



[About the NC SBE](#)

[SBE Meeting Information](#)

[SBE Highlights](#)

[SBE Policy Manual](#)

[Advisory Councils, Boards and Commissions](#)

[Legislative Report](#)

[Legal Affairs](#)

[On the Road](#)

[Education News](#)

[Resources](#)

[HOME](#)



Notes on the state board of education...

June 1, 2006

Special Note: To review background materials on each item, please go to http://www.ncpublicschools.org/sbe_meetings/0606/0606_sbagenda.html Click on the appropriate agenda category: High Student Performance (HSP); Quality Teachers, Administrators and Staff (QP); Effective and Efficient Operations (EEO); Healthy Students in Safe, Orderly and Caring Schools (SS); or Strong Family, Community and Business Support (FCB).

Special Recognition

Outgoing State Board of Education Advisors - Board members recognized and commended outgoing State Board of Education advisors for their dedication and service to the Board. Receiving plaques in recognition of their service were: Superintendent Advisor William R. "Bill" McNeal, Principal of the Year Margaret E. Hyatt, Teacher of the Year Advisor Lizbeth Alfaro and Student Advisor John Benjamin "Ben" Curtis.

Special Report to the State Board

NCDPI High School Improvement Coordinator Dr. Pat Ashley provided Board members with a turnaround plan for low-performing high schools. Currently, 44 schools have been identified as having performance composites below 60 percent and 17 schools have four consecutive years of performance composites below 55 percent. Turnaround plans will target schools with five consecutive years of performance composites less than 55 percent. Dr. Ashley reviewed the Department's efforts over the last three months saying that what is lacking most in some of these schools is a clear plan of action that provides clarity of direction to move students forward. She went on to identify some of the issues impeding high student achievement at these schools, including the need to: establish a learning community involving all stakeholders; focus on recruiting challenges and sustaining and retaining quality staff; redesign schools to include 21st century learning tools; and address facilities and infrastructure needs. Suggested components of the turnaround plan for low-performing high schools include the use of leadership facilitators to help schools in establishing an action framework (pair experienced high school principals with low-performing high school principals); professional development for principals in these schools; professional development for teachers targeted in content and process areas; engagement in school reform and redesign (New Schools Project, 21st Century Schools, etc.) and removal of any local barriers that are impeding success. State Board Chairman Howard Lee said that the Board efforts will be targeted at all 44 identified schools and that these schools will need varying levels of assistance. He also said that some communities might need to be confronted regarding their need to invest further in their schools.

Action Agenda

- *Approval of Supplemental Education Service Providers for 2006-07 (HSP1)* - Board members approved 44 Supplemental Education Service Providers' applications to provide supplementary education services in 2006-07 to students attending schools in Title I School Improvement for the second year. Providers are required to have a demonstrated record of effectiveness, be selected by parents with advice from the school district and be approved by the State Board of Education. (NOTE: One of the 45 providers listed was withdrawn pending additional information.)
- *Policy Defining No Child Left Behind Corrective Action for Districts in LEA Improvement (HSP 2)* - A proposed policy defining corrective action for districts in LEA improvement that fail to meet standards for two additional years was approved. The policy would require that the district inform parents of its status and work collaboratively with the State Board of Education to institute corrective action that would include one or more of the following: defer program funds or reduce administrative funds; align instruction and fully implement the North Carolina Standard Course of Study; replace district personnel if the State Board determines that such action is necessary to allow the district to make AYP; remove a school from the district and establish an alternate governance structure for the school; dissolve the local board of education and establish an alternate governance structure to oversee the district; and restructure the district. The State Board would delay corrective action if the district makes AYP for one year during the time the district is in district improvement or if the district fails to make AYP due to exceptional circumstances beyond its control.
- *Response to the Report on Professional Development from the Center for School Leadership Development (QP 1)* - Board members approved a report to be sent to the UNC Board of Governors outlining professional development needs of the state. Requested professional development programs fall into two categories: support for state initiatives (e.g., high school reform efforts, 21st century skills, teacher support) and specific topics (reading, mathematics, science, instructional interventions, behavior training, etc.). This report is in follow-up to an annual report submitted by the Center for School Leadership Development on the professional development programs administered by the Board of Governors and presented to State Board members at their March meeting.
- *Approval of Plans for Flexible Use of Mentor Funds (QP 2)* - Re requests to allow flexibility in the use of teacher mentor funds submitted by Hickory Public Schools, New Hanover County Schools, the Public Schools of Robeson County and Wilkes County Schools were approved. The school systems plan to use the funds to employ full-time mentors (primarily retired teachers) to work with beginning teachers as a way of providing more intense, consistent and focused support. Twenty-five districts have previously been approved.
- *Teacher Education Program Admission Appeals Process (QP 3)* - A proposed policy that would allow colleges and universities to appeal to the Board on behalf of individuals, who for extenuating circumstances, had not satisfied Praxis I testing requirements for admission to a teacher education program, was approved.
- *Revision of School Counselor Job Description (QP 4)* - A revised school counselor job description was approved that better aligns with the needs of students, schools and communities and with current state and national best practices for the school counseling profession.
- *Utilization of State Board Reserve for Innovative/Special Projects (EEO 1)* - Board members approved using \$498,000 from their reserve funds for professional course development using regional training and the train-the-trainer approach. The State Board reserves \$500,000 from the At-Risk Student Services/Alternative Schools allotment to implement and support specific initiatives as pilots or program start-ups.
- *Revised State Board Policy for NC WISE (EEO 2)* - A proposed revision that would change the compliance deadline for a local district to fully deploy and implement NC WISE from June 30, 2007, until June 30, 2009, or until NC WISE is fully deployed across the state, whichever comes first, was approved.
- *Policy on Dispute Resolution Process for Homeless Students (EEO 3)* - A policy to establish a dispute resolution process for disagreements arising over enrollment or school assignment for cases in which homeless students or unaccompanied youth seeking school enrollment was approved. State Board staff will initiate the rule-making process.

Action on First Reading

- *Exemption Requests Under the Innovative Education Initiatives Act (HSP 3)* - Board members granted an exemption to Camden County Schools under the auspices of the Innovative Education Initiatives Act to allow the North Carolina principal certification requirements to be waived. The Board extended its authority to staff to follow-up with the district regarding its request for a waiver to use vocational funds for other technical education instruction, supplies, materials and equipment. Permission to do this would have to be obtained from the U.S. Department of Education (USED). The Innovative Education Initiatives Act authorizes community colleges, the university system, independent colleges, and local boards of education to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. The programs target at-risk students and students who would benefit from accelerated academic instruction.
- *Changes to the NC's NCLB Consolidated State Application Accountability Workbook (HSP 4)* - There were no changes proposed to the Accountability Workbook because the state has not received feedback from the USED.
- *Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Programs (QP 5)* - In closed session, the Board considered 10 requests for exception to licensing policies.
- *Alignment of Licensing Years with Experience Credit Years (QP 8)* - Board members approved a proposal that would align the lateral entry license dating cycle with the experience credit policy. As approved, lateral entry teachers employed with less than six months of creditable experience time remaining in the school year will now have the following three school years to satisfy all licensing requirements. This item was moved to action on first read.
- *Approval of LEAs and Charter Schools Technology Plans (EEO 4)* - School technology plans were approved for Dare County Schools, Halifax County Schools, Hoke County Schools, Washington County Schools and River Mill Academy Charter School. All district technology plans and 24 charter schools' plans have now been approved. Approval qualifies these school systems and charter schools for the School Technology Trust Fund, No Child Left Behind, and federal eRate monies, as well as a variety of private technology grants.
- *Approval of Children's Trust Fund Grant Award (EEO 5)* - NC Children's Trust Fund Grant Awards for 2006-07 were approved for Appalachian State University, Burke County Public Schools, Chatham County Health Department, NC Division of Child Development, The Family Center, Inc., Child and Parent Support Services, Heartworks, Kids Advocacy Resource Effort, NC Medical Alliance, ECAC, Prevent Child Abuse North Carolina, Inc., Pitt County Health Department, SAFEchild, University of North Carolina at Chapel Hill, Vance County Cooperative Extension and Partnership for Children of Wayne County. The Children's Trust Fund was established in 1983 by the North Carolina General Assembly to provide funds for programs and services to prevent child abuse and neglect.
- *Replacement of Compliance Commission Members (EEO 7)* - Sampson County Schools' Superintendent Dr. L. Stewart Hobbs Jr. (at-large vacancy) and Burke County Schools' Superintendent David C. Burleson (Seventh Education District vacancy) were approved to fill the vacancies on the Compliance Commission for Accountability. This item was moved to action on first read.

Discussion Agenda

- *District Assistance Model (HSP 5)* - Board members discussed a proposed district assistance model that was designed to provide varying degrees of support, guidance and services. The level of services provided would be determined by the district's performance under the ABCs and/or NCLB. Three tiers of service are proposed: guided assistance (local board participation would be mandatory), collaborative assistance and consultative assistance. The primary goal of the model is to improve student academic performance and to build internal capacity in the central office and school leadership for positive change and continual growth. The number of districts that would be served would depend on the availability of resources.
- *Alignment of the Initial Licensure Program Policy with Standard Professional 1 License Requirements (QP 6)* - Board members discussed proposed revisions to the Initial Licensure Program policy that would reflect language changes resulting from revisions to the requirements for converting a Standard Professional 1 license to a Standard Professional 2 license and to address issues raised by local districts. These issues include district responsibility for providing mentor teacher training and support and a clarification of the observation time for beginning teachers to last at least one continuous period of instruction and be followed by a post-conference.
- *Alignment of Licensing Requirements for Student Services Support Personnel with Teacher Licensing Requirements (QP 7)* - Licensure policies to facilitate the employment of teachers from other states have been revised to include student services personnel (school counselors, school media coordinators, etc.). The Board is expected to act on this revision next month.
- *Licensing Requirements for International Teachers (QP 9)* - Board members discussed a proposal that would enable native speakers of a language who have earned at least a baccalaureate degree delivered in the native language and who have been trained to teach English or another language to be issued a non-provisional license to teach the native language. Native speakers of a foreign language who have earned at least a baccalaureate degree delivered in the native language, but who have not completed training to teach English or another language may be issued a provisional or lateral entry license to teach the native language. These teachers must satisfy current provisional or lateral entry license requirements.
- *Praxis Testing Requirements for Exceptional Children's License Areas (QP 10)* - Board members discussed for action next month a revision to Board policy that would allow either of two tests of core knowledge for exceptional children's teachers to be used for the General or Adapted Curriculum license or the categorical license.
- *Board of Governors, Governor's School Membership (EEO 6)* - Three members on the Board of Governor's, Governor's School, will complete a first term of service on June 30. All three - Mary Bouchard, Arthur Spong and Betsy Burrows - have agreed to serve a second term if approved by the State Board of Education. In addition, Linda Brunson is nominated to fill the vacant District 2 superintendent position. Board members were encouraged to inform their districts of this service opportunity. These nominations will be voted on at the next Board meeting.
- *Recommendations for Preliminary Approval of 2006 Charter School Applications (EEO 8)* - The Charter School Advisory Committee recommended five charter school applications be given preliminary approval to begin the planning year: Charlotte Secondary School (Mecklenburg County), Columbus Charter School (Columbus County), Neuse Charter School (Johnston County), Pine Lake Preparatory (Iredell County), and Voyager Academy (Durham County). These schools would open to students in the 2007-08 school year. There is a possibility that a sixth slot will become available June 30. If this should happen, the Charter School Advisory Committee has been asked to meet to consider recommending any of the other four charter school applications that made it to the interview round to fill this slot.

Information Agenda

- *Strategic Plan for Comprehensive School-Based Mental and Behavioral Health Services and Supports (HSP 6)* - The Strategic Plan for Comprehensive School-Based Mental and Behavioral Health Services and Supports was developed by a collaborative work group to address the leveling-off of scores on standardized tests and growing concerns about escalating mental and behavioral needs among the state's public school students. The goals of the plan include the planning and delivery of collaborative and coordinated mental and behavioral health services to all students; providing an adequate number of trained personnel in communities and schools to offer the full array of mental health services and supports; increasing the effective and efficient use of available funding and generate additional sources of funding both within and across agencies; developing shared outcomes and a data collection system to evaluate these outcomes; and expanding public awareness of and advocacy for community mental and behavioral health issues with a focus on children and youth and their families.
- *North Carolina District and School Assistance Program for 2006-07 (HSP 7)* - Board members were presented with a summary of the various types of assistance that will be provided to local schools and districts during the 2006-07 school year. School assistance includes that provided to low-performing schools under the ABCs, to low-performing high schools identified by Superior Court Judge Howard Manning and to Title I Schools in School Improvement as a result of NCLB. District assistance includes that given to districts receiving Disadvantaged Student Supplemental Funding, to districts in Title I District Improvement as a result of No Child Left Behind and to districts of low-performing high schools identified by Judge Manning. Also provided to Board members was a draft projection of funding needs for the state's district and school assistance program for 2006-07. Funding is projected to run around \$10.3 million.
- *NCVirtual Public School - Director's Report (HSP 8)* - NCVirtual Public School Director Bruce Friend updated Board members on the progress of the NCVirtual Public School. Friend said the course needs assessment issued to all high schools in the state ended yesterday and that staff will be analyzing the information. He also said that NCVirtual will be offering a test preparation course for the ACT/SAT/PSAT and that students in rural, low-income and low-performing schools will be targeted for this course and given priority.

[-< Back to Top >](#)