

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 5, 2014**

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

William Cobey, Chairman
A.L. "Buddy" Collins, Vice Chairman
Dan Forest, Lt. Governor
Gregory Alcorn

Kevin Howell
Wayne McDevitt
Rebecca Taylor
Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent
Richard Hooker, Local Board Member Advisor
Brady Johnson, Superintendent Advisor

Carrie Tulbert, Principal of the Year Advisor
James E. Ford, Teacher of the Year Advisor

CALL TO ORDER AND INTRODUCTION

State Board of Education Chairman William Cobey called the Wednesday session of the November 2014 State Board of Education meeting to order and declared the Board in official session. Chairman Cobey noted that the State Board met on the campus of UNC Charlotte for its planning session and Board meeting in October and returned to the Board Room in Raleigh this month. He thanked Chancellor Dubois and his staff again for all of their hospitality and work to see that all of the State Board's needs were met. After explaining that today's meeting is audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website, he welcomed visitors, online listeners, and Twitter followers.

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

As the first order of business, Chairman Cobey drew attention to the full meeting agenda, which is available online on eBoard. He noted that the times assigned on this agenda for these two days are a guideline and that, to the extent possible, the Board will honor the schedule. However, the Board does exercise flexibility on times when necessary. Chairman Cobey asked for a motion to approve the State Board of Education meeting agenda for November 5 and November 6, 2014.

Discussion/Comments:

- There was no further discussion.

Upon motion made by Mr. Wayne McDevitt, and seconded by Mr. Greg Alcorn, the Board voted unanimously to approve the State Board of Education meeting agenda for November 5 and t 7, 2014, as presented.

COMMITTEE MEETINGS

Chairman Cobey noted the absence of Board members Ms. Marcella Savage and Dr. Olivia Oxendine, both of whom are committee chairs. He also noted the absence of Mr. Tate, a committee vice chair. Chairman Cobey explained that the absence of these three board members leaves the Board with no committee chair or vice chair for both the TCP and GCS Committees. Therefore, he directed SBE Vice Chairman A.L. Collins to manage those committee meetings.

The Board's committee meetings were held (see committee meeting summaries).

RECONVENE IN OPEN SESSION

After the Board committees concluded their work, and noting the absence of Chairman Bill Cobey who was presenting at the General Assembly's Joint Legislative Education Oversight Committee meeting, Vice Chairman A.L. Collins convened the State Board of Education meeting in Open Session and the following members were present:

A.L. "Buddy" Collins, Vice Chairman
Gregory Alcorn
Kevin Howell

Wayne McDevitt
Rebecca Taylor
Patricia Willoughby

Also present were:

Richard Hooker, Local Board Member Advisor
Brady Johnson, Superintendent Advisor

Carrie Tulbert, Principal of the Year Advisor

CLOSED SESSION

After a brief discussion about the lack of a quorum, Vice Chairman Collins called for a recess until Chairman Cobey and the Lt. Governor returned from the Joint Legislative Education Oversight Committee meeting.

Upon motion made by Mr. Buddy Collins and seconded by Mr. Greg Alcorn the Board voted unanimously convene in closed session to consult with its attorneys on attorney-client privileged matters; to prevent the disclosure of information that is privileged or confidential or not subject to the public records act and to consider the handling of the following cases:

- (1) McGraw Hill School Education v. NC State Board of Education*
- (2) TPS Publishing v. NC State Board of Education; and*
- (3) H.B. et al. v. North Carolina State Board of Education et al.*

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

Upon motion made by Mr. Wayne McDevitt and seconded by Ms. Tricia Willoughby the Board voted unanimously to recess the State Board of Education meeting until Thursday, November 6 at 9:00 a.m.

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
November 6, 2014**

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

William Cobey, Chairman	Reginald Kenan
A.L. "Buddy" Collins, Vice Chairman	Wayne McDevitt
Dan Forest, Lt. Governor	Olivia Oxendine (participated via conf. call)
Janet Cowell, State Treasurer	Marcella Savage
Gregory Alcorn	Rebecca Taylor
Kevin Howell	Patricia Willoughby

Also present were:

June St. Clair Atkinson, State Superintendent	Carrie Tulbert, Principal of the Year Advisor
Richard Hooker, Local Board Member Advisor	James E. Ford, Teacher of the Year Advisor
Brady Johnson, Superintendent Advisor	Shykeim Williams, Senior Student Advisor

CALL TO ORDER AND INTRODUCTION

State Board Chairman William Cobey called the Thursday session of the November 2014 State Board of Education meeting to order and declared the Board in official session. He welcomed onsite visitors, online listeners, and Twitter followers to the meeting and explained to the audience that the Board approved its November agenda on Wednesday in addition to holding its Committee meetings. Chairman Cobey noted that Board member Dr. Olivia Oxendine was participating in the meeting via conference call today.

In compliance with the requirements of Chapter 138A-15(e) of the State Government Ethics Act, Chairman Cobey reminded Board members of their duty to avoid conflicts of interest and appearances of conflicts of interest under Chapter 138A. He asked if members of the Board knew of any conflict of interest or any appearance of conflict with respect to any matters coming before them during this meeting. Board member Kevin Howell recused himself from discussion and voting on LFI 3. The Chairman then requested that if, during the course of the meeting, members became aware of an actual or apparent conflict of interest that they bring the matter to the attention of the Chairman. It would then be their duty to abstain from participating in discussion and from voting on the matter.

Board member Kevin Howell was recognized to lead the Board with the Pledge of Allegiance.

APPROVAL OF MINUTES

Chairman Cobey asked for a motion to approve the minutes from the October 2, 2014, State Board meeting held at UNC Charlotte in Charlotte, NC.

Discussion/Comments:

- There was no discussion.

Mr. Gregory Alcorn made a motion to approve the minutes of the October 2, 2014, State Board meeting. Seconded by Mr. Kevin Howell, the Board voted unanimously to approve the minutes as presented.

SPECIAL RECOGNITIONS – STEM SCHOOLS RECOGNITION

Chairman Cobey recognized representatives from 12 schools that have worked diligently to meet the 11 attributes of quality STEM instruction adopted by the State Board of Education in their STEM schools. He recognized State Superintendent Atkinson for additional comments about this recognition.

Dr. Atkinson explained that these 12 schools are receiving a distinction of “Prepared” or “Model.” She noted that these schools are models for our state on how to integrate STEM instruction into the work that every child does in a school. Dr. Atkinson explained that the schools recognized today completed a self-assessment, demonstrated a best practice that can be a model for the rest of the state, and participated in a site visit. She commended Ms. Tina Marcus who has been a part of this effort for the Department as well as Dr. Sam Houston who has been a partner.

Each school was invited forward to receive a plaque of recognition and appreciation from the Board. The presentations were photographed.

➤ **Southeast Region – District 2**

- ❖ Brunswick Early College High School, Brunswick County, “Prepared”
 - Cheryll Skaggs, Principal
 - John Thompson, Chairman of the Brunswick Board of Education
- ❖ Contentnea – Savannah K-8, Lenoir County, “Prepared”
 - Frances Herring, Principal
 - Dr. Steve Mazingo, Superintendent
 - Janet Blaebaum, Assistant Principal
- ❖ Greene Central High School, Green County, “Prepared”
 - Jose Garcia, STEM Coordinator
 - Patrick Miller, Superintendent
 - Frank Creech, Chief Academic Officer
- ❖ Wayne School of Engineering at Goldsboro High School, Wayne County, “Prepared”
 - Gary Hales, Principal
 - Dr. Sandra McCullen, Associate Superintendent

➤ **North Central Region – District 3**

- ❖ Brentwood Elementary, Wake County, “Prepared”
 - Eric Fitts, Principal,
 - Paul Domenico, Director Wake County Public Schools, STEM and Magnet Programs
- ❖ Exploris Charter Middle School, Wake County, “Model”
 - Summer Clayton, Principal
 - Sean Gargan, Board Chair for Charter School

➤ **Piedmont Triad Region – District 5**

- ❖ Atkins Academic & Technology High School, Winston-Salem Forsyth, “Prepared”
 - Joe Childers, Principal
 - Dr. Beverly Emory, Superintendent
 - Sonya Rexrode, STEM Coordinator
 - Kim Marion, Program Manager, Magnet Schools & STEM Programs, Winston-Salem Forsyth County Schools
- ❖ Elkin Middle School, Elkin City Schools, “Prepared”
 - Pam Colbert, Principal
 - Dr. Randy Bledsoe, Superintendent
 - Emily Morrison, Teacher 7th grade English/Language Arts
- ❖ Hanes Magnet Middle School, Winston-Salem Forsyth, “Prepared”
 - Melita Wise, Principal
 - Dr. Beverly Emory, Superintendent
 - Kim Marion, Program Manager, Magnet Schools & STEM Programs, Winston-Salem Forsyth County Schools
 - Andy Obermann, Technology Specialist
- ❖ J Sam Gentry Middle School, Surry County, “Prepared”
 - Paige Badgett, Principal
 - Dr. Travis Reeves, Superintendent
 - Dr. Jill Reinhardt, Assistant Superintendent, Curriculum/Instruction
 - Mr. Earlie Coe, Local Board Chairman, Surry County Schools
- ❖ STEM Early College NC A & T, Guilford County, “Prepared”
 - Mr. Stacey Alston, Principal
 - Dr. G. Scott Jenkins, Vice Provost for Academic Affairs & Undergraduate Programs, N.C. A&T State University
 - Dr. Avis Williams, Executive Director of Secondary Curriculum & Instruction, N.C. A&T State University

➤ **Southwest Region – District 6**

- ❖ JN Fries Magnet Middle School, Cabarrus, “Prepared”
 - Kecia Coln, Principal
 - Alyn Szymanski, Assistant Principal
 - Megan McNutt, STEM Coordinator

STATE SUPERINTENDENT'S REPORT

K-12 Curriculum and Instruction

Each month the NC Department of Public Instruction (NCDPI) highlights the work of its divisions that support the state's 115 school districts and 1.5 million children. This month's spotlight shines on the K-12 Curriculum and Instruction Division.

The division

- Leads development of content standards and supporting resource materials for all subjects and grades.
- Delivers professional development for teachers, principals and district leaders to support implementation of the *NC Standard Course of Study*, Multi-tiered System of Support (MTSS), Global Education and Academic/Intellectually Gifted (AIG).
- Reviews assessment items for End-of-Grade and End-of-Course tests, NC Final Exams and online assessment banks to make sure they are aligned to the *NC Standard Course of Study*.
- Reviews instructional resources from a variety of sources to verify alignment to the *NC Standard Course of Study* and inclusion in Home Base.
- Monitors program compliance and provides oversight for special grants and programs such as HIV and Abstinence grants, Math/Science Partnership grants, and AIG plans.
- Supports other areas concerning academics such as course codes, Blue Ribbon Schools, textbook evaluation and selection, A+ Schools Program, and the Governor's Teacher Network.

Mandated Reporting - School and Teacher Paperwork Reduction Act

The NC General Assembly requires the State Board of Education (SBE) to report to the Joint Legislative Education Oversight Committee by November 15 of each year on reports required at the state level.

Here are selected highlights from the Paperwork Reduction Act Report

- After several years of reductions in the reporting requirements from the LEAs to NCDPI, the number of required reports remained constant at 130 for 2014-15.
- All of those reports are required by federal or state law (See Attachment 1). Much of the federally mandated reporting is tied to program monitoring and large funding sources like Titles I, II and III. The elimination of such reporting could result in a significant loss of funds for the LEAs. In addition, NCDPI does not have the authority to eliminate any reporting required by the NC General Assembly.

Dr. Atkinson noted that fifty-one reports are required by the General Assembly and there are 79 reports required by the federal government. Two percent come from just the State Board's initiatives to get data, according to Dr. Atkinson.

The full report is to be acted on as a consent agenda item during today's meeting.

Special Recognitions and Awards

NC Schools Receive National Healthy School Awards

Twenty-five North Carolina schools received the 2014 National Healthy Schools Award for transforming its environment into a healthier place. The awards were presented on September 13, 2014, at the Alliance's 2014 Leader's Summit in Washington, DC.

Silver Award Winners

- Brogden Middle School, Durham County
- Bunn Middle School, Franklin County
- Franklinton Elementary School, Franklin County
- Holly Shelter Middle School, New Hanover County
- Idlewild Elementary School, Charlotte/Mecklenburg
- JC Sawyer Elementary School, Elizabeth City/Pasquotank
- Sandy Ridge Elementary School, Durham County

Bronze Award Winners

- C&L McDougale Middle School, Chapel Hill/Carrboro City
- Charles P. Murray Middle School, New Hanover County
- Durham School of the Arts, Durham County
- Easley Elementary School, Durham County
- Elizabeth Traditional Elementary School, Charlotte/Mecklenburg
- First Ward Creative Arts Academy, Charlotte/Mecklenburg
- Forest Hills Elementary School, New Hanover
- Forest View Elementary School, Durham County
- Garinger High School, Charlotte/Mecklenburg
- Glenn Elementary School, Durham County
- Hillside New Tech High School, Durham County
- Lakeview School, Durham County
- Oak Grove Elementary School, Durham County
- Parkwood Elementary School, Durham County
- Ranson Middle School, Charlotte/Mecklenburg
- Smithfield Elementary School, Charlotte/Mecklenburg
- Spring Valley Elementary School, Durham County
- The School for Creative Studies, Durham County

Read and Ride**NC School Counselor on National TV**

Scott Ertl of Winston-Salem/Forsyth Schools, Ward Elementary, was recently featured on the Today Show for his innovative program, *Read and Ride*. Jenna Wolfe from the Today Show visited Ward Elementary School and explains in this telecast how students are learning through action-based learning. Go to <https://www.youtube.com/watch?v=UII76iIdg58&feature=youtu.be> to view the video. This is a wonderful example of a school counselor making a great difference while embracing our professional school counselor standards.

New Additions Join DPI Team

- Kelly Ayscue – Accounting Technician – Financial and Business Services
- Tara Tyson - Education Program Administrator – School Nutrition
- Verna Lalbeharie – Education Program Director – K-12 Instructional Technology
- Aaron Bissonnette – Technology Support Specialist – Educator Recruitment and Development
- Unika Ashe – Accounting Technician – Financial Services

Superintendent's Teacher Advisory Council Meeting Teachers Meet to Discuss Accountability and Other Topics

The State Superintendent's Teacher Advisory Council met October 9 in Raleigh. Agenda topics included

- Educator Accountability
- Professional Development/Governor's Teacher Network Update
- Networking/Share Time

Principals Meet for the Second Annual NC Summit

North Carolina Principals of the Year Dr. Carrie Tulbert and Mr. Dale Cole co-chaired the second annual North Carolina Principal of the Year Summit on October 30 in Raleigh. The theme for this year's summit was "*Sustaining a Positive School Culture in Times of Transition.*" Breakout sessions included

- Promoting your school with stakeholders and leaders
- Utilizing social media, knowing the risks and appealing to different educational arenas
- Tools for the digital principal

The Superintendent's Principal Advisory Council met for informal questions and answers prior to the summit.

Recent Activities of the State Superintendent

Attended and/or delivered remarks/keynote address at

- NC Digital Learning Plan Advisory Board, Raleigh, NC
- Council of State, Raleigh, NC
- Education Cabinet Meeting, Chapel Hill, NC
- Western Region Education Service Alliance Superintendents' meeting, Enka, NC
- Northwest Region Education Service Alliance Superintendents' meeting, Wilkesboro, NC
- Northeast Region Education Service Alliance Superintendents' meeting, Williamston, NC
- BEST NC Accountability, Transparency and Communications Workgroup, RTP, NC
- Disability Awareness Event, Governor Morehead School, Young Women's Leadership Academy, Raleigh, NC
- Heritage Calendar Reception, Governor's Mansion, Raleigh, NC
- Southeast Education Alliance Superintendents' meeting, Kinston, NC
- Central Carolina Regional Education Service Alliance Superintendents' meeting, Raleigh, NC
- Sampson County Board meeting, AT&T Grant Announcement, Clinton, NC
- Outdoor STEM Learning Lab Ribbon Cutting, York Elementary School, Raleigh, NC
- Education Policy Fellowship Program Graduation, Raleigh, NC

Visited

- Toured the new UNC-C Early Middle College, Charlotte, NC
- Davidson County High School, Lexington, NC
- South Davidson High School, Denton, NC
- South Davidson Middle School, Denton, NC
- Denton Elementary School, Denton, NC
- Shuford Elementary School, Conover, NC

- Bladen County Student Technology Support Facility, Elizabethtown, NC
- Elizabethtown Primary School, Elizabethtown, NC
- Elizabethtown Middle School, Elizabethtown, NC
- Dublin Primary School, Dublin, NC
- West Bladen High School, Bladenboro, NC
- Carrington Middle School, Durham, NC

NC Public Schools – 175 Years Strong

Dr. Atkinson drew attention to the invitation at each Board member's place from the North Carolina Association of School Administrators and the Department of Public Instruction to celebrate NC Public Schools 175 years strong on January 20, 2015 at Reidsville High School. A video clip was shared, which was developed in support of NC Public Schools – 175 Years Strong.

RttT Monthly Report of Activities Completed

RttT Management (includes Project Management, Budget, and Communications):

- Continued reviewing and approving Local Education Agency (LEA)/Charter School amended Detailed Scopes of Work (DSW); approved eight amended DSWs this month as of October 22 (have approved 60 LEA/Charter School amended DSWs since July 1, 2014)
- Continued the year four LEA/Charter School progress reporting process; the online progress reporting tool for LEAs and Charter Schools opened on September 10
- Submitted data and information to USED for the 2014 RttT Annual Performance Report
- Presented on RttT sustainability to the State Board of Education (SBE; Oct 1 Planning Session) and the Joint Legislative Education Oversight Committee (October 7)
- Continued regular communication with LEAs and Charters through the Biweekly Home Base/RttT Update newsletter and managed "breaking news" announcements for Home Base functionality
- Began specific communication planning and outreach regarding the Identity and Access Management (IAM) Service, one of the NCEdCloud initiatives for the K-12 community of North Carolina, funded by Race to the Top (RttT); the goal of the IAM Service is to enable LEAs and charter schools to provide streamlined user access to current and future cloud applications
- Posted "Home Base Parent Portal Guide: How to For Parents" and notified local communication directors and others so that this tool can be shared with parents

Data Systems to Improve Instruction:

- Planned for upgrade to the newest version of Schoolnet, 16.1, which brings with it many more features (for list of new features, see the Sept. 18, 2014, Home Base Biweekly Newsletter at www.ncpublicschools.org/homebase/updates/biweekly/?year=2014), but had several issues that needed to be resolved before release; North Carolina delayed the upgrade to the new release to November to ensure that the system remained stable for all users in North Carolina
- Added over 20,000 new classroom assessment items for K-12 math and ELA
- Continued to add and maintain instructional resources in Home Base
- Continued to improve the educator effectiveness system through small changes that improve user experience (for information about several of the changes, see biweekly newsletter at www.ncpublicschools.org/docs/homebase/updates/biweekly/2014/20140918.pdf)
- Completed the second round of Schoolnet and Professional Development (PD) System training for opt-in districts; will begin Wave 4 of OpenClass training on October 23

- Continued supporting Governor's Teacher Network (GTN) teachers
- Continued to support LEAs'/charters' use of Home Base; continuum of support includes the Home Base Support Center, Partnerships work, regional trainings, and regular webinars
- Began planning and scheduling another webinar series focused on Schoolnet, OpenClass and the Educator Effectiveness suite that will run throughout the 2014-15 school year; the webinars will run weekly and will begin early November (once scheduled, webinars will be added to the calendar at www.ncpublicschools.org/homebase/training/schedule/)
- Continued working with Pearson to add additional historical data, configure Key Performance Indicators, and create pre-formatted reports that can be shared with all LEAs
- Continued planning to ensure that the NCDPI organizational structure is aligned to sustain Home Base long term

Great Teachers & Principals:

- Delayed implementation of the Analysis of Student Work (ASW) Process until January 2015; teachers will be required to complete a modified version of the process for the first year of implementation
- Completed initial configuration testing of new ASW Online Platform functionalities
- As of October 16, NCDPI has received 24 waiver requests from LEAs and charter schools requesting the use of school-wide data in place of ASW for the 2014-15 school year; these waiver requests will be presented to the SBE in December for approval
- Finalized survey instrument for use in spring administration of Student Perception Surveys
- Provided job placement support for the Regional Leadership Academy (RLA) graduates from Northeast Leadership Academy (NELA), Piedmont Triad Leadership Academy (PTLA) and Sandhills Leadership Academy (SLA) who are currently interviewing for leadership positions in high needs school districts
- Supported RLA graduate placements (as of October 16):

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	13	32	8	5	58
Sandhills Leadership Academy (SLA)	15*	36	2	8	61
Piedmont Triad Leadership Academy (PTLA)	6	37	5	15	63

One of the SLA graduates is currently employed in Ohio as a principal, not one of the PTLA graduates as earlier reported.

- Continued providing of university licensure coursework for North Carolina Teacher Corps (NCTC) Cohort I and II corps members in collaboration with East Carolina, UNC-Charlotte, and Appalachian State Universities
- Hired full-time Executive Director for the Governor's Teacher Network (GTN); the new director will coordinate both the NCTC and the GTN
- Supported GTN participants in Pathways 1 and 2 in working with their content leads on fall deliverables
- Approved mini-grant proposals for improving the distribution of effective teachers in Turning Around Lowest-Achieving Schools (TALAS) districts, and letters of commitment from all TALAS

Superintendents; District Transformation Coaches are working with LEAs closely on implementation of plans

- Working with vendor on the development of the distribution of Effective Teachers Dashboard
- Interviewed and recommended PD Lead for region 8; interviews for additional vacancy in progress
- Completed Principal READY statewide convening for regions 8, 7, 4, 1 and 2
- Continued piloting the online Observation Calibration Training (OCT) for school administrators; as of today, there are 390 participants from 21 LEA/charters who will be able to access this tool through the Home Base PD system
- Released a new mini-module on October 10 entitled, “Educator Value-Added Assessment System (EVAAS) Basics”
- Completed the second wave of Home Base opt-in training (Schoolnet) on October 2, with 73 LEAs and 21 Charters participating
- Completed the second wave of Home Base opt-in training (PD System) on October 3, with 31 LEAs and 9 Charters participating

NC Virtual Public Schools:

- Continued course revisions for the Forensic Sciences and Biotechnology/AgriScience I course this fall; both course revisions will be completed by the end of the RttT grant period
- Finalizing NCVPS professional learning (PL) sessions for the 2014-15 school year based on student and teacher survey results, and realigning existing PL for fall 2014 launch

Turning Around the Lowest-Achieving Schools (TALAS):

- Continued work on plan for year five work that will intensify supports in schools still located in the lowest 5% of schools in North Carolina
- Completed Comprehensive Needs Assessment (CNA) visits for the following TALAS schools:
 - o Union Hill Elementary (Unpacking) Guilford County Schools
 - o Darden Middle School, Wilson County Schools
- Continued providing professional development and coaching for currently served schools/districts
- Delivered professional development sessions on classroom walkthroughs and using data to drive instruction in Wayne County
- Conducted workshops on literacy frameworks and using Wikispaces at Public Schools of Robeson County
 - o School Improvement Planning and training in Halifax County Schools with district leaders and school administrators
 - o Coordinated trainings in Durham Public Schools titled “Blooms Digital Taxonomy”
 - o Administered professional development on Common Formative Assessments in Thomasville City Schools
 - o Worked with Warren County Schools on “Enhancing K-5 Math Instruction” and “Enhancing K-5 ELA Instruction”
 - o Identified interim support for selected schools/districts with coach vacancies due to adjustments and RttT grant coming to an end
- Started planning for a new Professional Development for School Leaders that will take place in late November that will focus on “sustaining change”
- Continued collaboration and coordination with other RttT initiatives (Regional Leadership Academies, North Carolina Teacher Corps, and the New Teacher Support Program) as they continue working with TALAS schools and districts

- Continued collaboration between TALAS School Transformation Coaches and NCDPI Priority School Quality Reviewers to provide shared schools with the best possible assistance (more than 50 percent of the Priority Schools are schools on the RttT TALAS list)

NC Education Cloud:

- Continued implementing the Identity Access Management (IAM) solution for LEAs
- Continued supporting LEA/charter school opt-in to various Cloud Services:

Cloud Service	Total Opt-in LEAs	Total Opt-in Charters
IAM	10 Primary focus for IAM now is Home Base integration, which will incorporate all 115 LEAs and all charters that elect to use Home Base	2
iSeries	34	Once configuration is complete all charter schools will be hosted in the SAS iSeries NCEdCloud
Cloud Email	76	52
Cloud Filtering Service	71	61

- Released a statewide survey to gather data regarding the status of every school's wireless infrastructure; this data will allow the Cloud team to identify needs, which will in turn inform prioritizing of activities, selecting schools with the highest need, and helping most efficiently utilize the funding approved for use in the Wireless Infrastructure Initiative
- Held two webinars for the Wireless Infrastructure Initiative to assist LEAs in the completion of the wireless survey
- Began development of a Request for Proposal (RFP) for the Wireless Infrastructure Initiative
- Received five vendor responses to an RFP to modernize statewide applicant tracking (to provide a single system in which applicants can apply to multiple LEAs); preparing to distribute responses to the RFP evaluation team, which includes five LEAs
- Received 11 vendor responses to an RFP for Learning Management System (LMS) services that will integrate with PowerSchool roster and grade book data; the bid evaluation team is currently reviewing all responses and anticipated awarding the contract by December 1, 2014
- Received 11 RFPs for an RFP for Device Management services; vendor proposals are being reviewed by the NCDPI Purchasing Office

Evaluation:

- Continued interview coding and analysis activities related to Teacher and Leader Effectiveness
- Continued activities related to the Distribution of Teachers and Leaders
- Conducted background research and reviewed data sets for the teacher quality report
- Closed out the evaluation for the North Carolina Teacher Corps (NCTC)/Teach for America (TFA) evaluation

- Continued running models to examine New Teacher Support Program outcomes from 2012-13 and received and input data from program implementers
- Continued data analysis for reports related to professional development
- Continued report writing processes for the evaluation of statewide, online and local professional development outcomes for Year 4
- Received feedback on the initial draft of the report *North Carolina's Future-Ready Leadership Program: An Overview of Current Data from NCDPI*
- Received feedback on the initial draft of the report: *Distinguished Leadership in Practice (DLP): Third Annual RttT Evaluation Report – A Final Summary from NCDPI*
- Continued activities related to District and School Transformation, including STEM Schools
- Received feedback on the initial draft of the *Race to the Top STEM Affinity Network: Final Report from NCDPI*
- Began tracking program dosage across RttT schools over project period for the overall impact evaluation

Legislative Update

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

Ms. Beaulieu drew attention to a one-page handout, which is also posted on the State Board eBoard website, and highlighted the recent education meetings and studies, as well as upcoming meetings.

A. Recent Education Meetings

1. Joint Legislative Education Oversight Committee, October 7
(Race to the Top Programs for Continuation)
2. Academic Standards Review Commission, October 20
3. House Study Committee on Education Innovation, October 22
4. Joint Legislative Education Oversight Committee (JLEOC), November 5
(Advanced Placement History/Founding Principles)

B. Joint Legislative Education Oversight Committee (JLEOC) Studies (not SBE reports)

1. Master's pay and differentiated pay
2. NC Virtual Public Schools and generation of revenue
3. Diagnostic Reading Assessments for *Read to Achieve*
4. Local proposals for differentiated pay for highly effective teachers

C. 2015 Legislative Agenda

D. Upcoming Meetings

1. Academic Standards Review Commission, November 17, 1:00 PM
2. House Study Committee on Education Innovation, December 16, 1:00 PM
3. Joint Legislative Education Oversight Committee, December 2, 10:00 AM

Board member Patricia Willoughby requested that Ms. Beaulieu provide Board members with the meeting location for the upcoming Academic Standards Review Commission meeting on November 17. The request was noted.

Rules Review Update

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

Ms. Cornetto provided a status update of the rulemaking process explaining that more than 22 policies have undergone the substantive review phase of this work since September. In response to Board member Alcorn's question about periodic reviews, Ms. Cornetto explained that the State Board's Rules Council is now working consistently and routinely in tandem with the two activities for new and existing policies.

INFORMATION AGENDA**GLOBALLY COMPETITIVE STUDENTS**

(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

While acknowledging that GCS Committee Chair Marcella Savage was present at the Board table and Vice Chair Olivia Oxendine was participating via conference call, Chairman Cobey recognized Vice Chairman A.L. Collins to manage the GCS Committee today since he managed the committee meeting on Wednesday.

INFORMATION**GCS 4 – School Calendar Impact on Achievement Report**

Policy Implications: Session Law 2012-77

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

Description:

The State Board of Education requested a report on student achievement for the different school calendars implemented in North Carolina. High schools operate on either (1) a semester calendar, often referred to as block schedule, or (2) a traditional calendar spanning from August to June. The majority of elementary schools follow a traditional calendar, but there are some year-round schools that have intermittent breaks, most often three weeks, throughout a full-year calendar, which begins in July and ends the following June. The report provides information on student achievement by school calendar and offers possible explanations for differences.

Recommendations:

It is recommended the State Board of Education discuss the report and provide the staff with any further direction.

Discussion/Comments:

- Vice Chairman A.L. Collins explained that this item is in response to the State Board's request from staff to illustrate the differences between traditional and year-round school calendars. He recognized Dr. Garland to present the report.
- Dr. Garland highlighted the major findings of the School Calendar Impact on Achievement Report. She explained that tables are used in the report as the format as opposed to text in order to make the data easy to read. She noted that this report reflects the data from the scores of the 2013-14 school year.

- Dr. Garland shared that after receiving next year's data there will be three years' worth of data on the new standards. The Department suggests doing an empirical study using matched groups comparing performance of like students in a traditional versus a block schedule for a more in depth study of the correlation between calendar and student performance.
- Dr. Garland noted that at first glance it looks like calendar is associated with and can have impact on student achievement. A brief discussion ensued.
- Board member Willoughby indicated that she would like to see additional research on geographic distribution especially at the high school level. After noting the request, Dr. Atkinson shared that several years ago Dr. Vinetta Bell completed a compilation of research about year-round schools and different schedules. At the same time, the Department had contact with a Duke University professor who did extensive research about what makes a difference as it relates to time. She shared that at the elementary level, his study showed that having that continuity over time without large breaks in instructional time made a difference in addition to having the extra help and assistance along the way for struggling students. She stated that she would share that research with the Board.
- A brief conversation occurred about the block schedule. Board member Oxendine asked if anyone recalled the rationale for going to the block schedule. Dr. Oxendine also shared that one of the concerns she continues to receive, especially about the integrated approach to mathematics in grades 9-12, is the struggle that many classroom teachers are having as it relates to sufficient time to teach the specific skills that relate to the various math disciplines in the integrated approach. Dr. Garland provided some history about the inception of the block schedule, which occurred in response to concerns about students spending a lot of time moving from class to class. There were also fewer preparations for students on a block schedule, and 90-minutes would provide teachers more time for instruction and application of learning. And, finally it also helped to resolve money issues, according to Dr. Garland; she provided examples.
- Board members made brief commentary about this topic and expressed appreciation for the continuing research. Board member McDevitt noted his desire to move from research to addressing policy and practice on this topic.
- Dr. Oxendine asked if the College Board allows Advanced Placement (AP) courses to be taught in a block schedule. Dr. Garland explained that LEAs typically teach AP courses during the spring semester on the block, but offer a local elective in the content area in the fall so that students actually get double preparation prior to sitting for the AP exam.
- On a separate issue, Board member Kevin Howell explained that he received a letter from approximately 20 superintendents related to the 10-point grading scale. He shared that while the superintendents support the change in the grading scale, there is concern for the different cohorts of students taking the same class while being graded using the different grading scales. Dr. Garland explained that when the conversation first began about the 10-point scale and the transition (not only transitioning from a grading scale, but also weighting, which has an impact on class rank and GPA), the Board weighed in on both issues in tandem and the preference was to do this by cohort because they did not want an impact on class rank and GPA for students. Given the fact that both changed, Dr. Garland explained that seniors next year could make all As and see their GPAs decline or some students who did not know scheduling would make a difference when they created their high school plans, would have the opportunity to take an AP course this year and benefit from six quality points instead of five next year, which would have an impact on class rank. Subsequently, that was the reason for going with cohorts so as not to impact class rank with juniors and seniors in particular where scheduling could have made a difference for those students. There were advantages and

- disadvantages to doing both, according to Dr. Garland. She noted that the Department also received the letter referenced by Mr. Howell. She stated that thus far, most of the feedback has come from superintendents in this region and not as much from superintendents across the state. Dr. Garland explained that the Department will be working on the communications plan for this proposal. She also noted that next fall, when GPAs start to fall, she expects a lot of feedback from a different audience.
- Dr. Garland reiterated from earlier discussions that the transition was never going to be easy. But if the Board is interested in further review, staff will comply.
- Board member Howell asked Dr. Atkinson if she could raise these issues as well as the block schedule issue with LEA superintendents in December during the Superintendents' Quarterly meeting. She stated that she would be glad to add this to the Superintendents' Quarterly meeting agenda to allow superintendents an additional opportunity to provide feedback. Dr. Atkinson noted for reference purposes that in June 2014, in Asheville, superintendents were asked to share their thoughts about the 10-point scale (effective for an entering freshman class) and course weighting. She shared that superintendents overwhelmingly were in favor of the 10-point scale at the same time quality points are changing. Subsequent to that, Dr. Atkinson added that the Department has asked superintendents for feedback during two webinars, in two separate emails from Dr. Garland, and in Dr. Atkinson's regional meetings with superintendents across the state over the last few months.
- Board member Alcorn stated that he would like to fast-track this as it relates to comparison of national and international numbers. He asked if year-round schedules cost more or less than traditional schedules, and if it increases scores, does it decrease additional services therefore costs less. Board member McDevitt also asked that the discussion be larger as it relates to cost to include: professional development, remediation for students, and 12-month contracts for teachers.
- Vice Chairman Collins noted that there is nothing more controversial at the local level than calendars. He spoke briefly about his district's study and cautioned not trying to develop a calendar for LEAs. For the record, Board member McDevitt shared that the State Board of Education has been on record for at least 15 years for local control of the calendar.
- There was no further discussion.

This item is presented for Information only. (See Attachment GCS 4)

CONSENT AGENDA

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

Chairman Cobey noted ten items for consideration on the consent agenda. He asked if any Board members wanted to remove this item from the Consent Agenda. Hearing no requests, Chairman Cobey asked for a motion to approve GCS 5, GCS 6, GCS 7, GCS 8, GCS 9, GCS 10, TCS 8, TCS 9, TCS 10 and TCS 11.

Upon motion by State Treasurer Janet Cowell, and seconded by Lt. Governor Dan Forest, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments GCS 5, GCS 6, GCS 7, GCS 8, GCS 9, GCS 10, TCS 8, TCS 9, TCS 10 and TCS 11.)

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

CONSENT**GCS 5 – Title III Annual Measurable Achievement Objectives (AMAO) Status Report for 2013-14**

Policy Implications: SBE Policy # GCS-A-12; No Child Left Behind Act (NCLB)

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

Description:

As a part of the *No Child Left Behind Act* (NCLB), LEAs receiving Title III funds must meet a series of Annual Measurable Achievement Objectives (AMAOs). The three objectives include the following:

- 1) Students identified as limited English proficient shall demonstrate progress by achieving one or more of the following in terms of the overall composite proficiency score on the annual English language proficiency test: 1) increase to the next English language proficiency level; 2) increase the previous score by 0.5; or 3) reach the Comprehensive Objective Composite (COC).
- 2) There must be an annual increase in the percentage of students identified as limited English proficient who attain English language proficiency on the required state-identified English language proficiency test. Effective with the 2008-09 school year and beyond, students must meet the COC as set by the state. The COC defines the attainment of English language proficiency by the student reaching an overall composite score of 4.8 or above, with at least a 4.0 on the reading subtest and at least a 4.0 on the writing subtest on the state's annual English language proficiency test.
- 3) The percent of students in the LEP subgroup must annually meet its Annual Measurable Objectives (AMO) targets for academic proficiency in English language arts and mathematics.

LEAs that do not meet their AMAO targets two years in a row will be required to develop a detailed improvement plan as required by NCLB. See the attachments for additional information and a statistical summary of results.

Recommendations:

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

CONSENT**GCS 6 – Report to the North Carolina General Assembly: Residential School Changes**

Policy Implications: Session Law 2013-247 (HB 868)

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

Description:

This item is submitted to the State Board of Education to comply with the following legislative mandate: DPI shall study and develop recommendations on educational options, including residential

Services, for students with visual and hearing impairments. DPI shall report its findings and recommendations from the study to the Joint Legislative Education Oversight Committee on or before January 1, 2015.

Recommendations:

It is recommended that the State Board of Education accept this report for submission to the Joint Legislative Education Oversight Committee.

CONSENT

GCS 7 – State Board Approval Process for Local Alternative Portfolios – Submitted Local Proposal for November 2014

Policy Implications: General Statute § 115C-83.3(8) and 115C-83.7(b), House Bill 230

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent) and Ms. Carolyn Guthrie (Director, K-3 Literacy)

Description:

House Bill 230 allows Local Education Agencies (LEAs) to submit proposals to the State Board of Education (SBE) for a local alternative portfolio process. The completion of a student-reading portfolio is one of the Good Cause Exemptions listed in the Read to Achieve law. The law states that “students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade” shall have a good cause exemption. HB 230 also clarifies the definition of a student-reading portfolio. “Student reading portfolio means a compilation of independently produced student work selected by the student’s teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student’s reading ability. The student-reading portfolio shall include an organized collection of evidence of the student’s mastery of the state’s reading standards that are assessed by the state-approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above. The SBE approved the Department of Public Instruction’s Read to Achieve portfolio process in October 2013 and addendums to this process in February of 2014.

In July of 2014, staff at the Department of Public Instruction (DPI) met with representatives from each State Board district. The committee is referred to as the Portfolio Advisory Committee (PAC). The committee discussed what LEA local alternatives proposals should include before being presented to the SBE. A suggested list of the components of a local alternative proposal was developed. This list was sent to the field through central office and curriculum coordinator’s list serves for more feedback from the field.

The attached local alternative portfolio was submitted to DPI for review. The PAC has reviewed the proposal and is recommending the following to the SBE for approval. LEA local alternative portfolio recommended for approval: Union County Public Schools.

Recommendations:

The State Board of Education is asked to approve the recommendation of the Portfolio Advisory Committee for the local alternative portfolio for the listed LEA – Union County Public Schools.

CONSENT**GCS 8 – Four-Year Cohort Graduation Rate****Policy Implications:** Session Law 2010-111, Senate Bill 1246**Presenter(s):** Dr. Rebecca Garland (Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)**Description:**

Senate Bill 1246, Session Law 2010-111 directed the State Board of Education to develop a growth model for establishing short-term annual goals for improving the four-year cohort graduation rate and to establish a long-term goal of increasing the statewide four-year cohort graduation rate to one hundred percent. The State Board of Education is also required to report annually on progress toward graduation benchmarks and include strategies and recommendations for achieving those benchmarks. In September 2006, the State Board of Education established the expectation that one hundred percent of the students in North Carolina should graduate from high school when the Board adopted its mission that every public school student will graduate from high school, globally competitive for work and postsecondary education, and prepared for life in the 21st century.

The attached annual report on the Four-Year Cohort Graduation Rate provides the state-level data and district-level data for the 2013-14 school year.

Recommendations:

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

CONSENT**GCS 9 – Report to the North Carolina General Assembly: Report on North Carolina Advanced Placement Partnership (NCAPP)****Policy Implications:** General Statute §115C-83.4A. Advanced courses**Presenter(s):** Dr. Tracy S. Weeks (Chief Academic and Digital Learning Officer, Academic and Digital Learning) and Ms. Sneha Shah-Coltrane (Director, Gifted and Advanced Programs)**Description:**

This item was originally submitted to the State Board of Education at the October 2014 meeting and was approved by consent. It is now being re-submitted to the State Board of Education with additional data that has been submitted from College Board.

This report complies with the following legislative mandate: Beginning November 15, 2014, the State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on advanced courses in North Carolina. (G.S. § 115C-83.4A. Advanced courses)

This report relates directly to the work of the North Carolina Advanced Placement Partnership (NCAPP), led by the College Board, and the efforts of North Carolina teachers, schools and districts. Note that this due date was extended to November from October.

Recommendations:

It is recommended that the State Board of Education accept this updated report prior to submission to the General Assembly.

CONSENT**GCS 10 – Report to the North Carolina General Assembly: Headcount of Limited English Proficient Students to Fiscal Research****Policy Implications:** Session Law 2003-284, Section 7.15(b)**Presenter(s):** Dr. Robin McCoy (Director, Division of K-12 Curriculum and Instruction) and Ms. Christie Lynch Ebert (Section Chief, K-12 Programs Area, Division of K-12 Curriculum and Instruction)**Description:**

This report provides the Headcount of Limited English Proficient Students in North Carolina Public Schools as of October 1, 2014. In accordance with SL 2003-284, Section 7.15(b), the Department of Public Instruction is required to prepare a headcount of all limited English proficient (LEP) students and report it to the Joint Legislative Education Oversight Committee by December 1 of each year.

The current enrollment of those students identified and assessed as limited English proficient in accordance with the policies of the State Board of Education (SBE) as of October 1, 2014, is included in the report. The report includes an accompanying table, which lists the number of students by all LEAs and charter schools.

Recommendations:

It is recommended that the State Board of Education accept this report as written prior to submission to the General Assembly.

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

CONSENT**TCS 8 – School and Teacher Paperwork Reduction Act Report****Policy Implications:** General Statute §115C-12(19), Session Law 2011-379 (House Bill 720) – An Act to Enact the School and Teacher Paperwork Reduction Act**Presenter(s):** Dr. Lou Fabrizio (Director, Division of Data, Research & Federal Policy)**Description:**

Session Law 2013-226 [SB 168, Part IX Section 9.(f)] requires that the State Board shall report to the Joint Legislative Education Oversight Committee by November 15 of each year on the reports identified that are required at the state level, the evaluation and determination for continuing individual reports, including the consideration of whether those reports exceed what is required by state and federal law, and any reports that it has consolidated or eliminated for the upcoming school year.

Recommendations:

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

CONSENT**TCS 9 – LEA-Wide Weather-Related Calendar Waiver Requests****Policy Implications:** General Statute §115C-84.2, SBE Policy #TCS-V-000**Presenter(s):** Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services), Mrs. Alexis Schauss (Director, School Business Division) and Mr. Andrew Cox (Section Chief, School Financial Reporting)**Description:**

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

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

For school year 2015-16, 12 LEAs are eligible for a weather-related waiver and all 12 are requesting the waiver.

Recommendations:

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

CONSENT**TCS 10 – Report on Use of Funds in the At-Risk and Improving Accountability Allotments****Policy Implications:** Session Law 2005-276, Section 7.61; Senate Bill 897, Section 7.22**Presenter(s):** Mr. Philip W. Price (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)**Description:**

This report presents the information required by legislation in Session Law 2005-276, Section 7.61. Senate Bill 897, Section 7.22 modifies the original requirements (see attached report).

To remain eligible for funds appropriated for the At-Risk/Alternative Schools allotment and the Improving Student Accountability allotment, Local Education Agencies (LEAs) must submit a report to the State Board of Education by October 31 of each year detailing the expenditure of the funds and the impact of these funds on student achievement.

Recommendations:

It is recommended that the State Board of Education accept this report for submission to the Governor and the General Assembly.

CONSENT**TCS 11 – Additional Technical Changes to Public Schools of North Carolina SBE Policy Manual****Policy Implications:** SBE Policy #s:TCS-C-002, TCS-C-003, TCS-C-004, TCS-C-006, TCS-C-009, TCS-C-010, TCS-C-013, TCS-C-024, and TCS-C-025**Presenter(s):** Ms. Katie Cornetto (Attorney, North Carolina State Board of Education)

Description:

In June of 2014, staff recommended technical changes to over 260 State Board of Education (SBE) policies as part of an ongoing policy-review process intended to revise the SBE policy manual.

This Consent item represents a continuation of that review and revision process. The attachments represent the required technical corrections to several policies within the SBE's Twenty-First Century Systems priority that include: correcting proofreading mistakes, updating obsolete language, and deleting outdated or unnecessary policies.

Recommendations:

It is recommended that the State Board of Education approve the technical corrections to the policies as outlined in the attached documents.

ACTION AND DISCUSSION AGENDA

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

In the absence of the Dr. Oxendine at the Board table (she was participating via conference call) and Mr. Tate, Chairman Cobey directed Vice Chairman Collins to manage the TCP Committee items.

ACTION

TCP 1 – Local Options for Measuring Student Growth for Career and Technical Education
(CTE)

Policy Implications: SBE Policy # TCP-C-006

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Dr. Thomas Tomberlin (Director, District/LEA Human Resources Support) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

In the 2013-14 school year, 16 Local Education Agencies (LEAs) and charter schools applied for and were granted waivers from administering middle school Career and Technical Education (CTE) Assessments. Due to issues with these data, DPI was not able to include middle school CTE assessments in the student-growth analyses for the 2013-14 school year. The agency is working to provide the data to SAS as quickly as possible for the purpose of conducting a feasibility study for estimating student growth in this area for the 2014-15 school year.

The NC Department of Public Instruction will present to the State Board various options for measuring student growth for teachers of middle school CTE courses. Ms. JoAnne Honeycutt, Director of Career and Technical Education and Dr. Thomas Tomberlin, Director of District Human Resources Support, will facilitate a discussion of the various options available for measuring student growth in middle school CTE courses.

Recommendation(s):

It is recommended that the State Board of Education approve the options for measuring student growth for teachers of middle school CTE courses.

Discussion/Comments:

- Vice Chairman A.L. Collins noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. He asked Dr. Tomberlin to brief the Board about the four options for consideration.
- Dr. Tomberlin reviewed the four options for the Board's understanding prior to their vote and shared that the Department's recommendation is a combination of Options 2 and 3.
- In response to Vice Chairman Collins's request, Superintendent Advisor Brady Johnson stated that the combination of Options 2 and 3 provides total flexibility to LEAs; he provided an example.
- There was no further discussion.

Upon motion by Mr. A.L. Collins, and seconded by Mr. Gregory Alcorn, the State Board of Education voted unanimously to approve the combination of Options 2 and 3 for measuring student growth in middle school CTE courses. (See Attachment TCP 1)

ACTION**TCP 2 – Requests for Waivers from North Carolina Final Exams (NCFEs)**

Policy Implications: SBE Policy # TCP-C-006

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

Description:

Pursuant to the State Board's policy, the Department of Public Instruction has provided Local Education Agencies (LEAs) and charters with the opportunity to request a waiver from the NC Final Exam process for the 2014-15 school year. LEAs were asked to submit waiver requests to the agency with documentation of the education rationale and communication plan to teachers.

The following LEA/charter schools have submitted a request for local flexibility from the NCFE/Career and Technical Education (CTE) assessment process: Seven (7) NC Final Exam/middle-school CTE waivers: Stokes County Schools, Chapel Hill-Carrboro City Schools, Ashe County Schools, Franklin Academy, Union Academy Charter, Alexander County Schools and Mount Airy Schools.

Recommendation(s):

It is recommended that the State Board approve the LEA waiver requests from the NC Final Exam process for the 2014-15 school year.

Discussion/Comments:

- Vice Chairman A.L. Collins explained that this is a routine request from districts for waivers of NC Final Exams. He noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. The districts requesting waivers are listed in the Description section of the Executive Summary above.
- There was no further discussion.

Upon motion by Mr. A.L. Collins, and seconded by Ms. Rebecca Taylor the State Board of Education voted unanimously to approve the LEA waiver requests from the NC Final Exam process for the 2014-15 school year as submitted. (See Attachment TCP 2)

DISCUSSION**TCP 3 – Annual Report on Teachers Leaving the Profession (Teacher Turnover Report)**

Policy Implications: General Statute §115C-12(22); 2013-14 Annual Report on Teachers Leaving the Profession

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent), Dr. Lynne Johnson (Director, Educator Effectiveness) and Dr. Yvette Stewart (Assistant Director, Educator Effectiveness)

Description:

General Statute §115C-12(22) requires the State Board of Education to monitor and compile an annual report on the decisions of teachers who leave the teaching profession. To this end, local education agencies (LEAs) are asked to complete an annual report on the reasons teachers leave their systems. The report for the 2013-14 school year is attached.

Recommendation(s):

This item is being presented for discussion for this month.

Discussion/Comments:

- Vice Chairman A.L. Collins noted a thorough discussion of this item during the TCP Committee meeting on Wednesday. He commended the report to the public, which will be presented to the General Assembly as required by General Statute.
- Chairman Cobey noted that, as a Board, general consensus yesterday was to move toward the possibility of renaming this report, which has negative connotations as it relates to press coverage. There were no objections to adding this issue to the Board's Legislative Agenda.
- There was no further discussion.

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

GLOBALLY COMPETITIVE STUDENTS

(Ms. Marcella Savage, Chair; Dr. Olivia Oxendine, Vice Chair)

While GCS Committee Chair Marcella Savage was present at the Board table, Chairman Cobey directed Vice Chairman Collins to manage the GCS Committee items since it did so in her absence during the Committee discussions on Wednesday.

ACTION ON FIRST READING**GCS 1 – 2013-14 Career and Technical Education Credentials Report**

Policy Implications: Session Law 2013-360

Presenter(s): Dr. Tracy S Weeks (Chief Academic and Digital Learning Officer) and Ms. Jo Anne Honeycutt (Director, Career and Technical Education)

Description:

The North Carolina Career and Technical Education 2013-14 Credentialing Data Report offers an accounting of information collected from the administration of different assessments in which students earned credentials. The raw data is disaggregated by local education agency, district, state, and industry credential. This data will be used to improve instruction.

This Credentialing Data report is also required pursuant to Session Law 2013-360. The 2013 budget allotted funds to enable secondary students to participate in credential exams and requires NCDPI to report to the Joint Legislative Education Oversight Committee on the number of Career and Technical Education (CTE) students that (i) earn community college credit and (ii) related industry certifications and credentials.

Recommendations:

DPI staff recommends that the State Board of Education approve the report as submitted.

Discussion/Comments:

- Vice Chairman A.L. Collins noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. A.L. Collins, and seconded by Ms. Marcella Savage the State Board of Education voted unanimously to accept the 2013-14 Career and Technical Education Credentials Report as presented. (See Attachment GCS 1)

DISCUSSION**GCS 2 – Revisions to Alternative Learning Program Policies and Procedures**

Policy Implications: SBE Policy # GCS-Q-002

Presenter(s): Dr. Ben Matthews (Director, Safe and Healthy School Support) and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Safe and Healthy School Support)

Description:

Revisions are recommended for the *Policies and Procedures for Alternative Programs and Schools*, a document approved by the State Board of Education in 2003. The document was revised to improve readability and remove duplications, extraneous information, and references to general statutes that have been repealed. The document is posted online at

<http://www.dpi.state.nc.us/docs/alp/develop/alpmanual.pdf>.

Recommendations:

State Board of Education members are asked to review the attached amended document and provide feedback.

Discussion/Comments:

- Vice Chairman A.L. Collins noted a thorough discussion of this item during the GCS Committee meeting on Wednesday. He made brief commentary about the complexity of alternative schools and the difficulty in evaluating them.

- There was no further discussion.

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

DISCUSSION

GCS 3 – Accountability Model for Alternative Schools

Policy Implications: SBE Policy # GCS-C-013, GCS-C-022

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

Description:

As required by General Statute §115C-12 (24), the State Board of Education (SBE) shall evaluate the effectiveness of alternative learning programs and alternative schools, and as part of the evaluation, the SBE shall apply the accountability system as specified in G.S. §115C-83.15 to measure student performance and growth. However, in consideration of the specific characteristics of these schools, the SBE may modify the accountability system to report more appropriately outcomes. A precedent for a modified accountability model for alternative schools was set with the ABCs of Public Education, which had local option measures rather than the standard achievement and growth analysis specified by the ABCs model.

Information on reporting accountability for alternative schools was presented to the SBE for discussion at its August meeting. The discussion addressed the specific characteristics of these schools and the subsequent impact on the accountability measures. A recommendation to provide local education agencies with three accountability options for alternative schools was presented. The options were:

- (1) Alternative school receives a school performance grade as specified in state statute,
- (2) Alternative school returns student scores to the home school for inclusion in the home school's A-F school performance grade, and
- (3) Alternative school reports data on student achievement and growth, and receives a status of improving, maintaining, or declining, but does not receive an A-F school performance grade.

The Accountability Division has presented the three options, with detailed explanation of the alternative accountability model, which is Option 3, to various stakeholders including the NC Association of Alternative Educators (NCAAE), district accountability and testing directors, and alternative school principals. On September 24, 2014, the division presented a webinar for stakeholders and responded to questions for clarification. The three options will be discussed at the November SBE meeting and presented for Action at the December SBE meeting.

Recommendations:

It is recommended that for 2013-14 Alternative Schools continue to report local options, and effective with the 2014-15 school year Alternative Schools adhere to the Alternative Schools' Accountability Model policy.

Discussion/Comments:

- Vice Chairman A.L. Collins noted a thorough discussion of this item during the GCS Committee meeting on Wednesday.

- There was no further discussion.

This item is presented for Discussion during the November State Board of Education meeting and will return for Action in December 2014. (See Attachment GCS 3)

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

ACTION

LFI 1 – Revision to State Board Policy # TCS-U-013 Regarding the Planning Year for New Charters

Policy Implications: SBE Policy # TCS-U-013

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

Description:

In November 2006, the State Board of Education formally adopted SBE Policy # TCS-U-013 to establish a mandatory planning year for all new charter schools. The origination of this policy was rooted in historical practice as many charter schools struggled to open their doors with a short time-frame. Charter applicants formerly received approval in March and were to open their schools five months later in August.

While this program has been highly successful, some applicant groups may be able to offer a plausible and rational case for "acceleration" of the planning year and an expedited review. This policy revision would permit the State Board of Education to accelerate a group's participation in the mandatory planning year for new schools if certain factors are demonstrated. In other words, while the application is being reviewed by the Charter School Advisory Board (CSAB), the applicant group could be added to the planning year trainings with the understanding that there is no guaranteed approval of the application. Should a group enter the planning year and the CSAB discovers significant issues, the application group will be removed from the planning year trainings.

The State Board of Education would need to find a demonstrated and compelling case for acceleration into the planning year. Several factors must be clearly met for this acceleration to become possible:

1. Demonstrate a clear and compelling need for the accelerated planning year;
2. Partner with a two- or four-year institution of higher education in North Carolina;
3. Verify the absence of a charter school in the proposed county of location; and
4. Agree to participate in the planning year while the charter application is being reviewed without any guarantee of charter award.

If those requirements are met, the State Board of Education, in its discretion, will also consider the presence or absence of the following factors:

1. Unique mission and educational program;
2. Local, state, and national nonprofit partnerships committed to assisting the school;
3. Potential for economic and educational development of the region;
4. Mentoring by a successful organization that has experience in creating public schools;
5. Obstacles to educational reform efforts that leave chartering as an available option; and
6. Commitment to work with a successful charter school board as a guiding mentor.

This above list is not exclusive or controlling and is intended to guide the exercise of the State Board's discretion. If, an applicant group is interested in acceleration of the planning year, that request must be received by the State Board of Education prior to the application due date. Any invitation to planning year trainings does not afford a guarantee of charter approval by the State Board of Education.

For purposes of the current application cycle, where applications were due September, 26, 2014, any group that meets the specific requirements of the policy may request acceleration within 10 days of the formal adoption of this policy.

Recommendations:

The Office of Charter Schools recommends that the State Board of Education approve the suggested modifications to SBE Policy #TCS-U-013 regarding the planning year for new charters.

Discussion/Comments:

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

Upon motion by Ms. Rebecca Taylor, and seconded by State Treasurer Janet Cowell, the State Board of Education voted unanimously to approve the suggested modifications to SBE Policy #TCS-U-013 related to the planning year as presented. (See Attachment LFI 1)

DISCUSSION

LFI 2 – Charter Schools Process for the Assumption of Inadequately-Performing Charter

Policy Implications: General Statute § 115C-238.29G.(a1)(2)

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services)

Description:

General Statute § 115C-238.29G.(a1)(2) directs the State Board of Education to develop rules to allow an applicant to assume the charter of an inadequate charter school through a competitive process. The proposed changes in Senate Bill 793 add minimum criteria to be met in the State Board's rules and set a timeline for completion by January 15, 2015, and report to the Joint Legislative Education Oversight Committee by February 1, 2015.

In August, the State Board discussed a set of questions and issues around the policy. From that discussion, the Department has drafted and attached a proposed policy with highlighted recommendations that go beyond the minimum requirements set out by law. Also attached is

background research on charter school assumption policies around the nation. The final policy will be presented in December for approval.

Recommendations:

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

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. Chair Taylor shared that in response to the Committee’s discussion, staff will work to develop a policy that is more general in nature to allow the Board to have additional flexibility in implementing the assumption process.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education’s November meeting and will return for Action in December 2014. (See Attachment LFI 2)

DISCUSSION

LFI 3 – Cooperative Innovative High School Programs Application Approvals

Policy Implications: General Statute §115C-238.29D(e)

Presenter(s): Dr. Rebecca Garland (Deputy State Superintendent)

Description:

Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students’ opportunities for education success through high quality instructional programming.

Legislative language requires a multi-step approval process. First, the State Board of Education (SBE) and the appropriate board(s) of the Institutions of Higher Education (IHE) provide a programmatic review and approval. Upon completion, the General Assembly must approve all associated funding requests for each application. The General Assembly may approve funding requests in whole or in part, or may choose not to provide funding. Should the General Assembly choose not to provide funding, the requesting district may revise the application and request SBE approval to open the program with local funds, if desired.

Six districts - Anson County Schools, Guilford County Schools, Pitt County Schools, Wake County Public Schools, Watauga County Schools and Wilson County Schools, as well as the Northeast Regional School for Biotechnology and Agriscience are requesting approval for a total of ten schools. All applications include requests for state funding from the General Assembly. Applications that receive SBE and IHE board program approvals must be submitted for funding approval on April 1, 2015.

Recommendations:

It is recommended that the SBE discuss the Cooperative Innovative High School Programs Joint Advisory recommendations as presented.

Discussion/Comments:

- LFI Committee Chair Rebecca Taylor noted a thorough discussion of this item during the LFI Committee meeting on Wednesday. The six districts requesting approval of Cooperative Innovative High School Programs are listed in the Description section of the Executive Summary on the previous page.
- A brief discussion occurred related to the legislative appropriation funding. Dr. Garland clarified that this becomes part of the State Board's Supplemental Budget Request once we see how many programs are approved by the State Board and by Higher Education to provide a projection of how much tuition would be needed for FTEs. This is a recurring budget item.
- There was no further discussion.

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

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

ACTION

TCS 1 – 2015-2017 Biennial Budget Expansion Request

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

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Ms. Sarah Harris (Director, Financial Services Division)

Description:

The Office of State Budget and Management (OSBM) has issued guidance for Expansion Budget submission. The guidance caps the request at 2% and includes a requirement to submit funding reduction options such that the net impact to the General Fund from expansion and reduction items is a 2% savings. Public school enrollment growth will be separately submitted to OSBM and is not subject to the 2% cap or 2% savings requirements. The Expansion Budget is due to the OSBM following the 2014 November State Board meeting.

The proposed Expansion Budget document will be provided to State Board members and posted to the e-Board prior to the November State Board of Education meeting.

Recommendations:

It is recommended that the State Board of Education approve the Expansion Budget and all accompanying documents.

Discussion/Comments:

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

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted to approve the 2015-2017 Expansion Budget. (See Attachment TCS 1)

ACTION ON FIRST READING

TCS 2 – Approval of Grant – State Personnel Development Grant – Exceptional Children

Policy Implications: SBE Policy # TCS-O-001, Grant

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services) and Mr. William J. Hussey (Director, Exceptional Children Division)

Description:

North Carolina was awarded a five-year competitive personnel development grant for \$7,432,710. The purpose of the North Carolina State Personnel Development Grant (referred to as the State Improvement Project-NC SIP) is to establish and implement staff development and program support services to significantly improve the performance and success of students with disabilities in North Carolina. The five major goals of the NC SIP project are to:

- Improve basic skills performance (in reading and math) for students with disabilities;
- Increase the percentage of qualified teachers of students with disabilities;
- Increase graduation rates and decrease dropout rates of students with disabilities;
- Improve parent satisfaction with, and support of, school services for students with disabilities; and
- Improve the quality of teachers’ instructional competencies.

The NC SIP has supported capacity building for literacy in the schools since 2000 and for mathematics since 2006. Over the past several years, a number of the Institutions of Higher Education (IHEs) have indicated interest in participating in the project to prepare teachers at the pre-service level to develop high quality instructional competencies. At present, NC SIP has two IHE partners and proposes adding two more in the 2014-15 school year (see attached names). The IHEs with special education teacher preparation programs were invited to participate in a competitive application process. Four applications were received and reviewed (see attached rubric). Priority for funding is given to applicants from regions of North Carolina currently underrepresented in this project as well as sites that demonstrate LEA support and potential to build capacity for research-based instruction in reading and math for students with disabilities.

Recommendations:

It is recommended that the State Board of Education approve the grant requests outlined in the accompanying document.

Discussion/Comments:

- Noting that Mr. Hussey is available for questions, TCS Committee Chair Gregory Alcorn reported a thorough discussion of this item during the TCS Committee meeting on Wednesday.

- Mr. Kevin Howell recused himself from discussion and voting on this item.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Ms. Patricia Willoughby, the State Board of Education voted unanimously to approve the State Personnel Development Grant requests as presented. (See Attachment TCS 2)

MOVED FROM DISCUSSION TO ACTION ON FIRST READING

TCS 7 – Council on Educational Services for Exceptional Children

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

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

Description:

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

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

In accordance with State Board of Education policy, the Council has 25 appointed members. Two members are appointed by the Governor, two by the President Pro Tempore, two by the Speaker of the House, fourteen by the State Board of Education, and five members referred to as state agency representatives are designated by federal regulations. Terms for state agency members are governed by virtue of their position. The term of appointments for all members except those appointed by the State Board of Education is for two years. State Board of Education appointments are for four-year terms with no person serving more than two consecutive four-year terms.

There are three (3) vacant appointments: one (1) representative for Institutions of Higher Education and two (2) executive appointments. The vacancy of representative for Institutions of Higher Education is due to a resignation. The two executive appointment vacancies are due to term expirations. The State Board of Education is asked to submit recommendations to fill the vacancy of a representative for Institutions of Higher Education. The Exceptional Children Division is seeking replacements for the two executive appointments through the appropriate legislative office.

Recommendations:

At the November meeting, the State Board of Education is asked to discuss and submit recommendations to fill the vacant appointment of a representative for Institutions of Higher Education.

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item, which was moved from Discussion to Action on First Reading during the TCS Committee meeting on Wednesday.
- There was no further discussion.

Upon motion by Mr. Gregory Alcorn, and seconded by Mr. Kevin Howell, the State Board of Education voted unanimously to approve Mr. Dale Carpenter from Western Carolina University to fill the vacant seat for Institutions of Higher Education on the Council on Educational Services for Exceptional Children as presented. (See Attachment TCS 7)

DISCUSSION

TCS 3 – Policies Regarding Education Data in North Carolina

Policy Implications: SBE Policy # TCS-C-017

Presenter(s): Dr. Lou Fabrizio (Director, Division of Data, Research & Federal Policy)

Description:

Session Law 2014-50 (Senate Bill 815) states that the State Board of Education (SBE) will make rules to comply with all relevant state and federal privacy laws that apply to all data in the student data system. Specifically, the rules will place restrictions on access to personally identifiable student data and identify criteria for approval of research and data requests for personally identifiable student data. In order to comply, an out-of-date SBE policy (TCS-C-017) has been replaced with two new policies regarding external requests for education data and the internal use and handling of education data by the North Carolina Department of Public Instruction (NCDPI) staff.

The first policy, External Requests for Education Data, outlines the individuals that are authorized to receive Personally Identifiable Information (PII) from the student data system. It also describes the process for approving the request and releasing the data if the request is approved.

The second policy, Internal Use and Handling of Education Data, requires NCDPI staff to ensure data privacy and security, by following the precepts of the federal Family Educational Rights and Privacy Act (FERPA) and industry best practices for the collection, storage, public reporting and transport of education data.

Recommendations:

It is recommended that the State Board of Education delete SBE policy #TCS-C-017 and approve the two new policies regarding the privacy and security of student education records

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this item for internal and external use of data during the TCS Committee meeting on Wednesday.
- There was no further discussion.

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

DISCUSSION

TCS 4 – Workers Compensation Public School Employees – Policy Revision

Policy Implications: General Statute §115C-12, Senate Bill 744, SBE Policy #TCS-Q-001

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services),
Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and
Ms. Eileen Townsend (Section Chief, Insurance)

Description:

Revisions to SBE Policy #TCS-Q-001 (Workers Compensation Public School Employees); See attached policy for revisions.

Recommendations:

It is recommended that the State Board of Education approve the revisions to SBE policy # TCS-Q-001.

Discussion/Comments:

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

This item is presented for Discussion during the State Board of Education’s November meeting and will return for Action in December 2014. (See Attachment TCS 4)

DISCUSSION

TCS 5 – Workers Compensation Public School Employees – Loss Prevention

Policy Implications: General Statute §115C-12, Senate Bill 744

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services),
Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and
Ms. Eileen Townsend (Section Chief, Insurance)

Description:

The State Board of Education shall develop policies and procedures to ensure that local boards of education implement and comply with loss prevention programs based on models adopted by the State Board. These models shall be designed to provide a safe working environment for employees within the local education agencies.

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this policy to provide guidance to LEAs on worker’s compensation loss prevention during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's November meeting and will return for Action in December 2014. (See Attachment TCS 5)

DISCUSSION

TCS 6 – Workers Compensation Public School Employees – Return to Work

Policy Implications: General Statute §115C-12, Senate Bill 744, SBE Policy #TCS-Q-001

Presenter(s): Mr. Philip Price (Chief Financial Officer, Financial and Business Services),
Dr. Ben Matthews (Director, Safe and Healthy Schools Support Division) and
Ms. Eileen Townsend (Section Chief, Insurance)

Description:

The State Board of Education shall develop policies and procedures to ensure that local boards of education implement and comply with return-to-work programs to ensure injured employees with workers' compensation claims return back to work.

Recommendations:

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

Discussion/Comments:

- TCS Committee Chair Gregory Alcorn noted a thorough discussion of this policy dealing with return-to-work compliance during the TCS Committee meeting on Wednesday.
- There was no further discussion.

This item is presented for Discussion during the State Board of Education's November meeting and will return for Action in December 2014. (See Attachment TCS 6)

UPDATE ON CONTRACTS

(See Attachment in book)

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

NEW BUSINESS

Board member Rebecca Taylor reminded the Board that in August 2014, Chairman Cobey directed the Department to send a memo to charter schools that contract with educational management organizations (EMOs) to provide financial information relating to the expenditure of public funds in public charter schools including the salaries of staff employed by EMOs who work in the charter schools. All charter boards of directors responded as required except Charter Day School, Inc. that contracts with Roger Bacon Academy to run four charter schools. Ms. Taylor explained that after an extension of time to provide the required information granted by DPI, Charter Day School, Inc. still has not met its reporting requirements.

Discussion/Comments:

Lt. Governor Forest asked Mr. Price to provide clarification about authority for requesting this type of information, which was not addressed during the Closed Session meeting on Wednesday.

Chairman Cobey explained that during the Closed Session meeting, the legal staff and financial staff was authorized to bring clarity to this issue. Special Deputy Attorney General Laura Crumpler from the NC Department of Justice addressed this issue as it relates to authority. She explained that the State Board of Education has been endowed by the NC Constitution with the supervision and administration of the system of free public school systems in this state. As part of that authority, the State Board of Education is now permitted under the statutes of this state to give a license to a nonprofit corporation to run a free public school on behalf of this Board and the tax payers of North Carolina. Because of that, the charter document that the nonprofit signed in order to have this privilege and this right, contains provisions that state when this Agency, or the Auditor, or School Board, needs certain information from the nonprofit with regard to the operation of that public school, then this Agency has the right to get that information.

Ms. Crumpler added further that, in this case, the Agency, pursuant to the request of Chair, did in fact ask for very basic information about salaries of individuals who are working in these schools. All schools that were asked for this information responded in a timely manner with the exception of this one nonprofit, Charter Day School, Inc. that is running four schools on the State Board's behalf. To further explain the Board's authority over public charter schools, Ms. Crumpler stated that the State Board of Education owns public education in this state, in the name of the people of this state. She used an analogy of an owner who has contracted with a nonprofit to build a house. She stated that when the owner wants to know who is putting the roof on the house and how much they are being paid, the owner has the right to know this information. In summary, Ms. Crumpler stated that the Board is simply seeking information about who is in these schools and how much taxpayer money is being used to pay these individuals.

Vice Chairman Collins expressed concern about the Board not voting to confirm the Chairman's request for information. He stated that, in his opinion, this should be an action of the Board. Ms. Crumpler explained that the charter's language is broad enough to include requests from the Department of Public Instruction requesting information because on a day-to-day basis the Department needs certain information as it moves through its tedious but daily monitoring of these schools. Ms. Crumpler clarified that this information was not requested under the Public Records Act, but rather this information is being requested of charter schools pursuant to the Department's oversight authority of these charter schools. She reiterated that this is simply an administrative request of public schools being

operated by private nonprofits, and noted that Mr. Price asks for information from charter schools routinely.

Mr. Price explained that two types of information were requested from charter schools: salary information for personnel employed by the EMOs that are assigned back to the charter school, and financial information related to budgeting and other financial details. Mr. Price clarified that all of the financial information that was requested has been received. The salary information has been received from all charter schools with the exception of this one group of charter schools. Lt. Governor Forest asked if Charter Day School, Inc. provided the Department with a reason for not complying with this request. Mr. Price explained that, in response to the follow-up request, Charter Day School, Inc. responded that the information is confidential in nature and not required of them to supply. However, they suggested that they would supply the information if one or two of the following conditions was met. 1) The State Board would sign a confidential agreement with them, or 2) if the State Board decided that it is not going to release the information for another charter school that has submitted the salary information.

Upon motion by Mr. Rebecca Taylor, and seconded by Ms. Marcella Savage, the State Board of Education, in the exercise of its constitutional and statutory powers, pursuant to its authority over public charter schools, and in accordance with UERS and SBE Policy # TCS-U-006, voted to direct the Department to place Charter Day School, Inc. as the holder of four charters to operate charter schools in Financial Probationary Status. The four charter schools are: Charter Day School, Columbus Charter School, South Brunswick Charter School, and Douglas Academy.

Provided, the State Board also directs the Department to shorten the time for compliance under Probationary Status from 30 calendar days to 10 business days. At the conclusion of 10 business days, if Charter Day School, Inc. has not complied, it will be placed on Financial Disciplinary Status.

The Department will follow TCS-U-006 and will recommend any future sanctions to the State Board as provided for under that policy.

Mr. A.L. Collins voted in opposition.

NEW BUSINESS

State Treasurer Janet Cowell explained that there have been many questions about the Affordable Care Act, specifically about how it impacts school systems. She then introduced Mr. Steve Tool (Director, Retirement Systems Divisions, and NC Department of State Treasurer) and Ms. Mona Moon (Executive Administrator of North Carolina's State Health Plan) to address some of the issues and to speak about the aspects of the Affordable Care Act as it is affecting schools.

Prior to the presentation, Chairman Cobey thanked Treasurer Cowell explaining that this is an issue that everyone has been talking about for weeks without much clarity.

Using a PowerPoint presentation Ms. Moon provided a comprehensive overview about the Affordable Care Act (ACA) requirements, NC legislation and statutory requirements and retiree eligibility are impacted by all of these legislations. The PowerPoint presentation is available online on eBoard.

A clarifying discussion occurred as it relates not only to the impact on retirees, but also on the impact of school districts. In closing comments, Chairman Cobey suggested that questions be directed to Treasurer Cowell's office for clarification.

OLD BUSINESS

No old business was brought before the Board.

CHAIRMAN'S REMARKS

Chairman Cobey congratulated Board member Becky Taylor who was recently inducted into the East Carolina University Educator Hall of Fame. He explained that Ms. Taylor has a long history with East Carolina. A number of years ago, she was selected by East Carolina to pilot an innovative, hands-on science curriculum with middle school students when she was teaching. She also taught in the Department of Special Education at East Carolina where she supervised student teachers.

The Chairman also noted that Dr. Olivia Oxendine and Ms. Marcella Savage return to the Board table today after attending an international forum in Jiangsu Province in China. Chairman Cobey explained that the State Board of Education has a Memorandum of Understanding with Jiangsu, and participates in alternating visits annually. Therefore, the State Board looks forward to hosting educators from Jiangsu Province next year.

ADJOURNMENT

Indicating no other business, Chairman Cobey requested a motion to adjourn. Upon motion by State Treasurer Cowell, and seconded by Ms. Patricia Willoughby, Board members voted unanimously to adjourn the November 5 and November 6, 2014, meeting of the State Board of Education.