have a climate in which three forces are coming together: the funding challenges that we all have experienced, that are well documented and will continue; a reform movement that is growing energy across the nation; and the positive trajectory of our student's achievement results. Those three forces coming together at once, has set the stage for the work of a Comprehensive Review. Staff members available to present information and answer questions were Mike Raible, Executive Director, Planning and Project Management; Ann Clark, Chief Academic Officer; Scott McCully, Executive Director, Student Planning and Placement; Dennis LaCaria, Specialist, Facilities Planning and Real Estate; Carol Stamper, Executive Director of Transportation; and Sarah Crowder, Associate General Counsel/ Policy Administrator. Chairperson Davis called upon Mike Raible Executive Director of Planning and Project Management.

- Introduction: Mr. Raible said we are before the Board to discuss the difficult and complicated exercise that we are about to begin. The report will discuss the process in

which the Board and staff will be involved over the next six months, the complexity of the work, and questions the Board will face during the work. At this point, there are more questions than answers. This is not a budget cuts phase three exercise. While the funding cliff is coincidental with this process, it is the catalyst and not the cause.

- What do we hope to accomplish? The deliverables will include prioritized Guiding Principles and decisions on PreK and Magnet Programs, student assignment, student assignment policies, eligibility for transportation, and capital needs but not necessarily a budget on November 9, 2010. While these have cost and budget implications this is not a budget development exercise.
- How to proceed? The first phase of the work will involve development of prioritized Guiding Principles and to that end staff plans a series of Public Forums (four Community Forums) prior to the Board decision on June 29, 2010. Following that decision, staff will be in dialogue with the Board in public Work Sessions as well as with the community.
- Why now? In order to make the decisions in advance of the parental decisions that need to be made regarding student assignment in December and January, staff needs these decisions to occur in the November timeframe. The schedule shows the decisions occurring at the November 9, 2010 Regular Board meeting.
- Who else is on the team? Mr. Raible said in addition to him this will involve two other departments. Robert Avossa, Chief Accountability Officer, and the accountability team because this process will involve student achievement. Sheila Shirley, Chief Financial Officer, because the Board will want to know the costs of the decisions.

Mr. Raible called upon Ann Clark, Chief Academic Officer, to review Magnet Programs.

- Magnet Programs: Ms. Clark provided an overview of Magnet Programs. The Board conducted a Magnet Review Process in 2008-2009 school year with many of those recommendations went into effect in the 2009-2010 school year and the remainder beginning implementation with the upcoming school year 2010-2011.
 - Prior to the Board review of the Magnet Programs, CMS had fifty schools offering a Magnet Program with twenty full Magnets schools (twenty-seven elementary, ten middle, ten high, and three representing combined grade configurations).
 - After the program review process, CMS began the 2009-2010 school year phasing in those recommendations with forty-one CMS schools offering Magnet Programs with twenty full Magnet schools, twenty-one partial Magnet schools, and eleven County-wide Magnet schools (twenty-three elementary, seven middle, and eight high, three combined grade configurations (Smith K-8, Marie G. Davis 6-11, and Northwest School of the Arts 6-12). This included eleven Magnet Themes and 17,210 Magnet students based on the twenty-day enrollment.
 - Going into the 2010-2011 school year, there will be forty-one CMS schools offering a Magnet Program with twenty full Magnet schools, twenty-one partial Magnets schools, and eleven County-wide Magnet schools.
- Recommendations may include adding grade levels to schools like Collinswood, Oaklawn, and Morehead as they expand to K-8 schools.
 - There are eleven Magnet themes remaining and next year the Accelerated Learning Magnet will be eliminated.

- The Magnet Review process will update the Board on achievement data based upon the 2009-2010 school year and the Board will receive a packet of information based on current information.
- PreK Program: The new Board members met with staff and all Board members received a packet of information. Staff will build on that information and this process will focus on the Bright Beginnings Program but it is difficult to discuss Bright Beginnings in isolation from the More at Four Program. The Bright Beginnings Programs involves local, Title I, and ARRA funding. Fifty percent or 4,999 students in the rising kindergarten class for this school year were eligible for Bright Beginnings. Over half of the incoming kindergarten class is served through the More at Four Program or the Bright Beginnings Program.
 - In the Bright Beginnings Program there are 3,147 students in 177 classes in fourteen schools and five dedicated PreK Centers.
 - Bright Beginnings budget includes approximately \$9 million coming from Title I, local funds in the amount of approximately \$2 million, and the Exceptional Children's Department funds twenty-one teachers and teacher assistants. The complexity of the funding will require additional consideration.
 - The Bright Beginnings Program is an evidence-based program designed to prepare students for kindergarten.
 - Bright Beginnings is a first step in dropout prevention and graduation cohort rate
- Magnet Program questions for consideration:
 - Are current levels of service for Magnet Programs acceptable?
 - Are current levels of service for PreK Programs acceptable?

Ms. Clark said the team looks forward to conversations with the Board regarding the Magnet and PreK Programs and she encouraged the Board to provide questions in advance of the Work Sessions so that the presentations and discussions can be tailored to meet the needs of the Board.

Mr. Merchant expressed concern regarding the format of the process, how this item went from a conversation to being an agenda item, and the content of this presentation. Chairperson Davis said the intent of this presentation is an overview of the major elements of the Comprehensive Review and the items will be discussed in depth at the upcoming Work Sessions.

- Student Assignment: Scott McCully, Executive Director of Student Planning and Placement, provided an overview of Student Assignment. Student assignment is a critical and essential function of the operation of the school system. It can also be a very emotional issue with the community and we can see some of our greatest engagement and communication with the public during the student assignment process. The core function is to ensure to the most practical extent possible the assignment of students so that we do not overfill new schools or underutilize schools. This is important as we continue to review existing building utilization as well as boundaries for new schools.
 - Demographic Information: Historically, staff has provided demographic information with boundary and Magnet recommendations. That information has centered around race and economically disadvantaged students (EDS) formerly

free and reduced lunch. Over the past six months, there have been challenges with using the EDS information because it must be used on the aggregate and it must be compiled through the Child Nutrition Department. Other information used for demographic purposes include student achievement and English as a Second Language (ESL). The student achievement data must be acquired through the Student Assessment Office and there are some limitations to that information.

- Student Assignment Questions for consideration:
 - What is the role of demographics in student assignment?
 - What data or criteria should be considered? Should it be specified in policy?
 - To what extent does boundary stability affect facility utilization? This is specific to when new schools are built. To what extent or how full should those schools, particularly in those areas where there is a specific need of overcrowding? How much room should be allowed for future growth versus how much relief to provide for the surrounding schools?

Mr. McCully asked the Board to consider whether they want to continue to use the same information moving forward or would the Board like to suggest new information. Mr. McCully looks forward to working with the Board over the next month and taking a deeper examination into these critical issues.

- Facility Planning: Dennis LaCaria, Specialist for Facilities, Planning, and Real Estate, during the presentation of the draft Capital Needs Assessment in the spring, staff provided assumptions that they needed confirmed or revised in order to bring the prioritized list of projections forward in a full Capital Needs Assessment.
- Facility Planning questions for consideration:
 - What are appropriate school population sizes? What is too big or too small? Are there factors that weigh upon the size such as geography, programs, or the cost of staffing a school?
 - What are primary operational considerations for existing schools?
 - ✓ CMS operates 20 million square feet of buildings on more than 5,000 acres of land. Considerations used for existing facilities include age of facility, current condition, the cost per student to operate and maintain those facilities, and the cost of renovation versus replacement in compiling the Capital Needs List.
 - What are the key utilization considerations for existing and future schools? Are portables considered permanent space? Other factors include the current calendar, the length of the instructional day, the four by four block schedule at secondary schools, the use of student weighted staffing, and current grade level configurations of the schools.
 - What would be the impact of reducing the number of credits required to graduate?
 - What happens to the high school populations if we significantly reduce the dropout rate?

Mr. LaCaria said these are important factors and they must be weighted in order to deliver the Capital Needs Assessment that was noted as one of the deliverables in this process.

- Transportation: Carol Stamper, Executive Director of Transportation, provided an overview of the Transportation Department. CMS is currently transporting over 86,000

students and serving their families on a daily basis and traveling approximately 125,000 miles in the morning and again in the afternoon. The Transportation Department wants to continue to provide the services and the level of optimization that they have been proud of delivering for years but they need the Board's assistance. There are two critical decisions and input they need as they plan for the future.

- Transportation questions for consideration:
 - What criteria or parameters should determine transportation eligibility? Currently this is outlined in the student assignment policy. Home school students are eligible for transportation and those students attending Magnet schools and/or special programs within their transportation zones or feeder patterns are eligible for transportation. If that continues we will provide those services. But, if there needs to be adjustments then staff needs to provide the Board the information for the impact or the dependencies of the adjustments.
 - Are current levels of bus services (bus stops) for CMS transportation eligible students acceptable and appropriate? Currently elementary students and PreK students have bus stops approximately two-tenths of a mile from their home or common stops. Secondary students walk to bus stops up to four-tenths of a mile. The Transportation Department also offers an alternate stop that is a stop within the home school or the zone and the District has supported that level of service for a number of years. About fifty percent of the schools have no transportation zones, formerly referred to as walk zones. Any student that resides within this no transportation zone for that school does not receive bus service. All schools do not have a "no transportation zone" because of safety and security measures around those buildings.

Ms. Stamper said next year CMS will implement shuttle stops for eleven full Magnet Programs which is a new concept for the District. Staff is working hard to roll this process out to make it as seamless as possible for the families using this level of service. Board input on these critical areas will assist staff in transportation to continue to optimize its resources and provide quality, effective, and efficient services for students as they are determined eligible for transportation services in the future.

- Policy: Sarah Crowder, General Counsel/Policy Administrator, reviewed policy considerations that could impact the Comprehensive Review of the school system. This could involve policy implications and areas of concern would include changes to student assignment.
- Policy questions for consideration:
 - To what extent does student assignment policy affect student achievement? The information provided for the Board includes nine policies, regulations, and exhibits. They compile the core of the student assignment plan for CMS as well as guidelines for student reassignment and transfer. CMS also has Title I public school choice lottery which is mandated by federal law but the rules for how that is handled is outlined in the Board's policies and regulations. Last year, the Board adopted a rule allowing contingent assignments and revocations of assignments for students not at their home schools who have high absenteeism or consistent tardies because of lack of transportation and it allows CMS to reassign those students back to their home schools so that they will have transportation provided by the District so that they are

at school. There are more complicated rules surrounding how students are allowed to remain at their current school for the remainder of a school year should they move out of that home school attendance area during the school year.

- Should there be a lottery for Non-Magnet schools? If this were eliminated, it would streamline the CMS policies and regulations and it would allow CMS to set reasonable expectations for parents who apply for a very limited number of seats at the Non-Magnet schools through the Non-Magnet School Lottery.
- Can the Board streamline student assignment policies (shorten and make less complicated)? Policies and regulations are written to codify the practices of the Board, the District, and to conform to state and federal law. Staff attempts to write rules that are clear, straight forward, and outlines the will of the Board. It is also important to avoid ambiguity and to be fair to all children. Eliminating lottery for Magnet schools would eliminate several policies and regulations.

Ms. Crowder said these are some items to be considered as the Board reviews the operation of the District regarding student assignment policy. Regarding the timeline outlined by Mr. Raible and should there be changes to policies or regulations in the area of student assignment, they would have to be completed by November 9, 2010 in order to make the publication deadline for the various publications that go out to parents which outline the lottery options that opens in January. Ms. Crowder said having a first meeting in November deadline would require that the Policy Committee have documents ready to review at the Policy Committee meeting on August 26, 2010, documents ready for First Reading at the October 12, 2010 Regular Board meeting, a Public Hearing at the October 26th, and a second Public Hearing and Board adoption at the November 9, 2010 Regular Board meeting. Ms. Crowder said this is an aggressive timeline and she looks forward to working with the Board.

Mr. Raible said this Comprehensive Review of current level of service will require a significant amount of staff work, Board work, and work with the public. Staff is striving to make this process transparent to the public and there will be a CMS Webpage on the Website as well as e-mail contact for people to comment and provide input. There will be an announcement of the upcoming Community Forums for public engagement and Work Sessions and those dates will be posted on the CMS Website.

- The Community Forums will be the first phase of the work. The dates and locations are as follows: Community Meetings are scheduled as follows:
 - June 21, 2010, Harding High School, 6:30 p.m. to 8:00 p.m.
 - June 22, 2010, Regular Board Meeting, Government Center, 6:30 p.m. to 8:30 p.m.
 - June 24, 2010, South Mecklenburg High School, 6:30 pm. To 8:00 p.m.
 - June 28, 2010, Hopewell High School, 6:30 pm. to 8:00 p.m.

Mr. Raible said it is important that we develop targets in the first phase of the work so that staff will know the direction of the Board in order for them to make proposals to the Board. This must include specific direction. The June 29, 2010 date of establishing measures of success is extremely important to staff. Staff understands the Board wants to translate their Core Beliefs and Commitments into guiding principles and that would be a first step of the work. Staff has provided the Board an initial packet of information and as we go through

the foundation Work Sessions additional information will be provided.

Dr. Gorman said this process will include the engagement of staff as well as asking the principals to bring a team (staff, PTA, SLT, and individuals of the schools) to participate at the forums and to reach out to the community to ensure representation from all schools.

Board members were invited to make comments.

- Mr. Merchant said this involves transparency and he expressed concern that this process has morphed in one week from being a next step to scheduling many hours of Board Work Sessions and Community Forums during the summer. We have gone from brainstorming on what the scope of work may include (assignment, operations, or is everything on the table) to the Board receiving a packet of information of what would be reviewed as well as a list of Guiding Principles for student assignment from March 2005. He expressed concern that the Board has had no preparation but staff presented information on a process that he understood the Board would drive. He said this makes him anxious because the Board has been given a timeline to develop some targets but the Board does not have a clear sense of direction or a clear mission. Mr. Merchant does not understand what the Board is expected to do except review a lot of information in a compressed timeline and this may be too much work for that schedule. He also expressed concern that the opportunities for public engagement are within a one week time frame during the last week of June and some of the Board Work Sessions are scheduled during the day. Mr. Merchant does not believe this is an accessible schedule for the public because many families are working and will not be able to attend those meetings or they may be on vacation. Mr. Merchant said the staff is coming off a difficult year in which they have been beat up and they are tired, defunded, short staffed due to reduction in force, and traditionally they are preparing for the start of the new school year. They Board said they are going to drive this process but it appears staff is driving this process. Mr. Merchant expressed concern that thirty hours of Board Work Sessions have been scheduled but an agenda has not been developed. He expressed concern that this could cross the line between Board policy and operations. This process includes the Board working on four key policies that need to be completed by August while at the same time working on other key policies that include the Board Self-Evaluation and Superintendent Evaluation. Mr. Merchant said he knows this sounds negative but he wants to ensure the Board does not raise expectations too unrealistically and end in philosophical debate. Mr. Merchant said he supports the leadership of Chairperson Davis but he is concerned this has not been thoroughly thought out. He does not feel he has been properly informed about the process; he is uncomfortable with the schedule that was mandated to the Board without Board input; he is not sure he understands the scope of the work; and he is concerned about the timeline.
- Chairperson Davis said Mr. Merchant has effectively pointed out the risks of this process. It is challenging to define it in precise terms of what this means because it has different meanings to different people. As we have clearly learned through the budget process and as we worked on a particular area it impacted another area of the school system. This is a focused attempt to review all the pieces that connect. Chairperson Davis explained what this process is attempting to achieve. CMS has had some fantastic years of moving in the right direction in terms of student achievement. Under

Dr. Gorman's leadership, his staff, and previous Boards we have been able to link years of increasing growth among our students which is our purpose. Yet, we are facing not only funding challenges but also an increased momentum around reform nationwide. This is an opportunity for the Board to not get into Dr. Gorman's work of operations and management of the system but to focus on the policies and governance areas that the Board can improve upon to enable Dr. Gorman to successfully lead the system to even greater levels of student achievement. Chairperson Davis said he was willing to put this out in a format that was not totally defined or cast in stone in order for the Board to discuss it and determine what steps to take. Chairperson Davis said he also feels the risks as mentioned by Mr. Merchant but he sees this as an opportune time to move this system forward. Mr. Merchant said he trusts the leadership of Chairperson Davis but he just wanted to voice his concerns.

- Mr. White said this is a great idea and it should be done completely. It is fitting and proper for any organization to periodically take a comprehensive review of itself to review its processes. The core business of CMS is student achievement and he hopes that will be the focus of the discussions. He likes the terms effective and efficient but expressed concern that these terms may be interpreted differently by different people in the community. The Transportation Department has become more effective and efficient in student stops but some people think that is great while others believe it is not effective and efficient for the entire school system and each and every student. Mr. White said his focus will be on each and every child in the school system and in order to meet the needs of each child we may need to do things differently for those children who are in different situations. He will listen to all the comments but he will not agree with all the comments and we may need to agree to disagree on some issues. Mr. White said his expectations are improved student achievement and more effective and efficient. He expressed concern that everyone will be for reform and change if they get the reform and change they want. The Board's obligation is to make the decision to do what is best for the most students. Mr. White said this process involves transparency but the Work Sessions will not be televised because we will no longer have CMS-TV after June 30th and the public will no longer have that privilege. Mr. White likes challenges and he is looking forward to the process and making CMS the best school system in the country.
- Mr. McElrath said he thought this was a good idea but he is concerned about what it involves. He thought the main purpose of this was for the Board to listen to what the public has to say regarding recent changes such as bus stops and Title I schools because he does not believe the public was given an appropriate opportunity to discuss those decisions and this would be a way to develop public trust. He expressed concern that this talks about the system but it does not involve teachers. He encouraged the Board to talk to the public to find out what they think and how they feel about this process, and to include teachers in the process.
- Mr. Morgan shares some of the concerns but he is excited about this process. These are the public face issues of CMS and the issues that he gets from the public on a regular basis. He is happy about the opportunity to discuss these in the public because these are the issues that attract families to CMS or repel families from CMS. He is concerned about the volume of work in the proposed timeline but he is willing to support the schedule. He said it is important to be realistic that this will involve some short term issues that can be dealt with quickly but there will also be long term issues that may

take much longer. As those issues are identified, we must be clear with the public that the issue is important but it may involve a six month to twelve month process to deal with that issue. Mr. Morgan would like the Board to consider a way to engage the public in a type of Citizen Review Committee in which they would review different aspects of the school system on specific topics such as transportation, food service, or Information Technology System. Mr. Morgan said CMS has a great staff and they are excellent at their job but we can always learn from the private sector and it would be good to have outside eyes review our key areas of operation every three or five years. Mr. Morgan is excited about the process and he encouraged the Board to be realistic about the schedule.

- Ms. McGarry said she has just received the information regarding this agenda item and in the future she would like the information before the meeting so that she can be informed and prepared for the meeting. She said the process is nothing new and it is the ongoing work of the Board. Some of the Board members have been involved in training with the Broad Foundation for the past several years and that work involved developing policies and reviewing operations of the school system on an ongoing basis throughout the school year. During those reports, the Board can question and make changes and the Board has missed that opportunity in the past six months. She said the public expressed concern regarding the Guiding Principles for student assignment during the Mint Hill student assignment boundary decisions from last year that spilled over to several schools in a patchwork fashion. Many people in the community expressed concern that CMS was not listening to their concerns. She believes it would have been better to have the Community Forums from January to May and then the Board conduct its work during the summer. She said the community has expressed concern regarding the timeframe because the community is less engaged during the summer. Ms. McGarry expressed concern regarding the community perception and the late notice of the process and getting parents, staff, and the Board to all the meetings. She said the Board should have prioritized the Guiding Principles a year ago because that is pivotal to discussing the other elements of this process. She supports having better dialogue because that will lead to better and informed decisions.
- Mr. Tate said the Board began talking about this several months ago but believed it mainly involved reviewing student assignment. As we have gone through the budget process we have realized that once you touch student assignment, you also touch all the other associated pieces discussed at this meeting. This process has become complex, it is big, and the timing is not great but this process began several months ago and it has grown. It is important to conduct this work for a variety of reasons. We are living in an economic environment in which funding for education will be reduced on a yearly basis for several more years. It is clear that it is time to review the entire CMS system to ensure that we educate every student to their fullest potential. Money is not the primary reason to conduct this review. This Board has changed and no one on the Board was here in 2001 when the current Student Assignment Plan was developed or when Policy ADA for equitable opportunities was adopted. The majority of this Board was not here when the Guiding Principles were adopted in March 2005. This is an opportunity for this Board to address these issues. Student assignment is still based on the framework of offering choice but we do not offer much choice because there is no longer much choice available. This Board must deal with this differently because we are in a different place than we were ten years ago. This Board has worked hard over the past

several months to revise the Theory of Action and Core Beliefs and Commitments, and recognized how important they influence the CMS system and how we educate everyone who attends CMS. We must now make the system fit those documents especially at a policy level. The Board realized during the budget process that CMS could save money by implementing certain changes to the system. Once, the Board completed the budget process, the time had slipped upon us to do the upfront work to complete this process by November. In order to make this work, it is important to begin this process in June and the Board is interested in hearing from the public. It is important for this Board to review all the moving parts of CMS to see how they all fit together. Mr. Tate wants to move forward in this process so that CMS will be ready for the new school year beginning August 2011 and to meet that timeline these decisions must be made in November 2010. Mr. Tate said this will be a fascinating process and dialogue with the Board, staff, and the public and it will lead to continuous improvement for the school system.

- Dr. Waddell thanked the staff for their time and presentations. She also thanked Chairperson Davis and Mr. Tate for their hard work in the preparation of this information as we move forward. She is happy CMS has developed a schedule and the items to be discussed. She said many of the questions are the same questions that the public has asked in the past and the Community Forums will be a good opportunity for the public to get answers to those questions from key staff. This process will involve compromise because everyone cannot have what they want. Dr. Waddell encouraged the Board to address the questions and to make decisions as they move forward. She expressed concern regarding the timeline because the Board has a busy schedule in June and July and she hopes everyone will take this as a learning curve.
- Chairperson Davis said he understands the strain of the calendar, the broad scope, the risks of the process, the quality of communication with the Board, and these are areas in which he can learn.
- Ms. Lennon said she supports the Comprehensive Review because she asked for that during her campaign. She believes CMS must be fiscally viable for the future, be cost effective in delivering the best program for students, and it is a natural business operation to conduct a comprehensive review of operations and efficiencies. This is a process that should be conducted whether in a money crisis or not. CMS must eliminate costly areas that are not delivering the academic outcomes needed. The Board must prioritize and review which items are going to be key in policy decisions and those items must be first on the agenda. Student assignment should be on top of the list and other items that are not a policy change can be delayed. Ms. Lennon said CMS has been putting Band-Aids on a large wound and operating under a plan that was written in 2001. CMS has a different Board with a different philosophy and it is time to make major changes. This is a process that will move CMS forward and make it healthier. The schedule is daunting and this Board can drive the public perception to let them know that this is a genuine procedure. The business world works year round, this is the business of the Board, and the Board must get this job done.
- Mr. Merchant asked what is the format for the Community Forums? Chairperson Davis said the format is being finalized but we are proposing that the people who come to the forums would break out into work groups to review key items that the Board reviews on a system-wide basis. They would review that information and share their expectations as well as the lens they would encourage the Board to look through. We hope to solicit

perspectives, ideas, and input that will help the Board to do a better job of serving the community. Those work groups may present information to the forum and that may provide a richer perspective and give the participants an opportunity to be heard and have dialogue with the Board. Mr. Merchant expressed concern that the meetings are condensed into one week and he encouraged staff to not provide a presentation and to let the meetings be open. He hopes there will be a facilitator at the Community Forums who will capture the ideas.

Chairperson Davis thanked staff and the Board for their comments.

VI. REPORT FROM SUPERINTENDENT

Dr. Gorman said there are only a few days of school left and this has been a tough year for staff. Dr. Gorman thanked staff, teachers, custodians, teacher assistants, principals, assistance principals for their hard work and accomplishments of this year.

VII. REPORTS FROM BOARD MEMBERS

Rhonda Lennon congratulated the North Carolina High School Soccer Ladies from North Mecklenburg High School who are the State Champions and the Bradley High School Dance Team who recently performed at UNC-Charlotte and recognized by the North Carolina Dance Theatre for their outstanding work. She wished all graduating seniors the best and a safe summer. She thanked the staff for their hard work.

Joe White thanked Susan Burgess for her service to the community. He served with Ms. Burgess on the City Council, she is an amazing person, and Charlotte is a better place because she passed our way.

Mr. Merchant thanked the many volunteers who work in our schools and hopes they will volunteer again next year.

Dr. Waddell enjoyed attending the presentation by Denise Watts, principal at Bishop Spaugh Community Academy, as she welcomed the new incoming Teach for America teachers to CMS. Dr. Waddell commended the new teachers for their enthusiasm and eagerness to accept the challenges ahead. She congratulated the Technology High School at Garinger High School for being the winners of the competition for building a car during race week. Dr. Waddell noted that last week was *Teacher Appreciation Week* and she thanked them for the hard work they do for students every day.

Mr. Tate thanked all the employees of CMS for making this a good year. He gave a special thanks to the staff of CMS-TV for their great work and he noted that their service will be missed. Mr. Tate congratulated the 2010 Graduates and wished them much success in life. He said the Board will be busy June, July and August and he hopes the public will join the Board for the meetings and provide feedback.

Ms. McGarry enjoyed attending the event to welcome the Teach for America teachers to CMS and she commended them for their enthusiasm and Denise Watts for her inspiring welcome speech. Ms. McGarry reported that she will be a keynote speaker at the Kindergarten Graduation at Villa Heights Academic Center. She congratulated the 2010 Graduates and wished them well in their future endeavors, and she thanked the teachers and

administrators for their hard work in helping them along the path of life. Ms. McGarry invited everyone to join her for "Kaye About Town" on June 17th at Julius Coffee Shop on Wendover Road from 7:30 a.m. to 9:00 a.m. to discuss school related issues.

Tim Morgan congratulated the 2010 Graduates and wished them a safe vacation. He thanked the athletic directors at the schools for their hard work during the summer.

Mr. McElrath enjoyed attending the induction of the 5th graders into the National Honor Society at Villa Heights Academic Center and he thanked staff for their hard work. He looks forward to attending the upcoming graduations and he wished the graduates well in their future endeavors.

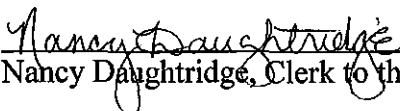
ADJOURNMENT

Chairperson Davis called for a motion to adjourn the meeting.

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

The Regular School Board Meeting adjourned at 9:24 p.m.


Eric Davis, Chairperson


Nancy Daughtridge, Clerk to the Board