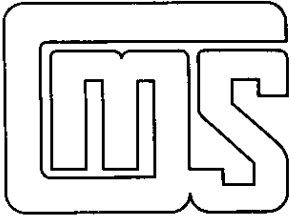


AGENDA

Meeting Type:	SPECIAL
Date:	02/20/1996
JOINT MEETING: CITY/COUNTY/SCHOOLS	

City of Charlotte, City Clerk's Office



Charlotte-Mecklenburg Board of Education
Post Office Box 30035
Charlotte, North Carolina 28230-0035
Telephone (704) 379-7141

Susan Burgess, Chairperson
Arthur Griffin Jr., Vice Chairperson
John W. Lassiter
Pamela R. Mange
Samuel L. Reid
George R. Dunlap
Louise S. Woods
John A. Tate III
Lindalyn Kakadelis

City Council/County Commission/Board of Education
February 20, 1996
Joint Luncheon Meeting

Agenda

1. Superintendent Search Process
2. Board of Education Initiatives
3. Technical High School
4. Environmental Sampling -- Charlie Baker, Charlotte City Council
5. Miscellaneous

The next Joint Luncheon meeting is scheduled to be held on April 16 at noon. The Charlotte City Council will host.

CHARLOTTE - MECKLENBURG BOARD OF EDUCATION SUPERINTENDENT SEARCH PROCESS (12/12/95)

12/4/95 BOARD-ELECT SEARCH PROCESS DISCUSSION

12/12/95 BOARD APPROVE SEARCH PROCESS

1/2/96 BOARD SELECT SEARCH FIRM

**1/96 DEVELOP APPLICATION MATERIALS
SOLICIT AND ADVERTISE FOR CANDIDATES**

**1/96 BOARD SEARCH WORKSHOP(S)
-DEFINE SEARCH PARAMETERS
-REFINE BOARD MISSION
-DEVELOP INITIAL SUPERINTENDENT PROFILE
CONFIRM COMMUNITY INPUT SOURCES**

**2/96 FOCUS ON COMMUNITY INPUT
-PUBLIC HEARINGS
-COMMUNITY LEADERS AND GROUP INPUT
EXAMINATION OF COMPARABLE SCHOOL SYSTEMS
REFINE SUPERINTENDENT PROFILE
FIRST SCREEN OF CANDIDATES BY BOARD
-REFERENCE CHECKS
-PAST PERFORMANCE SUMMARIES
-INITIAL TELEPHONE INTERVIEWS**

**3/96 SECOND SCREEN OF CANDIDATES BY BOARD
-SITE VISITS AND FOLLOW-UP
FINALISTS SELECTION**

**4/96 FINAL CANDIDATES INTERVIEWS
-BOARD INTERVIEWS
-COMMUNITY INTERVIEWS AND REVIEW**

**5/96 SUPERINTENDENT SELECTION BY BOARD
-TERMS AND CONDITIONS
ANNOUNCEMENT TO COMMUNITY**

DISTRICT MEETINGS FOR SUPERINTENDENT SEARCH

FEBRUARY 1996

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
11	12	13	14	15	16	17
18	19	20	21 District 5 - John Tate Myers Park High 7:00 p.m.	22	23	24
25	26 District 2 - Sam Reid West Charlotte High 7:00 p.m.	27	28	29 District 6 - Lindalyn Kakadelis Providence High 7:30 p.m.		

MARCH 1996

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
					1 District 2 - Sam Reid Sterling Elementary 7:00 p.m.	2
3	4 District 1 - Pam Mange West Mecklenburg High 7:00 p.m. District 4 - Louise Woods Eastway Middle 7:00 p.m.	5 District 3 - George Dunlap Irwin Avenue Elementary 7:00 p.m.	6	7 District 1 - Pam Mange North Mecklenburg High 7:00 p.m.	8	9

Revised February 13, 1996

CHARLOTTE-MECKLENBURG PUBLIC SCHOOLS

Draft of Superintendent Profile

- compelling leadership; the ability to grasp and build upon the Charlotte-Mecklenburg educational vision by inspiring and motivating others; a visionary in his/her own right but able to refine as well as start from scratch;
- a proven track record of enhanced student performance, dropout reduction, advanced course enrollment, etc. in a district or documented turnaround performance in a large organization which shares at least some similarities with Charlotte-Mecklenburg;
- high expectations for all children, parents, and district staff and a commitment to continuous improvement; an insistence on individual accountability at all levels measured both quantitatively and qualitatively;
- a focus on student achievement – both the “what” and the “how” of learning; an emphasis on the staff development and parent involvement critical for continuous quality improvement;
- a commitment to equity; the ability to prioritize and allocate limited resources fairly and according to need; the courage to deal openly with both “weak link” and “peak performance” schools;
- the ability to be a morale builder who can pull diverse groups and individuals together; a “roll-up-the-sleeves” visibility; a team builder; professional accessibility and an “easy-to-approach” personality;
- a powerful communicator; a skilled speaker and listener – one-to-one or in large groups;
- community relations savvy; the ability to reach out, involve others and build consensus that public schools are Charlotte-Mecklenburg’s most critical community asset; a track record of successful voter initiatives;
- a bent for partnerships and an understanding of the limitations of any organization’s acting alone; the discipline to focus on the district’s “core competencies”;
- a thoughtful planner and assessor who understands the complex implications of organizational growth and systemic change; not just a “change agent” but also a “change manager”; the stamina to “push and pull” a large district to the next level of excellence – classroom by classroom;
- a commitment to decentralized or site-based management and accountability; the belief that schools can define themselves to

serve their own students while still meeting district goals and standards; a basic realization that there are “many paths to the top”;

- a track record of success in a multicultural district or organization; an appreciation for diversity and the needs of the individual learner; the ability to customize programs; a service mentality;
- an appreciation for the potential of technology – administratively and instructionally; a personal comfort level with computers, database management and on-line resources;
- the highest standards of honesty and integrity; the willingness to serve as a model for children;
- a love of children; the courage to be their advocate even when such a stance is unpopular or uncomfortable; a “thick skin”;
- a lifelong learner; a commitment to research-based innovation as well as “what already works”; a low ego need and the willingness to learn from others;
- the self-confidence, high energy level, and sense of humor necessary to make all of the above possible.

Board Initiatives

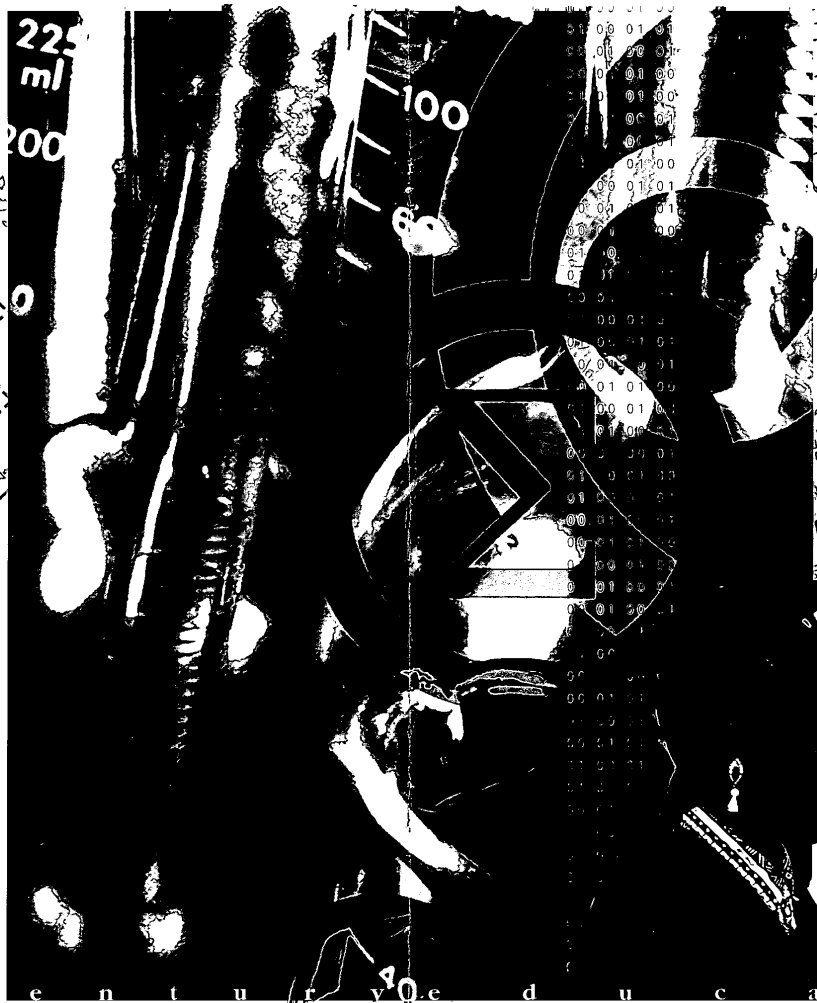
1. Allocate resources according to need
2. K-2 Literacy Program
3. Program Evaluation
4. Reading Literacy Program in middle and senior high schools
5. Vocational/Technical High School
6. Discipline and Violence Prevention
7. Preschool and Child Readiness to Learn
8. Character Education
9. Parental Involvement
10. Exceptional Children

This is an exciting time for all of us at Charlotte-Mecklenburg Schools, and nothing holds more promise than *School to Work* and the proposed Mecklenburg High School of Technology. CMS is on solid ground with this proposal. *School to Work* is sweeping the country and is being enthusiastically endorsed by both educators and business people. It is an exciting prospect, leveraging private dollars to meet a public need in a manner that is in step with our students and with the times. We can, in fact, create a new math where $1 + 1$ can equal 3.

This publication is a synopsis of a presentation to the Charlotte-Mecklenburg Board of Education by:

Greg Giff
 Charlotte-Mecklenburg Schools

Charles Terry Shook, AIA
 President
 Shook Design Group, Inc.



SCHOOL TO WORK
 Bringing Education Into The 21st Century

2 1 s t c e n t u r y e d u c a t i o n

A Glimpse Into An Exciting Future...

Our thanks to Ron and Katherine Harper of the Harper Corporation for their involvement with the Charlotte-Mecklenburg Schools. Under their dynamic leadership the company has placed the fastest growing technology of the printing industry into the hands of our students. With South Mecklenburg High School as the first national big school setting, students receive direct experience and skills for the workplace. The numbers reveal the success of the program. In the 1994-95 school year 104 students were registered, for which there was space for only 44! With the addition of the program at Garinger High School, current enrollment is approaching 200.....

The Harpers' program is an example of an exciting marriage of school and business interests.



Why must we embrace a new paradigm for vocational-technical education, and all education?



5.

Resolve the public debate of public vs. private development.

Topics within this analysis should include:

- **support** (will the public support additional indebtedness, regardless of the approach?)
- **private dollars** (what level of funding can be leveraged for capital and operating support of the school?)
- **legal issues** (can a private development simply be done as contemplated?)
- **cost of funds** (how do conventional bond funds versus private financing compare?)
- **construction costs** (how does public bidding versus private negotiations compare?)
- **land assembly** (if privately developed, shall CMS select its own site or seek combined developer/site proposals?)
- **timing of design/construction process** (will a private process deliver the building in advance of a bid/award process?)
- **public perception** (will support for the concept be dependent upon the path that is chosen?)

6.

Embrace Comprehensive Workshops

We envision that workshops will be held among a broad group of participants inside and outside CMS. These workshops will openly address the range of topics, including curriculum content and approach, relationships with businesses and collegiate institutions, and building relationships and design issues for Meck Tech. Workshops that bring together educators and business people are crucial events in the establishment of a lasting partnership between CMS and the world of work.

7.

Set a timetable to make School To Work (both the program and Meck Tech) a reality.

The following are critical events for these actions to be executed:

- Select and confirm workshop participants.
- Select a site.
- Using outside counsel, analyze the feasibility of the public/private proposal.
- Begin Workshops for the curriculum and the building design.
- Begin a public communication

The design of Meck Tech will be unlike any of the other high schools within Mecklenburg County because of its relationship to and with businesses. It will offer all of the accepted courses of study and extracurricular activities of other comprehensive schools.

Articulate the facility needs for Meck Tech. Site and building issues are addressed through the Organizing Principles listed below.

Principle One: Select a Site Central to Students & Accessible by Business
This school of choice must be centrally located within the county on a major circulation corridor, and preferably on a city bus line.

Principle Two: A Site Adjacent to a CPCC Satellite Should Be Considered
Sites meeting this criterion are limited, being first restricted to areas in which CPCC will be developing new facilities and second, to sites large enough for both campuses.

Principle Three: Build a School Facility That Is Built to Last
It's doubtful that an existing commercial or industrial structure can meet this requirement. A new facility is the most long-term, cost-effective measure for future generations.

Principle Four: Design Spaces That are Tailored & Highly Flexible
Traditional schools generally have inflexible designs built to house traditional classroom instruction. The facility must use flexibility to meet changing requirements of the business partnerships.

Principle Five: A Building That Is Both Public & Private In Its Use
People will use this school in a manner unlike any other school within the CMS system. Companies may use the facilities not unlike a conference center, for presentation of workshops, lectures, and demonstrations that benefit both their employees and the students.

Principle Six: Capitalize Upon the Schedule of the Students to Create Cost Savings in Construction Operation & Maintenance
Because many will be engaged in off-campus experiences, all students will not be on campus at the same time. The school size may be reduced to recognize this pattern of use. Therefore, operating and maintenance costs may be less than that of a traditional high school.

Principle Seven: Design a Building That Looks Like Its Namesake
Visually, the entrance and other prominent portions of the school should radiate images that evoke a research institution, a technologically advanced industry, or a corporate office. Projecting such an image will demonstrate to students and parents that School to Work is a cutting edge program and not a remedial afterthought.

Quite simply, old models of Vocational-Technical education have outlived their usefulness. Moreover, our educational system is not meeting the needs of either the segment of U.S. business that is desperately seeking a work force for the 21st century, or of many high school (and even college) graduates who expect to fulfill their American dream. CMS must transform the current system by adding new business-relevant programs, and by keeping the ones that work. Only by forging an alliance with businesses to deliver a relevant and useful education that leads to careers and jobs will **SCHOOL TO WORK** work.

The justification is staggering.

- Fully one-half of high school graduates do not attend a 4-year college.
- Of those 50% who do attend, only one-half receive a baccalaureate degree.
- For this 25% that do receive a degree between now and the year 2005, 30% of them can expect to be in jobs not requiring a 4-year degree.
- Only 17.5% of this year's graduating class will find a direct link between their secondary preparation and their career goals.

What is the School to Work Initiative?

The School to Work Opportunities Act was signed on May 4, 1994. The law provides seed money to states and to local partnerships of business, labor, government, education and community



organizations to develop School to Work systems. It proposes a fundamental, common sense change in the methods

by which we educate all students for the world of work. In theory, School To Work exploits the now-accepted fact that most people learn best by doing.

This program will be reality-based, incorporating direct contact by teachers and students with actual employers within the Charlotte area as an integral part of the academic day. The potential for skill development and subject mastery is endless. Students will connect with companies engaged in accounting, banking, construction, electronics, architecture, healthcare and manufacturing, to name a few. The list of business partners mirrors the robust and diverse economy of the region, assuring success for the future.

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What Will Be The Characteristics Of School to Work?

- A School To Work program will be an **assimilation of existing programs** of CMS into a system of study at all high school campuses.

- The program will be **reality-based** education with a career focus, whether the career begins after high school or college.

- **Colleges will function as partners** allowing experience and credits while in high school.

- The program will directly link CMS to the financial and informational **support of the area businesses.**

- **Assessments** will have an emphasis upon **accomplishment** and demonstrated skills.

- School to Work will provide students with **a diploma and credentials that means something** to an employer!

The community senses the need for such a program, and is not waiting patiently for it to slowly appear. Private developers are seeking to get into the act by offering alternatives to the public sector for constructing *Meck Tech*. Clearly, it is time for CMS to move its research and development efforts of the School to Work initiative into a public communication and implementation model.

What Will An Action Agenda Embrace?

The following Action Agenda outlines seven critical steps in moving the School to Work concept forward.

1. Launch a communication effort to get the public away from traditional Voc-Tech, and into the School to Work concept.

The public is generally unaware of the School to Work program. When asked about a Vocational Technical High School, most will respond that it is a place for the less motivated and underachieving of our students to learn only the basics of a traditional trade. Even though the traditional trades will be represented (and at an advanced level), School to Work is *not* a remedial program, but a groundbreaking, reality-based ticket to the future for all students and businesses alike. A comprehensive communication effort will eliminate old perceptions about Voc-Tech education. By encouraging a series of articles within the print and broadcast arena and through internal efforts, a communication campaign will:

- Establish a shared vision among our citizens;
- Give examples of efforts in other places, and
- Demonstrate that CMS and the local business community can work together.

2. Create business partnerships to plan and implement the educational curriculum and facility needs of the school.

The statistics are clear: school systems alone cannot fully prepare our students for the world of work. Therefore, members will be drawn from within CMS, from the local business community, and from the local institutions of higher learning to serve as the planning and advisory committee to CMS on School to Work activities.

3. Forge educational alliances with institutions of higher learning.

Even though CMS is the primary purveyor of and catalyst for School to Work activities at the secondary level, CPCC, UNCC, Queens College, Johnson C. Smith, Brookstone College and others have vital roles to play in the creation of a School to Work program. CMS and the other institutions will be mutually challenged to articulate and mesh their programs of study.

A new type of school resulting from the School to Work program will be developed. Initially known as the *Mecklenburg High School of Technology*, or *Meck Tech*, for short (now being referred to as the *Voc-Tech High School*) the school will serve as a functional and visible hub for School to Work.

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