

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
May 4-5, 2016**

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

William Cobey, Chairman	Kevin Howell
A.L. "Buddy" Collins, Vice Chairman	Reginald Kenan
Dan Forest, Lt. Governor	Wayne McDevitt
Gregory Alcorn	Rebecca Taylor
Eric C. Davis	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	James Ford, Teacher of the Year Advisor
Christine Fitch, Local Board Member Advisor	Yates McConnell, Junior Student Advisor
	Grace Russell, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman Bill Cobey called the Wednesday session of the May 2016 State Board of Education (SBE) meeting to order and declared the Board in official session. After explaining that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website, he welcomed Board members and staff, Board advisors, onsite visitors, online listeners, and Twitter followers.

Chairman Cobey explained that, prior to convening this meeting, the Board hosted a breakfast this morning with members and staff of the North Carolina General Assembly to engage in meaningful conversation, share information and answer questions on issues of mutual interest regarding public education and related topics.

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.

Chairman Cobey noted for those listening online that the Board was back in Raleigh this month, following its April planning and work session and Board meeting at UNC Wilmington. He expressed appreciation to Chancellor Jose Sartarelli and Dean Van Dempsey and their staff for hosting the Board and for their participation in the Board's meetings.

Chairman Cobey noted the absence of Dr. Olivia Oxendine at this meeting due to the death of her husband; the funeral is scheduled for Thursday, May 5, in Wilmington. The Chairman called for a moment of silence for Dr. Oxendine and her family.

### **APPROVAL OF AGENDA**

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available on eBoard. The Chairman asked if there were any changes to the agenda that Board members wished to request.

### **Discussion/Comments:**

- Board member Patricia Willoughby made brief comments about HB 2 and publicly asked that the Board make time for a discussion about the impact on schools during the June SBE meeting with input from the Board's attorneys.
- There was no further discussion.

*Upon motion made by Mr. Kevin Howell, and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for May 4 and 5, 2016, as presented.*

### **SBE ISSUES SESSION**

Chairman Cobey explained that Issues Sessions provide the Board with in-depth information on relevant education topics. These sessions are, in fact, a part of the Board's required Board member development. Chairman Cobey recognized Mr. Martez Hill to set the context for the first Issues Session on the agenda.

- **SBE Interagency Committee: Orientation, Part I: DPI Programs and Partnerships**
  - ❖ **Ms. Katie Cornetto (SBE Attorney)**
  - ❖ **Dr. Lynn Harvey (Chief, Child Nutrition Services)**
  - ❖ **Dr. Ellen Essick (Section Chief, Healthy Schools Section)**
  - ❖ **Ms. Donna Brown (Director, Federal Program and Monitoring Support Division)**

Mr. Martez Hill reminded Board members that the State Board established an SBE Interagency Committee in September 2015, noting that Vice Chairman A.L. Collins is the chair of that committee. He shared that the primary purpose of the Committee is to advise the State Board about challenges of at-risk schools and children as it relates to poverty, safety, health and other non-academic areas. During

preliminary discussions about steps that need to take place prior to convening external partners, Mr. Collins asked for an assessment of the policies, programs and partnerships that the Department is already implementing or overseeing, which is the purpose of this Issues Session. Mr. Hill recognized Ms. Katie Cornetto to begin the presentation. As Ms. Cornetto made her way to the podium, Mr. Hill also shared that Chair Collins also asked about wrap-around services provided by local school districts. He explained that, subsequently, he reached out to one of the Department's partners at the Comprehensive Center to ask if they would be willing to conduct a survey. He elaborated briefly on the purpose of the survey to collect data to present to our partners in order to identify overlapping services or gap areas.

Ms. Katie Cornetto also helped set the context for this issues session by providing a quick historic review of how the State Board provides an opportunity for a sound basic education for public school students in North Carolina. She explained that most recently the State Board developed its plan consistent with the constitutional mandate and the Board's vision for the future.

Using a PowerPoint presentation, Ms. Cornetto provided materials as a refresher, noting that Level 1 outlines the initiatives and programs that the Board currently provides for students to have an opportunity for a sound basic education. She reiterated Mr. Hill's comments that the Board adopted a policy establishing the SBE Interagency Committee. The Committee's two specific purposes are to identify and review challenges of at-risk school age populations such as poverty, safety, health and other non-academic barriers, and to make recommendations to the State Board and to other state agencies as well as other stakeholder groups on how best to facilitate access for all public school children to receive an opportunity for a sound basic education. Ms. Cornetto shared that the SBE Interagency Committee is comprised of a wide array of professionals that will meet regularly to explore recommendations for the State Board and other state entities.

Ms. Cornetto explained that this Issues Session is the first in a series to orient the State Board on the partnerships that already exist. She quoted the State Board's conclusion of its plan that states, "The obligation to provide an opportunity for a sound basic education belongs to every agency of the state as every local government, every local school board and to the public at large. The Interagency Advisory Committee is designed to allow our children to flourish, and the State Board should inventory (as it will begin today) existing initiatives and interagency partnerships. The cultivation of these relationships will assist in the removal of non-academic barriers for all children to realize the opportunity for a sound basic education."

Ms. Cornetto recognized Dr. Lynn Harvey to provide her assessment of interagency partnerships in the schools related to nutrition: Hunger, Health and Academics.

Using a PowerPoint presentation, Dr. Lynn Harvey provided an overview of the programs administered by the School Nutrition Section, which include:

- National School Lunch Program
- School Breakfast Program
- Summer Nutrition Programs
- After-School Snack Program
- Special Milk Program
- Fresh Fruit and Vegetable Program

➤ School Nutrition Leadership Academy

Dr. Harvey spoke briefly about Maslow's Hierarchy of Needs, which is a conceptual model to establish the critical nature of school nutrition programs in supporting a sound basic education for all students. She stated that school nutrition programs are critical safety nets for students because meals/snacks provide fuel needed to concentrate, learn and succeed. Dr. Harvey provided the following data points related to child hunger in North Carolina:

- Nearly 60% of students (826,000) enrolled in North Carolina's public schools are from economically disadvantaged households.
- Approximately one in five or 22.4% of the nation's children live in food-insecure households.
- More than one in four or 27.6% of children in North Carolina struggle with hunger.
- School meals help prevent child hunger in every school district in the state.

Academically, students who experience hunger are more likely to:

- Have limited attention spans
- Exhibit behavioral problems
- Have difficulty concentrating and performing complex tasks
- Have reduced cognition or brain function and lower standardized test scores
- Have to repeat a grade.

Dr. Harvey noted that hunger has long lasting, devastating effects on children. She shared that in a national study of educators published by Share our Strength, March 2015, 76% of educators say their students regularly come to school hungry. Fifty-nine percent of educators say that a lot or most of the children in their school rely on school meals as their primary source of nutrition.

Dr. Harvey elaborated briefly about the three collaborative efforts with our university systems, public and non-public food banks, and other state agencies to overcome the barriers to access, which include successes such as

1. Summer meals for students

Summer is an especially difficult time as children who normally receive free and reduced-price lunches at school are at home facing bare pantries.

The Summer Nutrition Programs ensure children in low-income areas continue to receive nutritious meals during long school vacations when they do not have access to school lunch or breakfast.

The General Assembly transitioned the Summer Food Service programs from DHHS to DPI in 2014-15. Dr. Harvey also spoke about the Feed and Read model, which has been instituted to bridge the summer learning slump.

2013-14

18 LEAs

17% of eligible students participated

2014-15 – transitioned to DPI

54 LEAs

11% increase in meals served

2015-16

72 LEAs have come on board to serve meals this summer to all children who travel to the school site.

## 2. At-risk after-school meals

Offers a “nutritional boost” to students that might not otherwise receive.

- Provides snacks at no cost in most schools
- Must be accompanied by an educational or enrichment activity

Collaboration would provide access to dinner meals by minimizing the administrative barriers for schools.

Dr. Harvey shared that the Department recently learned that the North Carolina Department of Health and Human Services (NCDHHS) administers the Child and Adult Care Program (CACFP).

By collaborating:

- NCDPI will vet LEAs that are administratively and financially capable to provide evening meals,
- provide statewide professional development for LEA personnel,
- oversee compliance monitoring of school sites, and
- administrative burden/duplication of effort are diminished.

Dr. Harvey spoke about a meeting that occurred on Tuesday with Rep. Rick Glazier and others to talk about this model. He asked that by July 1 the Department have an MOU with DHHS to assume these responsibilities in order to alleviate the administrative burden for our schools to enroll at-risk students for these evening meals in high-poverty areas beginning with the 2016-17 school year. Dr. Harvey spoke briefly about the opportunity to provide enrichment and reading programs after school in tandem with these meals.

## 3. Partnership for foster children

Dr. Harvey explained that, once identified, foster children are categorically eligible for free meals at school. She spoke briefly about the confusion around how eligibility is established. A joint effort between NCDPI and NCDHHS is underway to share data to establish eligibility for foster children that is transferable with the student. Great progress has been made toward exchanging data with DHHS related to foster children. Once these children are captured in our data system, we will be able to provide meal benefits automatically without question, according to Dr. Harvey.

As it relates to non-academic barriers, Dr. Harvey shared that the greatest barrier is lack of awareness. In closing, she stated that the only hunger children should every experience, is the hunger to learn, achieve and succeed.

In response to a question about poverty areas, Dr. Harvey explained that they are looking at those LEAs that are participating under the Community Eligibility Provision (CEP). She explained that the CEP allows a school and/or district to provide meals to children who are identified as receiving other federal assistance benefits.

Dr. Harvey provided clarification related to the data shared earlier in response to a question by Board member Rebecca Taylor. She clarified that in 2014-15 we were able to expand our meal service by 11 percent; the students served are up to 21 percent.

A brief discussion also occurred related to funding challenges. Dr. Harvey explained that Child Nutrition is a federally-assisted program, which means that a large portion of the funding comes from the U.S. Department of Education (USED). For example, funding for the after-school program comes as an entitlement from USED. She added that Child Nutrition Services also relies on state and local support, and she hopes to find success in seeking more state support. However, at this point there are limited state funds directed to the State Nutrition Program. She explained that any time there is an increase in a base salary, bonus pay, or increase in health insurance benefits, the School Nutrition Program has to absorb that cost. These costs are not provided by the federal government. She provided an example using last year's \$750 bonus, which came to about \$10.5 million and comes out of revenues that are available to schools to support the School Nutrition Program. In order to sustain the progress being made, Dr. Harvey stated that we are in desperate need of additional state support.

Next, Dr. Ellen Essick used a PowerPoint presentation to speak about healthy schools, i.e., the Whole School, Whole Community, Whole Child model.

Dr. Essick spoke about data collection through the Youth Risk Behavior Survey and the Profiles.

Dr. Essick noted the connection between health and academic achievement in high school. She used a bar graph to show students that meet physical activity guidelines, cigarette use (current), alcohol use (current), sexual intercourse (ever), and those that needed medical treatment for suicide attempt in the past 12 months.

Dr. Essick explained that the biggest initiative in the division is Healthful Living. The Healthful Living consultant oversees Health Education K-12 Standards + Physical Education + K-12 Standards. She spoke about poverty's impact on healthful living as it relates to

- Limited access to exercise facilities
- Lack of transportation to exercise facilities
- Lack of transportation for after-school activities
- Students being pulled from Physical Education for remediation in other subjects
- Lack of parental commitment to the importance of physical activity
- Competing priorities of job, child care, etc.
- Lack of safe facilities

Dr. Essick shared that physically active kids have more active brains, noting that students tested better in reading, spelling and math and were more likely to read above their grade level. According to research, after being in a physically active afterschool program for 9 months: memory tasks improved 16%.

Another focus of the Healthful Living Section is related to Teen Pregnancy Prevention. Dr. Essick shared that over the last 20 years there have been dramatic decreases in teen birth rates: NC Teen Birth Rates (ages 15-19)- decrease 1996-2012 across the nation. While there is still some disparity, Dr. Essick

attributed declining rates in North Carolina to collaborative efforts and concentrated work between DPI's Healthy Schools, external partners and the Division of Public Health. Title V (Abstinence Education Funding) from the Family and Youth Services Bureau is used for education initiatives and provides funding to LEAs for mental health services and school nurses. A portion of that funding is used to collaborate internally with our Social Studies Section for the Service Learning: Student Leadership Institute. Dr. Essick stated that it is important to note that funding is only available to 19 LEAs.

Another initiative, School-Based HIV Prevention, is funded by the Centers for Disease Control (CDC). Dr. Essick explained that in the last funding cycle the CDC decided that they wanted concentrated work, which requires:

- Standards-Based Exemplary Sexual Health Education,
- Access to Sexual Health Services,
- Safe and Supportive Environments for Students and Staff, and
- Youth at Disproportionate Risk for HIV Infection.

To demonstrate the significance, Dr. Essick shared a chart representing age distribution of HIV disease in NC data from 2008. She drew attention to ages 20-24 males and females with HIV, then shared another chart from 2012, noting the dramatic increase among that same age group. Dr. Essick stated that people testing positive for HIV between the ages of 20-24 were most likely infected in high school, which means we need to do a lot of work toward educating our children. Part of the initiative requires that schools work with Youth at Disproportionate Risk (YDR) for HIV. She noted that our YDR are gay, lesbian, bisexual, and transgender students. We are working toward providing safe and supportive environments so all students feel safe and supported in school, according to Dr. Essick.

Dr. Essick then shared a graph to show suicidal behaviors between 2011-2015 for all high school students. The rate has increased since 2013. Another graph disaggregated by heterosexual, gay, lesbian, and bisexual students shows that these groups of students are four times more likely to seriously consider, plan or attempt suicide.

Collaboration - NCDPI Division Partners include:

- Action for Healthy Kids
- UNC-Chapel Hill, Gillings School of Public Health
- Division of Health and Human Services
- American Heart Association
- SHIFT NC

Wishes shared by Dr. Essick include:

- Resources to work with all 115 LEAs
- Human capital (currently, there is only one state-funded position)
- More time for Healthful Living

Other collaborations include:

- Division of Health and Human Services: (Injury and Violence Prevention, HIV/STD, Chronic Disease)

- UNC-Chapel Hill, Gillings School of Public Health
- SHIFT NC (Sexual Health Initiatives for Teens)
- NC School Health Training Center (NCSHTC)
- Alice Aycock Poe Center
- American Heart Association
- North Carolina High School Athletic Association
- Action for Healthy Kids
- NC Association of Athletics, Health, Physical Education, Recreation, Dance and Sport Management (NCAAHPERD-SM) Prevention Partners
- NC Institute of Medicine
- NC Center for Health and Wellness
- LGBT Center of Raleigh
- Suicide Prevention Task Force
- Eat Smart Move More Leadership Team (ESMM)
- NC Association for the Advancement of Health Education (NCAAHE)
- NC Physical Education Association (NCPEA)

Board member Patricia Willoughby spoke briefly about the main objective of maintaining safety and respect in the school environment and the importance of the data gleaned through the YRBS. She encouraged Board members to give their attention to this data because we need students who are well fed and feel safe in their learning environments.

Board member Rebecca Taylor asked how the 19 LEAs were selected and if there is a list that can be shared. In response, Dr. Essick explained that the HIV LEAs were selected because of the rates of HIV in those districts, Title V LEAs are chosen based on a number of factors including teen pregnancy, poverty and other social determinants of health. Dr. Essick noted that she would provide a list of the HIV LEAs to Board members. A brief discussion ensued about the importance of fostering community support in all schools as it relates to suicide.

Vice Chairman Collins noted that a lot of innovation has taken place with limited resources, mentioning that what must be done is to leverage other resources in the community; he suggested that he would like to have an inventory of community resources, and suggested additional conversations with DHHS. He spoke briefly about the deficit of people in the field, noting that counselors are often being used for school business other than counseling and an effort needs to be made to point that out.

As it relates to the Gfeller-Waller Concussion Act, Mr. Collins spoke about the impact of trainers in his LEA, which have proven to be an asset toward the protection of students as well as access to health care for students who may not otherwise have access; those areas need to be expanded as well in our efforts, according to Mr. Collins. State Superintendent June Atkinson shared that approximately three years ago the Department developed an extensive inventory to show all of the collaboratives we had across the entire agency. She suggested to Mr. Hill that this inventory needed to be updated in order to do what Mr. Collins is suggesting.

Using a PowerPoint presentation, Ms. Donna Brown spoke next regarding federal resources. She prefaced her presentation by explaining she would identify two key changes under the Every Student Succeeds Act (ESSA), as well

as share an example of some important work that is already aligned to those changes. The first definition change for ESSA is a shift away from core academic subjects to a well-rounded education, according to Ms. Brown. She explained that core academic subjects were limited to reading, math, science, foreign language, civics and government, economics, arts, history, and geography. The well-rounded education includes all of the previous subjects plus engineering, physical education, computer science, career and technical education, technology, health, writing, music, and any other subject as determined by the state or LEA. Ms. Brown explained that the well-rounded education speaks to much of what was shared earlier in that we have to have a whole child approach if students are going to be academically successful. Often times, core-led LEAs believed that they could not use their federal resources in a broad way; now it will be more explicit in language, according to Ms. Brown. She added that, as it relates to Title I School Plans, ESSA broadens allowable use of funds by more explicitly providing a list such as below:

- counseling
- school-based mental health programs
- mentoring services
- strategies to improve students' skills outside the academic subject areas
- schoolwide tiered model to prevent and address problem behavior, and early intervening services

Another significant change in the definition is the pulling away of scientifically-based research to evidence-based strategies/interventions/practice. Ms. Brown explained that this shift demonstrates a statistically significant effect on improving student outcomes.

Next, Ms. Brown introduced Board members to NCStar®, which is a web-based tool that guides a district or school leadership team in charting its improvement and managing the continuous improvement process; this tool is relatively new to the agency. NCStar® was developed by the Academic Development Institute in 2007 in response to states' concerns about how to build capacity at the local level for school improvement planning.

According to Ms. Brown, the agency is collaborating to develop a comprehensive system of support for school planning – MTSS is the framework, NCStar® is the tool, and NCDPI provides services and support at the local level. The next steps are for the four service support teams to look at aligning existing resources that may be available to help practitioners understand the notion of continuous improvement and will begin developing face-to-face sessions to provide to the regions around data-driven decision-making when starting to assess and develop plans.

- **Multi-Tiered System of Support Update**
  - ❖ **Ms. Amy Jablonski (MTSS Coordinator, DPI)**

Chairman Cobey recognized Ms. Amy Jablonski to provide the Multi-Tiered System of Support (MTSS) Update.

Using a PowerPoint presentation, Ms. Jablonski spoke briefly about cohort professional development and coaching, district and charter school movement, and innovation. She began the presentation by drawing attention to Attachment 3, which provides a list of the traditional LEAs and charters that are involved in Cohorts 1 and 2 by region. There are 20 participants in Cohort 1 and 37 participants in

Cohort 2. She explained that Cohort 1 has completed its facilitated online Module 1 through Home Base. They have participated in Regional Coordinator meetings, received technical assistance, and begun their data collection to look at how MTSS will be implemented at the district and school levels. Cohort 2 began module 1 and will complete it over the summer, according to Ms. Jablonski. These participants have been involved in technical assistance and coaching by attending regional meetings, collaborating, and getting some frontloading on the content they will use district team meetings effectively. Using technology to our advantage, Ms. Jablonski shared that they have been using Google Hangout on Air; live broadcasts are being utilized where anyone in the field can join in. Live chats have also been started using Twitter or Moodle to begin conversations across the state to leverage all of the technology we have as a resource.

According to Ms. Jablonski, the Research and Evaluation team is currently collecting the implementation data through the Self-assessment of MTSS (called SAM). Implementing schools will complete SAM this spring. She stated that pairing the implementation data with student data will provide a school and district perspectives on fidelity of implementation. Ms. Jablonski indicated that she would be prepared to share the results of that data collection during the next MTSS update in August.

Ms. Jablonski also provided an overview of the professional development provided to Cohorts 1 and 2. In addition to this facilitated online professional development for Cohorts 1 and 2, three statewide professional development strands have been offered to LEAs to build readiness to participate in the next cohorts or to strengthen particular skills. Ms. Jablonski provided a summary of participation by topic as follows:

- Leadership – 297 participants
- Data Evaluation – 292 participants registered
- Problem Solving – 175 participants registered

Additional statewide strands are going to be offered as a result of feedback from the field about the desire for face-to-face professional development.

According to Ms. Jablonski, communication and visibility have strengthened through strategic communication to stakeholders, web-based visibility, print media, listservs, and a guidance document, (a companion guide to the online professional development) to provide an extra sustainable resource over time. Ms. Jablonski invited Board members to follow them on Twitter.

Ms. Jablonski explained that Cohorts 3 and 4 were selected in the same manner as Cohorts 1 and 2 by sending out a Readiness Instrument across the state; 97% of the school districts sent the instrument back asking to be a part of the cohort. She explained that the Department is actively and gently asking the four remaining LEAs if they would like to be involved. She also shared that, due in part to the partnership with the Office of Charter Schools, the increase in charter school participation has been dramatic.

Additionally, Ms. Jablonski shared several examples and described briefly what the implementation actually looks like in the schools and districts.

- High School: Exploring Changing Master Schedule

- Elementary school: Defining and Analyzing Core Instruction
- Middle School: Installing Common Academic Literacy Frame
- Elementary & Secondary Feeder Pattern: Defining Common Behavior Expectations
- Charter School: Connecting Implementation Frames

Ms. Jablonski concluded her presentation by describing a collaborative implementation project, which includes a cross section of divisions within the Department (Integrated Academic and Behavior Systems, NCVPS, Curriculum and Instruction, and Exception Children). The target area is Math 1. She explained that West Carteret High School has agreed to work with the Department to install two courses this fall that will be a co-teaching blended approach from NCVPS with a face-to-face teacher for Math 1. Ms. Jablonski explained further that West Carteret was selected for this project because the school is a part of a secondary implementation grant project so it already has the framework to install. She conveyed that West Carteret is recognizing that it can use the leverage of the virtual space to help all students.

In response to Board member Greg Alcorn's question about whether the districts have talked about calendar flexibility, Ms. Jablonski shared that some districts, such as Rockingham County, have talked about the calendar barriers they have for students and staff. A big part of that conversation is about instructional days as well as staff professional development days, according to Ms. Jablonski.

Mr. Alcorn asked Ms. Jablonski to speak a little more about the data collection and what the results will look like. She explained that all of the implementing schools are asked to complete a rubric where the critical components are broken down into finite, detailed action items; the rubric asks where they are within that continuum of implementation in each of the critical component areas. She added that it will be numeric.

At this time, the Board's committee meetings were held.

**SPECIAL COMMITTEE ON DIGITAL LEARNING CHAIR REPORT**  
**(Lt. Governor Dan Forest, Chair; Ms. Rebecca Taylor, Vice Chair)**

***DISCUSSION***

**SCDL 1 – Digital Learning Competencies/Digital Learning Plan Update**

**Policy Implications:** Session Law 2013-11; House Bill 23 Section 3

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Objective 3.2:** Develop and support highly effective principals.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning) and Dr. Jeni Corn (Director, Evaluation Programs, Friday Institute)

**Description:**

Session Law 2013-11; House Bill 23 Section 3

"State Board of Education shall develop digital teaching and learning competencies to provide a framework for schools of education, school administrators, and classroom teachers on the needed skills to provide high-quality digital teaching and learning."

The Digital Teaching and Learning Division has collaborated with the Friday Institute and practitioners from the field in developing Digital Learning Competencies for Teachers and Administrators. The draft competencies have been shared with stakeholders across the state for feedback and input and are being presented to the State Board of Education for input and discussion.

Provide an update on Digital Learning Plan activities to date, including the updated Digital Learning and Media Inventory (former Annual Media and Technology Report); Revisions to the Digital Learning Progress Rubric; the Digital Equity Summit, and the cooperative purchasing approach.

**Recommendation(s):**

It is recommended that the State Board of Education review and provide input on the competencies.

**Discussion/Comments:**

- SCDL Committee Chair Dan Forest recognized Ms. Verna Lalbeharie, Dr. Jeni Corn and Mr. Phil Emer to present this update.
- Ms. Lalbeharie prefaced her remarks by explaining that the purpose of this presentation is to present the NC Digital Learning Competencies (DLC) and to provide a status update on the progress the Friday Institute has made on the Digital Learning Plan.
- Ms. Lalbeharie described this as a collaborative effort between the Department of Public Instruction, The Friday Institute, and practitioners from across the state.
- Using a PowerPoint presentation, Ms. Lalbeharie summarized G.S. §115C-284, Section 2, which directs the State Board of Education to develop digital teaching and learning competencies to provide a framework for schools of education, school administrators, and classroom teachers.

In addition, the law directs the State Board of Education to include continuing education in high-quality, integrated digital teaching and learning as a requirement of licensure renewal.

- Ms. Lalbeharie reported that North Carolina is one of only five states with legislation related to digital learning or digital literacy (Minnesota, Florida, Maine and Louisiana).
- Ms. Lalbeharie highlighted the timeline and process of this work, beginning with the passing of HB 23 in 2013. She directed Board members to Attachments 4 and 5 for the actual DLCs for teachers and administrators, explaining that the DLCs represent skills teachers and leaders should integrate into their practice. The intent is to improve leadership for digital learning and teaching practice to support our digital-age learners. She encouraged Board members to look at the DLCs as an extension of the NC Teaching Standards as well as the Professional Standards for School Executives, noting that they are organized into focus areas. She briefly described each DLC focus areas for teachers, which include:

- Leadership in Digital Learning
- Digital Content and Instruction
- Digital Citizenship
- Data and Assessment

Ms. Lalbeharie also briefly described each DLC focus areas for administrators, which include:

- Vision and Strategy
- Human Capacity and Culture
- Content and Instruction
- Personal Growth and Connectedness
- Community

- As it relates to stakeholder engagement and feedback, Ms. Lalbeharie directed Board members to Attachment 3 to review the list of conferences and stakeholder groups where feedback was gathered, including NCSLMA/NCTIES, Principal/AP Ready, IHE Schools of Education and practitioners. Ms. Lalbeharie provided a summary of the feedback at a very high level for the Board's information, noting that the feedback has been positive overall. There was no real pushback on the competencies per se, according to Ms. Lalbeharie. She added that while there were questions and concerns specifically around professional learning, this was not a surprise since professional learning is integral to moving this forward. She provided several examples of the questions related to professional learning for the Board's information.
- Ms. Lalbeharie also explained that the vision for professional development is to create face-to-face and online professional development for districts to access through a learning management system. She added that this professional development will allow teachers to move from early adoption to mastery through authentic instructional activities and artifact creation, with a focus on modeling professional development. Preliminary planning has been done to provide professional development this summer on how to prepare for local adoption of these competencies, how to create a local professional development plan, etc. She explained that these sessions are strategically hosted on the IHE campuses of our teacher preparation programs. Another key element of the professional development is to identify and highlight teacher exemplars and to utilize videos to provide examples of DLCs in practice, i.e. to unpack the competencies.
- In closing remarks about the DLCs, Ms. Lalbeharie stated professional development is critical to moving forward as it will form the backdrop for digital learning in North Carolina. She reiterated the critical need for resources around professional learning included in the State Board's

- budget request for 2016-17 school year, specifically for implementing the DLCs (recommendation #7).
- Ms. Lalbeharie then transitioned to the Digital Learning Plan Update. She reminded Board members that the Department and the Friday Institute have been collaborating closely to move the components of the Digital Learning Plan forward.
- Ms. Lalbeharie explained that one of the key components of the plan is modernizing the Annual Media and Technology Report. In collaboration with the Friday Institute, this was a heavy lift, according to Ms. Lalbeharie. She explained that the Digital Learning and Media Inventory was fielded on April 11, noting that she is still receiving positive emails about how awesome the tool is and how seamless the interface is, specifically around how closely and tightly aligned it is to the Digital Learning Progress Rubric. Key movement made in this area include
  - Modernized and streamlined
  - Decreased number of questions
  - New user-interface with data validation and error-checking
  - Navigation with built-in logic
  - Aligned to Digital Learning Progress Rubric
  - Front-facing reporting tool.
- At this time, Ms. Lalbeharie recognized Dr. Jeni Corn to speak about the NC Digital Learning Progress Rubric.
- Dr. Corn reminded Board members that in March 2015 the State Board, in support of the Digital Learning Plan, requested that all LEAs and charter schools complete the rubric by May 15, 2015. The intent was to provide a statewide snapshot to prioritize resources and sequence of steps for the NC Digital Learning Plan. Dr. Corn reported that all 115 LEAs and 120 charter schools completed the rubric. She reported that, during that same time, feedback was also being collected about what could be improved with the rubric. Feedback was gathered from superintendents, technology directors, curriculum directors, principals, and NCDPI. Dr. Corn shared that a lot of time was spent revising every key element of the instrument by experts in leadership, professional learning, content, infrastructure and data for digital learning at the Friday Institute to make this a comprehensive strategic planning tool for districts. Positive feedback has been received about this tool in which some of the targets for the state have been clarified. A procurement component for leadership was added, articulated and included BYOD (bring your own device) as one of the target indicators for end-user devices. In addition, they tried to be more articulate about how a district should be using a learning management system, vetting and identifying and using content across their school system. Dr. Corn noted that she is proud of this work and believes it represents some of the best thinking we have done in the state about what a full transition to digital learning looks like. She also mentioned that the Friday Institute has received many calls from other states about this work. The National Governor's Association recently appointed a new Digital Learning Innovation Lead who will be sharing this rubric with representatives in all 50 states. Dr. Corn stated that she sees North Carolina in this work as a leader in setting a vision and doing strategic planning.
- Dr. Corn explained that as they were tasked with collecting the data around the Digital Learning Plan, one of the biggest concerns for superintendents, principals, and the State Board is the issue of equity, i.e. by fully transitioning to digital learning we really could be exacerbating some of those inequities in our schools and districts. Subsequently, as one of the recommendations, a convening hosted by the Friday Institute, in partnership with the North Carolina State Board of Education and Department of Public Instruction, is scheduled for June 22 to focus on solutions based on the challenges to anywhere and anytime access to digital resources for all North Carolina students.

Invitees include educators, industry persons, policymakers, researchers, and other stakeholders. The purpose is to develop a white paper informed by working group discussions to be delivered to state and national stakeholder groups to frame action in addressing digital learning equity. Board member Wayne McDevitt asked if the last-mile connectivity issue will be addressed during this convening, noting that this is a critical component. Mr. McDevitt also stated that while other states see North Carolina as a leader in this work, he would like us to be way ahead of them for economic development purposes, and related purposes. Dr. Corn confirmed that part of the intent of the convening is to have conversation about the last mile, which is why they have included Internet service provider representatives, both rural and urban, because they face different issues around that last mile and home access.

- Next, Mr. Phil Emer provided a brief summary of the approach to statewide cooperative purchasing, highlighting the following elements:
  - Identify candidate goods and services - technology director email list threads provide good insights
  - Understand the marketplace
  - Survey districts and charter schools for demand, key requirements, timing, evaluation team participation
  - Build a forecast of projected spending
  - Determine single award versus multi-award
  - Pick a procurement vehicle - RFP, IFB, piggyback
  - Establish and manage contracts and vendors
- Mr. Emer provided the following examples of the value of cooperative purchasing.
  - School WiFi networks and services, results include:
    - ❑ Forecast \$65M in spending 2016-17 - \$51M E-rate, \$16M State
    - ❑ 62% of classrooms digital ready by EOY 2016
  - Devices – Chromebooks (there is no statewide procurement vehicle for Chromebooks)
    - ❑ Forecast 59K units 2016, 54K units 2017 - \$14M spend in 2016
    - ❑ LEA-dominated review team, IFB in process at DIT
  - Finance and HR-Enterprise Resource Planning (ERP)
    - ❑ Consortium of large districts, led by Guilford
    - ❑ Large one-time cost to integrate with state systems so pay that once
  - Value equation
    - ❑ Bulk discount + standards + procurement management + vendor management + contract management + integration once = W-W-W
- Vice Chairman Collins asked someone to address what the costs look like if we are able to accomplish what we are capable of doing. State Superintendent Atkinson stated that it is important to look at not just how technology is a tool and it is important to do this work, but also the big idea is to move from time-based instruction to competency-outcome instruction; move from a fixed place of learning to any place, any time; move from one-size-fits-all to personalized learning; and move from teacher-centered to student-centered work. Mr. Emer stated that what Dr. Atkinson is talking about is the vision of the plan and follows the lead of the General Assembly in their digital transition bill several years ago. The rubric has now become the planning tool that districts are using. As it relates to budgets, Mr. Emer stated that they have built substantial budgets related to the cost of having the infrastructure in place, the cost of having the professional learning in place, and support for districts in place. He agreed that the state must provide appropriate guidance and funding in order to implement the plan. The expansion budget with its emphasis on digital learning goes a good distance toward the effort; but the plan is only as good as implemented, according to Mr. Emer.

- Explaining that the Lt. Governor had to depart to preside over the Senate at 2 p.m., Chairman Cobey asked Vice Chair Rebecca Taylor to take over management of this presentation.
- Board member Greg Alcorn stated that, as it relates to return on investment (ROI), he would like to be able to say that this will increase graduation rates, reduce remediation, etc. In other words, he explained that he would like see some type of monetary goal that the Digital Learning Plan will equate to an increase in learning. He believes it is there, but just not emphasized in the report. He stressed that if we can show more numbers from a business and financial standpoint, we can celebrate the activities. A brief discussion occurred about the potential ROI in multiple areas. While acknowledging the challenges of not knowing how technology will evolve in the next couple of years, Chairman Cobey concurred that these ROI calculations need to be a focus. A brief discussion occurred about alignment as well.
- There was no further discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment SCDL 1)

**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

A.L. "Buddy" Collins, Vice Chairman

Dan Forest, Lt. Governor

Gregory Alcorn

Eric C. Davis

Kevin Howell

Reginald Kenan

Wayne McDevitt

Rebecca Taylor

Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent

Christine Fitch, Local Board Member Advisor

James Ford, Teacher of the Year Advisor

Yates McConnell, Junior Student Advisor

Grace Russell, Senior Student Advisor

**CLOSED SESSION**

Noting for the audience that the Board will immediately adjourn following its Closed Session, Chairman Cobey called for a motion to go into 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:*

*(1) Crossroads Charter High School vs. the North Carolina State Board of Education*

*(2) Dynamic Community Charter vs. the North Carolina State Board of Education*

*(3) Hoke County vs. The State of North Carolina and North Carolina State Board of Education*

*(4) Montgomery vs. State Board of Education*

*(5) Francin vs. NC Department of Public Instruction*

Chairman Cobey requested a motion to adjourn the Wednesday session of the State Board of Education meeting.

*Upon motion made by Mr. Wayne McDevitt and seconded by Mr. Greg Alcorn, the Board voted unanimously to recess the State Board of Education meeting until Thursday, May 5, 2016, 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 5, 2016**

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

William Cobey, Chairman	Kevin Howell
A.L. “Buddy” Collins, Vice Chairman	Reginald Kenan
Dan Forest, Lt. Governor	Wayne McDevitt
Gregory Alcorn	Rebecca Taylor
Eric C. Davis	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Steve Lassiter, Principal of the Year Advisor
Christine Fitch, Local Board Member Advisor	James Ford, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

State Board Chairman William Cobey called the Thursday session of the May 2016 State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting, and explained to the audience that the Board held its Committee meetings on Wednesday. Following a brief overview of the Thursday agenda, noting Special Presentations, Special Recognitions, and voting on Action items, Chairman Cobey read the Ethics Statement.

**ETHICS STATEMENT**

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.

Education Building, Raleigh	Thursday, May 5, 2016	Board Room, 9:00 AM
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Board member Patricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

### **APPROVAL OF MINUTES**

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

- Chairman Bill Cobey requested a motion to approve the minutes of the April 7, 2016, State Board of Education meeting.
- There was no discussion.

*Mr. Greg Alcorn made a motion to approve the minutes of the April 7, 2016, State Board of Education meeting. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.*

### **SPECIAL PRESENTATIONS**

#### **➤ The Military and Education Connection**

- ❖ **Colonel Mark H. Slocum (Commander, 4<sup>th</sup> Fighter Wing, United States Air Force, Seymour Johnson Air Force Base, Goldsboro, North Carolina)**

Chairman Cobey recognized State Superintendent Atkinson to introduce the guests for this presentation.

Dr. Atkinson prefaced the introduction of guests by explaining that on Wednesday the State Board began its meeting by talking about the need for partnerships to work collaboratively and collectively for the benefit of students. She stated that North Carolina is working diligently to enhance its military and education connection, reminding Board members that April was Military Children’s Month. She recognized Dr. Michael Dunsmore (Superintendent, Wayne County Schools) to come forward to introduce Colonel Mark Slocum.

Dr. Dunsmore reiterated that the goal is to make North Carolina the most military friendly state in the nation and the most widely recognized as the number one state for education. Dr. Dunsmore introduced Colonel Mark H. Slocum who is the Commander of the 4<sup>th</sup> Fighter Wing on Seymour Johnson Air Force Base in Goldsboro.

Speaking as a parent of two children, Colonel Slocum thanked everyone present for all of their work toward a common goal to help the children of this state. Colonel Slocum explained that Seymour Johnson Air Force Base employs more than 6,000 people and is the largest employer in Wayne County with an economic impact in Wayne County of nearly \$600 million a year. Colonel Slocum spoke about needing innovative thinkers from the top shelf as they are competing with the corporations of America to recruit that type of talent to do the nation’s work. Colonel Slocum explained that he is also representing the largest customer base, noting that 1,500 children associated with the military live in the Wayne County Public School district. He stated that it is in his best interest to work collaboratively with Dr. Dunsmore.

Colonel Slocum described one of the biggest problems that he sees is that as airmen around the world receive assignments to Seymour Johnson they look online at the grades for Wayne County Schools and are making choices that are not helping the military as they choose to leave the Air Force instead of putting their children in Wayne County Schools. He reiterated that he needs to recruit talent, but the highest talent is choosing to leave the military, or choosing to drive out of the district. This is actually affecting military service and impacting combat capability. Colonel Slocum shared that in the business of national defense he can connect two or three dots to connect what the State Board does in education to the quality of service we can provide to our nation.

Therefore, the Air Force has started a campaign called Make it Better where the Air Force is teaming up with public schools. Noting that there are phenomenal educators in Wayne County and that the Air Force is working collaboratively to make things better. He explained that he needs his airman to concentrate on their jobs rather than be distracted and worried about whether they can get their kids a good education. Colonel Slocum stated that they are going to call the baby ugly and see if there is something that can be done to improve it. He spoke about Dr. Dunsmore's innovative thinking and requested that Wayne County be given latitude to do the work to improve their schools to create the effect that will encourage people to want to come to Wayne County.

After speaking briefly about a recent meeting held on base, Colonel Slocum spoke about what he imagined Goldsboro could look like by providing examples of media headlines in the future; the Colonel elaborated briefly on each of the headlines.

Following Colonel Slocum's comments, Dr. Atkinson expressed appreciation to Colonel Slocum for his service to the nation, to the Air Force, and for his leadership in Wayne County to help public schools become the best choice. Colonel Slocum was invited forward to receive a symbol of the State Board's appreciation. The presentation was photographed. Colonel Slocum invited Board members to visit Seymour Johnson Air Force Base for a tour at any time.

➤ **National Title I Distinguished Award Winner**

❖ **Henderson Collegiate Charter School, Vance County**

**Mr. Eric Sanchez (Director), Ms. Carice Sanchez (Curriculum Director) and Ninth Grade Students: Mr. Zy'Mir Lewis, Mr. Victor Clifton, Ms. Ashton Murphy, and Ms. Adela Martinez**

State Superintendent June Atkinson recognized Ms. Donna Brown to introduce the National Title I Distinguished Award winner – Henderson Collegiate Charter School.

Ms. Brown explained that National Title I Distinguished Award winning schools are selected based on a combination of academic achievement of their students, stakeholder involvement, and innovative instructional programs that have contributed to their success. Henderson Collegiate Charter School is recognized for high growth in closing the achievement gap between student groups. It is also notable that this school has also sustained high student achievement growth of the last two years.

Ms. Brown introduced Henderson Collegiate Charter School's Director Mr. Eric Sanchez. As Mr. Sanchez made his way to the podium, Chairman Cobey spoke briefly about his visit to Henderson

Education Building, Raleigh	Thursday, May 5, 2016	Board Room, 9:00 AM
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Collegiate Charter School, which he described as outstanding. In addition, he expressed appreciation to Mr. Sanchez for serving on the Charter School Advisory Board (CSAB).

Mr. Sanchez introduced his school's delegation: Ms. Carice Sanchez (Curriculum Director) and Ninth Grade Students: Mr. Zy'Mir Lewis, Mr. Victor Clifton, Ms. Ashton Murphy, and Ms. Adela Martinez. Mr. Sanchez, along with the delegation, described the school's atmosphere, code of conduct, vision, mission, and high expectations. Using a PowerPoint presentation, Mr. Sanchez also spoke briefly about the school's demographics, noting that the primary purpose of this school is to provide students with access to an excellent education to close the achievement gap. Mr. Sanchez noted that in 2012 (prior to Common Core) the school's achievement was at 80%. After Common Core, the achievement level dropped to 50%. He explained that there was no blaming, but rather a rolling up of the sleeves to reinvent the entire curriculum and create a whole new pathway on how to achieve success. In 2014, the school rose to a 71% achievement level followed by another summer of revamping. In 2015, the school reached an 85% achievement level, which was again followed by a revamping period in the summer with the hopes to increase the student achievement levels again. He spoke about the idea of the four-minute mile, which was achieved in the early 20th century and considered the sports achievement of the century. Months later this achievement was followed by others who started running a four-minute mile, making it prevalent in track world. Not being content with an 85% achievement level, Henderson Collegiate will not get excited until they reach 100%, according to Mr. Sanchez. After sharing achievement data from his school that shows new four-minute miles, Mr. Sanchez stated that this achievement comes from the understanding that kids are the constants and adults are the variables. He noted that Henderson Collegiate holds itself accountable and expects that same commitment from parents and students. He stated that the mission is threefold: to become better people, help students attend and graduate from the college of their choice to become world problem solvers, and embrace the challenge. Mr. Sanchez spoke briefly about the keys to success, which include hiring the best teachers, teacher development and coaching to help teachers grow and get better, everything is grounded in data at Henderson Collegiate, and healthy staff culture (86% staff retention rate, growing to 21 people on the leadership team).

From his vantage point, Mr. Sanchez shared four things that the State Board and other stakeholders should be thinking about. First, charter schools serving low-income children are becoming disincentivized due to funding – facility, transportation, child nutrition costs, makes it very difficult. Second, it is important to invest in state models that are closing the achievement gap. Third, rural communities are not getting the same type of investments. Fourth, charter schools with a proven record of success need to have more autonomy.

In closing, the students spoke briefly about their personal experiences at Henderson Collegiate Charter School.

The delegation was invited forward to receive SBE mugs. The presentation was photographed.

- **Give Five – Read Five**
  - ❖ **Dr. June St. Clair Atkinson (State Superintendent)**

Dr. Atkinson prefaced this presentation by explaining that three years ago the Department launched the first statewide *Give Five – Read Five* campaign because research from Harvard revealed that students

who read just five books over the summer saw a reduction in summer learning loss. She explained further that through the support of Metametrics and others, the state has collected nearly one million books so that children can go home in the summer with at least five books. Dr. Atkinson noted that, recently, she and Board member Greg Alcorn visited a Charlotte-Mecklenburg school for their press release of Give Five – Read Five. She recognized Mr. Alcorn to share more about that visit. Mr. Alcorn spoke briefly about the privilege of being at Winding Springs Elementary School in Charlotte when this year’s Give Five – Read Five Campaign kicked off. Before introducing the delegation from Winding Springs Elementary School, he recognized Mr. Todd Brekhus (myON’s President, Capstone Digital) to speak about the community partnership and how it has impacted the success of Give Five – Read Five.

Mr. Brekhus explained that following a meeting with Malbert Smith (Lexile) in Durham, which helped inspire the myON product, the goal is no summer reading loss is why myON is donating to the State of North Carolina over the summer through the Give Five – Read Five program so students will have access to more than 5,000 books. The goal is for students to read 10 books over the summer and spend 20 minutes a day reading books in their interest, according to Mr. Brekhus. Using a PowerPoint presentation, he described myON as a digital literacy program that provides 5,000 personalized digital books to every child. He noted that North Carolina is one of the first states to do this initiative statewide – students and teachers will be collaborating together, public and school librarians, and community programs can use this program. Mr. Brekhus expressed pride in being able to provide myON statewide, noting that data will be made available to show how much time has been spent reading. Currently, more than 50 districts and 700 schools, representing close to 300,000 students will receive free access to myON this summer. He reiterated that myON is free, the process is simple, and there is no obligation. Children will have access to thousands of digital book titles that they can download to their own digital device for free over the summer by using the myON Reader online literacy tool

Next, Board member Alcorn introduced Charlotte-Mecklenburg Schools’ Chief Academic Officer Brian Schultz and Winding Springs Elementary School’s Principal Courtney Wall. In turn, they introduced the rest of their team who shared how much this program means to their students. Mr. Schultz prefaced the presentation by noting that it is Teacher Appreciation Week and gave a shout out to all of the teachers at Winding Springs Elementary School and all of Charlotte-Mecklenburg Schools. Mr. Schultz shared that his school’s goal is to double the more than the 26,000 books collected during the 2015 Give Five – Read Five campaign. The Give Five – Read Five initiative was launched this year on April 19 in Charlotte-Mecklenburg Schools. He spoke about the data from last year, which reflects the performance results. Principal Courtney Wall spoke briefly about taking on the challenge of Give Five – Read Five, sharing some of the things they did to make it a success. Winding Springs created a committee (led by Connie West) that meets every month. They maintained a focus on collecting books for students by reaching out to the community and sought incentives to provide encouragement to staff members to continue to collect books. In 2015, Winding Springs Elementary collected 10,549 books, which provided 10 books each for the students. The goal is 12,000 books in 2016. She thanked Dr. Atkinson for her vision of Give Five – Read Five and for attending their recent kickoff.

Ms. Connie West (Fourth Grade Teacher and *Give Five – Read Five* Coordinator, Winding Springs Elementary School, Charlotte-Mecklenburg Schools) cited Dr. Atkinson’s vision of Give Five – Read Five as her energizer. She noted that she spent numerous hours reaching out to community members to get the project underway at Winding Springs Elementary, sharing that the responses from businesses and organizations were incredible. While there were challenges, Ms. West stated that the end result of students wanting to read was very rewarding. On a personal note, Ms. West reminisced about her

experiences as a child of poverty growing up in New Orleans and the excitement she felt when the mobile bus came into her community on Saturday mornings so that she and her friends could check out books. Ms. West shared that these experiences motivated her to work that much harder to make the Give Five – Read Five initiative a success. In addition, she shared that the mindset and attitude of the students has transformed into a positive and exciting reading culture as students explore new avenues of reading. Ms. West went on to say that all children deserve to have the best reading resources available at their disposal like the myON reading program regardless of the budget set forth in the fiscal year.

Ms. Mahogany Reid (Fourth Grade Student, Winding Springs Elementary School, Charlotte-Mecklenburg Schools) shared her maiden experience of Give Five – Read Five program. She spoke about the anticipation she felt weeks leading up to the shopping experience. On the day of shopping, it was like Christmas and the excitement was contagious, according to Ms. Reid. In closing comments, she shared that Ms. West truly desires for all students to open many books so that they can go many places in life. She thanked everyone who has supported Give Five – Read Five, stressing that she is truly a product of reading more, she is on grade level, and she has more books that she enjoys reading. She thanked her mother for ensuring that she reads every night, noting that she is truly thankful for the hearts of others through the Give-Five – Reading Five program.

State Superintendent Atkinson recognized Ms. Diane Delaney to introduce the other partners of Give Five – Read Five some of whom were present in the audience.

- Haygood Poundstone (myON’s Regional Vice President for the Southeast)
- Darren Drye (myON’s Account Manager for NC)
- Jonathan Charney (Achieve3000’s Regional Director for North Carolina)
- Drew Frandsen (Reading Horizons)
- Dr. Malbert Smith (MetaMetrics’ President and CEO)
- Elizabeth Lattanzio (MetaMetrics’ Communications Director)
- Ginger Young (Book Harvest Executive Director )
- Rachel Stine (Book Harvest Partnerships Manager)
- Leslie Garvin (Executive Director, North Carolina Campus Compact)
- Jill Cox (VP of Strategy and Innovation, NC Communities in Schools)
- Jessica Roulhac (Marketing and Communications Specialist, NC Communities in Schools)

All were invited forward for a photograph.

➤ **Parent/Teacher Involvement Program**

- ❖ **Ms. Laura Abernethy (3<sup>rd</sup> Grade Teacher, Creech Road Elementary School, Wake County Public Schools)**

State Superintendent June Atkinson recognized Ms. Donna Brown to introduce the next presentation.

Ms. Brown shared that during the Issues Session on Wednesday around continuous improvement she reflected on the notion that some of the best decisions are made close to the classroom level. Ms. Brown explained that the Board will hear today about a decision made by Ms. Laura Abernethy related to increasing family engagement in a meaningful way. Ms. Brown noted that 85 percent of the students

served by Creech Road Elementary School come from economically disadvantaged families. Ms. Brown recognized Laura Abernethy for the presentation.

Using a PowerPoint presentation, Ms. Abernethy elaborated about the parent/teacher involvement program called “First Thursday,” which includes a monthly parent night (dinner, mock assignment, extra resources, specific vocabulary and strategies, and assessment breakdown). Ms. Abernethy shared a video clip of a parent speaking about how First Thursday has enhanced her child’s educational experience and helps her to feel more confident in helping her child with homework. In addition, Ms. Abernethy shared a video clip of a student who spoke about his positive experience with First Thursday. During First Thursday, parents are shown the step-by-step strategies that will be used to teach their children. Progress monitoring is also reviewed and the data points are explained so that the parents understand what they mean and how their students are performing and progressing. Since instituting First Thursday, the changes that have occurred in the classroom include: less behavior referrals, community/team mentality, parents are more willing to chaperone field trips and volunteer in the classroom, donate classroom supplies without being asked, and increased academic success.

Ms. Abernethy shared data success stories for Math Case 21 (WCPSS Quarterly Assessments and McClass TRC Reading Levels).

The final video clip featured a student sharing why other schools should have a First Thursday parent night.

In closing comments, Ms. Abernethy invited Board members to attend the next First Thursday night, which is scheduled for May 12, 6:00 p.m., Creech Road Elementary in Room 319.

The school representatives were invited forward for a photograph with Board members.

## **RECOGNITIONS**

### ➤ **National Blue Ribbon Schools**

#### ❖ **Chocowinity Primary School**

- Ms. Alicia Vosburgh (Principal)**
- Mr. Spencer Pake (Assistant Principal)**
- Dr. Don Phipps (Superintendent, Beaufort County Schools)**

#### ❖ **Beverly Woods Elementary School**

- Ms. Caroline Clapp-Horne (Principal)**
- Mr. Brian Schultz (Chief Academic Officer, Charlotte- Mecklenburg Schools)**
- Dr. Ann Clark (Superintendent, Charlotte/Mecklenburg Schools)**

#### ❖ **Rock Ridge Elementary School**

- Ms. Jennifer Lewis (Principal)**
- Ms. Ginger Kelly-Bissette (Kindergarten Teacher)**
- Dr. Sean Bulson (Superintendent, Wilson County Schools)**

State Superintendent June Atkinson recognized Ms. Tiffany Perkins to introduce the National Blue Ribbon School winners.

Education Building, Raleigh	Thursday, May 5, 2016	Board Room, 9:00 AM
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Recognized as 2015 National Blue Ribbon Schools, exemplary high performing schools were honored for making great strides in closing any achievement gaps among students groups at a ceremony held in Washington, DC, in December by the U.S. Department of Education. Dr. Perkins explained that to receive the award each school had to meet rigorous academic criteria, complete the application, and meet all 2014-15 AMAO goals.

Each school was invited forward to receive a plaque. The presentations were photographed.

## **STATE SUPERINTENDENT’S REPORT**

### **2016 NC Teacher of the Year – Gaston County Teacher is Head of the Class**

South Point High School English and Journalism teacher Bobbie Cavnar who was recently named the 2016 Burroughs Wellcome Fund North Carolina Teacher of the Year. The Gaston County Public Schools’ teacher succeeds Keana Triplett, an English teacher at Ashe County High School (Ashe County Schools). Cavnar has taught for 16 years, the last 12 at South Point High School. He currently participates in the Gaston County Teacher Induction Program for Success where he trains incoming teachers in model classroom best practices. He has received a number of awards including

- 2016 Southwest Region Teacher of the Year,
- 2015 Wells Fargo Educator of the Year for Gaston County Schools,
- 2014 South Point High School Teacher of the Year, and
- South Point High School Most Influential Educator (voted on by students) for 2013, 2011, 2009, 2006 and 2004.

Cavnar earned a bachelor’s degree in English Education in 1999 from Florida State University and a master’s degree in English in 2012 from UNC-Charlotte. As Burroughs Wellcome Fund North Carolina Teacher of the Year, Cavnar will spend the next school year traveling the state as an ambassador for the teaching profession. He also will serve as an advisor to the State Board of Education for two years and as a board member for the NC Public School Forum for one year. In addition, the North Carolina Department of Public Instruction will sponsor his enrollment and completion of the Education Policy Fellowship Program. The other regional finalists were

- Northeast: Marie Smith, Conway Middle (Northampton County Schools);
- Southeast: Katie Snyder, Hoggard High (New Hanover County Schools);
- North Central: Margaret McNeill, Dunn Middle (Harnett County Schools);
- Sandhills: Olivia Hall, Roseboro-Salemburg Middle (Sampson County Schools);
- Piedmont-Triad: Kevin Scharen, Alamance Burlington Early College at Alamance Community College (Alamance-Burlington Schools);
- Northwest: Leah Hayes, South Newton Elementary (Newton-Conover City Schools);
- Western: Angel Ledbetter, Rutherford Early College High (Rutherford County Schools); and
- Charter Schools: Brandon Brown, Lake Norman Charter (Huntersville).

### **More than 100,000 Participate in Working Conditions Survey**

The 2016 NC Teacher Working Conditions Survey has been completed, with a record number of educators responding.

- The survey concluded on Friday, April 4
- 1,076 schools had a 100 percent response rate
- The statewide response rate was 85.4 percent

Education Building, Raleigh	Thursday, May 5, 2016	Board Room, 9:00 AM
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- 101,800 educators participated in the survey this year (approximately 8,600 more educators responding this year than in 2014)

The North Carolina Business Committee for Education and the North Carolina Association of Educators secured sponsors to award incentives to schools and districts with a 100 percent response rate, with the following businesses contributing: BB&T, California Casualty, Blue Cross Blue Shield, Duke Energy, Lenovo. Schools will be notified beginning May 23, and awards will be presented onsite to those schools.

Results will be presented to the State Board of Education in June. Educator Effectiveness will support school districts beginning this summer with training and resource development through Service Support Teams, and new resource material will be available on the NCTWCS website.

**Give Five – Read Five**

The fourth annual statewide Give Five – Read Five campaign is coming to a close. Districts, schools, businesses, nonprofits, churches and other community partners will wrap up their 2016 book drives in late May. These books will be distributed to students before the end of the school year to provide them with quality reading material over the summer to reduce summer learning loss.

Visit <http://thefutureinreading.myon.com/NCGiveFive-ReadFive> to learn more. To learn more and access resources to help schools and community partners conduct their own book drives, visit <http://www.ncpublicschools.org/give5read5/>.

**2016 Spring Principal READY Sessions Draw 1,000**

Approximately 1,000 principals from across the state registered to attend one of the eight 2016 Spring Principal READY sessions.

**Highlights**

- 34 charters represented
- 22 sessions created based on the feedback and needs of each region.
- Session titles included
  - Digital Learning Competencies for School Administrators
  - Implementing MTSS Effectively for Student Success
  - School Improvement Planning using NCStar
  - Working with Students of Poverty
  - Self-Directed Evaluation Conversations
- 2016 NC POY finalists served as presenters sharing knowledge about school improvement planning, data teams, Professional Learning Communities, etc.
- Participants networked and planned with the Statewide System of Support team members
- Participants previewed 2014-15 Educator Effectiveness data including how Standard 6 is integrated in the standards next year

**NC DPI Adopts New Insurance Fund System**

The North Carolina Department of Public Instruction is pleased to announce a NEW NC Public School Insurance Fund system. The system performs School Insurance Policy Generation and processes loss

applications. The new system is an easily accessible web-based solution, providing enhanced tracking and reporting capabilities, while streamlining current work process and lowering maintenance costs.

The NC Public School Insurance Fund system was built by NCDPI and includes the following primary objectives:

- Provides the ability for key Regional Field Personnel to access the system from any location in the field – a multi-user web system with dynamic data entry.
- Provides a policy management functionality to manage and maintain current LEA insurance policies.
- Provides a claims management functionality to include adding new claims, viewing, modifying and viewing data over the web.
- Provides a reporting functionality that allows reports to be generated, scheduled, distributed and viewed online.
- Collects and reports school building information for NC School Report Card.
- Implements an improved security model.

This initiative supports the SBE Goal: North Carolina public schools will be governed and supported by 21st Century systems.

- Twenty-first century technology and learning tools are available and are supported by school facilities that have the capacity for 21st Century learning.
- Information and fiscal accountability systems are capable of collecting relevant data and reporting strategic and operational results.

### **Every Student Succeeds Act – NC DPI Gathers Public Input on ESSA Implementation**

NC DPI is gathering public input on implementation of the Every Student Succeeds ACT (ESSA) -- the reauthorization of the Elementary and Secondary Education Act of 1965. Reauthorization has implications for federal accountability requirements in the public schools and the gathering of public input is an important component of the implementation process.

Input sessions are being conducted in six locations -- four in April and two in May. Remaining sessions are scheduled from 4 PM to 6 PM or until remarks are concluded at East Forsyth High School in Kernersville, NC, on May 17 and Charles D. Owen High School in Black Mountain, NC, May 18.

Speakers are asked to address such questions as

- What school characteristics are most important?
- How should we measure school success?
- How do we ensure that all schools are successful?
- How should we celebrate school success?

Comments are limited to three minutes and may also be submitted in writing or online through the “Let’s Talk” application at [www.ncpublicschools.org](http://www.ncpublicschools.org) .

### **Special Recognitions – Individuals**

#### **➤ Wayne County Educator Celebrated for 50-Year Career**

Dr. Atkinson introduced Wayne County School’s long-time educator Virginia Hope Meyerhoeffler who stepped down in March after a 50-year career in the North Carolina public schools. Ms. Meyerhoeffler was invited forward for a photograph.

Ms. Meyerhoeffer spoke briefly about her 50-year career, noting that they were life-fulfilling wonderful years in North Carolina public schools.

➤ **East Wake Academy Teacher Honored by NCSDAR**

Dr. Atkinson also reported that Mr. Carl Thomas Harrington, a high school history teacher at East Wake Academy, has been named the North Carolina Outstanding Teacher of American History by the North Carolina Society of the Daughters of the American Revolution.

➤ **Guilford Educator Invited to White House for Teacher Appreciation Event**

A Guilford County Schools' fifth-grade teacher will be at the White House for President Barack Obama's celebration of National Teacher Appreciation Day.

Claudia Walker, teacher at Murphey Traditional Academy, is a member of the Teacher Advisory Council for the National Academy of Sciences in Washington, D.C., and was selected to represent the group as Obama honors teachers on May 3.

Steve Lassiter, Principal of the Year, is also attending.

**Special Recognitions – Schools**

➤ **NC Schools Receive National Green Ribbon Awards Recognition**

Two NC schools are among 47 schools nationwide to be named 2016 US Department of Education Green Ribbon Schools

- Sandy Grove Middle School, Hoke County
- Wiley International Studies Magnet Elementary, Wake County

John B. King, US Secretary of Education, made the announcement and congratulated the schools, districts and postsecondary institutions for their commitment to sustainable facilities, health and classroom practices. The Green Ribbon Schools Awards program

- began in 2011 to honor schools that exercise a comprehensive approach to creating 'green' environments through reducing environmental impact.
- promotes health.
- ensures a high-quality environmental and outdoor education to prepare students with 21st century skills and sustainability concepts needed in the growing global economy,
- is the first comprehensive federal policy for schools related to environment, health and education.

National award recipients will be honored at a ceremony in Washington, DC in July.

**Principal Advisory Council Meets**

The Superintendent's Principal Advisory Council met April 27 in Raleigh. Agenda topics included

- Every Student Succeeds Act
- State Board Policy Changes
- Communicating Proof of Concept
- Educator Quality Workgroups

**Teachers Meet for the Fourth Annual NC Summit**

North Carolina Teachers of the Year Keana Triplett and James E. Ford co-chaired the fourth North Carolina Teacher of the Year Summit on April 29, 2016, at the Durham Hilton Hotel in Durham.

- The theme for this year's summit was "Managing Change, Social Media, and Developing Leadership."
- Funded through a grant from IBM Corporation to Communities in Schools, the agenda included information on the latest trends in using social media as an electronic tool to engage the school, the parents, and the community in public education

### **New Additions Join DPI Team**

- Bridget Bilbro – Education Consultant II – Exceptional Children
- Jennifer Simmons – School Educator II – Office of Early Learning
- Jason Weber – Attorney I – State Board of Education
- Vicky Kriegsman – Education Program Specialist – K-12 Curriculum and Instruction

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

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

- Mystery Reader, Heritage Elementary, Wake Forest, NC
- CCSSO Legislative Conference, Washington, DC
- Council of State, Raleigh, NC
- Teacher of the Year Luncheon, Cary, NC
- Student North Carolina Association of Educators, Raleigh, NC
- Hickory City Schools Community Forum, Hickory, NC
- Superintendents' Quarterly, Wilmington, NC
- NCASA Conference, Wilmington, NC
- ESSA Public Input Session, Ashley High School, Wilmington, NC
- Tar Heel Teachers Education Panel Talk Show, Tarheel, NC
- Roanoke Rapids Chamber of Commerce, Roanoke Rapids, NC
- The Women's Club Awards Program, Raleigh, NC
- 24<sup>th</sup> Annual Razor Walker Awards, Wilmington, NC
- Partnering for Educator Impact meeting, Durham, NC
- President's Luncheon Series, Sampson Community College, Clinton, NC
- Education Cabinet, Raleigh, NC
- Northeast Regional Education Services Alliance, Williamston, NC
- Internal Management Team meeting, Raleigh, NC
- ESSA Public Input meeting, Green Hope High School, Cary, NC
- Piedmont Triad Education Consortium, Winston-Salem, NC
- ESSA Public Input Session, Mallard Creek High School, Charlotte, NC
- Charlotte Rotary, Charlotte, NC
- Principal Advisory Council, Raleigh, NC
- ESSA Public Input Meeting, North Pitt High School, Greenville, NC
- Northwest Regional Education Alliance Service, Wilkesboro, NC
- Teacher Advisory Council, Durham, NC
- Teacher of the Year Summit, Durham, NC

#### **☐ Visited**

- Hickory City Schools, Hickory NC
  - Grandview Middle School

- Jenkins Elementary School
- Southwest Elementary
- Petree Elementary, Winston-Salem, NC
- Central Cabarrus High School, Concord, NC

➤ **Legislative Update**

❖ **Ms. Rachel Beaulieu (Legislative Liaison Director)**

Ms. Beaulieu elaborated briefly about the one-page summary posted on eBoard and below, which provides links to the Governor's recommended budget and special provisions as well as the NC State Board of Education's priorities, and highlights education-related bills and State Board of Education and Department of Public Instruction presentations to the General Assembly Interim Committees in 2016.

A. Governor's recommended budget and special provisions

B. House Education Appropriations presentation, Tuesday, May 3  
NC State Board of Education Budget Priorities

C. Education-Related Bills

1. HB 946 (SB 784) Repeal HB2/Fund Human Relations Commission
2. HB 955 Changes Special Ed./Opportunity Scholarships
3. HB 960 Retirement Creditable Service Charter Schools
4. HB 969 (SB 742) Opportunity Scholarship Military Child Eligibility
5. HB 999 (SB 736) Study Suicide Prevention
6. HB 1014 (SB 799) NC-PreK Conforming Change
7. HB 1016 Funds for Educational Training Centers
8. HB 1026 (SB 740) Collaboration of State Agencies/Early Education
9. HB 1027 (SB 808) Study Unfunded Liability/Retiree Health Fund
10. HB 1030 2016 Appropriations Act
11. HB 1031 Special Fund/Help Educators with Loan Payment
12. HB 1040 (SB 800) Study Costs Associated With NC Pre-K Slots
13. SB 726 (HB 973) Internal Revenue Code (IRC) Update
14. SB 728 (HB 1038) Lottery - JLOC Recommendations
15. SB 738 Study Apprenticeship Incentives
16. SB 811 Lottery Funds for School Construction
17. SB816 Raise Teacher Pay

D. SBE/DPI Presentations to General Assembly Interim Committees in 2016

1. School Bus Safety
2. NCDPI Career & Technical Education Overview
3. Work Experience Credit/Licensure
4. Building and Infrastructure Needs
5. Cooperative Innovative High School Programs in North Carolina

6. NC Driver Education
7. North Carolina Early Learning Programs: Sustaining Impact
8. Transforming Lowest Achieving Districts and Schools
9. Read to Achieve Update
10. School-Based Administrators' Salary Structure
11. Teacher Background Checks in North Carolina  
Teacher Background Checks in North Carolina

Board member Wayne McDevitt mentioned that it may be helpful in the next 30 days to have a status update on the progress being made toward the Board's very specific goals. In addition, he spoke briefly about receiving emails from legislators about House Bill 539 being put in as a special provision dealing with charter schools, specifically related to funding. Ms. Beauleau shared that this bill made cross-over last session and so all that is required on that bill is a House vote in concurrence.

Local Board Member Advisor Christine Fitch mentioned the closing of the New Schools Project and asked about the impact on the Early Colleges in the wake of that closure. Dr. Atkinson explained that funding of the Early Colleges comes through the Department of Public Instruction. As the Legislature set up, any school district may contract with an entity such as the New Schools Project to get services. Therefore, the funding will continue and the Department will do its best to support the Early Colleges.

### **Memorandum of Understanding**

Dr. Atkinson explained that since 2008, the State Board of Education has had a Memorandum of Understanding (MOU) with Jiangsu Province in China. She spoke briefly about the nuances of this MOU, noting that more than 200 teachers, administrators and policy officials from North Carolina have traveled to Jiangsu Province for educational purposes to exchange best practices. More than 120 educators from Jiangsu Province have come to North Carolina. During the summer of 2015, students from Rowan-Salisbury Schools visited their partner school; there were eight students from Mt. Airy selected to represent the United States at an International Youth Leadership Forum. Dr. Atkinson stated that, without objection, the Department would like to continue this Memorandum of Understanding.

Board member Wayne McDevitt commended Dr. Atkinson for her work in this area. He reminded Board members that significant progress has been made that the Board adopted several years ago particularly around the rubrics for Global Ready Schools and Global Ready Teachers, i.e., badging of teachers. In addition, he reminded Board members that North Carolina entered into an MOU with Spain in April 2016.

Board member Patricia Willoughby asked Board members to save September 1, 2016, on their calendars for the China Summit to be held at the Friday Institute.

Dr. Atkinson recognized Mr. Brian White from the Center for International Understanding who was present in the audience.

## 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.

Chairman Cobey noted a total of 11 items for consideration, and asked if any Board members wanted to remove any item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve the slate of consent items as presented.

*Upon motion by Ms. Patricia Willoughby and seconded by Mr. Eric Davis, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments BSOP 3, BSOP 4, SLA 4, SLA 5, SLA 6, HRS 2, EICS 5, EICS 6, EICS 7, EICS 8, and EICS 9)*

### **BUSINESS OPERATIONS COMMITTEE CHAIR REPORT (Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)**

#### ***CONSENT***

#### **BSOP 3 – Report to the North Carolina General Assembly on Supplanting Low-Wealth Supplement Funds and Small System Supplemental Funds**

**Policy Implications:** General Statute §115C-84.2, SBE Policy #TCS-V-000

#### **SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Alexis Schauss (Director, School Business Division)

#### **Description:**

Session Law 2015-241, Sections 8.3(j) and 7.4(e) require the State Board of Education to report to the Fiscal Research Division of the General Assembly prior to May 15, 2016, if it determines that counties have supplanted local current expense funds with funds appropriated for Small School Systems or Low-Wealth counties.

One LEA, Bertie County received Small School System and/or Low-Wealth supplemental funding supplanted funds.

Bertie County has been requested to present documentation that supports that they will remedy the supplanting prior to July 1, 2016, thereby remaining eligible for the 2016-17 allotment for low-wealth and small system supplemental funding.

**Recommendation(s):**

It is recommended that the State Board of Education receive this report.

**CONSENT**

**BSOP 4 – LEA-Wide Weather-Related Calendar Waiver Request**

**Policy Implications:** General Statute §115C-84.2, SBE Policy #TCS-V-000

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Ms. Alexis Schauss (Director, School Business Division) and Mr. Andrew Cox (Section Chief, School Financial Reporting Section)

**Description:**

LEAs that have been closed eight or more days in four of the last ten years meet the criteria to request a waiver. In May 2011, the State Board of Education changed the calendar waiver policy to allow LEAs to choose between two different ten-year periods (the last 10 years or the last nine years plus days missed during the current school year) to determine eligibility for a weather-related 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 2016-17, 13 LEAs received approval for waivers during the November 2015 State Board of Education meeting using the last 10 years of data to determine their eligibility.

One LEA (Jackson County) chose the alternate ten-year period (last nine years plus days missed during the current year), which now allows them to qualify under SBE Policy #TCS-V-000 and has submitted a waiver request for consideration.

**Recommendation(s):**

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

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT  
(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

**CONSENT**

**SLA 4 – Annual Measurable Objectives (AMOs)/Annual Measurable Achievement Objectives (AMAOs)**

**Policy Implications:** General Statute §115C-105.20, 115C-105.35; SBE Policy #GCS-A-012, GCS-C-020, GCS-C-021, GCS-C-038

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

The Elementary and Secondary Education ACT (ESEA) was originally authorized through 1965; however, the government has reauthorized the act every five years since its enactment. On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which reauthorizes ESEA. The previous version of ESEA was known as No Child Left Behind (NCLB). ESSA eliminates some of the requirements specified in NCLB.

In order to ensure an orderly transition from ESEA requirements under NCLB to those under the ESSA, the U.S. Department of Education has informed states that the following progress measures will no longer be required to be reported:

1. Annual Measurable Objectives (AMOs) based on data from the 2014-15, 2015-16, and 2016-17 school years;
2. Annual Measurable Achievement Objectives (AMAOs) data based on data from the 2014-15, 2015-16, and 2016-17 school years.

A state may choose to either elect or not elect to continue reporting AMOs and AMAOs. A state must continue to provide support to the schools currently identified as needing improvement based on the most recent AMAO calculations. In North Carolina, there are currently 33 schools in improvement for missing AMAOs for two consecutive years, 18 schools in improvement for missing AMAOs for three consecutive years, and 15 schools in improvement for missing AMAOs for four consecutive years.

With the transition to ESSA and a new accountability model being developed for implementation in 2017-18, it is recommended that the State Board of Education (SBE) not report AMOs and AMAOs for the 2015-16 and the 2016-17 school years.

**Recommendation(s):**

It is recommended that the State Board of Education rescind SBE Policy #GCS-A-012 and approve the edits to GCS-C-020, GCS-C-021, and GCS-C-038.

**CONSENT**

**SLA 5 – State Advisory Council on Indian Education Membership**

**Policy Implications:** General Statute §115C-210.1, SBE Policy #TCS-B-001

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 3:** Every student, every day has excellent educators.

**Objective 1.1:** Develop and support highly effective teachers.

**Objective 1.2:** Increase the number of teachers of teachers and students using digital learning tools.

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Objective 5.2:** Promote healthy, active lifestyles for students.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Objective 5.4:** Decrease violence and crime in schools.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives)

**Description:**

The State Advisory Council on Indian Education (SACIE) serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. The SACIE has a 15-member board, which consists of five American Indian parents of students enrolled in K-12 public schools, five American Indian K-12 educators (one member shall be a Title VII administrator), two legislative members, two American Indian members from higher education (preferably faculty), and one American Indian member from the North Carolina Commission on Indian Affairs (NCCIA). Parent and educator memberships are recommended by the NCCIA.

As directed by General Statute §115C-210, the North Carolina Commission on Indian Affairs recommends the following individuals for membership on the council:

*Chenoa Richardson Davis*  
*Assistant Principal/Warren County Schools*  
*Haliwa-Saponi*

*Connie Locklear*  
*Title VII Coordinator/ Public Schools of Robeson*  
*County*  
*Lumbee*

*Gwendolyn D. Jones*  
*Parent/Cumberland County*  
*Navajo*

*Tiffany R. Pearson*  
*Educator/Cumberland County*  
*Lumbee*

Education Building, Raleigh	Thursday, May 5, 2016	Board Room, 9:00 AM
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**Recommendation(s):**

State Board of Education members are requested to accept the proposed names submitted for membership on the council.

**CONSENT**

**SLA 6 – Revised Policy Regarding Indian Education Council Appointment and Responsibilities**

**Policy Implications:** General Statute §115C-210.1, SBE Policy #TCS-B-001

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Objective 3.2:** Increase the number of teachers of teachers and students using digital learning tools.

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Objective 5.2:** Promote healthy, active lifestyles for students.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Objective 5.4:** Decrease violence and crime in schools.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Debora Williams (Special Assistant for Graduation and Dropout Prevention Initiatives)

**Description:**

North Carolina General Statute §115C-210.1 regarding the composition of the State Advisory Council on Indian Education was revised during the 2015 legislative session. Technical revisions to State Board of Education Policy are submitted to reflect the changes to the statute.

**Recommendation(s):**

State Board of Education members are requested to accept the technical changes to the policy in order to reflect the changes in statute.

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT**  
**(Mrs. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)**

**CONSENT**

**HRS 2 – Middle School Athletics Manual Updates**

**Policy Implications:** General Statute §115C-47(4), SBE Policy #HRS-D-001

**SBE Strategic Plan:**

**Goal 5:** Every student is safe, healthy, and responsible.

**Objective 5.2:** Promote healthy, active lifestyles for students.

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

**Description:**

Changes to the *Middle/Junior High School Athletic Manual* reflect recent policy and rule changes and alignment with best practices for safety for student athletes.

**Recommendation(s):**

The State Board of Education members are asked to approve the proposed changes to the *Middle/Junior High School Athletic Manual*.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT**  
**(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

**CONSENT**

**EICS 5 – Technical Changes to the Recurring Low-Performing Schools Policy**

**Policy Implications:** General Statute §115C-105.37B

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation, Office of the Deputy State Superintendent)

**Description:**

The new policy establishing Recurring Low-Performing Schools and reform model options requires an addition of a semi-colon within the Restart Model summary, after the word organization found on page 2. This addition clarifies the requirement for a budget submission in the application process for all applicants applying for the Restart Model.

**Recommendation(s):**

It is recommended that the State Board of Education accept the proposed policy.

**CONSENT**

**EICS 6 – Request for One-Year Delay for Peak Charter Academy**

**Policy Implications:** General Statute §115C-105.37B

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

Peak Charter Academy (Wake County) requests that the State Board of Education grant them a one-year delay in opening the charter school. In June 2015, the State Board of Education granted final approval to Peak Charter Academy to open in August 2016.

In a March 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Peak Charter Academy states that its management company, National Heritage Academies, has experienced unexpected construction delays and issues with land acquisition. The board’s request letter, which is included as an attachment, outlines the situation it currently faces.

Per their approved application, Peak Charter Academy planned to open a K-6 school initially. As part of its request to delay opening, it has also requested (see EICS 4) to open as a K-7 school and expand one grade per year until the school is a full K-8 school serving over 900 students. The school's mission is as follows: “Our school develops students into critical thinkers, active collaborators, and eager contributors to their learning, thereby imparting students with the skills to excel in college, careers, and life.” The school will use an instructional platform focused on academic rigor, critical thinking, content mastery, and character development.

The Office of Charter Schools supports Peak Charter Academy’s request for delayed opening 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 will provide monthly progress reports to the Office of Charter Schools regarding board meetings, marketing plans, and facility construction.

- The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.

**Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay for Peak Charter Academy with the above stipulations.

**CONSENT**

**EICS 7 – Peak Charter Academy’s Request to Amend its Charter**

**Policy Implications:** General Statute §115C-218

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

Peak Charter Academy (Wake County) requests that the State Board of Education (SBE) allow them to open with grades K-7 instead of grades K-6, as originally indicated in their application. In June 2015, the State Board of Education granted final approval to Peak Charter Academy to open in August 2016, but now the board of Peak Charter Academy has requested a delayed opening until August 2017 (see EICS 1).

In a March 2016 letter to the Office of Charter Schools, the nonprofit board that oversees Peak Charter Academy states that it wishes to open with grades K-7 instead of K-6 because it would like to honor its commitment to the students who attempted to enroll as sixth graders for the fall of 2016 who will now be seventh graders in the fall of 2017. The board would also like for their own children who will be seventh graders in 2017 to have the opportunity to enroll in the school. The board’s request letter, which is included as an attachment, outlines this request.

Peak Charter Academy’s original proposed grade levels and projected student enrollment for its initially-chartered five years of operation are listed in the table below:

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year: 2016-17	K,01,02,03,04,05,06	573
Second Year: 2017-18	K,01,02,03,04,05,06,07	685
Third Year: 2018-19	K,01,02,03,04,05,06,07,08	797
Fourth Year: 2019-20	K,01,02,03,04,05,06,07,08	853
Fifth Year: 2020-21	K,01,02,03,04,05,06,07,08	909

Peak Charter Academy’s requested new proposed grade levels and projected student enrollment for the four years of operation remaining within its approved charter term are listed in the table below:

<b>Academic School Year</b>	<b>Grade Levels</b>	<b>Total Projected Student Enrollment</b>
First Year: 2017-18	K,01,02,03,04,05,06,07	685
Second Year: 2018-19	K,01,02,03,04,05,06,07,08	797
Third Year: 2019-20	K,01,02,03,04,05,06,07,08	853
Fourth Year: 2020-21	K,01,02,03,04,05,06,07,08	909

Note: Since Peak will be delayed in opening by one school year, and since that year will count as a year of what will become the signed charter agreement (see EICS 1), the school will only serve students for four years of its initial five year charter.

**Recommendation(s):**

The Office of Charter Schools recommends that the State Board of Education approve this request for Peak Charter Academy.

**CONSENT**

**EICS 8 – Recommendations on Application Process, Timeline, and Content**

**Policy Implications:** General Statute §115C-218; SBE Policy #TCS-U-012

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

**Description:**

Per State Board of Education (SBE) Policy #TCS-U-12, the SBE must approve the charter school application process and timeline prior to each application round. The Charter School Advisory Board (CSAB), with input from the NCDPI Office of Charter Schools (OCS), has recommended unanimously several modifications to the prior year application process and timeline. These modifications are reflected in the attached proposed 2016 Application Timeline and Process.

The CSAB, with input from OCS, also has recommended unanimously several modifications to the prior year Charter Application. These changes are designed to streamline the application, thereby reducing burden on applicants, reviewers, and NCDPI administrators. Changes include clarifying language, removing duplicative questions, combining multiple charter applications (standard and “fast track”), restructuring the scoring rubric, and soliciting additional information. The attached documents explain each of these suggested changes.

**Recommendation(s):**

The CSAB recommends that the State Board of Education approve the application changes and the 2016 process and timeline

**CONSENT**

**EICS 9 – Recommended Changes to the Charter Agreement**

**Policy Implications:** General Statute §115C-218; SL 2014-248 (H334)

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools)

**Description:**

In order to implement statutory changes contained in North Carolina Session Law 2014-248 (H334) and to ensure alignment with NCDPI Office of Charter Schools procedures, the Charter School Advisory Board recommends three changes to the Charter Agreement.

The recommended changes and their legislative antecedents are as follows:

***Application-Binding***

Section 3 of the attached document contains the proposed change to section 3.2 of the current Charter Agreement. Section 25 of the attached Charter Agreement currently addresses charter school performance making 3.2 duplicative and unnecessary. The NC Department of Public Instruction (NCDPI) Office of Charter Schools, per the State Board of Education, reviews charter school performance annually. Additionally, the self-selected goals of a charter school may contradict statutory and State Board of Education requirements.

***Grade Expansion***

Section 7 of the attached document contains the proposed change to section 7.1 of the current Charter Agreement to reflect the updated requirement that a *Public Charter School is allowed to expand to offer one grade higher or lower than the charter school currently offers if the charter school has (i) operated for at least three years; (ii) has not been identified as having inadequate performance as provided in G.S. §115C-218.95(b); and (iii) has been in financial compliance as required by the State Board of Education.* The State Board was not required legislatively to make this change, but the changes conform the application to the following sections of S.L. 2014-248 (H334):

**SECTION 5.** G.S. §115C-218.5 reads as rewritten:

**"§115C-218.5. Final approval of applications for charter schools.**

(f) It shall not be considered a material revision of a charter application and shall not require prior approval of the State Board for a charter school to do any of the following:

- (1) Increase its enrollment during the charter school's second year of operation and annually thereafter by up to twenty percent (20%) of the school's previous year's enrollment.
- (2) Increase its enrollment during the charter school's second year of operation and annually thereafter in accordance with planned growth as authorized in its charter.
- (3) Expand to offer one grade higher or lower than the charter school currently offers if the charter school has (i) operated for at least three years; (ii) has not been identified as having inadequate performance as provided in G.S. §115C-218.95(b).G.S.115C-218.95(b); and (iii) has been in financial compliance as required by the State Board of Education.

***Fees***

Section 17 of the attached document contains the CSAB's proposed change to section 17 of the current Charter Agreement to reflect updated requirements that *[a] charter school shall not charge tuition or fees except as follows: (1) A charter school may charge any fees that are charged by the local school administrative unit in which the charter school is located. (2) A charter school, upon approval by the board of directors of the charter school, may establish fees for extracurricular activities, except those fees shall not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside.* These changes conform the application to the following sections of S.L. 2014-248 (H334):

**SECTION 7.** G.S. §115C-218.50 reads as rewritten:

**"§115C-218.50. Charter school nonsectarian.**

- (a) A charter school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations and shall not charge tuition or fees, except that a charter school may charge any fees that are charged by the local school administrative unit in which the charter school is located. A charter school shall not be affiliated with a nonpublic sectarian school or a religious institution.
- (b) A charter school shall not charge tuition or fees except as follows:
  - (1) A charter school may charge any fees that are charged by the local school administrative unit in which the charter school is located.
  - (2) A charter school, upon approval by the board of directors of the charter school, may establish fees for extracurricular activities, except those fees shall not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside.

**Recommendation(s):**

The Charter Schools Advisory Board recommends that the State Board of Education approve these changes to the Charter Agreement.

**ACTION AND DISCUSSION AGENDA**

**SPECIAL COMMITTEE ON DIGITAL LEARNING CHAIR REPORT  
(Lt. Governor Dan Forest, Chair; Ms. Rebecca Taylor, Vice Chair)**

Noting that the Lt. Governor had to depart the SBE meeting in order to preside over at the General Assembly, Chairman Cobey recognized Vice Chairman Rebecca Taylor to manage the Special Committee on Digital Learning (SCDL).

***DISCUSSION***

**SCDL 1 – Digital Learning Competencies/Digital Learning Plan Update**

**Policy Implications:** Session Law 2013-11; House Bill 23 Section 3

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Objective 3.2:** Develop and support highly effective principals.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Ms. Verna Lalbeharie (Director, Digital Teaching and Learning) and Dr. Jeni Corn (Director, Evaluation Programs, Friday Institute)

**Description:**

Session Law 2013-11; House Bill 23 Section 3

"State Board of Education shall develop digital teaching and learning competencies to provide a framework for schools of education, school administrators, and classroom teachers on the needed skills to provide high-quality digital teaching and learning."

The Digital Teaching and Learning Division has collaborated with the Friday Institute and practitioners from the field in developing Digital Learning Competencies for Teachers and Administrators. The draft competencies have been shared with stakeholders across the state for feedback and input and are being presented to the State Board of Education for input and discussion.

Provide an update on Digital Learning Plan activities to date, including the updated Digital Learning and Media Inventory (former Annual Media and Technology Report); Revisions to the Digital Learning Progress Rubric; the Digital Equity Summit, and the cooperative purchasing approach.

**Recommendation(s):**

It is recommended that the State Board of Education review and provide input on the competencies.

**Discussion/Comments:**

- SCDL Committee Vice Chair Rebecca Taylor noted a very detailed report and thorough discussion of this item during the SCDL Committee meeting on Wednesday.
- There was no further discussion.

Education Building, Raleigh	Thursday, May 5, 2016	Board Room, 9:00 AM
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This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment SCDL 1)

**EDUCATOR STANDARDS AND PRACTICES COMMITTEE CHAIR REPORT**  
**(Dr. Olivia Oxendine, Chair; Mr. Eric Davis, Vice Chair)**

***DISCUSSION***

**ES&P 1 – Career and Technical Education Licensure Revisions**

**Policy Implications:** SBE Policy #TCP-A-001

**SBE Strategic Plan:**

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Ms. Jo Anne Honeycutt, (Director, Career and Technical Education) and Ms. Carol Short (Section Chief Curriculum Career and Technical Education)

**Description:**

The NC General Assembly is committed to establishing licensure policy to create teaching opportunities for those CTE program areas in high demand and aligning Career and Technical Education (CTE) licensure policy to reflect current and emerging business and industry credentials. The proposed revisions reflect high demand areas and credentials from business and industry will go in effect July 1, 2016, and will impact all 115 LEAs serving CTE students, etc. Primarily minor technical type changes with name corrections.

Primary major changes are as follows:

1. With the growing demand for workers in the Advanced Manufacturing skills area and new industry recognized credentials, we captured manufacturing specific areas within one Manufacturing license much like the Digital Media and Public Safety licenses.
2. With the demand for information technology workers, growing career pathways as well as the emphasis from the General Assembly, we clasped our information technology into one license area allowing for folks with the credentials a specific training to become licensed teachers meeting the growing demand for these programs.

**Recommendation(s):**

It is recommended that the NC State Board of Education approve the revisions to the CTE Licensure.

**Discussion/Comments:**

- There was no discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment ES&P 1)

***DISCUSSION*****ES&P 2 – Program Approval Modifications for Institutions of Higher Education****Policy Implications:** SBE Policy #TCP-B-003**SBE Strategic Plan:****Goal 3:** Every student, every day has excellent educators.**Objective 3.1:** Develop and support highly effective teachers.**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynne C. Johnson (Director, Educator Effectiveness) and Ms. Joyce Gardner (Director, Educator Preparation)**Description:**

Institutions requesting to add additional licensure areas submit Blueprints to the Department of Public Instruction for consideration. These blueprints are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. These requests for program modifications are for previously approved programs. The chart attached includes the cycle for the next program approval process, which will include components of the new statutes from House Bill 97. This item includes public and private institutions seeking Board approval to modify current programs to enhance and improve current educator preparation programs. The requirements from House Bill 97:

- Minimum GPA Requirements for a teacher candidate to be accepted to a teacher education programs increases from 2.5 to 2.7
  - ❖ Student Teaching/Clinical Practice/Internships/Residencies:
- Must be at least 16 weeks in duration and include time at the beginning and end of school year
  - ❖ Student Teachers must be
    - supervised by a “clinical teacher” who:
      - ✓ is licensed in the same field;
      - ✓ has three years successful teaching experience;
      - ✓ be rated at “accomplished” or higher on evaluations; and
      - ✓ meets expectations for student growth

**Recommendation(s):**

It is recommended that the licensure modifications areas for the institutions on the attached list be approved by the State Board of Education.

**Discussion/Comments:**

- There was no discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment ES&P 2)

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING*****ES&P 3 – Requests for Local Flexibility in the Analysis of Student Work (ASW)****Policy Implications:** SBE Policy #TCP-C-006**SBE Strategic Plan:****Goal 3:** Every student, every day has excellent educators.**Objective 3.1:** Develop and support highly effective teachers.**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Thomas Tomberlin (Director, District Human Resources) and Ms. Jennifer DeNeal (Program Manager with Educator Human Capital Policy & Research)**Description:**

Pursuant to the Board's policy, the DPI has provided Local Education Agencies (LEAs) and charters with the opportunity to develop a local model for the ASW (Analysis of Student Work) process for the 2016-17 school year. LEAs were asked to submit applications to the agency with documentation of the proposed local model and communication plan to teachers.

The following LEAs have submitted a request for local flexibility from the ASW process: Davidson County Schools and Wake County Schools.

**Recommendation(s):**

It is recommended that the State Board of Education approve these local flexibility waivers from the ASW process.

**Discussion/Comments:**

- ES&P Committee Vice Chair Eric Davis reminded Board members that this item was moved from Discussion to Action on First Reading. There were no objections.
- After seconding the motion, Vice Chairman Collins pointed out that the intent of the motion is that those requests for local flexibility in the analysis of student work (ASW) can be replicated by other districts without having to come before the State Board; they will only need DPI's approval. There were no objections to include this caveat in the motion.
- There was no further discussion.

*Upon motion by Mr. Eric Davis, and seconded by Vice Chairman A.L. Collins, the State Board of Education voted unanimously to approve the requests from the two LEAs as presented and that these requests may be replicated by other districts without having to come before the State Board of Education; the Department of Public Instruction may provide approval. (See Attachment ES&P 3)*

***DISCUSSION*****ES&P 4 – Competitive Grant Principal Preparation Program****Policy Implications:** SBE Policy #TCP-A-001; Session Law 2015-141, House Bill 97**SBE Strategic Plan:****Goal 3:** Every student, every day has excellent educators.**Objective 3.1:** Develop and support highly effective teachers.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Dr. Lynn Johnson (Director, Educator Effectiveness) and Ms. Joyce Gardner (Director, Educator Preparation)

**Description:**

SL 2015-241 (HB 97), Sec. 11.9, Transforming Principal Preparation, establishes an agreement between the State Education Assistance Authority (SEAA) and a private, nonprofit corporation to provide funds for the preparation and support of highly effective future school principals in North Carolina. The State Board of Education shall adopt a policy to provide a licensure process for these program completers.

**Recommendation(s):**

It is recommended that the State Board of Education discuss the policy proposal.

**Discussion/Comments:**

- There was no discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment ES&P 4)

***NEW BUSINESS***

Under New Business, ES&P Committee Vice Chair Eric Davis shared that the Committee received Educator Preparation Updates: Meeting New Legislative Requirements from Dr. Rebecca Garland (Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness) and Ms. Joyce Gardner (Director, Educator Preparation). He commended these updates to the Board for review.

**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

***ACTION***

**EICS 1 – Final Approval of Reform Models**

**Policy Implications:** General Statute §115C-105.37B

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Nancy Barbour (Director, District and School Transformation, Office of the Deputy State Superintendent)

**Description:**

A recurring low-performing school is a school that has been low performing for two of the previous three consecutive years. LEAs are given the opportunity to apply for one of four reform models (Transformation, Turnaround, Restart, and Closure), complete an application and submit to the State Board of Education for approval. Applications have been submitted, reviewed, and discussed with NCDPI staff for the following schools:

- Barwell Road Elementary (Wake County)
- Walnut Creek Elementary (Wake County)
- E.M. Rollins Elementary (Vance County)
- Goldsboro High School (Wayne County)
- Haw River Elementary (Alamance/Burlington)

**Recommendation(s):**

It is recommended that the State Board of Education approve the applications.

**Discussion/Comments:**

- There was no discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Reginald Kenan, the State Board of Education voted unanimously to approve the applications for reform models as presented. (See Attachment EICS 1)*

***ACTION***

**EICS 2 – JLEOC Report: Dropout Prevention Recovery Pilot Charter School Report**

**Policy Implications:** Session Law 2014-104 (HB884)

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. Adam Levinson (Interim Director, Office of Charter Schools)

**Description:**

Per North Carolina Session Law 2014-104 (House Bill 884), the State Board of Education “shall submit a report to the Joint Legislative Education Oversight Committee by March 15, 2016, on the outcomes of the Dropout Prevention and Recovery Pilot Program, including [the following:]

- (i) the number of students who dropped out of high school, enrolled in the program, and completed a high school diploma;
- (ii) the results of the alternative accountability model; and
- (iii) the impact on the ADM Contingency Reserve. The report shall also include any recommendations to enhance the effectiveness and the efficiency of the Pilot Program funding

and accountability models.”

The attached draft report will fulfill this requirement.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this report for submission to the Joint Legislative Education Oversight Committee (JLEOC) of the NC General Assembly.

**Discussion/Comments:**

- There was no discussion.

<i>Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve this report for submission to the Joint Legislative Education Oversight Committee as presented. (See Attachment EICS 2)</i>
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**DISCUSSION**

**EICS 3 – Recommendations for Charter Schools Applying to Open in 2017**

**Policy Implications:** General Statute §115C-218.1, SBE Policy #TCS-U-013

**SBE Strategic Plan:**

**Goal 1:** Every student has a personalized education.

**Objective 1.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Lead Consultant, Office of Charter Schools), Mr. Alex Quigley (Chair, Charter Schools Advisory Board) and Mr. Steven Walker (Vice-Chair, Charter School Advisory Board)

**Description:**

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in North Carolina. At the end of this process, the SBE receives recommendations from the Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year’s recommendations from the CSAB are for schools that would open for the 2017-18 school year.

On September 25, 2015, twenty-eight (28) applicants submitted applications ahead of the 5:00 PM (EST) deadline. The Office of Charter Schools reviewed all twenty-eight (28) of those applications to ensure that they were complete. Thirteen (13) applications were certified to be incomplete by the CSAB. Consistent with the State Board-approved application timeline and process, any applicant group whose application was deemed incomplete was then granted five (5) business days to submit any missing information. At the end of this "second chance" process, all twenty-eight (28) applications were deemed complete.

From October through December 2015, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the twenty-eight (28) complete

applications and provided feedback on them through a standard rubric to inform the CSAB’s review and decision-making. Each applicant group received five (5) business days to provide written clarification regarding any item in the application that the external reviewers deemed to be less than clear. All twenty-eight (28) applications (along with clarification documents, where applicable) were forwarded to the CSAB for review.

The CSAB invited each of the twenty-eight (28) applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarification from the submitted application. At the end of deliberations regarding each applicant group, the CSAB voted on whether to recommend the group to the SBE as ready to enter the Planning Year.

The CSAB met on December 7-8, 2015; January 11-12, February 8-9, March 7-8, and April 12, 2016; and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in May 2016.

The CSAB disposition for each of the twenty-eight (28) complete 2016 applications is as follows:

School (County)	Recommendation (Vote)	CSAB Meeting Date
1. Acorn to Oak (Wake County)	Do Not Approve (10 – 1; AH dissenting)	December 7, 2015
2. Addie C. Morris Children's School (Forsyth County)	Approve (8-3; AQ, TS, ES dissenting)	
3. Aurora Prep (Beaufort County)	Do Not Approve (6-5; (AH, PG, JM, SW, TH dissenting)	December 8, 2015
4. Bonnie Cone Classical Academy (Mecklenburg County)	Approve (6-3; CT recused; AQ, ES, HP dissenting; TS absent)	January 11, 2016
5. Discovery Charter School (Durham County)	Approve (10-0; TS absent)	
6. Emereau: Bladen (Bladen County)	Approve (7-3; TS, SR, HP dissenting; ES absent)	February 8, 2016
7. Emereau: Halifax (Halifax County)	Approve (6-4; AQ, TS, SR, HP dissenting; ES absent)	
8. Emereau: Johnston (Johnston County)	Do Not Approve (8-2; PG, AH dissenting; ES absent)	

9. Emereau: Nash (Nash County)	Do Not Approve (8-2; PG, AH dissenting; ES absent)	
10. Emereau: Wake (Wake County)	Do Not Approve (8-2; PG, AH dissenting; ES absent)	
11. Forsyth Preparatory Academy (Forsyth County)	Do Not Approve (9-1; AH dissenting; JM absent)	March 7, 2016
12. Francis Classical School (Mecklenburg County)	Do Not Approve (10-0 ; JM absent)	
13. Johnston Charter Academy (Johnston County) <sup>1</sup>	Approve (9-0; HP recused; ES absent)	February 9, 2016
14. Kaleidoscope Charter High School (Wake County)	Approve (7-3; AQ, TS, CT dissenting; ES absent)	April 12, 2016
15. Lake Academy (Iredell County) (Banyan)	N/A – Withdrew 12/1/2015	
16. Montcross Charter Academy (Gaston County) <sup>2</sup>	Approve (11-0)	December 8, 2016
17. Movement School (Mecklenburg County)	Approve (10-0; CT recused)	
18. Next Generation Academy (Guilford County)	No Recommendation (5-5; ES, AQ, SR, HP, CT dissenting; TS absent)	January 12, 2016
19. Paul L. Dunbar Charter School (Rowan County) <sup>3</sup>	Do Not Approve (10-0; TS absent)	
20. Ridgeview Charter School (Gaston County)	Approve (7-2; ES, SW dissenting; TS, AQ absent)	
21. Robert J. Brown Leadership Academy (Guilford County)	Do Not Approve (10-0; ES absent)	February 9, 2016
22. Rolesville Charter Academy (Wake County) <sup>1</sup>	Approve 10-0; JM absent)	March 7, 2016
23. Russell Lee Jones Charter High School (Mecklenburg County)	Do Not Approve (8-2; AH, PG dissenting; ES absent)	February 9, 2016

24. Town Center Charter High School (Gaston County) <sup>4</sup>	N/A - Withdrew 4/8/2016	
25. Twin City High School (Forsyth County) <sup>4</sup>	Approve (8-2; TS, SR dissenting; ES absent)	April 12, 2016
26. Union Leadership Academy (Union County) <sup>5</sup>	Do Not Approve (10-0; ES absent)	
27. UpROAR Leadership Academy (Mecklenburg County)	Approve (10-0; ES absent)	
28. Young Inspiration Charter School (Mecklenburg County)	N/A - Withdrew 4/11/2016	

**Notes:**

Education Management Organizations

- 1 = National Heritage Academies
- 2 = Charter Schools USA
- 3 = Torchlight
- 4 = Accelerated Learning Solutions
- 5 = Banyan Partners

Charter Schools Advisory Board (CSAB) Members

- AQ = Alex Quigley
- SW = Steven Walker
- JM = Joseph Maimone
- CT = Cheryl Turner
- SR = Sherry Reeves
- TH = Tony Helton
- AH = Alan Hawkes
- PG = Phyllis Gibbs
- ES = Eric Sanchez
- HP = Hilda Parlér
- TS = Tammi Sutton

The completed application rubric and impact statement(s) for each school are located on the following Office of Charter School webpage: <http://www.ncpublicschools.org/charterschools/applications/2017-18/>.

Each applicant approved by the SBE will begin a Planning Year program that includes detailed training from appropriate staff within the Department of Public Instruction regarding how to operate a charter school successfully in North Carolina. Per SBE Policy #TCS-U-013, “final approval of the charter will be contingent upon successfully completing the planning program requirements.” The SBE will revisit the charter approval as the end of the Planning Year approaches to determine if the school has met the requirements to be considered “Ready to Open.”

**Recommendation(s):**

The Charter School Advisory Board recommends that the State Board of Education accept its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2017-18 contingent upon the successful completion of the Planning Year requirements.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item, which will come back for a vote in June. She also reminded Board members that they were given homework assignments.
- In addition, Chair Taylor thanked Mr. Eric Sanchez for his role as a principal and his compelling presentation, noting that he is an outstanding member of the Charter School Advisory Board.
- There was no additional discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment EICS 3)

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING***

**EICS 4 – Union Day Charter School Request to Amend Charter**

**Policy Implications:** General Statute §115C-218

**SBE Strategic Plan:**

**Goal 2:** Every student has a personalized education.

**Objective 2.4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Mr. Adam Levinson (Interim Director, Office of Charter Schools) and Ms. Shaunda Cooper (Consultant, Office of Charter Schools)

**Description:**

State Board policy #TCS-U-014 section 3 states that "Any proposed amendment not explicitly mentioned in TCS-U-014 must be reviewed and approved by the State Board of Education.

Union Day Charter School is seeking to amend its charter to reflect a first year (2016-17) fundable maximum average daily membership (ADM) of 285, rather than the 325 in its current approved charter. As a result of issues related to securing its planned facility, Union Day Charter School will open for the 2016-17 school year in a backup facility that has a capacity of 285.

In light of Union Day Charter School's request, the Department of Public Instruction will fund the school's initial allotment based on the requested ADM of 285. In year two of the school's operation, the school may grow its enrollment to its planned year two maximum of 425.

**Recommendation(s):**

N/A

**Discussion/Comments:**

- There was no discussion.

*Upon motion by Ms. Rebecca Taylor, and seconded by Mr. Wayne McDevitt, the State Board of Education voted unanimously to accept the request to amend the charter for Union Day Charter School as presented. (See Attachment EICS 4)*

**NEW BUSINESS**

Under New Business, EICS Committee Chair Rebecca Taylor shared that the Committee received an NCVPS Executive Director’s Update from Dr. Eliz Colbert (Executive Director, NCVPS). During the update, Dr. Colbert introduced the NCVPS Teacher of the Year, Ms. Crystal Pullen, NCVPS Career and Technical Education Teacher who spoke about the NCVPS Peer Tutoring Center.

In addition, the EICS Committee heard an update about the federal charter school grant application from Mr. Adam Levinson.

**BUSINESS OPERATIONS COMMITTEE CHAIR REPORT  
(Mr. Gregory Alcorn, Chair; Mr. Kevin Howell, Vice Chair)**

***ACTION ON FIRST READING***

**BSOP 1 – FY 2015-16 Final Allotment Adjustments**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 4:** Every school district has up-to-date financial, business, and technology systems to serve its students, parents, and educators.

**Objective 4.3:** Use state and federal funding according to State and federal laws and State Board of Education policies.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Alexis Schauss (Director, School Business Division)

**Description:**

Additional funding from the Excellent Public Schools Act is available and will be allocated to LEAs and eligible charter schools for Summer Reading Camps. These additional funds will be allocated using the formula that was previously approved by the State Board of Education.

Winston-Salem/Forsyth County Schools is requesting a waiver from the State Board of Education policy for the maximum amount of funds that is allowed to be transferred out of the children with disability state allotment. 1) The State Board policy restricts transfers to help assure the LEA and state maintain the required federal mandate that state and local funding stays stable from year to year. 2) The Department authorized a transfer above the level that was allowed in the policy. The district expressed that a reversal of the transfer would cause great hardship. Based on the data provided by the LEA, the district will be in compliance with the federal maintenance of effort requirements. This waiver is effective for the 2015-16 fiscal year only.

**Recommendation(s):**

It is recommended that the State Board of Education approve the allocation of additional funds and the waiver for Winston-Salem/Forsyth County Schools.

**Discussion/Comments:**

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

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the allocation of additional Excellent Public School funds for LEAs and eligible charter schools for Summer Reading Camps and the waiver for Winston-Salem/Forsyth County Schools as presented. (See Attachment BSOP 1)*

***MOVED FROM DISCUSSION TO ACTION ON FIRST READING*****BSOP 2 – Long-Range Facility Plans – Five-Year Report**

**Policy Implications:** General Statute §115C-521(a)

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Presenter(s):** Mr. Philip Price (Chief Financial Officer, Financial and Business Services), Dr. Ben Matthews (Deputy Chief Financial Officer for Operations, Safe and Healthy School Support) and Dr. Ken Phelps (Lead Consultant, School Planning Section)

**Description:**

Every five years, local boards of education are required to submit their long-range plans for meeting school facility needs to the State Board of Education. The report includes needs for land purchase, new construction, additions, renovations, and major repairs to all district educational facilities, within a five-year time horizon and a ten-year time horizon.

**Recommendation(s):**

It is recommended that, upon approval by the State Board of Education, the report be shared with members of the General Assembly regarding the need for additional funding.

**Discussion/Comments:**

- BSOP Committee Chair Greg Alcorn asked the Chairman to move this item from Discussion to Action on First Reading. He explained that they learned late Wednesday that with the short session going on many members are asking for this because it might be of value in their budget process. There were no objections.
- There was no further discussion.

*Upon motion by Mr. Greg Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve the long-range facility plan as presented. (See Attachment BSOP 2)*

**HEALTHY RESPONSIBLE STUDENTS COMMITTEE CHAIR REPORT**  
**(Mrs. Patricia Willoughby, Chair; and Mr. Reginald Kenan, Vice Chair)**

***DISCUSSION***

**HRS 1 – Interscholastic Athletic Policy Update**

**Policy Implications:** General Statute §115C-47(4), SBE Policy #HRS-D-001

**SBE Strategic Plan:**

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.2:** Promote healthy, active lifestyles for students.

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

**Description:**

The policy regarding interscholastic athletics was first adopted in 1995 for public school student participation. At that time charter schools did not exist. As a result, the language of the interscholastic policy is currently not reflective of charter school participation in athletics. Changes to the policy are to reflect the inclusion of charter school students in interscholastic participation as they are public school students.

**Recommendation(s):**

State Board of Education members are asked to approve the proposed changes to the existing policy.

**Discussion/Comments:**

- HRS Committee Chair Patricia Willoughby shared that this item will return for a vote in June 2016.
- There was no further discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment HRS 1)

**STUDENT LEARNING AND ACHIEVEMENT COMMITTEE CHAIR REPORT**  
**(Mr. Eric C. Davis, Chair; and Dr. Olivia Oxendine, Vice Chair)**

***DISCUSSION***

**SLA 1 – Math I, II, III Draft Standards Revisions**

**Policy Implications:** SBE Policy #GCS-F-000, GCS-F-002, GCS-F-012

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Dr. Tiffany Perkins (Director, Division of K-12 Curriculum and Instruction) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics Section)

**Description:**

In fulfillment of SBE Policy #GCS-F-012, a review and revision of math standards has been conducted for courses Math I, Math II and Math III. The first draft was shared with local education agencies across the state to obtain a first round of feedback. The results of the initial feedback are being compiled and considered by the Data Review Committee and writing teams.

The draft of the revised standards, now named North Carolina Math 1, North Carolina Math 2 and North Carolina Math 3, are presented for discussion. The companion document outlining the rationale and overview of the changes is included for discussion.

**Recommendation(s):**

It is recommended that the State Board of Education provide feedback and input on the proposed changes and return the item for approval at the June 2016 State Board meeting.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis encouraged his colleagues to review these proposals and provide input.
- There was no further discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment SLA 1)

***DISCUSSION*****SLA 2 – Approval of School Policies for Education Services for the Deaf and Blind Residential Schools**

**Policy Implications:** N/A

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education and citizenship.

**Objective 1.1:** Increase the cohort graduation rate.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.

**Objective 1.4:** Reduce the percentage of students needing remediation in postsecondary education.

**Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Goal 2:** Every student has a personalized education

**Objective 2.1:** Increase the number of students who graduate from high school with postsecondary credit.

**Objective 2.3:** Increase the number of schools designated as Science, Technology, Engineering and Mathematics (STEM) - or Global Education-ready.

**Goal 3:** Every student, every day has excellent educators.

**Objective 3.1:** Develop and support highly effective teachers.

**Objective 3.2:** Develop and support highly effective principals.

**Objective 3.3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs.

**Objective 3.4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs.

**Goal 4:** Every school district has up-to date financial, business, and technology systems to serve its students, parents and educators.

**Objective 4.1:** Provide all schools with sufficient wireless coverage to support 1:1 computing initiatives.

**Objective 4.2:** Use Home Base as an essential resource for instructional delivery and communications with parents and students.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Goal 5:** Every student is healthy, safe, and responsible.

**Objective 5.1:** Create and maintain a safe and respectful school environment.

**Objective 5.2:** Promote healthy, active lifestyles for students.

**Objective 5.3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school.

**Objective 5.4:** Decrease violence and crime in schools.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent) and Ms. Barbria Bacon (Superintendent/School Director, Residential Schools for the Deaf and Blind)

**Description:**

Policies cover all five goals of the SBE Strategic Plan.

Educational Services for the Deaf and Blind (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson) seek approval from the State Board of Education of their school policies. The previous policies governing the schools were developed by the Department of Health and Human Services and have been realigned to reflect governance by the State Board of Education and administration of the residential schools by the Department of Public Instruction. A copy of the Education Services for the Deaf and Blind Policy Manual is attached to this item.

**Recommendation(s):**

It is recommended that the State Board of Education review the school policies for the Educational Services for the Deaf and Blind as presented.

**Discussion/Comments:**

- There was no discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment SLA 2)

***DISCUSSION***

**SLA 3 – Governor’s School Board of Governors Policy Amendment**

**Policy Implications:** SBE Policy #GCS-D-009

**SBE Strategic Plan:**

**Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.

**Objective 1.2:** Graduate students prepared for postsecondary education.

**Goal 4:** Every school district has up-to-date financial, business and technology systems to serve its students, parents and education.

**Objective 4.3:** Use state and federal funding according to state and federal laws and State Board of Education policies.

**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent, Office of the Deputy State Superintendent), Mr. Bill Hussey (Director, Exceptional Children Division) and Ms. Tanya Byrd-Robinson (Chair, Governor’s School Board of Governors)

**Description:**

The North Carolina Governor's School, administered by the Exceptional Children Division on behalf of the State Board of Education (SBE), serves some of North Carolina's highest-achieving and most talented high school students each summer. The Governor's School Board of Governors is the SBE-appointed body that advises on the operation of the program and is composed of various stakeholders from throughout the state. The Foundation advocates for the program, raises funds and makes contributions, most notably through the provision of tuition scholarships each year to eligible students and their families. Recently the Board of Governors has arrived at a recommendation to amend its bylaws to reflect the additional permanent membership of the President of the North Carolina Governor's School Foundation. The Board observed that the Foundation is a major and consistent supporter of the North Carolina Governor's School and could more greatly contribute to the Board's work with official membership. This change requires an amendment to SBE Policy #GCS-D-009.

**Recommendations:**

The State Board of Education is recommended to approve the recommendation and amend the policy.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the SLA Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the May State Board of Education meeting and will return for Action in June 2016. (See Attachment SLA 3)

***NEW BUSINESS***

Under New Business, SLA Committee Chair Eric Davis noted that the SLA Committee received an update on North Carolina’s Proof of Concept Study from Dr. Tammy Howard.

**CHAIRMAN'S REMARKS**

Under the Chairman's Remarks, Chairman Cobey noted that in June the Board will be saying goodbye to a number of its advisors:

- Ms. Grace Russell (Senior Student Advisor)
- Mr. Steve Lassiter (Principal of the Year Advisor)
- Mr. James E. Ford (Teacher of the Year Advisor)
- Dr. Rodney Shotwell (Superintendent Advisor)

Chairman Cobey also reminded Board members that the July meeting is scheduled for July 7 and is the traditional conference call meeting.

In August, the Board will welcome its new advisors in person since the July meeting is by conference call.

Chairman Cobey reminded Board members that, during the Legislative Session, they should be diligent about checking their email and returning any calls to him or fellow Board members, Dr. Atkinson, or other staff as they may need to be reached on a moment's notice regarding legislative matters, either to update or seek input for a quick reply to a legislative request.

The Chairman also asked Board members to hold September 1, following the Board's Thursday meeting, on their calendars for a luncheon and visit with a delegation from Jiangsu Province in China. He reminded Board members that the extension of the MOU was announced under Dr. Atkinson's Superintendent's Report. Chairman Cobey explained that a ceremonial signing of the MOU will take place on September 1. The event will be held at NC State's Friday Institute on Centennial Campus.

**Special Recognition**

Chairman Cobey announced that Ms. Laura Crumpler (Special Assistant Attorney General, DOJ) has been awarded the Ann L. Majestic Distinguished Service Award by the North Carolina Bar Association's Education Law Section for outstanding service to the Education Law Section. He explained that this is a significant award in the legal profession, and it is named for an outstanding attorney who served North Carolina for many years, Ms. Ann L. Majestic, a long-time education attorney who became nationally known for her expertise in education law. Ms. Majestic passed away in 2014, and this award is presented in her memory to recognize other distinguished education attorneys in North Carolina.

The Chairman stated that it is such an honor for Ms. Crumpler that she is the recipient of this award, noting that she has made significant contributions to education law herself. He invited Ms. Crumpler forward to be recognized by the Board. Ms. Crumpler was presented with a plaque. The presentation was photographed.

**NEW BUSINESS**

Under New Business, Chairman Cobey asked for a motion to approve the State Board of Education's Strategic Plan Revisions, based on the Board's Planning and Work Session last month in Wilmington.

*Upon motion by Mr. Greg Alcorn and seconded by Mr. Reginald Kenan Board members voted unanimously to approve the State Board of Education's Strategic Plan Revisions as presented.*

In other new business, Chairman Cobey asked for a motion to approve the State Board of Education's 2017 Meeting Schedule, noting that the dates for the Planning and Work Sessions are noted and that they are moving to May and November, as opposed to April and October.

January 4-5, 2017  
 February 1-2, 2017  
 March 1-2, 2017  
 April 5-6, 2017  
 May 2-4, 2017 (*includes Planning and Work Session*)  
 May 31 and June 1, 2017  
 July 6, 2017 (*conference call meeting*)  
 August 2-3, 2017  
 September 6-7, 2017  
 October 4-5, 2017  
 October 31 – November 2, 2017 (*includes Planning and Work Session*)  
 December 6-7, 2017

*Upon motion by Mr. Greg Alcorn and seconded by Mr. Eric Davis Board members voted unanimously to approve the State Board of Education's 2017 Meeting Schedule as presented.*

Following the vote, Chairman Cobey noted that Ms. Betsy West has confirmed with Appalachian State University that the State Board will meet there for its fall Planning and Work Session, October 4-6, 2016. He asked Board members to add these dates on their calendars.

**ADJOURNMENT**

Prior to asking for a motion to adjourn, the Chairman asked Board members to remember Board member Olivia Oxendine in their thoughts and prayers, noting that her husband's funeral service will be at 3 p.m.

Indicating no other business, Chairman Cobey requested a motion to adjourn.

*Upon motion by Ms. Patricia Willoughby and seconded by Mr. Wayne McDevitt, Board members voted unanimously to adjourn the May 4 and 5, 2016, meeting of the State Board of Education.*