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**Transition and Ad Hoc reporting.**

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**Board Actions**

- **District Improvement Model (DIP)** - Board members approved a district improvement model that would provide support to districts according to their needs, with a focus on identifying areas for improvement, establishing goals, and implementing strategies to achieve those goals. This model was designed to help districts create a structured approach for addressing their strengths and challenges. The model included a comprehensive assessment framework and a series of targeted interventions to address identified areas for improvement.

- **Alignment of Licensing Framework** - The Board reviewed and approved the alignment of the initial licensure program policy with standard requirements. The alignment ensured that new teachers, having earned a degree from an approved teacher education program, were granted a standard professional one-year teaching license.

- **Alignment of the Initial Licensure Program Policy with Standard License Requirements.** - The proposed revision now reads “native speakers of a language who have earned at least a baccalaureate degree, but have not earned an advanced degree in the language.” The change removed the level of advanced degree required for certification. Board members continued to discuss a proposal that would facilitate the licensing of educated native speakers of other languages as language teachers in public schools. Board members were asked to consider this proposal after reviewing the materials.

- **Revisions to the Initial Licensure Program Policy to Reflect Board Recommendations.** - Board members discussed revisions to the initial licensure program policy to reflect board recommendations. These revisions focused on aligning the policy with current professional development needs and ensuring that all new teachers are prepared to teach in diverse educational settings.

- **Final Decision in Contested Case – Harry Talmadge Englebert vs. NCSBE** - The Board approved the final decision in the contested case, which included an order of revocation of the certificate of registration for Harry Talmadge Englebert. The order was based on the findings that Englebert had engaged in unprofessional conduct and had failed to comply with the Board's requirements.

- **Final Decision in Contested Case – Truman E. Bullard Sr., vs. NCDPI (QP 4)** - The Board approved the final decision in the contested case, which included a recommendation of staff for Harry Englebert. The recommendation included an order of revocation of the certificate of registration for Harry Englebert. The recommendation was based on the findings that Englebert had engaged in unprofessional conduct and had failed to comply with the Board's requirements.

- **Exemption Requests Under the Innovative Education Initiatives Act (HSP 4)** - The Board approved the request for exemption from the Innovative Education Initiatives Act for New Hanover Cooperative Innovative Programs in high schools and community colleges. This approval was based on a recommendation of staff that the programs were consistent with the innovative education initiatives act and would benefit students and students who would benefit from accelerated academic instruction.

- **Recommendations from the Advisory Board on Requests for Exception to Licensing Policies** - The Board reviewed and approved the recommendations from the advisory board on requests for exception to licensing policies. These recommendations included a mix of approvals and denials, with the majority of requests granted based on the evidence presented and the board's determination of the applicants' eligibility.

- **License Requirements for International Teachers (QP 5)** - The Board reviewed and approved the license requirements for international teachers. The requirements included a minimum of a baccalaureate degree and evidence of language proficiency in the language in which the teacher will be teaching. Board members also discussed the implementation of these requirements, including the need for ongoing professional development and support for international teachers.

- **Teacher Licensing Requirements (QP 1)** - The Board reviewed and approved the teacher licensing requirements, which included a comprehensive set of academic and professional standards. These requirements were designed to ensure that new teachers are prepared to teach in diverse educational settings and have the skills needed to address the needs of all students.

- **Alignment of Licensing Requirements for Student Services Personnel with Standard License Requirements** - The Board reviewed and approved the alignment of the licensing requirements for student services personnel with standard license requirements. This alignment included provisions for school counselors, school media coordinators, and other student services personnel. The alignment was designed to ensure that these professionals are prepared to support the needs of all students and that they have the skills needed to address the unique challenges faced by students.

- **Removal of Praxis Testing Requirements for Exceptional Children's License Areas (QP 6)** - The Board approved a revision to board policy that would allow for the removal of Praxis testing requirements for exceptional children's license areas. This revision was based on the recommendation of the advisory board, which found that the requirement was unnecessary and could be replaced with a more effective and equitable assessment.

- **Technical Assistance to Support School Districts in Developing Programming for Special Needs Students** - The Board approved a proposal for technical assistance to support school districts in developing programming for special needs students. This assistance was designed to provide targeted support and resources to districts, enabling them to create effective programs that meet the needs of all students.