

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
April 30 - May 1, 2014**

The North Carolina State Board of Education met to receive Issues Session presentations, and the following members were present:

William Cobey, Chairman	Wayne McDevitt
A.L. "Buddy" Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Marcella Savage
Gregory Alcorn	John Tate
Kevin Howell	Rebecca Taylor
Reginald Kenan	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Darcy Grimes, Teacher of the Year Advisor
Richard Hooker, Local Board Member Advisor	Madison Bell, Senior Student Advisor
Mark Edwards, Superintendent Advisor	Shykeim Williams, Junior Student Advisor
Dale Cole, Principal of the Year Advisor	

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Wednesday session of the May 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey explained that the purpose of this Issues Session is for Board members to receive in-depth explanation of topics necessary for Board members to understand fully the current issues.

Prior to beginning the work of the Board, Chairman Cobey recognized Dr. Ben Matthews who reviewed the tornado evacuation response procedures due to an announcement of a tornado watch in the area.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. He noted that the times assigned on this agenda for these two days are a guideline and that, to the extent possible, the Board will honor the schedule. However, the Board does exercise flexibility on times when necessary. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for April 30 – May 1, 2014.

*Upon motion made by Ms. Patricia Willoughby, and seconded by Ms. Rebecca Taylor, the Board voted unanimously to approve the State Board of Education meeting agenda for April 30 – May 1, 2014, as presented.*

## **SPECIAL PRESENTATION**

### **➤ Outgoing High School Senior Student Advisor to the North Carolina State Board of Education Ms. Madison Bell (Senior, East Wake High School, Wake County Public School System)**

Chairman Cobey expressed appreciation to Ms. Bell for her contributions to the Board meetings in her capacity as senior student advisor. Chairman Cobey shared that Ms. Bell attends East Wake High School where she has distinguished herself academically, as an athlete, and as a leader among her fellow students. She will be attending UNC-Chapel Hill next year to prepare herself for a career in physical therapy.

Joined by her mother, Ms. Bell was presented with a plaque in recognition of her service to the State Board of Education. The presentation was photographed.

## **SPECIAL COMMITTEE ON DIGITAL LEARNING**

### **➤ Digital Learning Assessment Plan Update ❖ Lt. Governor Dan Forest (Chair) and Ms. Rebecca Taylor (Vice Chair)**

Lt. Governor Forest recognized Mr. Price to provide the Digital Learning Assessment Plan update.

Mr. Price prefaced this update by referring Board members to the eBoard for a copy of the current document. Mr. Price summarized that the contract with the Friday Institute was executed on April 21, and work began on April 28. The Friday Institute will focus on the following questions:

- How do we develop a plan to transition from funding for textbooks to funding for digital material?
- How do we develop a plan to provide educational resources that remain current that are aligned with curriculum and effective for all learners by 2017?
- What is the IT infrastructure needed to support robust digital learning in public schools?

Mr. Price referred Board members to the document on eBoard, which provides a timeline for baseline deliverables and target delivery dates. Mr. Price also noted that a schedule for status updates to the State Board is included in that document as well.

## ISSUES SESSION

### Presentations from State Board of Education Partners

- **North Carolina Center for the Advancement of Teaching (NCCAT)**
  - ❖ **Dr. Richard Thompson (Interim Executive Director, NCCAT, Cullowhee, NC )**

Dr. Thompson prefaced this presentation by recognizing the NCCAT Board of Trustees members who were present in the audience: Mr. Gregory West (Chair, Fayetteville, NC), Ms. Linda Daves (Asheboro, NC), Ms. Linda S. Suggs (Past-Chair, Morrisville, NC), Mr. Aaron L. Fleming (Apex, NC), and Mr. Richard Schwartz (Chair, Foundation Board). In addition, Dr. Thompson noted that SBE Chairman Bill Cobey and State Superintendent June Atkinson serve as *Ex Officio* members on the Board or Trustees.

Dr. Thompson reminded Board members that, in November, he presented the new directions that NCCAT was seriously considering while maintaining its core values to advance teaching as an art and as a profession by treating teachers with dignity and respect and offering high quality professional development. He explained that NCCAT was being asked what they could do to advance some of the critical state initiatives. Moving forward, Dr. Thompson shared that NCCAT has made tremendous strides in digital learning, increased by 600% activities in early grades literacy over the past year and half, and has continued support for beginning teachers and teacher leadership initiatives. Dr. Thompson explained that today's presentation features several recent NCCAT participants who will highlight their experiences in one of the areas mentioned above. Following introductory comments by Dr. Thompson, each of the presenters spoke briefly about their NCCAT experiences.

Mr. Kirk Hanton (7<sup>th</sup> Grade Reading Teacher, Anne Chestnutt Year-Round Middle School, Cumberland County Schools) shared that he is retired from the military, came through the Troops-for-Teaching program and is a second-year lateral entry teacher. After speaking briefly about a teacher who made a difference in his life as the reason he chose a career in teaching, Mr. Hanton spoke about a "rescue mission" offered to him by his principal, which was NCCAT's *Success from the Start Surviving the First Three Years of Teaching* program. Referencing two books, *Why Don't Students Like School* by Daniel T. Willingham and *Teach Like a Champion*, Mr. Hanton elaborated about the strategies he learned at NCCAT and how he has embodied and shared those learned strategies to teach like a champion with his colleagues so that the students at Anne Chestnutt will like school and have an enjoyable experience. Mr. Hanton shared that the instructors at NCCAT not only talked about strategies, but more importantly, they showed the participants how to implement those strategies in their classrooms. In closing comments, Mr. Hanton spoke about the current climate in the teaching arena where seasoned teachers are unwilling to share strategies for fear of being replaced by new teachers due to the potential loss of tenure. He spoke passionately about his desire to learn and use best practices, which he gained during his NCCAT experience.

Ms. Beth Quick (5<sup>th</sup> Grade Teacher, Grady Brown Elementary School, Orange County Schools) prefaced her comments by explaining that, recently, Orange County Schools' rolled out an initiative where all students 4<sup>th</sup> grade through high school have laptops. Since the rollout, teachers realized rather quickly that they needed to know how to use technology as tools in their classrooms. To that end, Ms. Quick shared that she attended NCCAT's seminar, *Catching Up With Your Students – Navigating Technology for the 21<sup>st</sup> Century*. Ms. Quick added that the program helped her acquire technology

skills, integrate digital learning in the classroom, capitalize on student enthusiasm, sustain confidence to teach with technology, and manage technology in the classroom. She noted that the key to NCCAT’s professional development is the hands-on personal instruction from the facilitator and, more importantly, the teacher collaboration feature is in a totally immersed setting. She elaborated on the importance of teacher collaboration as it relates to exploring practices, collaborating, and planning and producing a multitude of multi-media projects. In addition to the collaboration feature, the other significant impact that she learned about student engagement focused on students as “digital natives” as opposed to herself as a “digital immigrant.” She explained that her job as a teacher is to meet students where they are and lead them where she wants them to go as a 21<sup>st</sup> century learner, and she emphasized that she is a 21<sup>st</sup> century learner, too, who needed to catch up with her students, which was the purpose of the seminar to change the way she teaches. Ms. Quick noted that within two days of returning to the classroom, her teammate was applying the strategies she learned at NCCAT with iPads in the hands of students to do digital storytelling. In her own classroom, Ms. Quick shared that she is using a multi-media web tool, which allows her to collect resources in one place with one link, and to share her math instruction to differentiate it to meet the needs of all of her students. In addition, she discovered that computers are not solitary. Ms. Quick explained that she saw more creativity, more collaboration, more problem solving and critical thinking with the technology once used in the classroom on a daily basis. She provided inspiring examples of the noise occurring in her classroom such as students sharing, collaborating and helping their fellow students to learn. Ms. Quick shared that as the NCCAT seminar promised, she is catching up with her students. According to Ms. Quick, the NCCAT experience is priceless and gets paid forward as participants go back to their schools and teach their colleagues who, in turn, use the strategies with their students.

Ms. Amy Spencer (1<sup>st</sup> Grade Teacher/Reading Specialist, Elizabeth City-Pasquotank Schools) attended NCCAT’s *Leadership Seminar* in Cullowhee, NC. Ms. Spencer emphasized that that the *Leadership Seminar* was the most profound professional development she had ever experienced in her educational career. Unlike any other professional development, which is typically after work or on a teacher workday where a lot of information is provided and presented by PowerPoint without time for collaboration and discussion. Ms. Spencer added that following typical professional development sessions, teachers go back to their classrooms with great ideas, but don’t have the opportunity to process the information and, unfortunately, often times the professional development strategies get shelved. The NCCAT experience immerses the participants in activities and workshops that facilitate growth and relationships. She explained that the participants learned how to break through those things that hold teachers back. Following her NCCAT experience, Ms. Spencer shared that she now coordinates a program for students where she does individualized lesson plans for 35 students and 35 community volunteers come in each day and work with those students using those lesson plans. In addition, she has provided professional development for teachers, and she coaches them in different ways using the leadership skills and strategies she learned at NCCAT. She elaborated about the experience of talking, collaborating, creating, designing and synthesizing – all of those things you want your students to be able to do as an active participant in their learning. She explained that teachers often forget that because there is so much material to cover. In addition, Ms. Spencer talked about her opportunity as a facilitator at NCCAT, which has provided her with the behind-the-scenes view of the work that occurs in creating those experiences. For example, NCCAT looks at the Common Core State Standards, mClass, etc. and designs research-based activities for teachers to get together and learn how to “balance round stones.” NCCAT has done a lot of designing and creating of lessons on a digital space where it is shared so teachers statewide can have access to best practices, and create and design new opportunities with their

students, which impacts student learning. In closing comments, Ms. Spencer expressed appreciation for the opportunity to talk about how NCCAT values teachers, how they respect and treat them like professionals, and how they give them the opportunity to create and design lessons that impact students for the 21<sup>st</sup> century.

Dr. Thompson thanked the principals and superintendents from the presenter's districts for their support of their teachers and of NCCAT. In closing comments, Dr. Thompson shared that NCCAT submitted the report required by the Fiscal Research Division of the General Assembly; however, no feedback has yet been provided.

Board member McDevitt asked Dr. Thompson to address the status of aligning NCCAT's new strategic plan with the work of the State Board and funding for the future. Dr. Thompson stated that the strategic plan is in evolution (still a work in progress), but NCCAT is constantly asking superintendents, principals and teachers what they need and how NCCAT can help. In addition, Dr. Thompson shared that constant contact has been made with legislative leaders to share what NCCAT is doing. NCCAT is focusing on trying to be relevant so that when teachers leave NCCAT they have skills and strategies to take back to the classroom. He stated that the beauty of NCCAT is its ability to adapt quickly.

Mr. McDevitt stated that it seems that North Carolina ought to have a professional development plan that involves universities and other entities to show where NCCAT fits in fulfilling professional development needs as well as when NCCAT best fits in an individual's career. Dr. Thompson explained that the four issues (digital learning, early grades literacy, support for beginning teachers and teacher leadership initiatives) are the core of where the needs are currently. He stated that NCCAT can play a significant role in the bigger plan. However, funding is non-recurring and NCCAT is still in the process of demonstrating that the service NCCAT provides is valuable and needs to be continued.

Board member Tate commended Dr. Thompson on his choices of presenters. Chairman Cobey expressed full support of NCCAT moving forward on behalf of the State Board of Education.

➤ **Healthy Responsible Students Issues Session Presentation: Research Study on Implementation of State Board of Education's Healthy Active Children Policy**

- ❖ **Dr. Robin McCoy (Director, K-12 Curriculum and Instruction Division), Dr. Ellen Essick (Section Chief, NC Healthy Schools) and Dr. Suzanne Lazorick (MC, Brody School of Medicine, Assistant Professor of Pediatrics and Public Health, East Carolina University)**

Prior to introducing the presenters, HRS Committee Chair Willoughby stated that Healthy Responsible Students is a very broad area that covers many aspects of students' lives and there is an absolute inextricable link between a child's health and his/her academic performance in the classroom. Chair Willoughby announced that in addition to today's Issues Session, the HRS Committee will have three additional sessions throughout the course of the year. She reminded Board members that for decades North Carolina has led the nation in focusing on children's health issues. Education and policy leaders in North Carolina have collaborated to help ensure that our students' health remains a focus in decision making and use of resources. She also spoke briefly about the State Board's Healthy Active Children Policy. Chair Willoughby introduced Dr. Suzanne Lazorick who offered to conduct research about the implementation of the State Board's Healthy Active Children Policy and would present the research

findings today. The research has implications for revisions to the Healthy Active Children Policy, which will be introduced during the HRS Committee meeting today, according to Chair Willoughby.

Dr. Lazorick prefaced her presentation by sharing her path toward focusing her research on childhood obesity issues, which would be meaningful to the community. She explained that, specifically, the research objectives were to determine evidence about effects of physical activity on student outcomes in middle schools, to review LEA policies about physical activity, and to assess principals' and wellness representatives' attitudes, perceptions and practices for physical activity to identify predictors of whether or not there is time set aside for physical activity.

Using a PowerPoint presentation, Dr. Lazorick shared the findings from her research. She noted that the full research report and two-page executive summary is available for review. Dr. Lazorick elaborated on the methods, limitations of the study (approximately half of the principals participated in the survey), and literature review. Dr. Lazorick shared the policy review findings and used a geographical map to demonstrate where LEA policies were adequate, meet standards but is minimal, do not have a wellness policy or policy is inadequate, or no policy information available. In addition, she highlighted the survey results, which included barriers to providing physical activity and resources needed.

Dr. Lazorick shared the following conclusions: Considerable variation exists in physical activity provided; in nearly a third of NC middle schools, daily physical activity is not being provided; and opportunity for improvement exists in implementation of daily physical activity.

Board member Tate asked if Dr. Lazorick has any demonstrable data between physical activity at the level suggested and improved test scores. In response, Dr. Lazorick stated that research suggests definitively that test scores do not go down when schools provide physical activity, and individual student-level data suggests that students who are more active tend to pay better attention and have better scores. She shared that it is complicated to do that kind of research, but the whole of the body of it is very supportive.

Including quotes from several of the survey respondents, Dr. Lazorick shared the interview results, which included barriers and resources.

In addition, Dr. Lazorick provided the final recommendations below:

- Encourage LEAs (37 % remaining) to adopt language in local policy manuals to require daily physical activity;
- Enhance explicit support for daily physical activity by the local schools boards and superintendents;
- Increase accountability and enforcement;
- Provide education of middle school leaders in known benefits of physical activity and examples of successful strategies; and
- Provide increased resources for PE (personnel, facilities)

In concluding remarks, Dr. Lazorick acknowledged her DPI partners – Ms. Paula Hildebrand and Dr. Ellen Essick, the Study Team, and funding support from the ECU Engagement and Outreach Scholar Academy.

Board member Oxendine asked about a correlation between an LEA's local policy and school improvement plans in the district. Dr. Lazorick explained that schools were not polled about the plan; however, districts were asked if schools had a written plan for physical activity. She explained that she would have to check to see if a correlation was done.

A lengthy discussion occurred about the benefits of physical activity and incorporating movement in the classroom. Board member McDevitt stated that there is a need for a more comprehensive approach, which goes beyond schools to include parents and others. After sharing an observation about his district, Vice Chairman Collins suggested that there is an opportunity for developmentally appropriate activity to be part of regular staff development for all teachers especially when they recognize the relationship between brain development learning and physical activity. Noting that there are resources outside of the school system, Mr. Collins suggested that YMCAs and YWCAs are ideal partners for school districts to achieve this goal.

In summary comments, Chair Willoughby expressed gratitude to Dr. Lazorick for her research and emphasized that the research shows that the policy matters, and support from local and state leaders matter.

**RECONVENE IN OPEN SESSION**

After the Board Committees concluded their work, Chairman Bill Cobey convened the State Board of Education meeting in Open Session and the following members were present:

- |                                     |                     |
|-------------------------------------|---------------------|
| William Cobey, Chairman             | Wayne McDevitt      |
| A.L. "Buddy" Collins, Vice Chairman | Olivia Oxendine     |
| Gregory Alcorn                      | Marcella Savage     |
| Kevin Howell                        | John Tate           |
| Reginald Kenan                      | Rebecca Taylor      |
|                                     | Patricia Willoughby |

Also present were:

- |   |  |
|---|--|
| June St. Clair Atkinson, State Superintendent | Dale Cole, Principal of the Year Advisor     |
| Richard Hooker, Local Board Member Advisor    | Darcy Grimes, Teacher of the Year Advisor    |
| Mark Edwards, Superintendent Advisor          | Karyn Dickerson, Teacher of the Year Advisor |
|   | Madison Bell, Senior Student Advisor         |
|   | Shykeim Williams, Junior Student Advisor     |

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of the Ethics Statement that was read earlier and remains in effect. There were no conflicts of interest communicated at this time.

**CLOSED SESSION**

Chairman Cobey asked for a motion to convene in closed session.

*Upon motion made by Vice Chairman A.L. Collins, and seconded by Ms. Patricia Willoughby, the Board voted unanimously to convene in closed session to consult with its attorneys on attorney-client privileged matters; and to consider the handling of the following cases: Hoke County v. The State of North Carolina and The NC State Board of Education; and E.S. v. The State Board of Education.*

Following adjournment of the Closed Session, Chairman Cobey requested a motion to adjourn from Open Session.

*Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Marce Savage, the Board voted unanimously to recess the State Board of Education meeting until Thursday, May 1 at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
May 1, 2014**

The North Carolina State Board of Education met and the following members were present:

William Cobey, Chairman	Wayne McDevitt
A.L. “Buddy” Collins, Vice Chairman	Olivia Oxendine
Dan Forest, Lt. Governor	Marcella Savage
Janet Cowell, State Treasurer	John Tate
Gregory Alcorn	Rebecca Taylor
Kevin Howell	Patricia Willoughby
Reginald Kenan	

Also present were:

June St. Clair Atkinson, State Superintendent  
Mark Edwards, Superintendent Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the May 2014 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that the Board approved its May agenda on Wednesday and, in addition to holding its committee meetings on Wednesday, that the Board said goodbye to its Senior Student Advisor, Ms. Madison Bell. The Board also received two issues sessions presentations – one from Dr. Richard Thompson of the North Carolina Center for the Advancement of Teaching, which included three teachers who had recent experiences at NCCAT and one from Dr. Suzanne Lazorick about her work on the impact of our Healthy Active Children Policy.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. There were no conflicts of interest communicated at this time. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Gregory Alcorn was recognized to lead the Board with the Pledge of Allegiance.

**APPROVAL OF MINUTES**

Chairman Cobey asked for a motion to approve the minutes from the following meetings:

- March 24, 2014, State Board conference call meeting
- April 2, 2014, regular State Board meeting, and
- April 24, 2014, State Board conference call meeting.

***Discussion/Comments:***

- There was no discussion.

*Mr. John Tate made a motion to approve the minutes of the March 24, 2014, State Board conference call meeting, the April 2, 2014, regular State Board meeting, and the April 24, 2014, State Board conference call meeting. Seconded by State Treasurer Janet Cowell, the Board voted unanimously to approve the minutes as presented.*

**SPECIAL PRESENTATION**

- **Presentation of Class Research Project from Duke University's Sanford School of Public Policy: 12-Month Teacher Contracts**
  - ❖ **Mr. Matthew Clark, Ms. Rachael Estes, Ms. Katie Hagan, and Mr. Brendan McGovern (Duke Graduate Students)**

Mr. Philip Price set the context for this presentation by explaining that the Department has benefitted for many years from student research conducted by students from Duke University's Sanford School of Public Policy. He explained that this presentation is a culmination of a semester-long project, completed by a team of four graduate students – Mr. Matthew Clark, Ms. Rachael Estes, Ms. Katie Hagan, and Mr. Brendan McGovern. The group worked with the Department of Public Instruction (DPI) to define the policy question and scope of the research. The policy question was: What are the advantages and disadvantages of moving to 12-month contracts for public school teachers in North Carolina?

Using a PowerPoint presentation, the graduate students explained how they conducted their research and analysis. They provided an overview of the status of teachers in North Carolina and provided their proposal as it relates to a 12-month contract, implementation and alternatives, and political feasibility. In concluding remarks, they shared recommendations for the proposal, which included advantages and disadvantages. The report, in its entirety, is posted online on eBoard for review.

Board member McDevitt and Superintendent Edwards shared their reactions to the presentation noting that the report was timely and important. Noting that, for more than a decade, the issue of teacher pay has been an ongoing discussion, Mr. McDevitt stated that salaries are just one piece of the larger picture, because the issue is also about return on investment, professional development, having highly qualified teachers, investing in technology, etc. He spoke briefly about two phases: 1) an immediate fix, and 2) a long-range plan with a larger strategic focus. Superintendent Edwards shared his disappointment, from his perspective, as a career educator and local superintendent around the dialogue about teacher salaries in North Carolina. He spoke about the message across the country that North Carolina is a failed education system. In addition, he spoke about the ridiculous notion that teaching is not a full-time job, stating that if the hours that teachers spend working after school, at

night and on weekends were quantified, most teachers are working more hours than those who work 11- and 12-month jobs. In addition, he spoke about the large number of teachers who have summer jobs to supplement their incomes. Dr. Edwards shared that he was proud when the State Board of Education proffered a strong statement about teacher salaries. He suggested that the State Board do that again as the General Assembly enters into its short session. He noted that states with far less of a legacy are reconciling and investing in teacher salaries and that North Carolina needs to do the same. According to Dr. Edwards, the State Board needs to communicate to our elected leaders that if we do not invest, we will continue to see a diminishing effect. He noted that communities that invest in the future of their children will prosper, and communities that turn their backs on their children will falter. He also elaborated about states that are recruiting our best teachers away from North Carolina because they can offer higher salaries. Low salaries are the main reason that teacher applications are dwindling in North Carolina, according to Dr. Edwards. Reminding Board members of a resolution about teacher pay that he tried unsuccessfully to introduce in the fall, Board member Tate agreed that the Board needs to go on record about moving teacher pay back to the national average. He stated that he believes every Board member wants to lift the teaching profession up and that the only way we can deliver to our children what they deserve is by having quality teachers in the classroom.

In response to Board member Tate's question, Mr. McGovern shared that, according to their research, there are no states in the nation that have employed a 12-month contract. Mr. Tate stated that he hoped that when this issue is revisited in the future, perhaps teachers can be given the option/choice of going to a 12-month contract or not given the fact that 25 percent of the survey respondents did not want a 12-month contract. He spoke briefly about the loss of instruction during the summer months.

State Treasurer Cowell expanded the conversation to include benefits. She stated that compounding the problem is the fact that the vestment period for the pension was moved to ten years and North Carolina has offered no alternative retirement savings program. Consequently, not only do teachers have low pay, they have one of the worst pension benefits in the nation, according to Treasurer Cowell. She added that ten years is outside the norm of any public or private standard. However, on a positive note, she shared that there is a bill in the short session to move the vesting period back to five years, and she asked the Board to lend its support to this bill.

Lt. Governor Forest thanked the graduate students for their very professional presentation. He offered encouragement by noting that a number of the points made in their presentation are being discussed legislatively and at the executive level. He spoke about the Governor's recent proclamation about raising beginning salaries by 14 percent, noting that he was highly criticized for it by the media and others. However, there are a lot of conversations occurring by lawmakers.

In closing comments, Chairman Cobey agreed with the earlier Board member comments on the content of the presentation. Therefore, his comments focused on the excellent presentation provided by the graduate students, and he thanked them for their work on this research and for their recommendations about this important issue. Chairman Cobey invited the study team forward to receive a State Board mug. The presentation was photographed.

Prior to recognizing Dr. Atkinson for her State Superintendent's Report, Chairman Cobey announced that she was honored on April 24 as a "Champion for Children" by the North Carolina Foundation for Public School Children.

**STATE SUPERINTENDENT'S REPORT****NC DPI Under Review on Numerous Fronts – NCGA's Program Evaluation Division and NC GEAR Review Department**

NC DPI operations and programs are under review from numerous sources, including the General Assembly's Program Evaluation Division, and the North Carolina Government Efficiency and Reform Commission (GEAR), a streamlining effort coordinated through the NC Office of State Budget and Management.

The Program Evaluation Division in its first phase examined the Safe and Healthy Schools Support Division in Financial and Business Services for potential savings and efficiencies in the areas of

- Insurance
- Plant Operation
- School Planning
- Transportation

The Program Evaluation Division ultimately plans to examine the entire department.

The NC GEAR review focuses on the following broad areas

- Mission and Policy
  - Strategic Priorities/Focus Area
  - Regulations and Statute Alignment
- Operations
  - Organization Structure
  - Operating Locations
  - Service Delivery Mechanisms
  - Processes and Performance
- Finance and Revenue
  - Sources of Funding
  - Allocation
  - Benchmarks
- Information Technology
  - Student Information System/ERP
  - Operations and Maintenance
  - Data Management
  - Infrastructure
  - Telecommunications
- Administrative Functions
  - Internal Support Services
    - Procurement
    - Logistics
    - Supply Chain
    - Facilities
    - Real Estate
    - Fleet Management
    - Benchmarks

- Asset Management
  - Human Resources
  - Hiring and Retention
- Payroll and Benefits System
- Span of Control
- Pension
- Retirement
- Staffing

This evaluation will gauge North Carolina's progress on national trends that are improving operations, costs, and quality through innovative policies and programs.

(See slides and handout for further details)

The NC GEAR study already is underway and aims to conclude with a final report in September.

Dr. Atkinson stated that, with permission from the Chairman, she will ask representatives to present additional details about the study to the State Board of Education in June. She cautioned that as with any large study, this study will take a great deal of staff time to pull the information, to identify websites, to provide historical information, etc.

#### **Charlotte-Mecklenburg High School Teacher Named Teacher of the Year**

Mr. James Ford, a world history teacher at Garinger High School in Charlotte has been named the 2014 Burroughs Wellcome Teacher of the Year.

Mr. Ford succeeds Karyn Dickerson, an English teacher at Grimsley High School, Guilford County Schools. Before becoming a teacher, Mr. Ford pursued a career in print journalism and then served as a truancy prevention specialist and director of a teen center. Mr. Ford joins the State Board of Education in July as teacher advisor.

North Carolina's Principal of the Year will be named at a luncheon in Cary, NC, today.

#### **New Hires - Nine New Additions Join DPI Team**

The NC Department of Public Instruction welcomed nine new staff members in March.

They are

- Lisa Ashe – Education Consultant II, K-12 Curriculum & Instruction
- Arrene Chapman – Office Assistant IV, Governor Morehead School
- Robin Durrante – Education Consultant II, District and School Transformation
- Samiel Fuller – Accounting Manager, Financial Services
- Ronda Layman – Education Consultant II, Exceptional Children
- Michael Nicolaidis – Chief Information Officer, Technology Services
- Tanya Byrd Robinson – Principal, Eastern North Carolina School for the Deaf
- Janisha Wagner – Residential Life Trainer, Governor Morehead School
- Kebbler Williams – Education Planning & Development Consultant II, School Support

**Teacher of the Year Summit – Teachers of the Year from Across North Carolina Gather in Raleigh**

About 130 people representing more than 75 school districts around North Carolina gathered in Raleigh on April 11 for the annual Teacher of the Year Summit.

Co-chairs for the event were 2012-13 Teacher of the Year Darcy Grimes from Watauga County Schools and 2013-14 Teacher of the Year Karyn Dickerson from Guilford County Schools.

Teachers participated in a plenary session on communicating about standards and tests and concurrent sessions on global education, motivating students, finding the balance in teaching and life and negotiating federal, state and local mandates in the classroom.

A highlight of the event was special recognition of teachers who have served more than 50 years in the classroom.

Those teachers are

- Everlene Davis, Columbus County Schools
- Jo Ann Hines Duncan, Wake County Schools, and
- Mary E. Riddick, Gates County Schools.

**Superintendent’s Art Opening – New Student Art Displayed in Education Building**

Visual art created by students from across North Carolina went on display at the Superintendent’s Art Opening on April 11.

Parents and students from across North Carolina attended the opening with entertainment provided by the Enloe High School String Quartet.

The North Carolina Art Education Association partnered with NCDPI to update the exhibit in March 2013 through March of 2014 by seeking submissions from all the LEAs.

The exhibition involves 110 school districts, five charter schools, NC Virtual Public Schools, and The North Carolina School for the Blind represented involving 124 students with artwork framed throughout the Education Building.

**Superintendent’s Small Group Regional Meetings – Local Superintendents from Central and Piedmont Regions Meet**

Local superintendents representing North Carolina’s Central and Piedmont regions met in Burlington April 17.

Discussion topics included

- The General Assembly’s A-F system of grading schools
- Course for credit policy, and
- The Governor’s Teacher Network

## **Federal Student Privacy Law Reviewed – Information Provided on FERPA and Privacy of Student Data**

There is growing national attention on student data privacy and security of student data. Attached are highlights of the federal Family Educational Rights and Privacy Act (FERPA), including

- reviews of two documents developed by the US Department of Education, specifically addressing certain aspects of FERPA, and
- two documents developed by NCDPI staff in the Division of Data, Research and Federal Policy regarding
  - the “Sharing of Education Data” and “Documentation Regarding the Protection of Student Data.”

## **Recent Activities of the State Superintendent**

### **Attended and/or delivered remarks/keynote address at**

- Give 5 – Read 5 discussion, Cary, NC
- Teacher of the Year Luncheon, Cary, NC
- Superintendent’s Quarterly Management Team Meeting, Raleigh, NC
- Public Education Forum, Mars Hill, NC
- National Association of Chief Executives, Cary, NC
- Governor’s Education and Work Force Innovation Commission, Raleigh, NC
- NC Economic Developers Association, Raleigh, NC
- Governor’s Education Cabinet, Raleigh, NC
- Council of Chief State School Officers, Washington, DC
- Rocky Mount League of Women Voters, Rocky Mount, NC
- Public Education Forum, Kitty Hawk, NC

### **Visited**

- Conover School, Conover, NC
- Manufacturing Solutions Center, Hickory, NC
- Poppelman Plastics, Hickory, NC
- Bunker Hill High School, Hickory, NC
- Bailey Middle School, Cornelius, NC
- JV Washam Elementary School, Cornelius, NC
- Hidden Valley Elementary School, Charlotte, NC
- Kitty Hawk Elementary School, Kitty Hawk, NC
- First Flight High School, Kitty Hawk, NC

## **RttT Monthly Report of Activities – No Activity Report Due to Field Visits**

Due to field visits by the US Education Department, there will be no monthly report of Race to the Top activities completed for April.

## **Family Educational Rights and Privacy Act (FERPA)**

Superintendent Atkinson recognized Dr. Lou Fabrizio (Director, Data, Research and Federal Policy) to provide a brief overview of what the Department does to protect the privacy of students.

Dr. Fabrizio prefaced his presentation by noting that there are four documents posted on eBoard containing additional information about FERPA for the Board’s review. He explained that FERPA is a federal law, which protects the privacy of student education records, and that the law applies to all schools that receive federal funds.

Using a PowerPoint presentation, Dr. Fabrizio stated that the main purpose of FERPA is to give parents certain rights with respect to their children's education records. These rights transfer to students once they are 18 years of age. He elaborated about what FERPA requires as well as allowable disclosures that do not require parental permission.

As it relates to the Department of Public Instruction, student privacy and data security are important and serious matters, according to Dr. Fabrizio. He addressed specific procedures in place by the Department to safeguard and ensure that privacy and data security are protected. He described further that the Department does no public reporting of group scores when fewer than five students are in a group. He provided an example of the method used and how this safeguards student information in reporting of groups with fewer than five students. In addition, Dr. Fabrizio explained that any disclosure of information requires a Memorandum of Understanding when data containing personally identifiable information are shared with other agencies, for example with PowerSchool. The MOUs are reviewed by legal counsel and signed by the State Superintendent. Dr. Fabrizio shared that additional resource information is available to school districts and the general public on the NCDPI Website at <http://www.ncpublicschools.org/data/management/resources/>.

As it relates to next steps, Dr. Fabrizio reported that the Department plans to reformat the Department's Webpage that consolidates information about data privacy to make it more parent friendly. In closing comments, Dr. Fabrizio stated that there is potential for additional state legislation related to student privacy and student data.

Board member Howell asked about the Department's role if there is a FERPA violation within an LEA. Dr. Fabrizio spoke briefly about differentiating between bad practices versus breaches of student data. Staff Attorney Cornetto explained that the consequences of violating FERPA are loss of federal funds. The state does not have a role in that part of it, but LEAs have an obligation to protect student privacy just like the Department of Public Instruction does. She shared that the Department is trying to take a proactive role in showing districts how we share data confidentially and to maintain privacy so they can model those practices in their own districts. State Superintendent Atkinson noted that LEAs are responsible for sharing with the Department of Public Instruction any breach of data so that the Department can notify appropriate authorities. Ms. Cornetto stated that the Department would not be subject to losing federal funds if an LEA alone was responsible. For the Board's information, she added that there has not been a withholding of funds by the federal government in the past. In addition, Dr. Fabrizio noted that one of the attachments posted on eBoard, *Privacy Technical Assistance Center*, was just released by the U.S. Department of Education last week, which specifically addresses some of the FERPA exceptions and requirements. This information will be shared with LEAs.

A brief discussion ensued in response to Board member Oxendine's question about the responsibility of monitoring that FERPA laws are enforced at the local level.

### **Legislative Update**

Superintendent Atkinson recognized Ms. Rachel Beaulieu to provide the legislative update.

Ms. Beaulieu highlighted the following list of recent activity of education-related legislation. She drew attention to the one-page handout, which is posted on eBoard. Ms. Beaulieu elaborated on the following legislative activity:

### **Committee Meetings & Draft Legislation**

1. North Carolina Educator Effectiveness and Compensation Task Force  
April 14, 2014: Final committee report and draft legislation
2. Joint Legislative Oversight Program Evaluation Committee  
April 16, 2014: Driver Education and DPI reports  
May 5, 2014: Draft legislation
3. House Study Committee on Education Innovation  
April 23, 2014: Final committee report and draft legislation
4. Legislative Research Commission (LRC)/Common Core State Standards  
April 24, 2014: Final committee report and draft legislation
5. Joint Legislative Education Oversight Committee  
May 7, 2014: Final committee report and draft legislation
6. Joint Legislative Workforce Development System Reform Oversight Committee/May 8, 2014
7. Joint Legislative Administrative Procedure Oversight Committee  
May 13, 2014: Final committee report and draft legislation
8. Legislative Research Commission (LRC)  
May 13, 2014: Action on Common Core State Standards Committee report and draft legislation

State Treasurer Cowell asked Ms. Beaulieu to address Senator Hartsell's proposed bill, which would allow students to be able to attend any public school without restriction to county lines. Ms. Beaulieu explained that this bill is scheduled to come before the Program Evaluation Committee on May 5. Noting some coverage by media, she explained that it would essentially require local boards of education to have open enrollment policies so that students within an LEA could have school choice within their district as well as in other districts. She explained that there is a pilot program proposed in that legislation, which has the State Board of Education taking applications from LEAs to pilot this open enrollment initiative.

In response to Board member Howell's request for an update on revenue, Mr. Price shared that the revenue forecast has flat lined explaining that there is concern with personal income collections, which are coming in slower than expected. On the other hand, some aspects of the revenue stream are coming in higher than anticipated, according to Mr. Price. He spoke about the Board's Continuation and Expansion Budget noting that the Department returned to the General Fund coffers \$102 million in recurring funds. The Department anticipates having a relatively large reversion in non-recurring funds by the end of June 30 due to the average salary drop for teachers (approximately \$120 million in excess), according to Mr. Price. State Treasurer Cowell added that she believes the state can absorb the \$200 million revenue shortfall because there was cash left on the bottom line. She shared that approximately \$300 million has been targeted for salary increases, with the promises to beginning teachers at approximately \$67 million. However, she added that, with Medicaid uncertainties, employees are more likely to get a one-time lump sum increase as opposed to a permanent recurring increase.

### **Rules Review Council Update**

Chairman Cobey recognized Ms. Katie Cornetto to provide the Rules Review Council Update.

Ms. Cornetto provided a status update of the rulemaking process explaining that staff members have been working diligently on Phase 1 of the policy clean-up efforts to make technical corrections. In June, a technical corrections document will be presented to the State Board for approval, which will be reflective of the Board's work. She explained that Phase 2 of this work will include substantive review of all policies. Ms. Cornetto

encouraged Committee chairs to look carefully at the policies and communicate with staff about those policies for which additional attention is needed and those that need to be deleted. She explained that Phase 3 of this initiative is to develop a Policy Manual for the State Board of Education as a reference resource.

### CONSENT AGENDA

Chairman Cobey moved to the Consent Agenda which is reserved for items that generally create little or no debate such as routine appointments, items that come for information purposes only, routine reports, and final approval of reports that the Board has already discussed. Board members have always seen these materials prior to the Board meetings, and may ask that items be removed from the Consent agenda to be discussed on an individual basis. Consent items will be adopted as a whole.

Chairman Cobey noted three items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve LFI 6 – Approval of LEAs and Charter Schools Technology Plans, LFI 7 – Charter Agreement Update, and TCS 4 – LEA-Wide Weather-Related Calendar Waiver Request.

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. John Tate, the Board voted unanimously to approve LFI 6 – Approval of LEAs and Charter Schools Technology Plans, LFI 7 – Charter Agreement Update, and TCS 4 – LEA-Wide Weather-Related Calendar Waiver Request as presented. (See Attachments LFI 6, LFI 7 and TCS 4)*

### **LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT** (Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)

#### **CONSENT**

#### **LFI 6 – Approval of LEAs and Charter Schools Technology Plans**

**Policy Implications:** General Statute §115C-102.6C; Required for E-Rate priority 2 filings

**Presenter(s):** Dr. Tracy Weeks (Chief Academic and Digital Learning Officer) and Mr. Neill Kimrey (Director of Digital Teaching & Learning)

#### **Description:**

In accordance with the requirements for E-Rate Priority 2 applications, the technology plans for the following LEAs and Charter Schools have been approved by DPI Digital Teaching and Learning. DPI Digital Teaching and Learning and school connectivity consultants have evaluated the plans for their instructional and technical components. Final approval by the State Board of Education qualifies these LEAs for federal eRate monies, as well as a variety of private technology grants. The list of LEAs and Charter School Technology plans is attached.

#### **Recommendations:**

It is recommended that the SBE approve these technology plans.

**CONSENT****LFI 7 – Charter Agreement Update****Policy Implications:** General Statute §115C-238.29; Charter Agreement**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)**Description:**

The State Board of Education, in granting final approval to applicants, has adopted a Charter Agreement that is to be signed by the nonprofit boards prior to opening and operating a charter school. This document outlines the expectations of the nonprofit board and includes items that are not mentioned in the statute. For example, nonprofit boards that operate charter schools must comply with the NC Open Meetings Law and Public Records Act solely due to the wisdom of the State Board of Education who included it in the Charter Agreement.

The 2013 long session of the General Assembly produced additional changes to the charter statute. Two of those changes necessitate wording modifications in the previously approved Charter Agreement. Those two changes are:

(1) language regarding criminal history checks to mirror that of the LEA in which the charter school is located and (2) permitted growth to add one grade level higher than the school currently offers. These changes have been made and the document is before the State Board for approval.

**Recommendations:**

It is recommended that the SBE approve these two conforming changes to the Charter Agreement.

**TWENTY-FIRST CENTURY SYSTEMS  
BUSINESS/FINANCE AND ADVOCACY COMMITTEE  
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)**

**CONSENT****TCS 4 – LEA-Wide Weather-Related Calendar Waiver Request****Policy Implications:** General Statute § 115C-84.2; SBE Policy # TCS-V-000**Presenter(s):** Mr. Philip W. Price (CFO, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division), and Mr. Andrew Cox (Section Chief, School Financial Reporting)**Description:**

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a waiver. This waiver is only for the opening date of the school year.

LEAs that receive a waiver may have the first instructional day no earlier than the closest Monday to August 19; all other provisions related to the school calendar law apply.

For school year 2014-15, 10 LEAs received approval for waivers during the November 2013 State Board of Education meeting. One additional LEA (Swain County) has submitted a waiver request, using the 2013-14 school year as part of their last 10 years, which now allows them to qualify under SBE Policy # TCS-V-000.

**Recommendation(s):**

It is recommended that the State Board of Education approve this waiver request.

**ACTION AND DISCUSSION AGENDA**

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT**

**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

***ACTION***

**LFI 1 – Charter School Advisory Board Recommendation on Douglass Academy**

**Policy Implications:** General Statute §115C-238.29G; SBE Policy # TCS-U-014

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

**Description:**

The Office of Charter Schools communicated with the board of Douglass Academy related to its noncompliance with the charter school law. Specifically, the charter school failed to attain the minimum number of 65 students during its first year of enrollment. The school, which originally planned for more than 200 students, was only able to attract 35 children.

The Charter School Advisory Board (CSAB) interviewed board members of Douglass Academy on Monday, March 10, 2014. At that meeting, Douglass Academy discussed their facility concerns and Post Office loss of mailers that contributed to the low student enrollment. Due to the fiscal strength of the board that oversees several other charter schools, the CSAB believes the charter school deserves an extension of time to reach the statutory minimum. The CSAB also recommended that Douglass Academy provide regular monthly updates to the Office of Charter Schools on their projected student enrollment.

By unanimous vote, the CSAB is recommending that the State Board of Education grant a waiver according to G.S. §115C-239.29C(b)(12). If the charter school has not successfully reached the statutorily required 65 students by the second month of the 2014-15 school year, then they are to reappear before the CSAB at that time.

**Recommendations:**

The Charter School Advisory Board (CSAB) recommends that the State Board of Education grant this charter amendment and waiver request for Douglass Academy with the following understanding: if the second month student membership is not greater than 65 students, then Douglass Academy must reappear before the CSAB.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to require Douglass Academy to provide records to establish the following:*

*1) By August 1, 2014, there are at least 65 students enrolled in the school;*

*2) By September 12, 2014, at least 65 students must be in attendance and verified by the Department of Public Instruction no later than September 15, 2014.*

*If extension of time is conditioned, the Douglass Academy Board of Directors agree to surrender its charter immediately if it fails to provide sufficient records of either the minimum enrollment or attendance requirements by the deadline set forth. (See Attachment LFI 1)*

## **ACTION**

### **LFI 2 – Charter Amendment for KIPP Gaston College Preparatory**

**Policy Implications:** General Statute §115C-238.29G; SBE Policy # TCS-U-014

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

#### **Description:**

The Charter Schools Act states that "a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education." In April 2012, the State Board adopted SBE Policy # TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation. An amendment that results in "transferring the charter to another non-profit entity" must be brought to the State Board for consideration.

KIPP Gaston College Prep (GCP) serves approximately 925 students in grades K-1 and 5-12, and the school is currently adding one elementary grade per year until it is a full K-12 school. KIPP GCP is located in Northampton County, targets first generation college attenders, and 72% Free and Reduced Lunch (FRL). The charter was awarded in 2001, and the current charter is valid through 2016. The nonprofit -- KIPP Gaston College Preparatory, Inc. -- has recently applied for and received approval to open and operate another charter school in Halifax County. KIPP Halifax is positioned to open and serve students (starting with grade 5) in August 2014.

The request to transfer the charter to another nonprofit entity is rooted in the growth plan for additional schools. While KIPP GCP exists and KIPP Halifax will open in the 2014-15 school year, the nonprofit has applied for a third school in Durham. Rather than having a nonprofit specifically tied to the name of the first charter school, the request is to create a new nonprofit with a regional name. The intent is not to expand to the western part of the state but to serve eastern/central North Carolina. In fact, another charter application is currently being reviewed by the Charter School Advisory Board that would be located in Durham.

The attachments include an explanatory letter, proposed organizational chart, and academic performance data. The new nonprofit has already received its EIN number for Federal tax-exempt status.

#### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve these charter amendments for KIPP Gaston College Prep as presented.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. John Tate, the State Board of Education voted unanimously to approve the charter amendments for KIPP Gaston College Prep as presented. (See Attachment LFI 2)*

**ACTION****LFI 3 – Student Waiver Request from Flemington Academy**

**Policy Implications:** General Statute §115C-238.29G; SBE Policy # TCS-U-014

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

**Description:**

The Charter Schools Act states that "a material revision of the provisions of a charter application shall be made only upon the approval of the State Board of Education." In April 2012, the State Board adopted policy TCS-U-014 prescribing which charter amendments can be approved by the Office of Charter Schools and which ones must be approved by the State Board prior to implementation.

Flemington Academy, in its approved charter application, did not seek a waiver for the lawfully required minimum of 65 students as stated in G.S.115C-239.29C(b)(12). However, based upon the experience of their first year as a charter school, Flemington Academy has decided to request such a waiver from the State Board of Education. The charter school's first month Average Daily Membership was 57 students.

The law allows the State Board of Education to approve a request "if the application contains a compelling reason, such as the school would serve a geographically remote and small student population." As mentioned above, Flemington Academy did not anticipate the need for the waiver in the application but are seeking one at this time. While the school is not geographically isolated, it does serve a rather unique population of students since the majority of their children are in custody of the Department of Social Services. That placement often creates short-term placements, which does create issues with their student enrollment.

Currently, another charter school - Grandfather Academy - serves a similar population of students and has received waiver approval by the State Board of Education.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this charter amendment and waiver request for Flemington Academy as presented.

**Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the charter amendment and waiver request for Flemington Academy as presented. (See Attachment LFI 3)*

## **ACTION**

### **LFI 4 – One-Year Delay for Stewart Creek High School**

**Policy Implications:** General Statute §115C-238.29G; SBE Policy # TCS-U-014

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

#### **Description:**

In January 2014, the State Board of Education granted final approval to 26 charter applicants that are permitted to open in August 2014. One of those applicants was Stewart Creek High School. The proposal, for the Charlotte-Mecklenburg area, offers a non-traditional learning environment whereby students that have or are likely to drop out of school may be able to earn a high school diploma and be prepared for postsecondary success.

The nonprofit board that oversees the school – NC High School for Accelerated Learning, Inc. – has notified the Office of Charter Schools regarding unexpected delays in their acquisition and renovation of their proposed facility. The academic program is technology-based, thus up fitting a temporary facility (only to have to renovate what would become their temporary facility) is not deemed a prudent use of funding. Their letter, which is included as an attachment, outlines the situation they currently face.

Thus, the nonprofit is requesting that the State Board of Education grant them a one year delay in opening the charter school. The Office of Charter Schools supports this recommendation with the following stipulations:

1. The delayed year, within which the charter school does not serve students, will count as a year of what will become the signed charter agreement.
2. The board of NC High School for Accelerated Learning, Inc. provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility renovation.
3. A Certificate of Occupancy for Education use is presented to the Office of Charter Schools no later than July 1, 2015. If that document is not presented, then the remainder of the charter term is null and void meaning that a new application must be completed in future application rounds.

#### **Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay by the Stewart Creek High School with the above conditions.

#### **Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve a one-year delay for Stewart Creek High School with the above conditions as presented. (See Attachment LFI 4)*

### ***ACTION ON FIRST READING***

#### **LFI 5 – Charter Schools Advisory Board Recommendation Regarding the Charter Application**

##### **Fee**

**Policy Implications:** General Statute §115C-238.29G; SBE Policy # TCS-U-012

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Dr. Joel Medley (Director, Office of Charter Schools)

##### **Description:**

Senate Bill 337 was passed during the 2013 long session of the General Assembly. One of that bill's provisions required the State Board of Education to adopt an application fee of no less than \$500 but no more than \$1000. In October 2013, the State Board modified its policy - TCS-U-012 - to initially set the application fee at \$500. Part of the rationale for that lower figure was to see what, if any, role the fee would have in diminishing the numbers of applicants.

On Tuesday, April 8, 2014, the Charter School Advisory Board (CSAB) voted unanimously to raise the application fee from \$500 to \$1000 for the next (and future) application rounds. The rationale for this increase is a change in how the applications will be reviewed in the next round. The impending proposal will require additional funds to assist the Department in contracting with more external reviewers to assist the CSAB in its work.

Attached is policy TCS-U-012, utilizing track changes, to reveal the singular policy change related to the application fee.

##### **Recommendations:**

It is recommended that the State Board of Education modify the application fee from \$500 to \$1000 as recommended by the Charter School Advisory Board.

##### **Discussion/Comments:**

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday.
- There was no further discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Dr. Olivia Oxendine, the State Board of Education voted unanimously to modify the application fee from \$500 to \$1000 as recommended by the Charter School Advisory Board. (See Attachment LFI 5)*

LFI Committee Chair Taylor clarified that LFI 7 – Charter Agreement Update, which was just adopted under the Consent Agenda, was to comply with the law regarding the criminal background state policies and enrollment increase. In response to Chairman Cobey's request for additional information, Dr. Medley explained that the 2013 long session of the General Assembly produced additional

changes to the charter statute. He added that two of the changes necessitated wording modifications in the previously approved Charter Agreement. As it relates to grade expansion, Dr. Medley explained that legislation permits school growth to add one grade level higher than the school currently offers. That language was not in the original Charter Agreement but has now been inserted. In addition, language regarding criminal history background checks has been added due to legislative changes and mirror that of the LEA in which the charter school resides.

**21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT  
(Dr. Olivia Oxendine, Chair; Mr. John Tate, Vice Chair)**

***ACTION ON FIRST READING***

**TCP 1 – LEA and Charter Schools Requests for Standard Six Flexibility**

**Policy Implications:** SBE Policy # TCP-C-006

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Mr. Thomas Tomberlin (Director, District Human Resources)

**Description:**

Changes to TCP-C-006 allow districts and charters to submit plans for local assessments and methods for measuring growth to determine the sixth standard rating for teachers of particular grades/subjects and courses. The attached documents are requests from LEAs or Charter Schools for using school-wide growth values in lieu of administering NC Final Exams and Middle School Career and Technical Education Middle School Assessments in the indicated grades/subjects or courses. The requests are signed by the Superintendent (or Head of Charter School), the Local Board of Education Chair (or Charter Board Chair), and a Teacher Representative. The teachers in the grades/subjects and courses indicated in the request will have school-wide growth values for their Standard Six rating in the 2013-14 school year. This school-wide growth value will be used in the calculation of those teachers individual effectiveness rating. The waiver request form has been updated to include two new requirements: (1) districts and charter schools must submit an educational rationale for opting out of the NC Final Exams and the CTE Middle School Assessments and (2) districts and charter schools must submit documentation that outlines their communication strategy and process for informing teachers of the proposed changes. There are two charter schools that are submitting waiver requests: Columbus Academy and Union Academy Charter; and six LEAs that are submitting waiver requests at the May Board Meeting: Avery County Schools, Buncombe County Schools, Chapel Hill/Carrboro Schools, Jones County Schools, Lee County Schools, and Union County Public Schools.

**Recommendation(s):**

This item is presented for Action on First Reading this month.

**Discussion/Comments:**

- TCP Committee Chair Oxendine noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. Dr. Oxendine stated that these waivers are requesting to use school-wide growth values in lieu of administering NC Final Exams and Middle School Career and Technical Education Middle School Assessments.

- Board member Tate expressed concern about the testing structure. He cautioned consistency of application and suggested revisiting this issue in the future. Board member Willoughby shared that there has been much discussion about this issue, specifically about the fact that the statistical pool is being diminished.
- There was no further discussion.

Upon motion by Dr. Olivia Oxendine, and seconded by Ms. Marcella Savage, the State Board of Education voted unanimously to approve the waiver requests for Columbus Academy and Union Academy Charter; and the six LEAS: Avery County Schools, Buncombe County Schools, Chapel Hill/Carrboro Schools, Jones County Schools, Lee County Schools, and Union County Public Schools as recommended. (See Attachment TCP 1)

### ***NEW BUSINESS***

Under New Business, TCP Committee Chair Olivia Oxendine reported that the TCP Committee received a Principal READY Update from Dr. Lynne Johnson. Dr. Oxendine spoke about the importance of this professional development and that she hopes these Principal READY sessions will be funded in the future.

## **TWENTY-FIRST CENTURY SYSTEMS BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Chair)**

### ***DISCUSSION***

#### **TCS 1 – Council on Educational Services for Exceptional Children**

**Policy Implications:** General Statute § 115C-121; SBE Policy #TCS-B-005; and Section 300.167-300.169 of federal regulations under Individuals with Disabilities Education Act

**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Mr. William J. Hussey (Director, Exceptional Children Division)

#### **Description:**

The Council is established in federal and state law as an Advisory Council to the State Board of Education. Its establishment is set forth in Section 300.167-300.169 of the federal regulations, Section 1412(a)(21) of the Individuals with Disabilities Education Act (IDEA 2004) and Section 115C-121.1 of North Carolina General Statutes. The Council advises the State Board of Education on unmet needs within the state in the education of children with disabilities.

Legislation requires that the majority of the members of the Council must be individuals with disabilities or parents of children with disabilities. The Council shall represent the various interests of the groups concerned with the education of children with disabilities, including gender, ethnic diversity, and representation from across the state.

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State

Board of Education is for two years. State Board of Education appointments are four-year terms with no person serving more than two consecutive four-year terms.

There are three (3) vacant appointments to represent parents of children with disabilities, two represented District I and one represented District 6. The vacancies are due to a term expiration, a resignation and a retirement. The State of Education is asked to provide recommendations to fill the three (3) vacancies for representatives of parents of children with disabilities.

There are four (4) appointments with terms expiring June 30, 2014; 1) special education teacher representative; 2) LEA representative; 3) Institutions of Higher Education representative; and 4) Vocational, Community or Business representative. Mr. Vicki Simmons, special education teacher representative, is in agreement to serve a second term (7/1/14 – 6/30/18). The other three representatives have not responded with interest to serve a second term. The State Board of Education is asked to discuss the approval of Ms. Vicki Simmons serving a second four-year term. The State Board of Education is asked to submit recommendations for the remaining three vacancies of LEA representative; Institutions of Higher Education; and Vocational, Community or Business representative. Three of the vacancies represented District 5 and one represented District 3. The Council seeks recommendations with geographical, gender and race diversity.

The Exceptional Children Division is seeking replacements for two (2) executive appointments expiring June 30, 2014, representing an individual with a disability and private schools through the appropriate legislative office.

**Recommendations:**

At the May meeting, the State Board of Education is asked to discuss the approval of a second four-year term for Ms. Vicki Simmons as a representative of special education teachers.

The State Board of Education is asked to submit recommendations to fill the following vacancies:

- (3) for parents of children with disabilities
- (1) for LEAs
- (1) for Institutions of Higher Education
- (1) for Vocational, Community or Business

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's May meeting and will return for Action in June 2014. (See Attachment TCS 1)

***DISCUSSION***

**TCS 2 – Process for Awarding New Four-Year Teacher Contracts for Early Learning Sensory Support Program**

**Policy Implications:** Session Law 2013-360 (S402) 9.6(g)(h)

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Mr. John Pruette (Executive Director, Office of Early Learning)

**Description:**

The Early Learning Sensory Support Program operates under the supervision of the Office of Early Learning's Executive Director, Mr. John Pruette. Comprised of a statewide network of itinerant teachers, the program provides direct service support to young children (aged 0-5) who are deaf/hard of hearing or blind/visually impaired. Technical assistance is also provided to the families of those children in an effort to support optimal growth and development for each child.

Based on recent legislation, the performance and evaluations of all teachers that have been employed "by the local board" for at least three consecutive years shall be reviewed. Based on these reviews, the "superintendent" shall identify and recommend to the "local board" twenty-five percent (25%) of those teachers employed by the "local board" for at least three consecutive years to be awarded four-year contracts beginning with the 2014-15 school year.

Because the licensed teaching staff of the Early Learning Sensory Support Program are impacted by this law and are technically employed by the State Board of Education, the performance and evaluation of all teachers who have been employed for at least three consecutive years shall be reviewed by the Executive Director of the Office of Early Learning. Based on these reviews, the Executive Director shall identify and recommend to the State Board of Education twenty-five percent (25%) of those teachers to be awarded four-year contracts beginning with the 2014-15 school year.

**Recommendation(s):**

It is recommended that the State Board of Education approve the process for awarding four-year teacher contracts for the Early Learning Sensory Support Program.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's May meeting and will return for Action in June 2014. (See Attachment TCS 2)

***DISCUSSION***

**TCS 3 – Procedures Manual: Public School Building Capital Funds (PSBCF)**

**Policy Implications:** General Statute § 115C-546.2; Procedures Manual/Public School Building Capital Fund

**Presenter(s):** Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and Dr. Kenneth Phelps (School Planning Consultant, School Planning Section)

**Description:**

The Public School Building Capital Funds Procedures Manual is being updated to provide guidance to local school units involved in funding school construction and to designate and allocate funds in a timely manner. The 2003 General Assembly changed the source of funding and the manner of apportionment of those funds; administrative policies have been developed to support this change.

**Recommendation(s):**

It is recommended that the current Procedures Manual be deleted from use and the updated Procedures Manual (2014 Revision) be adopted and published.

**Discussion/Comments:**

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's May meeting and will return for Action in June 2014. (See Attachment TCS 3)

***NEW BUSINESS***

Under New Business, TCS Committee Chair Gregory Alcorn reported that the TCS Committee received a Digital Learning Assessment Plan Update on Home Base.

***UPDATE ON CONTRACTS***

(See Attachment in book)

TCS Committee Chair Alcorn encouraged Board members to review the contracts listed for information in the Board book.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE  
(Ms. Tricia Willoughby, Chair and Mr. Reggie Kenan, Vice Chair)**

***DISCUSSION***

**HRS 1 – Healthy Active Children Policy Revisions**

**Policy Implications:** SBE Policy # GCS-S-000

**Presenter(s):** Dr. Robin McCoy (Director, K-12 Curriculum and Instruction Division) and Dr. Ellen Essick (Section Chief, NC Healthy Schools)

**Description:**

The Healthy Active Children Policy has been in effect since 2003. Since that time, some implementation and reporting processes have been institutionalized. Others continue to be confusing and, as a result, require continuous clarification. In order to ensure more accurate implementation and reporting of the Healthy Active Children Policy and to incorporate the federal guidelines for local wellness policies, these changes are being proposed.

**Recommendation(s):**

State Board members are asked to review the suggested changes to the current policy and provide feedback.

**Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby noted a thorough discussion of this item during the HRS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the May 2014 State Board of Education meeting and will be presented for Action in June 2014. (See Attachment HRS 1)

***NEW BUSINESS***

Under New Business, HRS Committee Chair Patricia Willoughby reported that the HRS Committee received a presentation from Dr. Ellen Essick about the Evaluation of the Healthy Active Children Policy.

**GLOBALLY COMPETITIVE STUDENTS**  
(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

***ACTION***

**GCS 1 – Course for Credit: GCS-M-001**

**Policy Implications:** SBE Policy # GCS-M-001

**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer), Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Mr. Rob Hines (Director, LEA Programs)

**Description:**

The Course for Credit policy, GCS-M-001, provides guidance to school districts regarding the awarding of high school course credit. The current policy must be revised to update certain sections and to align with other SBE policies. The policy revision recommendations include language removing specific reference to the number of hours of seat time for a credit course and maintaining the requirement that local school superintendents ensure that courses have sufficient rigor, breadth and depth to be awarded high school credit. As we encourage schools to implement courses for credit through innovative instructional delivery options such as online courses, blended learning courses or to use the Credit by Demonstrated Mastery option, such hour requirements become obsolete. Additionally, removal of the specific reference to hours of seat time allows LEAs more flexibility in scheduling first- and second-semester calendars. The policy revisions also address the need to align the course for credit requirements for middle school students taking a high school course for credit and high school students taking the same course for credit. Finally, the policy provides clarity in credit and GPA calculations for courses repeated for credit.

**Recommendations:**

The State Board of Education is asked to accept the proposed policy as presented.

**Discussion/Comments:**

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.

- Chair Savage explained that this item amends and reorganizes the original policy for substantial changes that eliminate the seat-time requirement, instead requiring that instruction is provided on a full set of standards or course without respect to seat time. The policy revisions also remove the middle school requirement that students pass an EOC to receive credit for a course, thereby aligning the policy revisions for all students. In addition, she explained that the policy provides clarity in credit and GPA calculations for courses repeated for credit.
- There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the amended Course for Credit policy as presented. (See Attachment GCS 1)

***LATE ITEM – ACTION ON FIRST READING***  
**GCS 3 – Academic Achievement Levels and Descriptors**  
**Policy Implications:** SBE Policy # GCS-C-033

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Tammy Howard (Director, Accountability Services), and Hope Lung (Section Chief, Test Development)

**Description:**  
In support of the North Carolina General Assembly’s Read to Achieve requirements, an equivalent form of the North Carolina End-of-Grade 3 English Language Arts/Reading Test (EOG) is administered to all third graders at the beginning of the school year. This assessment, the Beginning-of-Grade 3 English Language Arts/Reading Test (BOG3), is administered between the 11<sup>th</sup> and 15<sup>th</sup> day of the school year. Functioning as a pretest, it provides a measure for growth reporting and provides educators with information on each third-grade student’s reading level at the beginning of the school year so that appropriate instruction and intervention may occur throughout the year. Because the BOG3 is an equivalent form of the EOG3 English Language Arts/Reading tests, this item recommends that the State Board of Education (SBE) applies the adopted Academic Achievement Standards for the EOG3 to the BOG3 English Language Arts/Reading test.

**Recommendations:**  
It is recommended that the State Board of Education approve the technical edits to GCS-C-033 to state the BOG3 has the same academic achievement standards as the EOG3 English Language Arts/Reading test.

- Discussion/Comments:**
- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
  - Chair Savage explained that this late agenda item formalizes what is already in practice by documenting in Board policy that the End-of-Grade (EOG) 3 English Language Arts (ELA) reading academic achievement standards apply to the Beginning of Grade (BOG) 3 ELA reading test and ensure that there is no confusion in the field resulting from the new achievement level 3 adopted by the Board in March 2014.
  - There was no further discussion.

Upon motion by Ms. Marcella Savage, and seconded by Mr. Greg Alcorn, the State Board of Education voted unanimously to approve the technical edits to SBE policy # GCS-C-003 to state the BOG3 has the same academic achievement standards as the EOG3 English Language Arts/Reading test. (See Attachment GCS 1)

## ***DISCUSSION***

### **GCS 2 – Advanced Placement (AP) and International Baccalaureate (IB) Courses Satisfying Graduation Requirements**

**Policy Implications:** N/A

**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Ms. Sneha Shah-Coltrane (Director, AIG and Advanced Programs)

#### **Description:**

In practice, it is fairly well known that certain Advanced Placement (AP) and International Baccalaureate (IB) courses satisfy North Carolina's graduation requirements. However, clarity is needed to ensure that *all* school/district personnel and students/families are informed of which AP and IB courses satisfy North Carolina's graduation requirements. This policy will help schools and families make the most appropriate educational decisions. AP and IB courses that have been determined to satisfy graduation requirements have been reviewed to ensure they represent similar content and match the intent of the State Board's graduation requirements. DPI recommends that the following policy be adopted by the State Board of Education to ensure clear communication of how AP and IB courses satisfy graduation requirements.

#### **Recommendation(s):**

State Board of Education members are asked to review and comment on the attached proposed policy.

#### **Discussion/Comments:**

- GCS Committee Chair Marcella Savage noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- Chair Savage explained that this item clearly represents the list of AP and IB courses that will satisfy graduation requirements. If approved next month, it will clarify for LEAs and school staff working with students who want to take these AP and IB courses, which courses satisfy graduation requirements, according to Chair Savage.
- There was no further discussion.

This item is presented for Discussion during the May 2014 State Board of Education meeting and will be presented for Action in June 2014. (See Attachment GCS 2)

## ***NEW BUSINESS***

Under New Business, GCS Committee Chair Marcella Savage reported that the GCS Committee received an update on Grade Point Average Calculations from Dr. Rebecca Garland. She noted that a study group authorized by the General Assembly has developed recommendations for 18 IB courses to have a maximum of 5 quality points instead of the current 6 quality points. Honors courses receive a maximum of 4.5 quality points and that regular courses continue to receive at the current maximum of

4 quality points. The GCS Committee looks forward to hearing from the two authorized boards of their actions on these recommendations at their next meeting, according to Chair Savage.

## **CHAIRMAN'S REMARKS**

### **Announcements**

Chairman Cobey reminded Board members that, on Thursday, April 3, Mr. James Ford, a ninth-grade World History teacher at Garinger High School, Charlotte-Mecklenburg Schools, was named the 2014-15 Teacher of the Year and will be joining the Board table in July. Chairman Cobey spoke briefly about Mr. Ford's path to becoming a teacher.

He also noted that the Board will say good-bye to the following Board Advisors during its June meeting: Superintendent Advisor Mark Edwards, Principal of the Year Advisor Dale Cole and Teacher of the Year Advisor Darcy Grimes.

Chairman Cobey reminded Board members that immediately following today's meeting, they are invited to participate in the Wells Fargo Principal of the Year Luncheon, scheduled at the Umstead Hotel in Cary, NC.

The Chairman thanked Burroughs Wellcome Fund for its generous support of the Teacher of the Year Program and Wells Fargo for its generous support of the Principal of the Year Program. He stated that both of these organizations recognize the crucial role of teachers and leaders in the public schools and have proclaimed their support in a very visible way. In addition, Chairman Cobey thanked Mrs. Anne Goodnight for her assistance to the Department of Public Instruction and the Board in helping with both of these wonderful events at the outstanding Umstead Hotel. The Board is grateful to all of these corporate partners for their continuous and generous support.

## **NEW BUSINESS**

Chairman Cobey recognized State Superintendent Atkinson to report on two proposed draft Memoranda of Understanding (MOU) with two international school boards – Pune, India, and Lille, France.

Dr. Atkinson prefaced her remarks by sharing that the State Board of Education has had Memoranda of Understanding with countries such as Germany, Spain, China and Denmark in past years. The French Consulate General's Office has been in touch with the Department for the past several years regarding a possible MOU with one of its educational regions of France. Based on population and economic similarities, it was suggested that Lille could be a good match with North Carolina.

In addition, Dr. Atkinson shared that Pune, India, through the National Center for International Understanding, wants us to have an agreement with a providence in India as well. She noted that, along with Board member Taylor, she will travel to India in June to meet with the officials there concerning this MOU.

Prior to introducing the three guests from Lille, France, Dr. Atkinson shared that French is the number two course in foreign language enrollments in North Carolina. Each year there are between 35 to 45 thousand students who take French in school, in addition to the four dual-immersion programs in the state.

Dr. Atkinson introduced the guests from France who were present in the audience: Ms. Isabelle Jeuffroy (International Education Affairs Director for the Académie of Lille), Mr. Laurent Duhaupas (English Coordinator for the Académie of Lille) and Ms. Aurélie SURBLÉ (Deputy Cultural Attaché Educational and University Affairs, Consulate General of France in Atlanta).

On behalf of the French Minister for Education, Mr. Duhaupas prefaced his remarks by expressing best regards to the State Board and State Superintendent Atkinson. Mr. Duhaupas shared that Lille, France, is hoping to work with the State Board of Education to encourage North Carolina teachers to work with their teachers for the greatest benefits of one another's students. He stated that they are looking forward to the opportunities to making connections between schools, initiating and facilitating teacher and administrator exchanges between schools, and promoting professional development for teachers.

Following Mr. Duhaupas's remarks, Chairman Cobey invited the guests forward to present State Board of Education mugs. The presentation was photographed.

State Superintendent Atkinson noted that this work is in honor of the Global Education Plan. Staff plans to work with Board member McDevitt's committee as we move forward with these relationships, according to Dr. Atkinson.

In other new business, Board member Tate shared that the third cohort of the Northeast Leadership Academy is graduating next Friday. He encouraged Board members to attend this event at NC State University.

Board member McDevitt commended a book entitled *Teaching a Werewolf*.

### **OLD BUSINESS**

No old business was brought before the Board.

### **ADJOURNMENT**

*Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by Vice Chairman A.L. Collins, and seconded by Ms. Patricia Willoughby, Board members voted unanimously to adjourn the April 30-May 1, 2014, meeting of the State Board of Education.*