

Approved by the Charlotte-
Mecklenburg Board of Education
May 12, 2015
Regular Board Meeting



Charlotte, North Carolina

March 10, 2015

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

The Charlotte-Mecklenburg Board of Education held a Regular Board Meeting on March 10, 2015. The meeting began at 4:30 p.m. and was held in CH-14 of the Government Center.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1
Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4
Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board was George E. Battle, III, General Counsel. Tim Morgan served as Clerk to the Board.

Upon motion by Tim Morgan, seconded by Paul Bailey, the Board voted unanimously to go into Closed Session for the following purpose:

- **To discuss personnel matters.**

The motion was made pursuant to Sections 143-318.11(a)(6) of the North Carolina General Statutes.

The Board held a Closed Session meeting from 4:30 p.m. until 5:55 p.m. in Room CH-14.

Chairperson McCray reconvened the Regular Board Meeting at 6:04 p.m. in the Meeting Chamber of the Government Center. CMS TV televised the meeting.

Present: Mary T. McCray, Chairperson, Member At-Large
Timothy S. Morgan, Vice Chairperson, Member At-Large
Ericka Ellis-Stewart, Member At-Large
Rhonda Lennon, District 1
Thelma Byers-Bailey, District 2
Dr. Ruby M. Jones, District 3
Tom Tate, District 4

Eric C. Davis, District 5
Paul Bailey, District 6

Absent: There were no absences.

Also present at the request of the Board were Sheila Shirley, Chief Financial Officer, serving as Superintendent Designee; George E. Battle, III, General Counsel; Members of Executive Staff; Judith Whittington, Manager of Board Services; and Nancy Daughtridge, Clerk to the Board.

I. CALL TO ORDER

Chairperson McCray welcomed everyone to the March 10, 2015 Regular Board meeting which was held in the Meeting Chamber. Chairperson McCray reported Ann Clark was traveling and Sheila Shirley, Chief Financial Officer, was serving as Superintendent Designee.

A. Adoption of Agenda

Chairperson McCray called for a motion to adopt the proposed agenda.

Upon motion by Ericka Ellis-Stewart that the Board adopt the agenda as presented, seconded by Tom Tate, and the motion passed upon unanimous voice vote of the Board.

B. Pledge of Allegiance

Chairperson McCray called upon Tom Tate to introduce the student to lead those present and in the viewing audience in the Pledge of Allegiance and to speak to the March character trait of *citizenship*. Mr. Tate introduced Jonah Lundy-Williams who is a fifth grade student at Winterfield Elementary School. Jonah was born in Fort Belvoir, Virginia, lived in Washington state, and moved to North Carolina in 2013. Jonah's father is retired from the military after 18 years of service, he has three brothers and three sisters, and his mother works hard to take care of the family and his brother with special needs. Jonah is in the Talent Development Program, on the AB Honor Roll, and the runner-up for Winterfield's Martin Luther King, Jr. Essay Contest. Jonah is an avid reader, helps his parents with chores around the house, and enjoys playing video games with his siblings. Jonah's goal is to attend UNC-Chapel Hill and obtain his Master's Degree in Dentistry. Attending the meeting with Jonah were his principal Angela Grant; assistant principal Brittany Slagle; literacy facilitator Amanda Hudson; and Learning Community Superintendent Charity Bell. Jonah invited everyone to stand and join him in reciting the pledge of allegiance. Following the Pledge of Allegiance, Jonah explained the definition and importance of citizen. Jonah urged everyone to be responsible, be involved in the community, and to be good citizens.

Recognition of March as National Social Workers' Month

Chairperson McCray gave special recognition to the CMS social workers in honor of March as National Social Workers' Month. The National Association of Social Workers is celebrating its 60th anniversary in 2015. Governor Pat McCrory proclaimed last week as School Social Worker Week in North Carolina. The Board of Education wants to take this opportunity to thank CMS social workers for their contributions to the well-being of our students. Social workers make a huge difference for our students and the Board celebrates their work. Board members gave the CMS social workers a standing ovation to honor their importance to CMS.

II. REQUESTS FROM THE PUBLIC

Chairperson McCray reported the Public Requests section is an opportunity to hear from the public and she provided an overview of the protocol for public speakers. Each speaker will have three minutes to address the Board on any topic of their choosing but personal and individual matters should not be addressed in this forum. CMS employees and their families should not be addressed in the comments and the use of profanity or inappropriate language should not be used. The Board reserves the right to cut off any speaker who violates these rules. One speaker was signed up to speak before the Board.

Nathan Spokas, representing the families of Montclair Neighborhood, thanked the Board for allowing them to provide feedback on the Student Assignment Plan and reopening of Starmount Elementary School. Montclair is a small community assigned to Harding University High School which is ten miles away and he asked the Board to assign them to one of the four high schools closer to their homes such as South Mecklenburg only 3.5 miles away. This will reduce transportation costs and allow students more time to be involved in the community.

Chairperson McCray thanked the public speakers for their comments and called the Requests From The Public closed at 6:14 p.m.

III. CONSENT ITEMS

A. Approval of Minutes:

1. Recommend approval of Closed Session meeting minutes.
 - *January 22, 2015*
 - *February 19, 2015*
 - *February 24, 2015*
2. Recommend approval of Open Session Minutes.
 - *December 9, 2014 Regular Board Meeting*
 - *February 5, 2015, Special Meeting- District 3 Selection*

B. Recommend approval of Licensed/Non-Licensed Hires, Promotions, and Selected Position Separations for February 2015.

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, 2014 - June 30, 2015: 3,080. (Licensed Hires: 1,724/Non-Licensed Hires: 1,356).*
- *Total Promotions July 1, 2014 - June 30, 2015: 783. (Licensed Promotions: 412/Non-licensed Promotions: 371).*
- *Total Selected Positions Separations: July 1, 2014 – June 30, 2015: 27.*

C. Recommend approval of November 2015 Board of Education At-Large Member Candidate Filing Fee.

Pursuant to North Carolina General Statute 163-294.2 the Board of Education is required to approve a candidate filing fee for the November 2015 Board of Education At-Large Member Election. Candidate filing fee is payable to the Mecklenburg Board of Elections. The filing fee to be approved by the Board is \$60.

Chairperson McCray called for a motion to adopt the Consent Agenda as presented.

Paul Bailey moved that the Board adopt the Consent Items A. through C., seconded by Ericka Ellis-Stewart, and the motion passed upon unanimous voice vote of the Board.

IV. ACTION ITEMS

There were no Action Items on the Agenda.

V. REPORT/INFORMATION ITEMS

A. Report on Budget Amendments for January 2015

Correlation to Board of Education Vision, Mission, and Core Beliefs: Operating effectively and efficiently with fiscal accountability.

As required by the Fiscal Year 2014-2015 Budget Resolution, Section IV, adopted September 23, 2014, a report of budget amendments shall be made to the Board of Education on a monthly basis. Budget amendments for January 2015 are as follows:

Fiscal Implications

Fiscal Year 2014-15 State Operating Revenue increased by \$1,452

Fiscal Year 2014-15 Federal Operating Revenue increased by \$108,077

Fiscal Year 2014-15 Other Operating Revenue increased by \$320,223

Fiscal Year 2014-15 State Operating Expenditures increased by \$1,452

Fiscal Year 2014-15 Federal Operating Expenditures increased by \$108,077

Fiscal Year 2014-15 Other Operating Expenditures increased by \$320,223

Chairperson McCray called upon Sheila Shirley to present the report on Budget Amendments for January 2015. Sheila Shirley reported this is the monthly report and as presented.

B. Report on Financial Statements for January 31, 2015

Correlation to Board of Education Vision, Mission, and Core Beliefs: Operating effectively and efficiently with fiscal accountability.

Chairperson McCray called upon Sheila Shirley to present the report on Financial Statements for January 31, 2014. Sheila Shirley reported this is the monthly report and as presented.

C. Report on Project L.I.F.T. Opportunity Culture Year I Implementation

Correlation to Board of Education Vision, Mission, and Core Beliefs: Providing all students with the opportunity to perform to their fullest potential and ensuring that there is no discernible difference between the achievement levels of students by race, gender or economic level.

Chairperson McCray called upon Sheila Shirley to introduce the report on Project L.I.F.T. Opportunity Culture Year I Implementation. Sheila Shirley introduced Denise Watts, Project L.I.F.T. Community Superintendent, to present the report.

Denise Watts provided the Board with an overview of the report by Research for Action, third party evaluator, on Opportunity Culture in Project L.I.F.T. Opportunity Culture was implemented in four Project L.I.F.T. schools approximately two years ago. Opportunity Culture has now been expanded to an additional seventeen schools in CMS. Project L.I.F.T. contracted Research for Action to assess different aspects of Project L.I.F.T. to ensure informed decisions are being made on how to move forward with the work and this is one

example of those evaluations. When Opportunity Culture started in 2011, there were no schools or school districts in the nation attempting this work. Opportunity Culture was a concept and not an initiative that was being actualized. Public Impact, a CMS partner and funder, approached CMS to be one of five school districts across the nation to implement Opportunity Culture. Project L.I.F.T., as part of CMS, decided this was a good strategy to implement in an effort to attract, retain, and develop quality teachers.

- Opportunity Culture Evaluation Scope:
 - Research for Action studied the initial year of implementation in early the adopter schools: Thomasboro Academy, Allenbrook Elementary, Ranson IB Middle, and Ashley Park Pre-K-8.
 - Design, Recruitment, and Rollout Phases.
 - Implementation through 2013-2014 school year.
 - Context: Opportunity Culture is new and untested.
- Opportunity Culture Timeline:
 - Spring 2011: Denise Watts reached out to Public Impact.
 - 2012: Opportunity Culture presentation to principals. Public Impact holds information sessions for interested principals. Fall 2012 – four LIFT schools institute school-based design teams and design sessions begin.
 - January 2013 - Schools submit Opportunity Culture plans. LIFT creates job description.
 - February 2013: CMS releases budget allotments to schools. Schools update Opportunity Culture plans. Recruitment begins.
 - Fall 2013: Official launch of Opportunity Culture in the four LIFT schools.
 - Fall 2014: Expansion of Opportunity Culture to West Charlotte High School.
- Opportunity Culture Principles: Teams of teachers and school leaders choose and tailor models to: reach more students with excellent teachers and their teams; pay teachers more for extending their reach; fund pay with regular budgets; provide protected in-school time and clarity about how to sue it for planning, collaboration, and development; and match authority and accountability to each person's responsibilities.
- Review of Opportunity Culture School Profiles.
- Overview of Findings:
 - Successes:
 - Design: Salary scales and budget neutrality.
 - Recruitment: Effective method for recruiting strong talent.
 - Challenges:
 - Recruitment: Lack of clarity/consistency during hiring process.
 - Rollout: Lack of clarity around Opportunity Culture roles.
 - Rollout: Insufficient training and support.
- Teacher Perceptions of Impact:
 - Teachers perceived increased levels of professionalism: Leadership, communication skills, and confidence.
 - Opportunity culture seen as 'different' from previous roles: Coaching roles. Lesson planning for grade levels/data analysis across classes.
 - Multi-Classroom Leader teachers seen as generally beneficial: Supportive role for new teachers, varied perceptions from veteran teachers.
 - Opportunity Culture applications were driven by: Potential for professional growth, higher pay.

- Teachers wanted to apply for future Opportunity Culture positions: Caveat – teachers wanted greater role clarification.
- Opportunity Culture magnified existing teacher, school culture dynamics.
- Tension between Opportunity Culture and Non-Opportunity Culture teachers traced to: Selection process, mentorship and coaching, and roles/responsibilities and scheduling.
- Student Behavior:
 - Student Behavior – Perceptions: Perceived negative impact on Opportunity Culture on student behavior: Student rotation between teachers, Multi-Classroom Leaders, and others. Increased class sizes as result of Multi-Classroom Leaders.
 - Student Behavior – Outcome Data: Overall, disciplinary incidents declined.
 - Academic Performance Perceptions:
 - Teachers gave mixed reviews of Opportunity Culture’s impact on student academic achievement: Multi-Culture Leaders seen as drivers of academic achievement in two schools (relationship-building with students, individualized support). Perceived neutral or negative impact in two schools, particularly for younger students.
 - Academic Performance Outcomes Data: Overall increased proficiency levels in Math End of Grade, 2012-2013 compared to 2013-2014. Overall, increased proficiency levels in Reading End of Grade, 2012-2013 compared 2013-2014.
- Recommendations Design: Establish clear roles and responsibilities for Opportunity Culture teachers and reach teachers. Evaluate school culture prior to implementation. Structure schedules so that Opportunity Culture teachers have time to accomplish duties. Ensure consistent teachers support across grade levels. Address challenges associated with increased class size.
- Recommendations Recruitment: Continue to use Opportunity Culture as a way to attract high quality teacher applicants. Ensure a transparent hiring process.
- Recommendations Rollout: Provide professional development prior to and during the school year to include coaching, managing schedules, developing lesson plans, and using data-driven instruction.
- Recommendations Learning Community: Establish a learning community to share successes, challenges, and promising strategies for Opportunity Culture implementation.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board members Tate, Jones, Ellis-Stewart, Morgan, Byers-Bailey, and McCray asked questions. Board member questions regarded budget neutral, teacher stipends, length of teacher commitment, peer mentoring, return on investment, biggest cost (professional development), barriers for future implementation (using resources and allotments differently), parent communication plan and support, State support, increased class size, and teachers taking on additional responsibilities. Ms. Watts provided responses to the questions.

- Tim Morgan asked would it require State approval to take Opportunity Culture to a broader scale? Ms. Watts said she has attended three State level meetings to talk about Opportunity Culture (Education Oversight Committee, State Board of Education, and Fiscal Committee). There is interest but they are grappling with how it can be accomplished. Members of the State Board of Education, elected officials, and Governor visited the schools to observe Opportunity Culture and they are watching for the results.

D. Management Oversight Report on Community Partnerships and Family Engagement

Correlation to Board of Education Vision, Mission, and Core Beliefs: Partnering with community members to maximize student learning.

Chairperson McCray called upon Sheila Shirley to introduce the Management Oversight report on Community Partnerships and Family Engagement. Sheila Shirley introduced LaTarzja Henry, Assistant Superintendent for Community Partnerships and Family Engagement, to present the report.

LaTarzja Henry provided the Board with an update on the work of the Community Partnerships and Family Engagement and progress to date.

- **Community Partnerships & Family Engagement:** The focus of the work is to create comprehensive systems of support for all children by engaging families and community partners.
- **Strategies align with the Board's Theory of Action for Change and the work intersects to bridge the gap with community between families.**
- **Components of the Work:** The center of the work is the students, their families, and the staff that serve them daily. The Family Engagement work is the bridge that connects the community and families to the education of the whole child. Partnerships include nonprofits, philanthropic, civic groups, community, faith-based organizations, and businesses.
- **Functions and Scope of Work:** The department provides support to schools and the work is divided into support groups: School Engagement Support Services; Parent University; Parent Leadership (PTA, PTO, School Leadership Teams); College and Career Engagement; Community Engagement & Advocacy; and Professional Development. The skills to engage parents around child learning are different than teaching.
- **Family Engagement Focus Areas:** Increase effective and inclusive family engagement at each school; build parent leadership opportunities and their capacity to work cooperatively in schools and within their community; implement the new framework for Parent University; and build the capacity of school leaders to understand and implement the U.S. Department of Education Framework for Family – School Partnerships with fidelity.
 - **Dual Capacity-Building Framework for Family-School Partnerships:** Framework provides guidance to districts throughout the country that endorses the importance of engaging families in the work of public education. There must be opportune conditions for the partnership to work effectively. The goals of policy and programs build and enhance the capacity of staff/families in the “4 C” areas: capabilities, connections, cognition, and confidence. The framework must be embedded in all strategies and aspects of the work.
- **Refocusing Parent University:** The framework was used to refocus Parent University. Since the inception of Parent University six years ago, 50,000 parents have been served. More courses have a direct link to learning and focused on helping parents learn how to help their children learn.
 - **Parent Learning Collaborative -** Select group of parents who are utilized in essential ways within the school system: Parent University Course Review Committee, provide counsel for home/school connection best practices, and learning group for school and community relations concerns.
 - **Engagement Successes:** District leadership meetings held to launch the family

engagement strategies; provided and increased staff participation in professional development; participated in School Health Advisory Council resulting in increased family participation in Universal Breakfast Plan; and Co-sponsored back to school family engagement event with the City of Charlotte and provided Parent University courses and school supplies.

- Partnership Progress to Date: CMS partnerships are established, ongoing relationships with businesses, faith-based organizations or community/civic engagement organizations that have agreed to work collaborative with CMS to support student successes.

Type of Partnership	Number of Partnerships	Total Commitments
Business	100	351
Faith-based Partnerships	44	133
Community/Non-Profit Partnerships	81	189

- Connecting Community Resources to School/Student Needs:

Type of Needs	Number	Percent
Academic Needs (tutoring, reading buddies, school supplies, books)	77	23%
Social Emotional Needs (mentoring, appreciation for teachers and staff)	100	30%
Professional Development Needs (workshops, training, field trips, job shadowing)	29	9%
Other Needs (basic, hygiene products, clothes, office supplies, sports equipment)	128	38%
Total	334	100%

- Legacy Partners: UNC-Charlotte, Queens University of Charlotte, Covenant Presbyterian Church, United Way, Wells Fargo, Charlotte Chamber, Davidson, IBM, Vulcan Materials Company, Hands On Charlotte, McClintock Partners, and Christ Lutheran.
- Volunteer Management System:
 - 41,147 total active volunteers in database. 8,819 new volunteer applicants between July and December 2014. 16,509 'Other' hours logged (days of caring, beautification days, PTA, office support, classroom assistance, etc.). 737 mentoring hours logged. 1,588 tutoring hours logged.
 - LobbyGuard System: System to manage our volunteers. CMS collects volunteer hours when visitors select 'CMS registered volunteer' when entering the school: 15,853 volunteers in the first two quarters of 2014-2015. 156,571 volunteer hours reported from LobbyGuard. After a year and a half transition, the plan for the next school year is to only report volunteer hours from LobbyGuard.
- Partnership Success Stories: Chick-Fil-A Customer Service Training (trained front office staff at over 50 schools); Augustine Literacy Project (trained tutors who support over 17 schools); Charlotte-Mecklenburg Schools (early childhood literacy, reading programs for English as a Second Language students and families, professional development for teachers, tutoring and homework programs); Discovery Kids Countdown to Kindergarten (attended by over 800 families with rising Kindergarteners from the North Learning Community); Nations Ford Family Night (over 400 attendees learned about instructional strategies to use with their children at home while enjoying meals provided by partners); Discovery Place (5th grade STEM focused field trip for 450 elementary students, STEM

focused and other professional development opportunities for staff, and PTA Family Night); IKEA (new teacher lounge donated to a school in the North Learning Community); New Charlotte Church (100 iPads donated, donation of costs to every elementary student at Greenway Park, and mentoring program development); and Elevation Church (provided breakfast for teachers and staff of the four Governors Village schools (over 450 meals).

- Parent Leadership 2014-2015:
 - Of the 116 Parent Teacher Associations: 84 are in good standing; 32 PTAs have organizational opportunities; 35 have yet to be determined if they are PTA, parent involvement team, or PTO; and as of February 24, 2015 there are 22,692 PTA members in CMS.
 - All schools have School Leadership Teams (the department provides support to ensure parents are leading and actively participating on the school Leadership Teams).
- New Emerging Leadership Groups – *Be There Dad* Partnership: Piloted in ten schools: University Park, Bain, Blythe, Highland Creek, Cotswold, J. H. Gunn, Bruns, Mallard Creek, Irwin, and Nathaniel Alexander; representing over 6,000 students; diverse population; over 500 dads on mailing list; and over 150 dads are active participants.
 - Add ten schools in 2015-2016 school year.
 - Benefits of the Program: Students benefit from presence of their dads; teachers and staff benefit from more time in classrooms; school grounds are aesthetically pleasing; and visible male presence in schools benefit all students and faculty.
- Next Steps:
 - 2015 Faith Summit (April 29): Queens University Sports Complex.
 - Back-to-School Literacy Parent Summit.
 - Working with government agencies on undocumented family volunteer opportunities.
 - Expanding programing and support: Family Instructional Teams, Increase strategic partnership portfolio of schools.
 - Formalize longstanding partnerships in the form of Memorandums of Understanding.
 - Partnering with organizations to provide Parent University course offerings for families during the summer.
 - Results from UNC-Charlotte partnership research.

Chairperson McCray thanked staff for the report and invited Board members to ask questions and make comments. Board member Jones, Byers-Bailey, Lennon, Ellis-Stewart, and Tate thanked staff for the report, asked questions, and provided comments.

- Dr. Ruby Jones thanked staff for the comprehensive report and noted that all parents have something to contribute to the education of their child. She supports the *Be There Dad* Initiative and noted that Billingsville Leadership Academy recently sponsored a successful Father –Daughter Dance. CMS has a lot of exciting things happening in our schools and she hopes the community is paying attention.
- Thelma Byers-Bailey addressed concern that parents may not be able to support their child at home because they do not have access to technology services, she appreciates the community partnerships for their positive support to students, and noted there are a couple of high schools that have a Grandma Initiative to support grandmas/older women building relationships with the entire student body at the school. Ms. Henry reported that the majority of the families have access to technology services in different ways and there is not a technology gap. CMS is ensuring parents are aware that their communication tools (internet, cell phone Apps) can be used to extend learning for their children.

- Rhonda Lennon recognized scouts from Troop 330, Stonebridge Church on Prosperity Church Road, who are working on their Citizenship in the Community Merit Badge. Ms. Lennon expressed concern that the north area has the least number of community partnerships and she urged staff to build those collaborative efforts.
- Ericka Ellis-Stewart asked questions regarding the return on investment for the increased staff in the department; tracking the community services provided for children in elementary to ensure similar services are provided in middle school; consider an annual report on the monetary value of the community services provided to CMS students and the costs if done in-house; LobbyGuard capabilities; aligning the work of the faith-based contributions to the needs of the students; and status of revitalizing the CMS Foundation. Ms. LaTarzja provided clarification and noted that regarding CMS Foundation, CMS staff is working with community members to relaunching the work of the CMS Foundation to be clear on the direction and leadership to be a multi-year investment.
- Tom Tate asked questions regarding the Municipal ID Program and how do parents learn about Parent University. Ms. LaTarzja said the Municipal ID Program is not the work of CMS but staff is attending those meetings to engage in the community process. Mr. Tate said the Municipal ID Program is a critical piece for the families who feel they cannot come to the school because they do not have the proper identification. Mr. LaTarzja said parents can assess Parent University information on the CMS Website and information is communicated through the schools.

E. Report on Magnet Schools and Programs

Correlation to Board of Education Vision, Mission, and Core Beliefs: Giving all students access to a well-rounded, rigorous curriculum that is research-based and data driven.

Chairperson McCray called upon Sheila Shirley to introduce the Report on Magnet Schools and Programs. Sheila Shirley introduced Akeshia Craven-Howell, Assistant Superintendent Office of School Options, Innovation, and Design to provide an overview of Magnet Schools and Programs.

Akeshia Craven-Howell provided the Board with preliminary information regarding the CMS Magnet Schools and Programs. The report covered foundational information in anticipation of a more detailed report in late April/ early May as a result of the recent Magnet Study Visit by Magnet Schools of America which should conclude this week. Staff will take a deeper dive into the data and evaluation review and report back to the Board.

- Board Guiding Principles drives the work: Magnet Schools (full and partial) offer students opportunities for learning outside the assigned home school in environments that combine three characteristics: A track record of consistently high student achievement, a track record of narrowing achievement gaps at a rate that exceeds the aggregate rate of home schools, and one or more of the following: an academically distinct program, demonstrated innovation in creating high academic growth, and/or a student population that is distinctly more diverse than neighboring home schools.
 - 2014-2015 Magnet Program Statistics: 9 thematic programs in 43 schools; 20 full magnet schools; 23 partial magnet schools (program within a school); and 7 county-wide magnets.
- Review of Magnet Themes, Locations, and Insights:
 - Leadership and Global Studies.

- International Baccalaureate.
- Learning Immersion & Talent Development.
- Montessori.
- STE(A)M - Science, Technology, Engineering, Arts & Math.
- Traditional.
- Visual & Performing Arts.
- World Languages – Language Immersion.
- Blended Learning.
- Further Exploration of Additional Magnet Themes in CMS:
 - Museum Magnet.
 - Secondary Montessori School.
 - Further Magnet/CTE Collaborative Schools (e.g., Fire & Police Academy).
 - Expanding IB opportunities (Career Certificates).
 - Single-Gender Schools.
- Transportation:
 - Provided within transportation zones as identified in the School Options Guide.
 - Provided county-wide for the 7 county-wide Magnet schools as defined in the School Options Guide.
 - Shuttle bus transportation service for certain Magnet schools began in 2010-2011. Magnet student pick-up and drop-off locations and times at identified CMS sites are designated by CMS Transportation.
- Lottery Process:
 - Entry into all Magnet Programs is available via the School Options Lottery.
 - Students must meet themes specific entrance requirements aligned to the Magnet theme.
 - The lottery process is random and anonymous.
 - Second lottery opened March 9, 2015 and closes June 5, 2015.
 - Lottery Results:

School Year	Number of Applications	Number of Students Seated
2011-2012	22,114	17,787
2012-2013	23,673	19,119
2013-2014	24,352	19,441

- Magnet Study Visit:
 - Conducted in partnership with national experts from Magnet Schools of America.
 - Scheduled from March 3-13, 2015.
 - Includes schools visits, focus groups with parents, students, staff, and Board of Education members.
 - Assess the quality of current Magnet offerings.
 - Look at Magnet School performance on indicators such as student achievement, diversity, family engagement, discipline, and graduation rates.
 - Create benchmarks based on national standards of Magnet School Excellence.
 - Findings will be shared with the Board late April or early May.

Chairperson McCray thanked staff for a thorough report and invited Board members to ask questions and make comments. Board members Byers-Bailey, Bailey, Tate, Jones, Ellis-Stewart, Morgan, Ellis-Stewart, Lennon, and McCray thanked staff for the report, asked questions, and provided comments.

- Thelma Byers-Bailey expressed concern that some Magnet programs do not have a continuation program and she suggested that the partial Magnet programs provide all students at the school exposure to the magnet curriculum.
- Paul Bailey expressed concern that children in 8th grade Montessori do not have access to a Montessori high school and he believes those students should be allowed to go into the IB Program, STEM program, or a Montessori high school. He asked staff to review continuation options for the Montessori students at Sedgefield Middle School.
- Tom Tate looks forward to getting additional information regarding Magnet programs and urged Board members to visit the Magnet Schools.
- Dr. Ruby Jones is interested in creative ways to further education for children and asked staff to explore product oriented paradigms geared to minority/Hispanic students.
- Ericka Ellis-Stewart asked staff to provide the IB Diploma information broken out by school and a dot matrix map of Magnet schools to include attendance spread. Ms. Ellis-Stewart is an advocate of Magnet programs but not a fan of a Museum theme. Ms. Ellis-Stewart provided comments regarding the importance of Magnet schools and recommendations: CMS must ensure Magnet schools offer increased rigor consistently across the District; take steps to push the Magnet schools that lag behind the proficiency average of the District to ensure they offer increased rigor; develop plans for county-wide Magnets moving forward; ensure high school teachers are knowledgeable in using IB tenets in their content areas; and develop Magnets that match the workforce trends in the region to be a part of the solution and not the problem. Ms. Ellis-Stewart asked for information regarding the impact shuttle stops had on enrollment and attendance at the Magnet schools and what barriers were created for families because of the shuttle stops. Ms. Ellis-Stewart wants to ensure CMS does not create access or equity issues. The Board must make transportation decisions in the future but she will not support recommendations that further dilute transportation for Magnet schools.
- Tim Morgan suggested CMS create Magnets that tie to local career opportunities such as a West Mecklenburg High School linked to the Charlotte Douglas Airport (mechanics, transportation). Parents want access to Magnet and Career and Technical Education programs. Mr. Morgan urged the Board to consider Magnet programs for the communities not being served. The outlining communities of Davidson, Cornelius, Pineville, Matthews, and Mint Hill do not have a Magnet school in their town limits. The Town of Huntersville has several Magnet options but most are located close to the Charlotte border. There is a high demand for Magnet programs in those townships and they want Montessori, Language, and IB programs.
- Rhonda Lennon agreed with Mr. Morgan's comments. District 1 is a huge area but only has a few magnets and the families want Magnet programs in the schools close to their homes. Ms. Lennon is not a fan of a Museum theme and does not believe CMS needs a Montessori high school. CMS needs more high schools with Career and Technical Education or Trade School themes which can be high paying jobs. CMS must capture students in middle school to show them a pathway to high school and a future career.
- Chairperson McCray suggested CMS have a Career Hub Magnet in each of the transportation zones and consider Motorsports and Pharmacy Technician programs. Ms. McCray asked for information on enhancements for Virtual Learning and Performance Learning Center.

VI. REPORT FROM SUPERINTENDENT

Sheila Shirley reported on the following items:

- Recognition of School Social Workers Month and appreciation of the contributions they make to the lives of our students each day.
- Make Up Days: CMS schools will be in session on March 12th and March 13th as make up days for February 17th and 18th when CMS schools were closed due to inclement weather. March 12th and 13th were previously scheduled as Teacher Workdays. CMS was also closed on February 26th due to inclement weather but that day will be waived because the Board of Education on February 24th granted the Superintendent authority to waive as many as four make up days.
- April 16th Budget Community Engagement Forum at Hopewell High School: April 16th is the rescheduled date for the February 26th Budget Community Engagement meeting which was cancelled due to inclement weather.

VII. REPORTS FROM BOARD MEMBERS

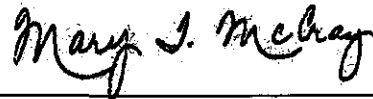
- Thelma Byers-Bailey highlighted that The School of Technology Entrepreneurship and Advanced Manufacturing at Olympic High School and the Bosch Rexroth Corporation won the 2015 Best Collaboration Award for working in partnership to launch a new Manufacturing High School that addresses local talent and skills gap. The school won the regional championship and will advance to the international championship competition.
- Rhonda Lennon congratulated the CMS DECA students who participated in the national competitions in Greensboro, North Carolina and wished them well in the international competitions to be held in Florida.
- Ericka Ellis-Stewart enjoyed participating at the recent Youth Summit and hearing from students participating in a leadership role on their concerns and ideas for Charlotte. Please join the Board at its Policy Committee meeting on March 12th at 10:30 a.m.
- Mary McCray apologized to the students at Lake Wylie and Briarwood elementary schools because she was unable to read to them, as part of the *Read Across America* program, this week due to illness. Congratulations to the students at Community House Middle School for winning the Black History Quiz Bowl held at Carmel Middle School and congratulations to the students at Carmel Middle School for winning second place. All the students from all the schools did an excellent job in participating in the event.

ADJOURNMENT

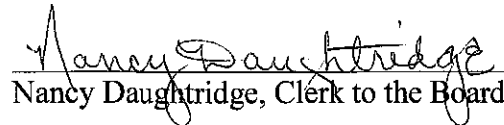
Chairperson McCray called for a motion to adjourn the Regular Board meeting.

Upon motion by Tim Morgan that the Board adjourn the meeting, seconded by Thelma Byers-Bailey, and by consensus, the Board agreed to adjourn the meeting.

The Regular Board Meeting adjourned at 9:15 p.m.



Mary T. McCray, Chairperson



Nancy Daughtridge, Clerk to the Board