

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
January 9, 2013**

The North Carolina State Board of Education met after the Board Committees concluded their work and the following members were present:

William Harrison, Chairman	Kevin Howell
Wayne McDevitt, Vice Chairman	Reginald Kenan
Dan Forest, Lt. Governor	John Tate
Melissa Bartlett	Jean Woolard
Shirley Harris	Tricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Patrice Faison, Principal of the Year Advisor
Wallace Nelson, Board Member Advisor	Tyronna Hooker, Teacher of the Year Advisor
Diane Frost, Superintendent Advisor	Darcy Grimes, Teacher of the Year Advisor

**CALL TO ORDER AND INTRODUCTION**

Chairman William Harrison called the Wednesday session of the January 2013 State Board of Education meeting to order and declared the Board in official session. Chairman Harrison noted that the Board had just completed its Committee meetings for the day and will hold the official State Board meeting on Thursday morning, at which time the Board will vote on action items.

Prior to beginning the work of the Board, Chairman Harrison congratulated Governor Pat McCrory on his swearing-in on Saturday, January 5, at the Capitol Building. He noted that Dr. Atkinson attended, along with other dignitaries, friends and family of Governor McCrory. In addition, Chairman Harrison noted that North Carolina has also sworn in Lt. Governor Dan Forest. He congratulated Lt. Governor Forest and welcomed him to the State Board of Education as an ex-officio member. Chairman Harrison stated that the State Board and the Department of Public Instruction are happy to work with him and offer support as requested.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison 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 Harrison announced that in September 2011, he established a Task Force on Global Education and appointed Vice Chairman Wayne McDevitt to serve as chair and Board member John Tate to serve as vice chair. The Task Force was also comprised of Board members Willoughby, Bartlett and Howell.

The Chairman explained that this Task Force has worked long and hard, has talked with members of the public and private sector, in and out of education, and has been supported by a stellar collection of internal staff and external partners in writing and developing a report. Noting that the report is posted on the website, Chairman Harrison recognized Task Force Chair Wayne McDevitt to share the report. Chairman Harrison also noted that Board members have seen the report prior to this meeting and are aware of the findings and recommendations.

Mr. McDevitt prefaced this presentation by thanking members of the Task Force. He clarified that consistent with other reports of this nature the Board will be asked to receive this report, and it will be brought back to the Board for policy approval as part of the implementation process. He explained that the Task Force worked from the Future-Ready Students for the 21<sup>st</sup> Century document, adopted in September 2006, which talks about preparing all students for a globally competitive world of work and postsecondary education. He spoke briefly about partnerships that included the Center for International Understanding, et.al.

Mr. McDevitt explained that the goals of the Task Force were to have a coherent document with actionable items. He shared that the Task Force found that no other state in the nation is doing this in such a comprehensive manner. The overarching goal, which is stated in the document, is that North Carolina's graduates will be the most globally aware and prepared in the nation, i.e., competent, competitive, aware, and engaged. Mr. McDevitt also spoke briefly about the listen-and-learn phase of the process, and shared a list of themes that emerged during that process.

Noting that Board members have read the report, Mr. McDevitt reviewed several of the major Task Force findings beginning on page 4 as well as the Task Force recommendations beginning on page 6 of the report.

Board members commended the Task Force members for their work and expressed appreciation toward bringing understanding about the global issue to the forefront.

Following the presentation, Chairman Harrison echoed Board members' comments and expressed thanks to Mr. McDevitt and the Task Force members, staff, and external partners including Mr. Ted Fiske, Mr. JB Buxton, Mr. Stephen Jackson, Ms. Helga Fasciano, and Mr. Rob Hines for their assistance on the Task Force.

*Upon motion made by Chairman Harrison, and seconded by Kevin Howell, the Board voted unanimously to receive this report from the Task Force on Global Education, as presented.*

Following the vote, Chairman Harrison asked State Superintendent and staff to develop an implementation plan for the recommendations in this report and return to the Board with the recommendations at a future date. Noting the request, Dr. Atkinson stated that the Department would share recommendations about how to move expeditiously forward with these recommendations in the near future.

**Closed Session**

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

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Melissa Bartlett 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: *Key Risk Management Services, Inc. v. State of North Carolina, the State Board of Education, and the Department of Public Instruction; Turner and Hurst v. The Hammocks Beach Corporation, et al.; North Carolina Marine Sciences High School, Inc. v. State Board of Education; and NC Learns, Inc. v. NC State Board of Education.**

With no other business on the agenda, Chairman Harrison requested a motion to adjourn.

*Upon motion made by Mr. Wayne McDevitt, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to recess the State Board of Education meeting until Thursday, January 10, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
January 10, 2013**

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

William C. Harrison, Chairman	Kevin Howell
Wayne McDevitt, Vice Chairman	Reginald Kenan
Dan Forest, Lt. Governor	John Tate
Janet Cowell, State Treasurer	Patricia Willoughby
Melissa Bartlett	Jean Woolard
Christine Greene (participated via conference call)	
Shirley Harris	

Also present were:

June St. Clair Atkinson, State Superintendent	Tyronna Hooker, Teacher of the Year Advisor
Wallace Nelson, Board Member Advisor	Darcy Grimes, Teacher of the Year Advisor
Diane Frost, Superintendent Advisor	Amberly Philips, Student Advisor
Patrice Faison, Principal of the Year Advisor	

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Harrison called the Thursday session of the January State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting, and reminded the audience that the Board held its committee meetings on Wednesday and today will vote on action items and receive reports on other topics. Chairman Harrison explained that the Board officially meets on the first Thursday of each month, but the Board voted in July to amend the calendar in January to avoid returning to a meeting immediately following the extended holiday period.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Harrison 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.

Prior to beginning the work of the Board, Chairman Harrison introduced Lt. Governor Dan Forest, North Carolina's newest Lt. Governor to the State Board of Education as an ex-officio member. He thanked the Lt. Governor for taking part in the Board's Committee meetings on Wednesday especially since the Legislature held an organizational session yesterday. The Lt. Governor was welcomed to his first official meeting and was presented with an SBE briefcase, pin and mug. The presentation was photographed.

Following the presentation, Chairman Harrison made brief comments about the transition and publicly thanked Governor Beverly Perdue for her leadership of this state for the past twenty years, first in the legislature and then as the first woman Governor in North Carolina. He also acknowledged the contributions to North Carolina and to the work of this Board by Lt. Governor Walter Dalton and thanked him publicly for his service.

Board member Patricia Willoughby was recognized to lead the Board with the Pledge of Allegiance.

Chairman Harrison recognized the physical absence of Board member Christine Greene, who was attending a professional conference out of state but noted that she was participating in the meeting via phone. In addition, Chairman Harrison shared that Junior Student Advisor, Ms. Madison Bell, was absent due to midterm exams.

Chairman Harrison recognized Mr. Andre DeLoatch, a former student advisor, who was present in the audience.

### **APPROVAL OF MINUTES**

Chairman Harrison asked for a motion to approve the minutes of the December 5-6, 2012, State Board of Education meetings.

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

- There was no discussion.

*Mr. John Tate made a motion to approve the minutes of the December 5-6, 2012, State Board of Education meetings. Seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the minutes as presented.*

**SPECIAL RECOGNITION**

- **Incoming State Board of Education Local Board Advisor**
  - ❖ **Mr. Wallace Nelson, 2013 Raleigh Dingman Award Winner from the NC School Boards Association and Board Member (Perquimans County Schools Local Board of Education)**

Chairman Harrison introduced Mr. Wallace Nelson as the incoming State Board of Education Local Board of Education Member Advisor. Serving on the Perquimans County Board of Education for many years and as chairman, Mr. Nelson was recently named the Raleigh Dingman Award winner by the NC School Boards Association. This award is the highest bestowed on a local board member. Chairman Harrison noted that the Raleigh Dingman Award winner is designated in statute to serve in an advisory capacity to this Board for one year.

Mr. Nelson is a pharmacist who graduated from UNC-Chapel Hill. He also serves on the State’s Board of Pharmacy and currently serves as the Director of Pharmacy at Chowan Hospital. He has been an active participant in his community for many years, serving as a local board of education member in two separate terms of office, serving in his first term as a member and then as chairman. He has also served as a County Commissioner for Perquimans County and on the Board of the College of Albemarle.

Mr. Tatum was welcomed to his first official meeting and was presented with a plaque, SBE briefcase, pin and mug. The presentation was photographed.

**KEY INITIATIVES REPORTS AND DISCUSSION**

- **Career and College Ready, Set, Go/Race to the Top (RttT) Update – Mr. Adam Levinson (Director, Race to the Top Program)**

In opening comments, Mr. Levinson reported that by the end of 2012, the Race to the Top staff completed seven site visits around the state with approximately 3,500 participants in 14 sessions. The majority of the participants included teachers, principals, and other central office staff. The purpose of these site visits was to communicate about the READY initiative, with emphasis on the transition to the Common Core and the implementation of Home Base. Mr. Levinson also reported that the Home Base contract was executed on December 31 for the Core Home Base functionality. The team is currently working toward building the system and making connections with all of the other systems to fulfill promises made to the field about what we will deliver.

Mr. Levinson reported that 2013 began with a briefing from the evaluation partners about the professional development that has been delivered over the last two years including the Summer Institutes and the year-round professional development calendar that has been provided regionally to address all topics related to transition to Common Core and Essential Standards. Teachers, principals, and staff have provided feedback that the professional development is designed well, meets their needs, and is delivered in the types of modes accessible to them. Mr. Levinson noted that feedback from the first round of professional development in Year 1 was incorporated in Year 2 to improve the inventory of professional development offerings.

Mr. Levinson also reported that the Department submitted information for the Year 2 Summary Report to the U.S. Department of Education (USED). According to the USED, the Year 2 Annual Report is expected in late January or early February. Mr. Levinson shared that he expected the report to validate that North Carolina is setting the pace in many ways for some of these challenging and comprehensive remodeling initiatives.

In closing comments, Mr. Levinson noted that a detailed summary of RttT activities is included in the State Superintendent’s Report.

In response to Vice Chairman McDevitt’s question about a sustainability plan, Mr. Levinson stated that we are thinking about what is required to sustain key initiatives; this information will aggregate up to an overall plan, which will be coming together in 2013-14 so that we can then have a more concrete discussion about supports that need to be in place in 2014-15 and beyond to sustain certain key initiatives.

**STATE SUPERINTENDENT’S REPORT**

**Special Honors and Awards**  
**Order of the Long Leaf Pine**

Dr. Atkinson shared that Ms. Carolyn McKinney was an award-winning elementary math teacher in Guilford and Forsyth counties. She was President of the NC Association of Educators, and served on the boards of the NC Teacher Academy, NC Public School Forum, and the Governor’s Teacher Advisory Committee. She was the executive director of the NC Professional Teaching Standards, and under her leadership, the Board adopted teaching standards. In addition, Ms. McKinney made many contributions to North Carolina’s application for Race to the Top funding. Since retiring, Ms. McKinney has continued to work toward completing the evaluation instruments for nine non-classroom positions. She is also credited with helping North Carolina reach the 100,000 mark in returned surveys from teachers on the Teacher Working Conditions Survey, and was instrumental in making sure that North Carolina was the first state to have standards for teacher working conditions, which were adopted by the State Board of Education. State Superintendent Atkinson presented the Order of the Long Leaf Pine to Ms. Carolyn McKinney. The presentation was photographed.

**Special Honors and Awards**  
**2012 Subway School Health Champion of the Month Winners**

The Subway School Health Champion of the Month award recognizes outstanding leadership in the areas of coordinated school health practices and is selected through an application review process. Winners go well beyond their usual health related job responsibilities. This award is a joint venture among DPI, Tar Heel Sports Properties and Subway.

Two monthly winners receive two free tickets to a UNC sporting event (basketball, baseball or football game), a plaque presented to them at the sporting event, a check for \$500 for a health-related activity for use with their school or place of work, BOGO (buy-one-get-one) Subway coupons for the school/work place population to be used after 3:30 PM daily and the opportunity to be named the Subway School Health Champion of the Year.

The Subway School Health Champion of the Year wins \$5,000 for his/her school or place of work for use with a health-related project. The Champion of the Year winner is announced during a dinner hosted with all the monthly winners held at the Dean Smith Center prior to being recognized at halftime of a UNC basketball game in December.

Winners are selected quarterly and recognized when UNC Athletics is able to schedule these media events as part of their game schedules.

State Superintendent Atkinson announced that the 2012 Subway School Health Champion of the Year is Lyn Holt (Child Nutrition Director, Person County Schools)

Below are the 24 winners for 2012 by month:

**January 2012 Winners**

- Caroline Liles (Reading Interventionist/Physical Education Teacher, Virginia Cross Elementary School, Chatham County Schools)
- Clark Erskine (Health and Physical Education Teacher/Varsity Baseball Coach, McMichael High School, Rockingham County Schools)

**February 2012 Winners**

- Jennifer Sipe (Physical Education Teacher, Perry Harrison School, Chatham County Schools)
- Laura Bryant (School Nurse, Mt. Pleasant Elementary School, Cabarrus County Schools)

**March 2012 Winners**

- Zebbie Bondurant (Principal, Ethan H. Shive Elementary School, Rowan-Salisbury Schools)
- Richard Hughes (Physical Education/Health Teacher, Woodland Elementary Schools, Person County Schools)

**April 2012 Winners**

- John Brady, Jr. (Physical Education Teacher, North Rowan Elementary School, Rowan-Salisbury Schools)
- Sharon Evans (School Nurse, Toisnot Middle School, Wilson County Schools)

**May 2012 Winners**

- Jeff Sprenger (Physical Education Teacher, Richlands Primary School, Onslow County Schools)
- Pam Hall (School Nurse, JC Sawyer Elementary School, Elizabeth City-Pasquotank Schools)

**June 2012 Winners**

- Tammy Abernathy (Elementary Speech Teacher, Wittenburg Elementary School, Alexander County Schools)
- Michele Wallen (Assistant Professor, The Department of Health Education and Promotion, East Carolina University, Pitt County)

**July 2012 Winners**

- Jolene Sneed (School Counselor and Social Worker, Smokey Mountain Elementary School, Jackson County Schools)
- Nancy Langenfeld (Director of Coordinated School Health, Charlotte/Mecklenburg Schools)

**August 2012 Winners**

- Ingrid Morris (Senior Health Promotions Manager, NC Prevention Partners, Chapel Hill)
- Nancy Sutton (Program Specialist for Physical Education and Health, Winston Salem/Forsyth County Schools)

**September 2012 Winners**

- Alice Keene (Special Projects Coordinator, Pitt County Community Schools and Recreation, Pitt County)
- Stephanie Willis (Coordinator of Health and Student Services, Chapel Hill/Carrboro City Schools)

**October 2012 Winners**

- Sherry Smith (K-5 Physical Education Teacher, Franklin Elementary School, Surry County Schools)
- Sharon Kinion (Child Nutrition Director, Martin County Schools)

**November 2012 Winners**

- Terry Donoghue (Health and Physical Education Teacher, Columbia High School, Tyrrell County Schools)
- Gregory Moore (Dean, Alternative Education Center, Greene County Schools)

**December 2012 Winners**

- Lyn Holt (Child Nutrition Director, Person County Schools)
- Lindsay Jones (Coordinator of Fitness and Wellness, Union County Schools)

**Global Competitiveness****North Carolina Among International Leaders in Math and Science**

North Carolina was the only participating state in the country and one of only eight education systems across the world in which fourth-grade math students outscored the test average and the U.S. national average on the 2011 Trends in International Mathematics and Science Study (TIMSS) according to a report by the National Center for Education Statistics.

- At the eighth-grade level, North Carolina was among only 11 states and countries to score higher than both the TIMSS scale and national averages.
- In science, the average scores among fourth and eighth-grade students in the state exceeded the TIMSS scale average but not the U.S. national average.

The report, "Highlights from TIMSS 2011: Mathematics and Science Achievement of U.S. Fourth- and Eighth-Grade Students in an International Context," compares the performance of U.S. fourth and eighth-grade students in mathematics and science to the performance of their peers internationally. In 2011, TIMSS was administered in fourth grade in 57 countries and other education systems and in 56 countries and other education systems in eighth grade. Education systems can include states, countries and subnational entities.

Among the report's key findings:

- North Carolina was the only participating U.S. state and among only eight education systems with an average fourth-grade mathematics score that was above both the U.S. average score and the TIMSS scale average. The other systems were Singapore, Korea, Hong Kong, Chinese Taipei, Japan, Northern Ireland, and Flemish Belgium.
- In eighth-grade mathematics, North Carolina was one of four U.S. states and among the 11 total education systems with average scores above the U.S. average. The other ten systems were Korea, Singapore, Chinese Taipei, Hong Kong, Massachusetts, Minnesota, Japan, the Russian Federation, Quebec, and Indiana.
- At the fourth-grade level in science, both Florida and North Carolina scored above the TIMSS scale average but were not measurably different from the U.S. national average. The only six education systems with average science scores above the U.S. score were Korea, Singapore, Finland, Japan, the Russian Federation, and Chinese Taipei.
- At the eighth-grade level, Indiana, North Carolina, Connecticut and Florida scored above the TIMSS scale average but scores were not measurably different from the U.S. national average.

See the attached North Carolina math and North Carolina science reports for more details.

## **School Safety Update**

### **NC DPI's Current Approach to School Safety**

The recent Newtown, Conn., school shootings brought renewed attention to the issue of school safety. North Carolina has a long history of promoting safety in the public schools, although there have been some changes in recent years. In 2009, the NC Department of Public Instruction transitioned from the Safe and Drug Free Schools program to a successor section called Support Services. Safe and Drug Free Schools administered the federal grant money that went to the districts, but budget cutting resulted in elimination of these funds.

The section also reviewed the LEAs three-year Safe Schools, but eliminated the review process as positions were being cut and it was determined there was no basis in statute or policy to do the review. The requirement for LEA Safe Schools Plans has since been removed from state statutes.

DPI's support for school safety now includes:

- Recommendations that all schools write Safe Schools goals as part of each school's School Improvement Plan;
- An expectation that all LEAs and schools have Emergency Management Plans;
- Encouragement of design of school buildings with safety in mind. See, for example, the School Planning Division of DPI's publication, Design of Schools to Resist Violent Attack.  
<http://www.schoolclearinghouse.org/pubs/DesignSafeSchools.pdf>

DPI's partnerships with other agencies, fueled by the Columbine incident in 1999, have intensified the focus on school safety. Under the N.C. Attorney General's Office guidance, all schools and school systems are urged to:

- Create a Critical Incident Response Kit (CIRK) containing information for emergency responders;
- Add lockdown drills to school emergency plans;
- Implement school district emergency plans.

The Office of Emergency Management in the Department of Public Safety now maintains responsibility for the training of school, police, and emergency personnel for school emergencies.

School Resource Officers (SROs) provide another protection against school violence. While there is no single budget line in the state budget for School Safety/Resource Officers, they can be paid out of At-Risk funds and are appropriated the dollar equivalent of one officer to each LEA for each high school that gets a principal – \$21,189,280 for the current budget year.

The most recent survey by the Center for School Violence was completed for the 2008-09 school year. That survey found:

- The majority of middle and high schools had an exclusive SRO, and most of the others had a shared SRO;
- Only one percent of elementary schools had an exclusive SRO and 20% had a shared SRO.
- 55% of the funding for SROs statewide came from local sources and 40% came from state funding such as the At-Risk Student Services fund.
- Local funding was not broken down between law enforcement and school system

Created in the mid-1990s in the Department of Juvenile Justice, the Center was eliminated two years ago.

In response to Treasurer Cowell's request for tangible examples, a brief discussion occurred listing a myriad of ways that schools are working toward ensuring safe-school environments, such as the black box, locking doors, etc. Principal Advisor Patrice Faison stated that while many of these safety initiatives are inconvenient, parents and teachers don't mind because safety comes first. Vice Chairman McDevitt made comments on the responsibility to elevate this issue because the one place that should be safe for children and teachers is school. Board member Harris noted that there are so many challenges that teachers and school personnel face every day beyond test scores, evaluations, standards, etc. State Superintendent Atkinson assured the Board that staff would continue to work toward ensuring that schools are safe.

### **Biennial Report**

A copy of the 2010-12 Biennial Report was distributed to Board members. As required by state statutes, State Superintendent Atkinson explained that she is charged with providing a biennial report to the Governor and the General Assembly that summarizes the progress, and highlights the needs of North Carolina's public schools. Highlights from the last two years include:

- In 2012, North Carolina had an 80.4 percent graduation rate, the highest in state history.
- North Carolina currently leads the nation in the number of teachers who have earned National Board of Professional Teaching Standards certifications.
- In 2011, Trends in International Mathematics and Science Study showed that North Carolina students are very competitive with students in other countries including China, Japan and Korea.
- In August of 2012, all state curriculum standards were replaced simultaneously, something that hasn't happened in at least 30 years.
- North Carolina applied for and received two federal Race to the Top grants allowing us to help turn around low-performing schools and implement new READY goals.

Major recommendations for the next biennium include:

- Restore the \$376 million LEA Adjustment/Discretionary Reduction.
- Give the Department of Public Instruction the responsibility for early childhood education.
- Expand opportunities for all students and educators to access digital learning devices and resources.
- Streamline legislation requiring unnecessary work for local school districts.
- Increase educator salaries by five percent.

### **READY Regional Outreach Meetings Completed Field Meetings Conducted in All Eight Education Regions**

The final four of eight READY regional outreach meetings on remodeling our state's public schools were completed in December.

Attendees:

- Teachers, principals and central office staff from at least 114 school districts;
- Representatives of at least 57 charter schools;
- Some 3,500 total attendees.

Topics Covered:

- Remodeling the NC Public Schools;
- Educator Evaluation;
- The General Assembly's New Accountability Model, and;
- Home Base and Technology Resource Update.

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

#### **☐ Delivered remarks/keynote address at**

- NC Innovators in Digital Learning Reception, Raleigh
- Central Carolina RESA Board of Directors Meeting, Raleigh
- NC School Community Health Alliance Annual Meeting, Raleigh
- Nash/Rocky Mount High School dedication, Rocky Mount
- Education Policy Fellows Program event, Raleigh
- Education Leaders Institute Alumni Summit – Arts Education, Chicago, IL.
- 56th Meeting of the Electoral College, Raleigh

### **RttT Monthly Highlights of Activities Completed**

#### **RttT Management (includes Project Management, Budget, Communications):**

- Provided monthly RttT status report to State Board of Education (SBE), 12/5
- Attended the 12/13 meeting of the Governor's Education Transformation Commission (GETC)
- Continued approval of Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved 14 amended DSWs in December; 94 LEA/Charter School amended DSWs have been approved since 7/1/2012
- Crafted communications plan for Home Base; will begin implementing upon vendor announcement; plan includes working with PowerSchool transition team to ensure successful launch

- Conducted final four Round 2 Regional READY outreach meetings (12/3, 12/4, 12/10 and 12/11); approximately 3,500 attendees across 14 regional meetings in November and December
- Initial Staffing for RttT Implementation (cumulative as of 12/17):  
Total positions filled: 120 of 121 total

#### **Standards & Assessments:**

- Reviewed module for training on how to score MSL/Common Exam constructed response items (module uses sample assessment items in high school science, social studies, ELA and math with grading illustrations)
- Delivered presentation to the NC Association of Educators regarding resources for the Common Core and NC Essential Standards
- Continued developing the Common Core Literacy Standards for Science, Social Studies, History and the Technical Subjects Module – Part II
- Reviewed literacy deliverables (i.e., Implementation Science White Paper, Draft Professional Development for Teachers and Administrators, White Paper on Literacy Efforts for Children: Birth to the Age of 3) in partnership with the State Literacy Team
- Completed two days of Learning Forward training for all C&I staff to better prepare professional development for Summer Institute 2013
- Began discussions with Tennessee Department of Education staff on the Analysis of Student Work for World Languages, Health/PE and the Arts

#### **Data Systems to Improve Instruction:**

- Completed negotiations with vendor(s) for Home Base; awarded contract for core functionality 12/31
- Continued developing and implementing the Home Base READY plan for managing change, including:
  - Planning and delivering communications for LEAs/Charters around Tech Readiness
  - Planning communications for Home Base training for both SIS and IIS components
  - Delivering updates about Home Base through regional READY meetings, meetings with user and stakeholder groups, and instructional webinars
- Continued efforts to identify, tag, and align to standards content for Home Base; worked with other states, such as New York, Massachusetts, Wisconsin, Georgia, and Ohio, and other external organizations, such as the National Department of Education, ISKME and Creative Commons, to identify common metadata tags and values to better facilitate efficient cross-state sharing of resources; continued rubrics training for curriculum and instruction staff
- Prepared to populate the Learning Object Repository (LOR) with tagged content; the LOR contract has been signed and a project plan is being created to begin the deliberate transition of resources into the LOR
- Continued work on the second round of Data Modules; the modules, along with the Data Guide, are designed to help educators better know how to use the data that will be available in Home Base
- Continued work with the Shared Learning Collaborative (SLC) and Guilford County Schools on the Shared Learning Infrastructure (SLI) pilot

**Great Teachers & Principals:**

- Continued revising preliminary blueprints for spring 2013 MSLs/Common Exams
- Presented findings from the student survey pilot to the SBE on 12/5
- Began administration of fall 2012 Common Exams in 41 districts, one regional school, and two charter schools that opted to administer the exams
- Held second regional training for validation study of school psychologist, school counselor, school social worker, instructional technology facilitator, and library media coordinator evaluation rubrics and processes
- Supported validation study participants as they complete self-assessments (documents due 1/15)
- Finalized design and completed quality checks on evaluation dashboards in EVAAS (to be released to school administrators and central office staff members on 1/7)
- Continued administrative internships for Northeast Regional Leadership Academy (NELA) Cohort 2, Sandhills Leadership Academy (SLA) Cohort 2 and Piedmont Triad Leadership Academy (PTLA) Cohort 2 (internships completed by 6/13)
- Continued providing coaching and support for North Carolina Teacher Corps (NCTC) Cohort I participants; NCTC participants will continue to receive training and mentor support through 6/2013
- Participated (NCTC staff) in 24 IHE Information Sessions and Job Fairs between September and December; preparing to participate in 21 IHE Information and Job Fairs in spring 2013
- Conducted (NCTC staff) three Saturday professional development sessions for Cohort I between September and December 2012
- Continued recruiting for NCTC Cohort II; 45 initial applications have been received for consideration and interviews are currently being conducted with qualified candidates
- Continued providing support for Cohorts I and II of the New Teacher Support Program (NTSP); ongoing mentor support provided by UNC-GA coaches from UNC-Charlotte, UNC- Greensboro, and East Carolina University
- Launched the IHE Report Card for internal review; will present to the North Carolina State Board of Education (NCSBE) on 1/9; following the NCSBE presentation, the IHE Report Card will be available on the web for the IHEs and the public to view
- Posted the RttT-funded Kenan Fellow applications on the web, and applications are being accepted for the 2013-14 school year; interviews will be conducted in February and March with selections to be made in April
- Continued module design team meetings for Phase III Module development (ten new modules) – Data Literacy: Part 2, Disciplinary Literacy: Part 2, Universal Design for Learning (UDL), Supporting the 4Cs through Digital Strategies (MOOClet- Massive Online Open Enrollment Community), NC Teacher Evaluation Process, NC School Executive Evaluation Process, Building and Sustaining Professional Development [Guskey], 21st Century Mentoring, Measures of Student Learning, and Responsibilities of the 21st Century Teacher (using the 21st Century Framework)
- Participated in a two-day Learning Forward training on PD Design and Evaluation for cross-agency divisional staff, along with Friday Institute partners; the kickoff for Summer Institutes 2013 planning for the design teams
- Continued cross-agency planning for Summer Institutes 2013 with cross-agency divisional staff leaders

**NC Virtual Public Schools:**

- Forensic Science students presented “Murder Mystery” to more than 60 students, parents and community members; positive feedback from audience, students, and teacher
- Met with LEA Teachers and Virtual teachers to plan for course revisions and new course developments; course revisions for next semester will address mobile integration, student and teacher creation using mobile devices, and web-enhanced assessments
- Continued researching (Virtual STEM team) iBook integration into Virtual STEM courses with Apple consultant; iBook integration would allow students to download content from virtual courses, use at home, and submit work when connection to WiFi is available
- Continued developing (Virtual STEM team) iBook (Virtual STEM 101) on project and principles as an example of iBook potential (target completion 1/4); team using this exercise to modify workflow for development teams

**Turning Around the Lowest-Achieving Schools (TALAS):**

- Completed Comprehensive Needs Assessments at:
  - Princeville Elementary in Edgecombe, Woodhill Elementary in Gaston County and Oak Hill Elementary in Guilford County
  - SIG Schools:
    - Kennedy Learning in Winston-Salem/Forsyth
- Continued work on hiring for RttT positions:
  - Continued weekly interviews for School Transformation Coaches
  - Hired Elementary Instructional Coach for Halifax as well as Elementary Instructional Coach for Northeast counties
  - Working to hire remaining RttT vacancy (one School Transformation Coach)
- Identified interim support for selected schools/districts until hiring process is complete for permanent positions; continued assignment process for deployment of new coaching staff in served schools
- Continued PD and Coaching for currently served schools/districts
- Continued collaboration and coordination with Great Teachers & Principals project team in the implementation of the Northeast Leadership Academy, Sandhills Leadership Academy, and Piedmont Triad Leadership Academy
- Continued providing coaching and support to North Carolina Teacher Corps and the New Teacher Support Program as they continue working with TALAS schools and districts
- Held meeting with School Transformation Coaches and Priority School Quality Reviewers to discuss joint efforts and future collaboration at shared schools (more than 50% of the Priority Schools are schools on the RttT TALAS list)
- Held ‘Professional Development for School Leaders’ Session #8 which consisted of TALAS principals choosing between nine school sites (two High, three Middle, & four Elementary) that have successfully been implementing turnaround practices and transforming their schools
- Began planning ‘Professional Development for School Leaders’ Session #9 which will concentrate on the vital transformation component of recruiting and retaining quality teachers; we will focus on the article, “The Irreplaceables,” and are considering Tim Daley from TNTP to be a guest speaker at the event

**NC Education Cloud:**

- Interviewed vendors for IAM RFP in Best and Final Offer Negotiations
- Continued discussions with NC ITS to move VoIP and Mobile Device Management RFP's for bidder response
- Completed proof of concept work for performance management solutions
- Began work with NCSU TOPS to test content and metadata tags for import into the NCLOR
- Began work to migrate workflows regarding NCSU TOPS content to the new LOR platform
- Continued working with Hyde County as the first pilot migration of i-Series Hardware
- NCSU iTNG Group is working with the HRMS Steering Committee to explore solutions to enhance or replace HRMS
- Working with the vendors of ISIS and SunPAC to fully understand their software migration timetable as their platforms move away from iSeries hardware

**Science, Technology, Engineering & Math (STEM):**

- Continued work on some multimedia components and copyright clearance for the first year courses in the STEM areas: Agriscience and Biotechnology I, Health and Life Sciences I, Aerospace, Security and Automation I, and Energy and Sustainability I (NC School of Science and Mathematics)
- Provided one day of leadership coaching for the Anchor principal at Durham City of Medicine, and nine days of leadership coaching at nine of the 16 Affinity Network schools: Avery HS, East Columbus HS, South Columbus HS, West Columbus HS, East Duplin HS, Wallace Rose HS, Southern HS, STEM Early College HS, and Athens Drive HS (NC New Schools)
- Provided four days of instructional coaching at two of the four Anchor Schools (three days at Craven EAST ECHS and one day at Durham City of Medicine) and 31 days of instructional coaching at 14 of the 16 Affinity Network schools. Schools serviced: Bertie HS, East Columbus HS, South Columbus HS, West Columbus HS, East Duplin HS, Wallace Rose HS, Southern HS, STEM Early College HS, Valley Academy, James Kenan HS, North Duplin HS, Middle College UNCG, and Athens Drive HS (NC New Schools)
- Provided two days of professional development (Secondary Lenses on Learning) on December 4 and 6, attended by Anchor school teachers (City of Medicine Academy and the Northeast Regional School) and Affinity Network school teachers (Bertie High School, Valley Academy, Davie High School, Southern Durham High School) (NC New Schools)
- Provided one day of professional development (Principals Webinar) on 12/11 attended by principals at Craven EAST ECHS, Wake NC State ECHS, Avery County STEM, STEM ECHS at NC A&T. Provided one day of PD (Secondary Lens on Learning) to Anchor principals at City of Medicine and Northeast Regional School of Biotechnology and Agriscience and Principals at Affinity Schools: Bertie HS, Davie HS, Southern Durham HS, and STEM Early College at NC A&T (NC New Schools)
- Convened a Health and Life Sciences Industry Innovation Council meeting on 12/4 at Duke University Medical Center (15 attended). (NC New Schools)
- Convened an Aerospace, Advanced Manufacturing & Security Industry Innovation Council meeting on 12/5 at Caterpillar (12 attended) (NC New Schools)

**Evaluation**

- Published STEM annual evaluation
- Received two professional development report briefings (the Statewide Face-to-Face Professional Development Formative Evaluation and the Local Outcomes Baseline Study)
- Began planning for 2013-14 evaluations, especially interim reports and those that evaluate initiatives with a significant PD component
- Completed review of all fall reports received

**BOARD MEETING AND COMMITTEE CHAIR REPORTS****INFORMATION AGENDA****GLOBALLY COMPETITIVE STUDENTS****(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)*****INFORMATION*****GCS 3 – State Advisory Council on Indian Education Annual Report****Policy Implications:** General Statute § 115C-210; SBE Policy # TCS-B-001**Presenter(s):** Ms. Teresa Cunningham-Brown (Chairperson, State Advisory Council on Indian Education)**Description:**

In 1988, the State Board of Education (SBE) adopted an Indian education policy to provide a process for identifying issues pertaining to education of American Indian students in grades K-12. In the same year, the North Carolina General Assembly passed House Bill 2560, which established a fifteen-member State Advisory Council on Indian Education to serve as the mechanism for advocating on behalf of American Indian students. Members consist of American Indian parents and educators, legislative members from the North Carolina Senate and House of Representatives, representatives from the UNC Board of Governors, the North Carolina Commission of Indian Affairs and the Office of the State Superintendent of Public Instruction.

The Council serves a vital role in advising the State Board of Education on issues pertaining to the education of American Indian students. More specifically, the Council is charged with the following duties:

- to advise the SBE on effective educational practices for American Indian students;
- to explore programs that raise academic achievement and reduce the dropout rate among American Indian students;
- to advise the SBE and the Department of Public Instruction on ways to improve coordination and communication for the benefit of American Indian students affected by state and federal programs administered at the state level;
- to prepare and present an annual report to the SBE, tribal organizations and to conferees at the annual North Carolina Unity Conference; and

- to advise the SBE on any other aspect of American Indian education when requested by the SBE, educators, parents, students, business leaders and other constituents.

This report includes data from the 2011-2012 academic year end-of-grade and end-of-course tests performance for American Indian students and compares them to the performance of other students. The data reveal improvements and disparities between American Indian student scores and statewide scores. Persistent disparities continue to be of concern to the Council. An electronic copy of the report has been provided to the Board and will be posted to <http://www.ncpublicschools.org/americanindian/reports/>.

#### **Recommendations:**

State Board of Education members are asked to receive this report.

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

- GCS Committee Chair Patricia Willoughby recognized Ms. Cunningham-Brown to present the State Advisory Council on Indian Education Annual Report.
- Prior to sharing the Annual Report, Dr. Cunningham-Brown introduced the following members of the State Advisory Council on Indian Education who were present in the audience: Senator Jim Davis, Ms. Dorothy Crowe, Ms. Sharon Williams, Dr. Olivia Oxendine, and DPI Liaison Ms. Deborah Williams.
- Dr. Cunningham-Brown provided historical background about the Advisory Council sharing that since 1988, the State Advisory Council on Indian Education (SACIE) has served as advocates for Native American students enrolled in North Carolina public schools. The SACIE has had the opportunity to present key findings and make recommendations specific to the educational needs of American Indian students.
- Dr. Cunningham-Brown provided a detailed overview of the 2012 Annual Report as required by Article 13A and the 1988 legislation House Bill 2560, which established the SACIE. She noted that the 2012 Annual Report focuses on achievement of American Indians enrolled in a cohort of school systems receiving federal funding through the Title VII Indian Education Act of 1972, and a list of athletic mascots currently adopted by school systems is appended to this report. The report presents trend data to the State Board of Education and local education agencies for review and is intended to serve as a catalyst for education improvement strategies for Native American students.
- Dr. Cunningham-Brown explained that the acronym for the 2012 Annual Report “LESSONS” compliments the mission of SACIE, “Leading Efforts to Support the Success of Native Students.” She also shared that the SACIE is in the early stages of planning an American Indian Education Summit during which time this report will be among the topics presented to the attendees. The Annual Report will also be shared during the NC Unity Conference held in the spring.
- Dr. Cunningham-Brown explained that the 2012 Annual Report examines academic achievement data over a three-year period for American Indian students in the Title VII school systems and examines research aimed at addressing the essential question – What do Native American students need. Quantitative data gathered by the Department of Public Instruction indicate that students who identified themselves as American Indians lag behind other children in the state in academic achievement. However, the three years of state education performance data

reveal that overall graduation rates have increased and dropout rates have declined for Native American students.

- Dr. Cunningham-Brown directed Board members to page 10, which shows that state proficiency data reveals that American Indian students are performing below the state in reading while performing slightly better than blacks and Hispanics, yet below their white peers. Similarly, the data reveal a similar trend in math proficiency; however, American Indian students appear stronger in their math skills than in reading.
- On page 11, the data indicates gains in the annual percentage of American Indians attaining grade-level proficiency or higher in EOC tested areas. White students continue to outperform other sub-groups; however, American Indian students show a trend in proficiency gains in Algebra I, English I, and Biology.
- Dr. Cunningham-Brown also pointed out, on page 12, that there is an overall decrease across the state in the number of students dropping out of school and an increase in the number of high school graduates each year. She noted that the data for American Indian students show a dual achievement in both areas for both males and females.
- Dr. Cunningham-Brown also reviewed data related to the Advanced Placement exams and SAT scores on pg. 13, which show gains for Native American students.
- She explained that pages 14-51 provide performance data for American Indian students enrolled in the 18 Title VII cohort of school systems. She called attention to three findings that were gleaned from the LEA profiles: 1) A three-year trend shows improvement in American Indian graduation and dropout rates. Based on these findings, the SACIE encourages LEAs to build upon strategies that have helped to increase the number of American Indians completing high school, and continual monitoring of the graduation and dropout rates. 2) Reading performance appears to be a pressure point for American Indian students. LEAs are encouraged to continue to utilize teaching strategies that integrate speaking, listening, observing and writing and to adopt a preventative philosophy, which emphasizes early intervention and remediation of reading problems. 3) At the state level, a three-year average shows 76.5 percent of students are performing at or above grade level in Algebra I compared with 73 percent of American Indians and 79.6 percent of white students. Statistically, American Indian students appear stronger in Algebra I than in reading. LEAs are asked to continue strengthening math proficiency that requires direct teaching approaches, frequent positive reinforcement, cooperative learning, differentiation, and teachers and parents working jointly to help students gain self-confidence to succeed in mathematics.
- Providing an update on past initiatives, Dr. Cunningham-Brown drew attention to a list of athletic mascots currently adopted by LEAs on pages 62-63. She noted that in 2002, 73 North Carolina schools in 43 districts had American Indian mascots or imagery. In 2012, 43 schools in 20 districts use Indian sports mascots, logos or nicknames. To date, 55 percent of North Carolina public schools with Indian mascots have chosen to retire and eliminate them.
- In closing comments, Dr. Cunningham-Brown shared that the SACIE looks forward to its continued partnership with the State Board of Education and the NC Department of Public Instruction in identifying and supporting the conditions for all American Indian children to graduate on time, career and college ready. She noted that while the report reveals many disparities, it highlights many improvements as demonstrated by the increase in graduation rates and the decline in dropout rates.

- In response to Board member Tate’s question about the use of corporal punishment, Dr. Cunningham-Brown stated that the SACIE is aware that some LEAs still use corporal punishment practices; however, those issues are addressed by the LEA superintendents. She noted that in some counties, it is a cultural issue. The SACIE does not endorse the use of corporal punishment and keeps abreast of numbers on an ongoing basis. Mr. Tate asked that the SACIE look closely at this issue. Ms. Olivia Oxendine added that the issue has been discussed numerous times by the SACIE. She added that there is a group that has worked closely with one LEA specifically, where data shows a decline in the number of cases of corporal punishment. State Treasurer Cowell also noted the disturbing number of elementary students, and especially the number of kindergartners, on the list.
- There was no further discussion.

**HEALTHY RESPONSIBLE STUDENTS**  
**(Ms. Christine Greene, Chair; Mr. Reginald Kenan, Vice Chair)**

***INFORMATION***

**HRS 1 – Healthy Active Children Policy Report 2012**

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

**Presenter(s):** Ms. Paula Hudson Hildebrand (Chief Health and Community Relations Officer)

**Description:**

Each LEA is to submit its Healthy Active Children Policy (GCS-S-000) Report to DPI, annually, on July 15. The summative report is presented to the State Board of Education for information and discussion each year in January. The report includes information regarding School Health Advisory Councils (SHACs), minutes of physical activity, minutes of physical education, recess, the Coordinated School Health Program status, and trend data since the 2003-04 school year.

**Recommendations:**

It is recommended that the State Board of Education accept the Healthy Active Children Policy Report as submitted.

**Discussion/Comments:**

- HRS Committee Vice Chair Reginald Kenan recognized Ms. Hildebrand to provide the Healthy Active Children Policy report.
- Using a PowerPoint presentation, Ms. Hildebrand highlighted the Healthy Active Children Policy (HAC) Report key points such as 91% of LEAs responded (101/112) – three city LEAs have joint county/city SHACs, explained Ms. Hildebrand. Eighty-six percent of SHACs list a representative from each area as required by the policy, 38% of SHACs meet at least quarterly, and 50% of SHACs provide reports to their local board of education.
- Ms. Hildebrand noted that 56% of the LEAs report that all of their elementary schools provide 150 minutes of weekly physical education with a certified physical education teacher. She noted that this was an increase from last year, up from 51%. She also noted that State Board policy

requires only 30 minutes of physical activity daily, not daily physical education. Therefore, this is beyond Board policy and is a positive statistic to report.

- Fifty-four percent report that all of their middle schools provide 225 minutes of weekly Healthful Living curriculum with certified health and physical education teachers. She noted that one of the unintended consequences in some of the LEAs early on in meeting the physical activity requirement found that in some cases, health education was being dropped. The purpose of reporting this data is to show that both content areas are being covered.
- In addition, Ms. Hildebrand highlighted a few of the LEA School Health Advisory Council (SHAC) successes such as drafted or revised local School Wellness policies. She reminded Board members that USDA has required the School Wellness policy to be a part of the Child Nutrition Reauthorization Act required reporting; local parent involvement policies were amended in an effort to encourage parental/community involvement; Local Family Life policies were adjusted to meet language and other requirements outlined in the Healthy Youth Act (HB88); Gfeller-Waller Concussion Awareness Act has been addressed and protocol has been implemented; revised the local HIV policy; increased local food policies to include addressing food allergies; staff wellness programs; and participation in the Healthy and Ready-to-Learn Insurance program for students whose families cannot afford health insurance.
- Ms. Hildebrand also spoke briefly about the eight components of the Coordinated School Health Program, which require the inclusion of one member of support personnel, either the counselor, psychologist or social worker to be on the SHAC - 86% of the LEAs have all of the components on their councils. She also noted that the survey shows that the SHACs most often meet quarterly.
- Ms. Hildebrand spoke briefly about the top three areas of focus including nutrition, physical activity, and school environment, and she used graphs to highlight additional findings included in the report.
- Board member Tate spoke briefly about the importance of ensuring proper health and nutrition as it relates to safety for students.
- Vice Chairman McDevitt asked about LEAs reporting numbers when some of these areas are required by policy. Ms. Hildebrand noted that due to recent cuts several LEAs did not have a health coordinator in place to get the report in time. She stated that typically there is a 100 percent return rate.
- Board member Harris suggested a goal to ensure that 100 percent of schools have a certified physical education teacher available to students. Ms. Hildebrand explained that most schools do have a certified physical education teacher in place; however, they do not have the number to meet daily with the number of students in the school.
- There was no further discussion.

### ***INFORMATION***

#### **HRS 2 – Consolidated Data Report: Crime and Violence, Suspensions and Expulsions, and Dropout Rates and Counts**

**Policy Implications:** General Statute § 115C-12 (21) (27); SL 2011-282 (HB 736), sec. 4;  
SBE Policy # GCS-Q-001

**Presenter(s):** Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support), Ms. Donna Brown (Director, Federal Program Monitoring and Support), and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Federal Program Monitoring and Support)

**Description:**

General Statute §115C-12 (21) (27) directs the State Board of Education (SBE) to compile a report on dropout rates, suspensions, expulsions, uses of corporal punishment, alternative placements, and acts of violence in the public schools. The State Board shall report annually to the Joint Legislative Education Oversight Committee on the number of students who have dropped out of school, been suspended, been expelled, been subjected to corporal punishment, placed in an alternative program, and committed acts of violence. The full report will be distributed at the State Board meeting.

**Recommendations:**

N/A

**Discussion/Comments:**

- HRS Committee Vice Chair Reginald Kenan recognized Ms. Donna Brown and Dr. Ken Gattis to provide the report.
- Using a PowerPoint presentation, Ms. Brown and Dr. Gattis shared key findings in the 2011-12 Consolidated Report, which includes data about Crime and Violence, Suspensions and Expulsions, and Corporal Punishment. Ms. Brown explained that these are required reports that go to the Joint Legislative Education Oversight Committee (JLEOC) by March of each year. Ms. Brown noted that the full report is provided in Attachment 3 of the Board materials. The report includes general findings and trend data as well as some detailed analyses by LEA, race, ethnicity or gender.
- Ms. Brown explained that the purpose of generating a consolidated report is to analyze the relationships primarily between discipline data and drop out information. She further explained that while these factors are associated, care must be taken to consider all possible interpretations to these numbers since some of the contributing factors will occur together and not all of the factors are easily measurable.
- Directing Board members to page 2 of the report, Ms. Brown shared some of the general findings included in the report highlighting some significant decreases in several areas.
- In terms of Crime and Violence, the total number of acts decreased by 4.3 percent to 11,161 from 11,657 acts in 2010-11. The rate of acts reported per 1,000 students also decreased by 5 percent to 7.63 from 8.03 the previous year. She explained that schools are required to report 16 offenses that occur on campus or school property.
- In the suspension data, the number of high school short-term suspensions defined as (10 days or fewer) decreased by 3.1 percent, and high school long-term suspensions defined as (11 days or more) decreased by 38.6 percent.
- In addition, Ms. Brown reported that statewide the number of expulsions declined from 69 in 2010-11 to 30 in 2011-12, which is a 56.5 percent decrease. High school students received 24 of these expulsions.
- There were no significant changes in alternative learning placements – there were 14,090 in 2011-12 compared to 14,093 in 2010-11.

- Ms. Brown also reported that the dropout rate in grades 9-13 represented a 12.1 percent decrease from the recorded number in 2010-11, and is the fewest number and lowest rate ever recorded in North Carolina. Ms. Brown noted that this reflects the fifth consecutive year of declining dropout counts and rates.
- There were 404 uses of corporal punishment statewide in 2011-12, which reflects a 54.7 decrease in the total number of 891 uses reported in 2010-11. Corporal punishment was used at least once by 12 LEAs. Charter schools and the remaining 103 LEAs did not use corporal punishment.
- According to Ms. Brown, other trends worth noting include the American Indian dropout rate, which has declined for the eighth consecutive year. Males continue to be represented at a higher rate than females in all discipline and dropout rates. Ninth graders are reported most frequently in all of the reports with the exception of dropouts where tenth graders were reported most frequently.
- Dr. Gattis shared a detailed analysis of the Consolidated Data report, which included trend data using graphs, maps and other visuals. Data shared included:
  - Highest and Lowest 3-year Average Crime Rates Among LEAs
  - A list of Most Frequently Reported School Crimes, 2011-12
  - Short-Term Suspensions 2006-07 to 2011-12, Grades 9-13
  - Highest and Lowest 3-Year Average Short-Term Suspension (STS) Rates Among LEAs
  - Long-Term Suspensions, 2006-07 to 2011-12, Grades 9-13
  - Highest and Lowest 3-Year Average Long-Term Suspension (LTS) Rates Among LEAs; Reasons for Suspensions, 2011-12
  - Dropout Counts, 2006-07 to 2011-12, Grades 9-13
  - Highest and Lowest 3-Year Average Dropout Rates Among LEAs
  - Most Frequently Reported Reasons for High School Dropouts, 2011-12
  - 3-Year Average Rate Comparisons Based on Quartile Groupings for Dropout Rate Reducing Suspensions and Dropouts
  - Highest Uses of Corporal Punishment Among LEAs
- State Treasurer Cowell asked for clarification about the high number of incidences of sexual assault reported in grades 6-8. Dr. Gattis explained that these incidences include touching, which can be impulsive acts of young students, but is viewed as a criminal act.
- A brief discussion occurred about the much larger loss of instructional days for short-term suspensions (repeat offenders) than for long-term suspensions.
- There was no further discussion.

### CONSENT AGENDA

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

Chairman Harrison noted three items for consideration and asked if any Board members wanted to remove any items from the Consent Agenda. Hearing no requests, Chairman Harrison asked for a motion to approve GCS 4 – Report to the Joint Legislative Education Oversight Committee:

Implementation of the ABCs and Statewide Consolidated Assistance Program; TCS 2 - Report to the North Carolina General Assembly #23 – Report on the Disadvantaged Student Supplemental Funding; and TCS 3 – Report to the North Carolina General Assembly #25 – School Connectivity Initiative.

*Upon motion by State Treasurer Cowell, and seconded by Mr. John Tate, the Board voted unanimously to approve GCS 4 – Report to the Joint Legislative Education Oversight Committee: Implementation of the ABCs and Statewide Consolidated Assistance Program; TCS 2 – Report to the North Carolina General Assembly #23 – Report on the Disadvantaged Student Supplemental Funding; and TCS 3 – Report to the North Carolina General Assembly #25 – School Connectivity Initiative, as presented.*

**CONSENT**

**GCS 4 – Report to the Joint Legislative Education Oversight Committee: Implementation of the ABCs and Statewide Consolidated Assistance Program**

**Policy Implications:** General Statute § 115C-12(25)

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

**Description:**

General Statute § 115C-12(25) requires the State Board of Education to submit a report to the Joint Legislative Education Oversight Committee (JLEOC) annually regarding the continued implementation of the ABCs Plan. Information in the report includes an update of the 2011-12 ABCs results, report on the statewide system of support, AMO results as required by No Child Left Behind (NCLB), and schools identified as low-performing.

The ABCs/AMO report for the 2011-12 school year was released electronically through the Internet. The ABCs/AMO Report and Supplemental Disaggregated State, School System and School Performance results were made available on August 2, 2012, and are accessible at <http://abcs.ncpublicschools.org/abcs/>.

In addition, this report contains information as required through Section 7.6(b) of S.L.2006-66, which granted the State Board of Education authority to use funds appropriated to the State Public School Fund for the consolidated assistance program in support of the ongoing implementation of the ABCs.

**Recommendations:**

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

**CONSENT**

**TCS 2 – Report to the North Carolina General Assembly #23 – Report on the Disadvantaged Student Supplemental Funding**

**Policy Implications:** Session Law 2007 – 323, Section 7.8(b) (House Bill 1473, 2007 Budget Act)

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

**Description:**

Funds are appropriated in this act to evaluate the Disadvantaged Student Supplemental Funding Initiatives. The State Board of Education shall use these funds to: (1) Evaluate the strategies implemented by local school administrative units with Disadvantaged Student Supplemental Funds and assess their impact on student performance; and (2) Evaluate the efficiency and effectiveness of the technical assistance and support provided to local school administrative units by the Department of Public Instruction.

**Recommendations:**

Board members are asked to receive the report.

**CONSENT**

**TCS 3 – Report to the North Carolina General Assembly #25 – School Connectivity Initiative**

**Policy Implications:** Session Law 2007 – 323, Section 7.28(d) (House Bill 1473, 2007 Budget Act)

**Presenter(s):** Mr. Philip W. Price (Chief Financial Officer, Financial, Business and Technology Services) and Mr. Barry Pace (Manager, Connectivity Services)

**Description:**

Pursuant to Session Law 2007-323 SECTION 7.28(d), we offer this School Connectivity Initiative (SCI) Report. In this report we provide an update on SCI activities beginning January 1, 2012 and ending January 1, 2013. The core provision for the SCI is specified as follows:

SECTION 7.28.(b) As recommended in the Joint Report on Information Technology, February 2007, the State Board of Education shall contract with an entity that has the capacity of serving as the administrator of the School Connectivity Initiative and has demonstrated success in providing network services to education institutions in the State. The funds appropriated in this act shall be used to implement a plan approved by the State Board of Education to enhance the technology infrastructure for public schools that supports teaching and learning in the classrooms. The plan shall include the following components:

- (1) A business plan with timelines, clearly defined outcomes and an operational model including a governance structure, personnel, e-Rate reimbursement, support services to LEA's and schools and budget;
- (2) Assurances for a fair and open bidding and contracting process;
- (3) Technology assessment site survey template;
- (4) Documentation of how the technology will be used to enhance teaching in learning;
- (5) Documentation of how existing State-invested funds for technology are maximized to implement the school connectivity initiative;
- (6) The number, location and schedule of sites to be served in 2007-2008 and in 2008-2009; and
- (7) Assurances that local school administrative units will upgrade internal networks in schools, provide technology tools, and support for teachers and students to use technology to improve teaching and learning.

**Recommendations:**

Board members are asked to receive the report.

**ACTION AND DISCUSSION AGENDA**

**GLOBALLY COMPETITIVE STUDENTS**

**(Ms. Patricia Willoughby, Chair; Melissa Bartlett, Vice Chair)**

***ACTION***

**GCS 1 – High School Accreditation Framework**

**Policy Implications:** Session Law 2011-306: HB 342

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

**Description:**

Session Law 2011-306: HB 342 empowered the State Board of Education to accredit schools in North Carolina, upon request of a local board of education. This framework is an examination of what accreditation is and how the North Carolina Department of Public Instruction may proceed with implementing an accreditation process for high schools.

**Recommendations:**

State Board of Education members are asked to approve this report before submitting to the Joint Legislative Education Oversight Committee.

**Discussion/Comments:**

- GCS Committee Chair Patricia Willoughby explained that House Bill 342 empowers, but does not require, the NC Department of Public Instruction to accredit high schools, upon request of a local board of education. She noted good discussion about this issue.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to approve the High School Accreditation Framework report before submitting it to the Joint Legislative Education Oversight Committee. (See Attachment GCS 1)*

***ACTION ON FIRST READING***

**GCS 2 – Report to the Joint Legislative Education Oversight Committee: School Performance**

**Grades**

**Policy Implications:** Session Law 2012, sec. 7A.3 (e)(6)

**Presenter(s):** Dr. Angela H. Quick (Deputy Chief Academic Officer, Academic Services and Instructional Support) and Dr. Tammy L. Howard (Director, Accountability Services)

**Description:**

Per Session Law 2012, sec. 7A.3 (e)(6), the State Board of Education shall report to the Joint Legislative Education Oversight Committee (JLEOC) annually by January 15 on recommended adjustments to the school performance grades' elements and scales for the award of scores and grades. The recommenda-

tions to the JLEOC will be reviewed and discussed. The report will be distributed to Board members prior to the meeting.

**Recommendations:**

It is recommended that the SBE approve the report.

**Discussion/Comments:**

- GCS Committee Chair Patricia Willoughby noted thorough discussion about this report. She expressed appreciation to Dr. Atkinson for her leadership.
- There was no further discussion.

*Upon motion by Ms. Patricia Willoughby, and seconded by Ms. Melissa Bartlett, the Board voted unanimously to approve the report to the Joint Legislative Education Oversight Committee on School Performance Grades as submitted. (See Attachment GCS 2)*

**21<sup>ST</sup> CENTURY PROFESSIONALS COMMITTEE CHAIR REPORT  
(Ms. Shirley Harris, Chair; Mr. John Tate, Vice Chair)**

***NEW BUSINESS***

**Institutions of Higher Education (IHE) Report Card Update**

Under New Business, TCP Committee Chair Harris reported that the TCP Committee received a status report on the IHE Report during its Wednesday Committee meeting and noted that this report is available on the website. Chair Harris shared that the report card is ground-breaking work, which will allow the Department to look at IHEs and the effectiveness of teachers who graduate from those institutions and work in our public schools. She explained that this work is ongoing, and encouraged anyone who would like to offer input to contact Dr. Lynn Johnson and staff.

**TWENTY-FIRST CENTURY SYSTEMS  
BUSINESS/FINANCE AND ADVOCACY COMMITTEE CHAIR REPORT  
(Mr. Kevin Howell, Chair; Mr. Tom Speed, Vice Chair)**

Chairman Harrison recognized Vice Chairman McDevitt to manage the TCS report.

***ACTION***

**TCS 1 – NCVPS Advisory Board Membership**

**Policy Implications:** SBE Policy # TCS-B-002

**Presenter(s):** Dr. Tracy Weeks (Executive Director, NC Virtual Public School)

**Description:**

Article III (d) of the North Carolina Virtual Public School Advisory Board by-laws states that new board members will be nominated by the current board members or NCVPS representatives then presented to the SBE for approval, and Article II (a) of the North Carolina Virtual Public School Advisory Board by-laws states that the North Carolina State Board of Education (SBE) shall approve nominations for members of the NCVPS Advisory Board.

**Recommendations:**

The State Board of Education is asked to approve nominations for new and returning membership to the North Carolina Virtual Public School Advisory Board. Returning members will serve for one year beginning in January, 2013. New members will serve for two years beginning in January 2013. The member list is provided in an attachment. Also approve Melissa Thibault as the chair of the Advisory Board for 2013.

**Discussion/Comments:**

- Vice Chairman McDevitt explained that the Board is asked to approve the nominations for Board membership to the NCVPS Advisory Committee. He noted that several nominations are for new appointments, and several are re-appointments. The Board is also asked to approve Ms. Melissa Thibault as the chair of the Advisory Board for 2013. Mr. McDevitt noted that the Board has discussed these appointments during the TCS Committee meetings in December and January.
- Board member Willoughby applauded Dr. Weeks for reaching out to the NC Business Committee for Education to make recommendations for membership.
- There was no discussion.

*Upon motion by Vice Chairman Wayne McDevitt, and seconded by Mr. John Tate, the Board voted unanimously to approve the nominations for new and returning membership to the North Carolina Virtual Public School Advisory Board, and Ms. Melissa Thibault as the chair of the Advisory Board for 2013, as recommended. (See Attachment TCS 1)*

**LEADERSHIP AND INNOVATION COMMITTEE CHAIR REPORT  
(Ms. Melissa Bartlett, Chair; Ms. Jean Woolard, Vice Chair)**

***ACTION***

**LFI 1 – The Central Park School for Children Charter Amendment**

**Policy Implications:** SBE Policy # TCS-U-014

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

**Description:**

State Board of Education policy TCS-U-014 provided existing charter school a framework for which to seek approval to amend their charters. Although clearly delineating which amendments must gain State Board approval and which ones can be approved by the Office of Charter Schools, the policy concludes by saying: “Any proposed amendments not contained in Section 2 above must be reviewed and

approved by the State Board of Education.” The proposed amendment below falls into that category and is now before the State Board.

The Central Park School for Children in Durham, North Carolina has served students since its opening in 2003. When the school opened, it served a diverse socio-economic population that has steadily waned over time. The charter school has modified its marketing strategy but has produced little success in boosting those diversity figures.

To help remedy this issue, the charter school is proposing (and awaiting State Board approval) to implement, for four years, a pilot lottery process that will give preference to students from families that qualify for Free and Reduced Lunch. Currently, the charter school has 10% of its population eligible for Free and Reduced Lunch, but the intended target is 40% by year four of this process. The proposed plan describes the overall plan and highlights how the charter school will conduct its lottery.

The charter school law is silent regarding preference given to students related to their socio-economic status. This proposal has been reviewed by legal counsel, and they believe it to be plausible.

**Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

**Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett noted that this item was thoroughly discussed in December and again during Wednesday’s LFI Committee meeting.
- There was no further discussion.

*Upon motion by Ms. Melissa Bartlett, and seconded by State Treasurer Janet Cowell, the State Board voted unanimously to approve The Central Park School for Children charter amendment as recommended. (See Attachment LFI 1)*

***ACTION***

**LFI 2 – Recommendations for Enrollment and Grade Expansion Request for Charter Schools**

**Policy Implications:** General Statute § 115C-238.29A *et. seq.*

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

**Description:**

As per General Statute §115C-238.29D(d), beginning with the charter school’s second year of operation and annually thereafter, the State Board of Education shall allow a charter school to increase its enrollment by twenty percent of the school’s previous year or as otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require prior approval of the State Board.

Twelve charter schools submitted requests for consideration by the State Board of Education, two (2) requests have been submitted for enrollment and grade expansion, seven (7) requests have been

submitted for enrollment increases, and three (3) submitted requests are to expand grade levels served. The requests are considered material changes to the charter and, as such, require SBE approval.

The SBE may approve additional growth if the State Board finds that:

- 1) The actual enrollment of the charter school is within ten percent of the requested maximum growth;
- 2) The charter school has commitments for ninety percent of the requested maximum growth;
- 3) The board of education of the local school administrative unity in which the charter school is located has had an opportunity to be heard by the SBE on any adverse financial impact the proposed growth would have on the unit's ability to provide a sound basic education to its students;
- 4) The charter school is not currently identified as low-performing;
- 5) The charter school meets generally accepted standards of fiscal management; and
- 6) It is otherwise appropriate to approve the enrollment growth.

LEAs, wherein the districts the charter schools are located, were contacted, provided the LEA impact statement template, and asked to submit an impact statement. Several LEAs provided impact statements, and they are included in the attachments.

**Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

**Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett noted a thorough discussion of these enrollment and grade expansion requests over the last two months. She explained that each request will be handled with a separate motion in order to facilitate discussions on an individual basis if necessary.
- There was no further discussion.

**Chatham Charter Academy (Chatham County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Mr. John Tate, the State Board voted unanimously to approve the enrollment and grade expansion request from Chatham Charter Academy as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

**Cornerstone Charter Academy (Guilford County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Mr. John Tate, the State Board voted unanimously to accept the recommendation of the Office of Charter Schools to deny the request for enrollment and grade expansion as requested by Cornerstone Charter Academy. (See Attachment LFI 2)*

**Alpha Academy (Cumberland County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to approve the enrollment increase request from Alpha Academy as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

**Charlotte Secondary (Mecklenburg County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Mr. John Tate, the State Board voted unanimously to approve the enrollment increase request from Charlotte Secondary as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

**Henderson Collegiate (Vance County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Mr. John Tate, the State Board voted unanimously to approve the enrollment increase request from Henderson Collegiate as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

**Maureen Joy Charter (Durham County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Shirley Harris, the State Board voted unanimously to reject the recommendation of the Office of Charter Schools due to extenuating circumstances, and grant the request for enrollment increase by Maureen Joy Charter. (See Attachment LFI 2)*

**Mountain Island Charter School (Gaston County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to approve the enrollment increase request from Mountain Island Charter School as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

**Phoenix Academy (Guilford County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to reject the recommendation of the Office of Charter Schools, and grant the enrollment increase request from Phoenix Academy. (See Attachment LFI 2)*

**Southern Wake Academy (Wake County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Jean Woolard, the State Board voted unanimously to approve the enrollment increase request from Southern Wake Academy as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

### **Arapahoe Charter School (Pamlico County)**

*Ms. Melissa Bartlett made a motion to approve the recommendation from the Office of Charter Schools and grant the request from Arapahoe Charter School for grade expansion. The motion was seconded by State Treasurer Janet Cowell. Board members voted for and against the motion. Mrs. Greene clarified, over the phone, that she was voting for the expansion.*

*Following a vote by show of hands, a roll-call vote was taken to ensure an accurate accounting of the vote. Voting approval of the request as recommended by the Office of Charter Schools were Board members Lt. Governor Dan Forest, State Treasurer Janet Cowell, Ms. Jean Woolard, Ms. Christine Greene, and Ms. Melissa Bartlett. Voting in opposition of the grade expansion request were Board members: Chairman William Harrison, Vice Chairman Wayne McDevitt, Mr. Reginald Kenan, Mr. Kevin Howell, Ms. Shirley Harris, Mr. John Tate, and Ms. Patricia Willoughby. The motion failed. (See Attachment LFI 2)*

- Local Board Member Advisor Wallace Nelson encouraged the Board to work to determine the impact of charter schools on school districts. He spoke about the hardships a charter school would place not only on a small rural school district such as Perquimans County, but also on the majority of the population in his district, which cannot afford to pay additional taxes to make up the difference. Chairman Harrison explained that this has been an ongoing discussion of the Board, which has spent much time recognizing the value of choice while balancing it all to ensure all students receive a sound basic education whether through public, charter, home school, etc.

### **Millennium Charter Academy (Surry County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Mr. John Tate, the State Board voted unanimously to approve the grade expansion request from Millenium Charter Academy as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

### **Socrates Academy (Mecklenburg County)**

*Upon motion by Ms. Melissa Bartlett, and seconded by Ms. Shirley Harris, the State Board voted unanimously to approve the grade expansion request from Socrates Academy as recommended by the Office of Charter Schools. (See Attachment LFI 2)*

### ***MOVED FROM ACTION TO DISCUSSION***

#### **LFI 3 – Uwharrie Charter Academy Request To Amend Their Charter**

**Policy Implications:** General Statute § 115C-238.29D(d); and SBE Policy # TCS-U-014

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

**Description:**

State Board of Education policy TCS-U-014 provided existing charter school a framework for which to seek approval to amend their charters. Certain amendments can be approved by the Office of Charter Schools while others must gain State Board approval. Relocation of a charter school must be reviewed by the State Board.

The Uwharrie Charter Academy is a preliminarily approved charter school that has not yet opened to serve students. The application indicated a proposal to locate within the Randolph County School district; however, they have encountered difficulty related to this facility. In September 2012, representatives from the charter school contacted the Office of Charter Schools regarding their need to relocate and cross into a separate school district – the Asheboro City Schools. They were informed that a letter needed to be written to the State Board of Education because this type of move required approval by the entity that granted a preliminary charter.

The letter requesting movement from the Randolph County Schools into the Asheboro-City Schools was submitted last week and is attached. The charter school is requesting at least four years in this new LEA with an eventual move back into the Randolph County Schools district as they occupy the originally planned facility.

The Office of Charter Schools, late last week, reached out to the new LEA to request an impact statement since they were not afforded the opportunity to present one as the application was reviewed by the Public Charter School Advisory Council and the State Board of Education. Asheboro City Schools did provide an impact statement which is included as an attachment.

**Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

**Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett explained that as a result of the discussion during the LFI Committee meeting on Wednesday, the Committee has agreed to remove this item for action to allow the Charter School Advisory Committee to weigh in on this item prior to the February State Board meeting.
- There was no further discussion.

***ACTION***

**LFI 4 – Recommendations Considering the Implementation of Virtual Charter Schools**

**Policy Implications:** General Statute § 115C-238.29A *et. seq.*

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

**Description:**

In August 2011, Senate Bill 8 lifted the legislatively imposed cap on the number of charter schools. Prior to becoming session law, this bill went through multiple iterations with at least one version including language related to virtual charter schools. Since the bipartisan legislation contained no reference to virtual charter schools, the State Board of Education has decided to utilize its constitutional

authority over all of public education to establish the framework for the implementation of virtual charter schools in North Carolina.

Through national research from other states, resources from the National Association of Charter School Authorizers, and consultation with multiple constituencies, their questions and concerns helped shape the proposed policy (TCS-U-015) and virtual charter school application that is presented for SBE approval.

Highlights of the proposed new policy regarding virtual charter schools includes: applications can only be submitted to the State Board, shortens the initial and renewal charter term for virtual applicants, outlines additional areas of school accountability, requires the mandatory planning year, and addresses funding levels.

The proposed virtual charter school application is built upon the application framework previously created by the Public Charter School Advisory Council. Specific questions related to virtual charter schools were incorporated into that framework, and any duplicative questions from the original application were removed. The Council has requested that their instituted page limitations for applications also apply to virtual charter school applicants as well.

Since the PCSAC has recommended a specific timeline to include a letter of intent, the timing to adopt the new policy and application is critical. The required letter of intent for applicants seeking to open in August 2014 is due in January 2013 with the actual application due in March 2013. Should a group not submit the letter of intent, they will need to wait an additional year before applying to receive a charter. The short turnaround creates the need for implementation of this virtual charter school policy and proposed application.

**Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

**Discussion/Comments:**

- LFI Committee Chair Melissa Bartlett noted that editorial changes were made to the application portion of this item following the discussion during Wednesday's LFI Committee meeting.
- Dr. Medley reviewed the three specific changes requested by the LFI Committee, which were underscored and highlighted for the Board.
- Dr. Medley explained that the first change is to deal with enrollment and asks the applicant to describe strategies that will be utilized to ensure the virtual charter school does not surpass the 15% student turnover. The second change asks the applicant to provide an explanation of the proposed school's academic calendar whether it is competency or calendar based. The third change deals with special services and asks the applicant to identify students with special needs within the virtual environment as required by the Individuals and Disabilities Education Act (IDEA).
- State Treasurer Cowell noted appreciation for the work on this item stating that it adds another level of complexity. She wanted to ensure accountability as the Board moves forward that every parent and taxpayer can see where these monies are going.
- There was no further discussion.

*Upon motion by Ms. Melissa Bartlett, and seconded by State Treasurer Janet Cowell, the State Board voted unanimously to approve the recommendations considering the implementation of Virtual Charter School, as recommended. (See Attachment LFI 4)*

**DISCUSSION**

**LFI 5 – Renewal Recommendations for Charter Schools with Charters Expiring June 2013**

**Policy Implications:** General Statute § 115C-238-29D(d); SBE Policy # TCS-U-007

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

**Description:**

Based on General Statute §115C-238.29D(d) and SBE Policy # TCS-U-007, the following charter schools are requesting renewal of their charters that will expire June 30, 2013:

Kennedy Public Charter School (Mecklenburg County)  
Tiller School (Carteret County)

As part of the renewal process, the Office of Charter Schools examined DPI compliance forms and completed renewal site visits to each school. That information, along with academic and enrollment data, was compiled into a renewal portfolio and was presented to the 15 member NC Public Charter School Advisory Council.

On December 5, 2012, the Council met to review the renewal information, interview each charter school, ask related questions, and forward a recommendation to the State Board of Education. The submitted materials include the Council's recommendation, each school's renewal portfolio, and the overall process followed by the Office of Charter Schools.

The Public Charter School Advisory Council recommended renewal for both charter schools. Kennedy was recommended to receive a three-year charter while Tiller was recommended for a ten-year charter.

**Recommendations:**

It is recommended that the SBE accept the Council's renewal recommendations as presented

**Discussion/Comments:**

- There was no discussion.

This item was presented for Discussion in January and will be return for Action at the February 2013 meeting. (See Attachment LFI 5)

***DISCUSSION***

**LFI 6 – Charter School Amendments for Cornerstone Charter Academy and Rocky Mount**

**Preparatory**

**Policy Implications:** SBE Policy # TCS-U-014

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

**Description:**

State Board of Education policy TCS-U-014 provided existing charter school a framework for which to seek approval to amend their charters. Amendments requiring State Board approval include employing or terminating a management company as well as any other proposed amendment not specifically delegated to the Office of Charter Schools. Two such amendments are now being forwarded to the State Board for consideration.

Cornerstone Charter Academy (CCA), a charter school that has served students since August 2012, is submitting a request to amend their governance structure and school name by partnering with the Challenge Foundation Academy. By entering into this agreement, CCA would acknowledge the affiliation by the addition of "A Challenge Foundation Academy" to the school name. This partnership would also change the governance structure of the nonprofit board by adding two members from the Challenge Foundation Academy to their board. CCA has already received a loan from this organization to help with starting the charter school and could receive an additional \$300,000 for utilization in training staff with Core Knowledge.

Rocky Mount Preparatory, a charter school that has been in existence since 1997, is submitting a request to enter into a management agreement with MasterMind Prep Learning Solutions. The company is North Carolina based and wishes to combine the best practices of business and education. The original contract proposed by the charter school and management company needed revision; however, the current version complies with State requirements. Once State Board approval has been granted, the charter school board will execute the agreement with MasterMind Prep Learning Solutions and provide a copy to the Office of Charter Schools.

**Recommendations:**

It is recommended that the SBE accept the recommendations as presented.

**Discussion/Comments:**

- There was no discussion.

This item was presented for Discussion in January and will be return for Action at the February 2013 meeting. (See Attachment LFI 6)

**NEW BUSINESS**

Under New Business, LFI Committee Chair Melissa Bartlett shared that Mr. Neill Kimrey provided a report to the LFI Committee about the Wake Forest University Study of NCDPI iTunes Usage in North Carolina LEAs and Dr. Tracy Weeks provided a NCVPS Update.

**CHAIRMAN'S REMARKS****Legislative Update**

Chairman Harrison stated that there was no legislative report this month. He recognized State Superintendent Atkinson for an introduction.

Dr. Atkinson introduced Ms. Rachel Beaulieu as the new Legislative Director. Ms. Beaulieu is a former North Carolina Teaching Fellow who taught elementary school in Alamance/Burlington Schools. After leaving the classroom, Ms. Beaulieu attended UNC-Chapel Hill where she received her law degree. Ms. Beaulieu has worked in various law firms around North Carolina and has been involved in policy development.

**Other Comments:**

Chairman Harrison stated that the guiding mission of the State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century. On May 5, 2011, the State Board of Education, along with the North Carolina Department of Public Instruction, passed a joint resolution to support the establishment of the Global Schools Network in North Carolina, to be administered and coordinated by Visiting International Faculty (VIF).

Chairman Harrison explained that the resolution sought to assist local schools and districts in their efforts to prepare students to be globally competitive by encouraging them to participate in the Global Schools Network and follow a strategic approach to international education to enhance student language learning, global readiness and cultural knowledge.

The Global Schools Network also sought to help North Carolina develop the nation's most competitive workforce and best business climate for job growth with the support of the NC Department of Commerce and the NC Business Committee on Education.

To date, 17 North Carolina school districts (Founding Districts) have joined the Global Schools Network, with at least one in each of the state's economic development regions.

The Global Schools Network provides opportunities for participating schools and school districts committed to international education to network with one another and expand or participate in related programs in such areas as specialized professional development and assessment, teacher and student exchange, international-themed schools, enriched core curriculum, learning partnerships with other countries, and world languages.

Chairman Harrison noted that the enrollment of 17 Founding Districts exceeds the original membership goals of the Global Schools Network. These founding members have demonstrated the potential for the Global Schools Network to assist local efforts with global education planning, practices and partnerships and to improve student achievement through innovative global education programs such as language immersion.

These efforts led to significant interest by additional schools and school districts in joining the Global Schools Network, and the parties would like to provide the opportunity for additional schools and school districts to join the Global Schools Network under the terms of the Memorandum of Understanding (MOU) that Board members are asked to review and consider today, according to Chairman Harrison. Chairman Harrison directed Board members to a copy of the MOU at each of their places.

**MEMORANDUM OF AGREEMENT**  
**Between the**  
**North Carolina State Board of Education,**  
**The North Carolina Department of Public Instruction**  
**And**  
**The Center for International Education, Inc.**

This Memorandum of Agreement (MOA) is entered into by and between the North Carolina State Board of Education (NC SBE), the North Carolina Department of Public Instruction (NC DPI) and the Center for International Education, Inc. dba VIF International Education (VIF). This agreement serves to outline the understanding of the parties and their rights and responsibilities for the Global Schools Network (GSN) within the State of North Carolina

Background

The guiding mission of NC SBE is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> century. On May 5, 2011, the NC SBE, along with the NC DPI, passed a joint resolution to support the establishment of the GSN in North Carolina, to be administered and coordinated by VIF. The resolution sought to assist local schools and districts in their efforts to prepare students to be globally competitive by encouraging them to participate in the GSN and follow a strategic approach to international education to enhance student language learning, global readiness and cultural knowledge. The GSN also sought to help North Carolina develop the nation's most competitive workforce and best business climate for job growth with the support of the NC Department of Commerce and the NC Business Committee for Education. To date, 17 North Carolina school districts (Founding Districts) have joined the GSN, with at least one in each of the state's economic development regions. The GSN provides opportunities for participating schools and school districts committed to international education to network with one another and expand or participate in related programs in such areas as specialized professional development and assessment, teacher and student exchange, international-themed schools, enriched core curriculum, learning partnerships with other countries, and world languages.

The enrollment of the 17 Founding Districts exceeds the original membership goals for the GSN. These founding members have demonstrated the potential for the GSN to assist local efforts with global education planning, practices and partnerships and to improve student achievement through innovative global education programs such as language immersion. These efforts led to significant interest by additional schools and school districts in joining the GSN, and the parties would like to provide the opportunity for additional schools and school districts to join the GSN under the terms of this MOA.

Agreement

To support the continued development of the GSN and the global competitiveness of North Carolina's students, the parties agree to the following:

VIF will:

1. Serve as the "Coordinating Partner of the GSN", by:
  - a. Providing the housing and administration for the GSN infrastructure, tools and platforms to be offered to members to increase visibility, recognition and adoption of best practices in global education;
  - b. Coordinating investments, membership fees and offerings from public and private agencies, members and/or entities for the support of the GSN infrastructure;
  - c. Facilitating the development and distribution of international education offerings for North Carolina schools and other network participants;
  - d. Seeking and engaging additional partners, schools and education stakeholders to increase and improve student achievement through global education;
  - e. Retaining all ownership rights to its intellectual property including but not limited to its Global Schools Network name and logo and any other trademarks or copyrighted materials that may be licensed to GSN members for their use during membership in accordance with such terms as may be agreed between VIF and licensees; and

- f. Providing consistent communication and reporting opportunities to the partners on the activities, findings and accomplishments of the GSN and its members.
- 2. Develop and administer a process by which teachers and principals participating in the GSN can demonstrate evidence of their integration of global education in their planning, practices and partnerships through established, partner-approved criteria;
- 3. Offer a pathway for any and all schools and districts to becoming a member or partner of the GSN to engage, improve and extend the best practices of global education statewide;
- 4. Refer to and credit the NC SBE and NC DPI as “founding partners” of the GSN within and outside of the State of North Carolina; and
- 5. Report to the NC SBE or its designee on no less than an annual basis on the progress of the GSN.

NC SBE and NC DPI will:

- 1. Encourage schools, districts and other organizations to engage with the GSN to advance student achievement through global education;
- 2. Recognize and publicly acknowledge VIF as the Coordinating Partner of the GSN
- 3. Provide feedback and input to VIF related to North Carolina’s global education strategies for distribution to GSN members and partners;
- 4. Consider member schools and districts of the GSN for support in expanding their global education practices;
- 5. Encourage NC school and district members of the GSN committed to advance student achievement and global competitiveness through their international education planning, practices and partnerships through consideration for:
  - a. Public acknowledgement and/or recognition;
  - b. Honors or distinctions based on the established criteria of achievements; or
  - c. Resources or support to pilot, advance or lead best practices of promise in the areas of global education.
- 6. Recognize those educators who have demonstrated evidence of their integration of global education in their planning, practices and partnerships using established criteria, through:
  - a. A North Carolina add-on certification or endorsement to existing licensure, if otherwise eligible for certification;
  - b. Honors, encouragement and recognition of educators advancing student achievement through global education; or
  - c. Any other acknowledgement deemed appropriate by the NC SBE and NC DPI, in consultation with VIF.
- 7. Encourage, to the extent allowable by law, VIF to display the NCSBE seal and NCDPI logo for the coordination and support of the GSN. These marks may appear on materials and websites in support of the shared goals and vision of the GSN at the state and local level. GSN member schools and districts may also display the seal and logo for the purposes stated herein. Provided further, that NC SBE and NC DPI shall retain all ownership rights and interests in its intellectual property; and
- 8. Consider additional collaboration with the GSN, through the coordinating partner, for the advancement of North Carolina’s education and economic goals.

Nothing herein shall limit the ability of VIF to coordinate and manage the GSN outside of the State of North Carolina, or limit VIF’s ability to update or take steps it deems necessary to manage and coordinate the GSN within or beyond the State of North Carolina. This MOA may be amended in writing by the mutual consent of the parties and will be valid for a period of three years, which may be extended upon the mutual consent of the parties.

This the 10th day of January 2013.

FOR THE NORTH CAROLINA STATE BOARD OF EDUCATION

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FOR THE NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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FOR VIF INTERNATIONAL EDUCATION

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*Upon motion by Chairman William Harrison, and seconded by Mr. John Tate, the State Board voted unanimously to accept the Memorandum of Agreement between the NC State Board of Education, the North Carolina Department of Public Instruction and The Center for International Education, Inc. as written.*

### **OLD BUSINESS**

No old business was brought before the Board.

### **NEW BUSINESS**

After reading a resolution about corporal punishment, Board member John Tate made a motion to accept the resolution. Noting his own opposition to corporal punishment, Chairman Harrison stated that while he respected Mr. Tate's thoughts and suggestion, he preferred that the resolution be placed on the agenda in February so that the Board could properly vet the resolution.

### **MEETING HIGHLIGHTS**

At this time, Chairman Harrison reminded Board members that in January 2011 they held a casual conversation about highlighting, at the end of each meeting, some of the items discussed that will have a direct impact on students. At that time, Chairman Harrison decided to implement a new tradition under his leadership of having a brief conversation each month to identify in very specific terms something the Board has accomplished to improve outcomes for children. Board member Willoughby cited the focus on healthy children.

### **ADJOURNMENT**

*Indicating no other business, Chairman Harrison requested a motion to adjourn. Upon motion by State Treasurer Janet Cowell, and seconded by Ms. Melissa Bartlett, Board members voted unanimously to adjourn the January 10-11, 2013, meeting of the State Board of Education.*