

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
May 31 – June 1, 2017**

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

William Cobey, Chairman  
A.L. Collins, Vice Chairman  
Gregory Alcorn  
Eric Davis  
Amy White  
Wayne McDevitt

Reginald Kenan  
Rebecca Taylor  
Patricia Willoughby  
Todd Chasteen  
Olivia Oxendine

Also present were:

Mark Johnson, State Superintendent  
Amanda Bell, Local Board Member Advisor  
Freddie Williamson, Superintendent Advisor

Melody Chalmers, Principal of the Year Advisor  
Bobbie Cavnar, Teacher of the Year Advisor  
Yates McConnell, Senior Student Advisor

**CALL TO ORDER AND INTRODUCTION**

SBE Vice Chairman A.L. Collins called the Wednesday session of the June 2017 State Board of Education (SBE) meeting to order and declared the Board in official session. Vice Chairman Collins welcomed all visitors, online listeners, and Twitter followers and noted that today's meeting was being audio-streamed and that the agenda and all materials are posted online, accessible through the State Board's website.

Vice Chairman Collins explained that, on Tuesday, May 30, 2017, the State Board held its spring Planning and Work Session to continue stakeholder input sessions on Every Student Succeeds Act components for our State plan. The sessions began on May 2 with input from LEA superintendents on the accountability and assessment component and continued Tuesday with stakeholder input from teachers, principals, local board members, charters school representatives, early childhood educators, and local businesses and community groups. Vice Chairman Collins thanked all participants for their preparation and input. He noted that it was a privilege to host these stakeholder sessions to allow our partners input on education to become a part of the North Carolina ESSA plan. He also reminded everyone that the Board will continue dialogue on the ESSA plan at both the July and August meetings, and in September will vote on a completed ESSA plan.

Vice Chairman Collins noted that June marks the last meeting for some of our advisors-Yates McConnell, Senior Student Advisor; Dr. Freddie Williamson, Superintendent Advisor; Ms. Melody Chalmers, Principal of the Year Advisor; and Ms. Keana Triplett, Teacher of the Year Advisor.

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, 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.

Vice Chairman Collins recognized Mr. Alcorn for a request for a modification of the agenda. Mr. Alcorn asked for permission to move the BSOP 3 Committee report to the beginning of the agenda noting all other reports will follow thereafter. Vice Chairman Collins approved the request.

**APPROVAL OF AGENDA**

As the first order of business, Vice Chairman Collins drew attention to the full meeting agenda, which is available on Simbli eBoard and had been available for Board members review. He requested a motion for approval.

**Discussion/Comments:**

- There was no further discussion.

*Upon motion made by Wayne McDevitt, and seconded by Reginald Kenan, the Board voted unanimously to approve the State Board of Education meeting agenda for May 31 and June 1, 2017.*

Vice Chairman Collins then recognized Mr. Greg Alcorn, Committee Chair for the Business Operations Committee.

**BUSINESS OPERATIONS COMMITTEE MEETING  
(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

BSOP Committee Chair Gregory Alcorn called the June 2017 Business Operations (BSOP) Committee meeting to order.

***ACTION***

**BSOP 1 – Bertie County Financial Recovery Plan**

**SBE Strategic Plan:**

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

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

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Review of the Bertie County Board of Education’s fiscal year 2015-16 audit, management letter, and accompanying auditor memorandum revealed serious financial issues, internal control weaknesses and violations of State law, which result in the school district exhibiting potential financial insolvency. The following is a summary of the issues:

- Deficit Fund Balance as of June 30, 2016, \$704,995 in the General Fund (total State, federal and local revenue approx. \$25m)

- Deficit fund balance of \$135,078 in the restricted fund (total revenues \$1.3m)
- Lack of financial management and oversight resulting in specific general statutes being violated.

In response to these finding, the Division of School Business within the Department of Public Instruction communicated to Bertie County Board of Education their position on key financial issues and required a comprehensive written financial recovery plan designed to ensure the LEA accomplishes fiscal solvency.

The financial recovery plan must address, but is not limited to, the following:

- Elimination of the current deficit.
- Development and implementation of an effective financial accounting and reporting system designed to balance the budget, achieve and maintain long-term fiscal stability.
- Proposed plan for the development of effective Financial Policies and Procedures designed to ensure adequate oversight by the local Board of Education, especially with regards to budget practices and compliance with State law.
- Compliance with both State and Federal regulations.
- Timeline for implementation for each of the above items.

The financial recovery plan must be submitted to the Department of Public Instruction by April 15th and is being presented to the State Board of Education for discussion and approval.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed financial recovery plan for Bertie County Schools.

**Discussion/Comments:**

- SLA Committee Chair Mr. Alcorn recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss reminded the Board this item was presented for discussion last month that it and relates to the financial recovery plan for Bertie County Schools. She shared some corrective action items that they have completed.
- Ms. Schauss stated that Bertie County Schools was requesting that the SBE allow an extended period to correct the general fund balance deficit.
- No additional comments were made.

This item is presented for Action during the June 2017 State Board of Education meeting. (See Attachment BSOP 2)

***ACTION ON FIRST READING***

**BSOP 2 – Pre-Approval of Financial and Business Services’ Policy Manuals**

**SBE Strategic Plan:**

- Goal 3:** Every student, every day has excellent educators
  - Objective 3.1:** Develop and support highly effective teachers
  - Objective 3.2:** Develop and support highly effective principals

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals

upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that do not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE). The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy SLRY-000)
- Allotment Policy Manual (SBE Policy ALOT-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy BENF-003)
- School Attendance and Student Accounting Manual (SBE Policy ATND-000)

**Recommendations:**

It is recommended that the State Board of Education pre-approve the amendment of manuals (Public School Personnel State Salary Schedules and Manual; the Allotment Policy Manual; and the Benefits and Employment Policy Manual for Public School Employees) at the June SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for Fiscal Year 2017-18 and supporting legislation.

**Discussion/Comments:**

- SLA Committee Chair Mr. Alcorn recognized Ms. Alexis Schauss to lead this item.
- Ms. Schauss stated that this item provides DPI with the authority to act on General Assembly actions in their appropriations bill. The law gives ten days after the appropriations bill passes to provide all allotments to the districts.
- No additional comments were made.

This item is presented for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment BSOP 2)

***INFORMATION***

**BSOP 3 – Funding School Construction**

**SBE Strategic Plan:**

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

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

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

**Description:**

Significant research -- both qualitative and quantitative -- indicates that school facilities affect the achievement of a broad range of educational goals. The quality of those facilities, and, therefore, the funding made available in support of school buildings and grounds, is an important consideration.

**Recommendations:**

It is recommended that the SBE review/discuss the need for additional funding with members of the General Assembly.

**Discussion/Comments:**

- SLA Committee Chair Mr. Alcorn recognized Dr. Ben Matthews and Dr. Ken Phelps to present this item.
- Dr. Phelps provided an overview of funding school construction. He discussed what construction referred to: land purchase; additions; renovations; and new buildings – excluding furniture and furnishings, textbooks, and equipment (unless built into the building).
- He shared some examples of successful bonds and some unsuccessful bonds, and noted that ninety-eight percent of bonds have passed.
- Dr. Phelps compared the current state funding to the previous one, noting that the current ADM fund had no new revenue.
- Dr. Phelps presented a proposal stating the process of the study by an outside consultant. He noted that it should be expanded to include all relevant LEAs, and that additional sources of State revenue should be pursued to provide revenue for school capital projects. He also stated that funding should be directed first to districts with the greatest need. Dr. Phelps added that funding should be enough to “make a difference” – i.e., and not distributed totally per ADM, and funding should support all purposes – new construction, additions, renovations, major repairs, consolidations, etc.
- Dr. Matthews shared that HB825 has been introduced to look at lead in water in schools. He reminded the Board that, should a school find lead it must be completely replumbed-a significant cost to schools that could extend these constructions needs.
- Mr. Davis asked about the ten-year forecast of capital needs from all LEAs. He also commented that this program needs to reward districts that make the hard decisions to consolidate and/or close schools. Dr. Phelps agreed and shared that there should be some assistance to counties to make the consolidation move. Mr. Collins added that it was important for the legislature to know the fund balances of the LEAs and the counties.

This item is presented for Information during the June 2017 State Board of Education meeting. (See Attachment BSOP 3)

- Ms. Willoughby asked if these are relevant to contracts regarding the Regional Alternative Licensing Contracts (RALC), Ms. Willoughby would like to receive the information through a Friday Update regarding how many licenses have been granted.

**ADJOURNMENT**

Indicating no other business, BSOP Committee Chair Alcorn adjourned the June 2017 BSOP Committee meeting.

Vice Chairman Collins then recognized Mr. Eric Davis, Committee Chair of the Student Learning and Achievement Committee.

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

SLA Committee Chair Eric Davis called the June 2017 Student learning and Achievement Committee meeting to order.

***ACTION***

**SLA 1 – Change to Course for Credit Policy**

**Policy Implications:**

**SBE Strategic Plan**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
3. Reduce the percentage of students needing remediation in post- secondary education
4. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

1. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Mrs. Sneha Shah Coltrane (Director, Division of Advanced Learning and Gifted Education)

**Description:**

NCDPI recommends that dual enrollment college courses that are 1-2 credit hours per semester change from receiving one full high school credit to receiving no high school credit, effective with the 2018-19 academic year. These courses only typically meet 1-2 hours weekly for 16 weeks. Currently, a one hour-a-week course would receive the same credit and course weighting as a year-long high school course, a college Anatomy and Physiology course or an AP Statistics course. NCDPI has received several calls from school districts expressing concern with the current policy because they do not see it as an equitable credit, especially considering the revisions to the weighting policy that is being implemented with next year’s junior class as they enroll in Career and College Promise. See page 3 of this current SBE policy. NCDPI also recommends clarifying that college courses that receive high school credit must be part of a curriculum program to support equitable credit.

**Recommendations:**

The State Board of Education is asked to review and provide feedback on the proposed changes to the existing policy.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Shah-Coltrane to present this item.
- Ms. Shah-Coltrane noted one change after receiving feedback from districts and CIHS principals and counselors. They further researched the issue of the one- to two-hour credit courses. She noted that the best possible solution was to move forward but delay implementation for one year until 2018-19. Ms. Shah-Coltrane shared how there was not a perfect solution for this situation, but this was the most reasonable solution.

- Dr. Oxendine asked how the Department disseminates the information to LEAs. Ms. Shah-Coltrane replied through various communications, such as webinars, list serves, and written communications.
- No additional comments were made.

This item is presented for Action during the June 2017 State Board of Education meeting. (See Attachment SLA 1)

***ACTION***

**SLA 2 – Extended Content English Language Arts K-12**

**Policy Implications:** SBE# SCOS-012

**SBE Strategic Plan:**

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disability)

**Description:**

In fulfillment of policy SCOS-012, the newly adopted English Language Arts (ELA) K-12 standards were approved by the State Board of Education in April 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted ELA K-12 standards. Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standards ELA K-12 at the June 2017 State Board meeting.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Dreama McCoy to present this item.
- This item was presented last month for discussion on the Extended Content Standards for ELA K-12.
- No additional comments were made.

This item is presented for Action during the June 2017 State Board of Education meeting. (See Attachment SLA 2)

***ACTION*****SLA 3 – K-8 Mathematics Standard Course of Study Revisions****Policy Implications:** SBE# SCOS-012**SBE Strategic Plan:****Goal 1:** Every student in the NC Public School System graduates from school prepared for work, further education, and citizenship**Objective 1.2:** Graduate students prepared for post-secondary education**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic Services), Dr. Tiffany Perkins (Director Curriculum, Instruction and Standards) and Dr. Jennifer Curtis (Section Chief, K-12 Mathematics)

In fulfillment of policy SCOS-012, a review and revision of the K-8 mathematics standards has been conducted. The first draft of the standards was shared with local education agencies across the state to obtain a first round of feedback before public comment. The results of the initial feedback was compiled and considered by the Data Review Committee and writing teams and informed the second draft of the standards. The second draft of the standards has been shared with the public. Following the May 2017 SBE meeting, an external review was conducted by state mathematics leaders for Ohio, Kentucky, Utah, Minnesota and Oklahoma. These reviews were shared with the North Carolina writing team and revisions were made where state educators deemed appropriate for North Carolina students.

**Recommendations:**

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the June 2017 State Board of Education meeting.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tiffany Perkins to present this item.
- Dr. Perkins presented additional information on the external peer review process and the final draft of the proposed adoption.
- She provided a clear definition between standards and curriculum. Dr. Perkins then recognized Dr. Jennifer Curtis to present the process thus far.
- Dr. Curtis shared with the Board that they added an external review from other states and shared that the revisions to the K-8 Mathematics Standard Course of Study will be implemented beginning the 2018-19 school year and were developed after extensive involvement of educators from North Carolina schools, districts and external review by educators from Kentucky, Minnesota, Ohio, Oklahoma and Utah.
- She noted that DPI will follow an approach currently underway with revised standards for Math 1, 2 and 3 to support teachers in their use of the K-8 standards.
- Dr. Curtis shared some general comments received and noted the impact of these comments on revisions. She provided a brief video of the K-8 participation review and revision process to highlight some of the individuals who were involved in the process.
- Next steps were discussed regarding sharing and learning in preparation for implementation.
- Dr. Oxendine inquired about the achievement gaps specifically in the historically low-performing districts and asked some questions about our K-12 standards. Dr. Curtis replied that part of it is closing the opportunity gap not just for students, but for teachers as well. Mr. Collins asked if there was a parent component. Dr. Curtis replied, yes, they were involved in the survey process.



- Mr. Davis commented that, as a related step, the Board tasked the State Superintendent Mark Johnson with reviewing the Board’s strategic plan with respect to improving educational equity and closing the achievement gap in our state. Mr. Davis asked that Superintendent Johnson report back to the Board in October.
- Chairman Cobey noted that, without objection, this will be added to New Business on Thursday.

This item was presented for Action during the June 2017 State Board of Education meeting. (See Attachment SLA 3)

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

**SLA 4 – Addition of Cambridge International Courses and Amendment to Associated SBE Policies  
Policy Implications:**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
5. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

1. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning and Gifted Education)

**Description:**

Cambridge International Examination (CIE) courses are advanced high school courses and are like Advanced Placement (AP) and International Baccalaureate (IB) courses in depth and breadth of content and academic rigor. CIE courses may be offered in high schools after in-depth professional development and school partnerships with Cambridge Assessment to meet the advanced learning needs of students. CIE courses are internationally recognized and developed by Cambridge Assessment, a department of the University of Cambridge in England. High scores on the examinations may lead to post-secondary college credit and the Cambridge Advanced International Certificate of Education (AICE) Diploma. “The AICE diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study,” as described by Cambridge.

Charlotte-Mecklenburg Schools will be the first school district to offer CIE courses in North Carolina. This program was initiated by families/students advocating in one high school community due to the comprehensive nature of the program and rigorous coursework. With great support from the local community, the Cambridge program is beginning to grow.

Earlier this semester, CIE courses were approved by the UNC Board of Governors and the State Board of Community Colleges to receive college-level weighting on the standardized high school transcript and to meet minimum course requirements as applicable. NCDPI content experts have reviewed the alignment provided by

Cambridge Assessment to the NC Standard Course of Study and have determined recommendations for courses to satisfy the State Board of Education's Future-Ready Core graduation requirements.

NCDPI recommends several policy updates to integrate CIE courses into applicable State Board of Education policies to embed CIE courses into high school programming, including: Course for Credit (CCRE-01), Graduation Requirements (GRAD-004), AP/IB (Advanced) Courses Satisfying Graduation Requirements (GRAD-008) and Electronically Generated Standardized High School Transcripts (GRAD-009).

In addition to AP, IB, and dual enrollment courses, CIE courses will offer another opportunity for NC's students to engage with college-level coursework and earn post-secondary credit while in high school and to graduate "career and college ready."

**Recommendations:**

The State Board of Education is asked to review and provide feedback on the proposed changes to the four existing policies related to CIE.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Shah-Coltrane to present this item.
- Mr. Davis disclosed that the high school that is interested in being the first to implement this program was from Charlotte-Mecklenburg.
- Ms. Shah-Coltrane presented information initiated by Charlotte-Mecklenburg Schools. She noted that there were community members and educators who are very interested in Cambridge International Examination (CIE) courses. These advanced Cambridge International Examination courses are like Advanced Placement and International Baccalaureate courses regarding depth and breadth, and will be offered in Charlotte-Mecklenburg schools.
- The courses will offer another opportunity for North Carolina students to take college-level coursework and earn post-secondary credit.
- Ms. Shah-Coltrane noted that DPI was bringing several policy amendments in this item to integrate Cambridge International Examination (CIE) courses fully into SBE/DPI policies and practices. She noted that DPI has worked with the UNC Board of Governors and the State Board of Community Colleges and both Boards have approved these courses as college-level and that they deserve the college-level weighting.
- The four policies are: Course for Credit (CCRE-01), Graduation Requirements (GRAD-004), AP/IB (Advanced) Courses Satisfying Graduation Requirements (GRAD-008) and Electronically Generated Standardized High School Transcripts (GRAD-009).
- Ms. White asked about the difference between IB and Cambridge courses. She also asked when the professional development for teachers, would occur. Ms. Shah-Coltrane replied that there was significant professional development similar to IB which was required, and training will be offered as the school determines to offer these courses. Ms. Shah-Coltrane stated that an IB program encompasses a more varied background, and was a global way of thinking. She added that Cambridge was also a diploma program, but was a little more focused on a content area. The Cambridge also offers flexible pathways with a wide variety of courses. There are costs associated in offering CIE courses.
- A representative from Cambridge Assessment, Ms. Sherry Reach, added further information about the programs offerings.
- Mr. Davis asked if this item could be moved to Action on First Reading.
- Chairman Cobey stated that, without objection, this item was moved to Action on First Reading.
- No additional comments were made.

This item was presented for Discussion and was moved to Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment SLA 4)

***DISCUSSION***

**SLA 5 – Update to Graduation Requirements: Occupational Course of Study Requirements**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
5. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

1. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education) and Ms. Beverly Colwell (Consultant, Exceptional Children Division)

The Future-Ready Occupational Course of Study (FR-OCS) is a NC Diploma option for students with disabilities whose primary postsecondary goal is employment. Currently, students participating in the FR-OCS are required to take both American History I and American History II.

The Department of Public Instruction recommends the FR-OCS graduation requirements be amended to reflect the following Social Studies requirements (1) American History: Founding Principles, Civics and Economics, and (2) American History I or American History II. In preparing students to be College, Career, and Community Ready, the addition of the American History: Founding Principles, Civics and Economics course would allow students on the FR-OCS an additional opportunity to develop knowledge and skills related to personal finance and citizenship to prepare students to become responsible and effective citizens in an interdependent world.

**Recommendations:**

The State Board of Education is asked to review and provide feedback on the proposed changes to the existing policy.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Ms. Shah-Coltrane to present this item.
- Ms. Shah-Coltrane noted that this item shifted Social Studies credits to ensure that Future-Ready Core Occupational Course of Study students are required to take the American History: Founding Principles, Civics and Economics course and gives choice to American History courses taken.
- No additional comments were made.

This item was presented for Discussion during the June 2017 State Board of Education meeting. (See Attachment SLA 5)

***ACTION ON FIRST READING***

**SLA 6 – Alternative Schools Accountability Model (LATE ITEM)**

**Policy Implications:** SBE# ACCT-038 (GCS-C-038), G.S. §115C-12(24), G.S. §115C-83.15

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

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

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

At the October 2016 meeting, the State Board of Education approved qualifying schools for participation in the Alternative Accountability Model for the 2016-17 school year, pursuant to SBE Policy #ACCT-038. Although Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School had submitted requests to report Option D, they had not yet received the required Alternative Learning Program status at that time.

Upon further review of the application materials, these schools submitted evidence that meets the requirements of an Alternative Learning Program for the 2016-17 school year. This agenda item requests approval of Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School as Alternative Learning Programs, and, approval for these schools to participate in the Alternative Accountability Model for the 2016-17 school year.

**Recommendations:**

It is recommended that the SBE approve Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School as Alternative Learning Programs and approve their participation in the Alternative Accountability Model, Option D for the 2016-17 school year.

**Discussion/Comments:**

- SLA Committee Chair Mr. Eric Davis recognized Dr. Tammy Howard to present this item.
- Dr. Howard reminded the Board that schools were presented last October requesting to participate in that model in lieu of a school performance grade. There were three alternative charter schools that had not provided evidence that they met the designation of an alternative school. The schools are Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School. She noted that, since that time, these schools have provided evidence that they meet the criteria to be an alternative learning charter school.
- Dr. Howard noted that the recommendation was two-fold: for the Board to approve these three high schools as an alternative learning program and to grant their requests to participate in the alternative accountability model for the 2016-17 school year only.
- No additional comments were made.

This item is presented for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment SLA 6)

**NEW BUSINESS**

- **Every Student Succeeds Act (ESSA) Update**
  - ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
  - ❖ **Dr. Tom Tomberlin (Director, Educator Human Capital Policy and Research)**

Dr. Fabrizio presented the monthly update on ESSA and talked about assurances and reminded the Board that last month the USED sent draft assurances in which all states must comply by filling those assurances out and submitting by the June 2, 2017 deadline. Dr. Fabrizio shared that those assurances have been reviewed by the attorneys and that Superintendent Johnson will be signing and submitting today. He also shared with the Board that several members attended the CCSSO meeting in Herndon, VA. The purpose of the meeting was to meet with other representatives from other states that have already submitted their plans; they also met with some consultants to provide feedback. He noted that this was very beneficial.

Dr. Fabrizio stated DPI received word at that meeting about a clarification that affects the timeline that DPI had been operating under. He shared that, initially, DPI planned to have a thirty-day comment period that would be simultaneous to the Governor having thirty days to review our plan. DPI was informed that they could not do that, and that we must do a thirty-day public comment period prior to the Governor being given a thirty-day review period. Dr. Fabrizio stated that we will update our plan and post by “mid-June” and try to incorporate yesterday’s feedback that fits into the plan. In “mid-July”, DPI will present the plan with additional feedback that fits into the plan. He also shared that the USED released peer review criteria. He noted that we will continue presenting and talking to Board members as discussion items in July and August. The final vote and approval of the plan will be at the September board meeting to meet the September 18, 2017, deadline. Dr. Fabrizio shared that the both the Senate and House bills both contain information on ESSA, and any action that the General Assembly takes, could affect what we put into our plan. Mr. Alcorn asked if DPI has been able to see other states responses. Dr. Fabrizio replied yes, but the USED has not completed the peer review process. The Board had a thorough discussion on chronic absenteeism.

Dr. Tom Tomberlin discussed ESSA and student surveys. He talked about what DPI was currently doing with student surveys and what was possible in terms of including this in our measure school quality or student success. Dr. Tomberlin noted that ESSA has requirements around what those measures can be such as:

- Valid, reliable, and comparable across all LEAs in the State
- Calculated the same way for all schools across the State, (but may vary by grade span)
- Able to be disaggregated for subgroups of students
- Student surveys are supported by research that performance or improvement on the measure was likely to increase student learning, graduation rates, postsecondary enrollment, persistence or completion, or career readiness
- Aids in the meaningful differentiation of schools by demonstrating varied results across schools in the State

Dr. Tomberlin shared that the surveys are currently conducted online, but could be expanded to paper and pencil options if districts need it. Also, there are two versions of the student perception surveys for grades three through five and six through twelve. Dr. Tomberlin recognized Ms. Jennifer DeNeal to walk the Board through a demo of taking the survey. She directed the Board to a link and proceeded with the live demonstration. Mr. McDevitt asked who would be taking these surveys. Dr. Tomberlin replied that the third grade was the youngest grade to get reliable responses to these questions. He created an educator sample

profile using the 2016-17 school year survey administration data, ratings on the educator evaluation system and three-year EVAAS ratings. He also noted the engagement and relationship variables for the teacher and shared how low they were. Dr. Tomberlin noted that it was there to offer more data to teachers to help them improve in another way. Mr. Davis asked Dr. Tomberlin to return in July to continue this topic.

### **NEW BUSINESS**

- **Status Report on the Implementation of High School Math Standards**
  - ❖ **Dr. Maria Pitre-Martin (Deputy State Superintendent)**
  - ❖ **Dr. Jennifer Curtis (Director, Section Chief, K-12 Mathematics)**
  - ❖ **Iredell-Statesville Schools**
  - ❖ **Richmond County Schools**

Dr. Pitre-Martin reminded the Board that a year ago the high school math standards were approved for implementation during the 2016-17 school year. She noted that several commitments were made to the Board and educators regarding the implementation of the standards. It included a communications plan, a professional development plan, technical assistance, and research and evaluation. She noted that two districts will present local implementation of the high school standards. Dr. Pitre-Martin recognized Dr. Jennifer Curtis to lead the discussion and introduce the guests from Iredell-Statesville Schools and Richmond County Schools.

Dr. Curtis provided an overview of the implementation and shared some highlights and next steps. She then shared a short video overview of all the supports that have been provided. The districts and partners were introduced and shared how they each use those supports in their districts. Dr. Curtis introduced Dr. Allison McCulloch and Mr. Jared Webb from the NC Collaborative for Mathematics Learning. Dr. McCulloch shared that much of the work for high school mathematics has been focused on creating pacing and tools, such as virtual support, state and regional workshops, and leader sessions. She discussed the importance of leveraging collaboration for collective impact across the state. Mr. Webb talked about how CANVAS worked and how to navigate the collaborative. He provided screen shots of what teachers see when engaging in this space. Mr. Webb shared some lessons learned and noted where this was being used and the impact across the state. He also shared the infrastructure for statewide impact which was to:

- Lay the groundwork for collaboration and communication
- Develop a critical mass for collaboration and advocacy
- Engage district leaders as partners
- Connect with variety of stakeholders

The Iredell-Statesville Schools Instructional Team presented on high school math. They discussed what their approach was within the district, and that they adopted the NCDPI Collaborative Pacing and MRI Guide. A team of six teachers helped create the roll-out. As teachers, the collaboration with NCDPI regional sessions, statewide webinars, CANVAS Modules, opened district-wide dialogue. Coaches collaboration was also vital. They attended DPI face-to-face sessions, used webinars, briefs and CANVAS modules and organized the creation of Standards-Based Unit Mastery Checks used across the district.

The Richmond County Schools Instructional Team also presented on high school math. Richmond County Schools also used the Collaborative Pacing Guide. They talked about how this guide helped them to understand grouping standards and that it was implemented from the beginning of the 2016-2017 school year. Some other successes included:

- Math Resources for Instruction documents used by teachers during PLCs.
- Assessing for Understanding section of MRI documents was especially helpful.

➤ Contracted with a North Carolina educator who helped write the standards to provide professional development for the LEAs teachers.

➤ All teachers have access to Canvas documents.

Some next steps are updates to the MRIs and collaborative pacing guides; creating links between existing resources; enhancing the resources based on feedback; creating additional Canvas Modules and research briefs; and using what they have learned to inform implementation of K-8 and Fourth-level math.

## **ADJOURNMENT**

Indicating no other business, SLA Committee Chair Eric Davis adjourned the June 2017 SLA Committee meeting.

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

ES&P Committee Chair Olivia Oxendine called the June 2017 Educator Standards and Practices (ES&P) Committee meeting to order.

### ***ACTION***

#### **ES&P 1 – Amendment to General Licensure Requirements Policy: Addition of Specific World Languages**

**Policy Implications:** SBE Policy LICN-001

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

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

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

This item is an amendment to SBE Policy LICN-001 (formerly TCP-A-001) to indicate the specific language(s) for which a teacher is qualified to teach on his/her K – 12 teaching license. There are 13 languages that need to be added; 11 of them are already being taught and 2 of them (Korean and Swahili) are available at NC college and university campuses and have heritage communities in our state. Once these languages are added to the policy, Licensure will create numerical licensure codes for these languages plus American Sign Language, which is already on the K-12 list, so that *K-12 North Carolina World Language Essential Standards* programs (SCOS-009) are reflected in teacher licensure codes.

### **Recommendations:**

It is recommended that the State Board of Education approve the recommendation to indicate specific languages as indicated on a teacher's professional teaching license.

### **Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tiffany Perkins to present this item.
- Dr. Perkins stated that there have not been any changes since the prior month, just a clarification. She noted that teachers who currently have a 585 license would have the option to request a change and add one of these upon your approval and adoption of the policy change; however, newly licensed teachers would be able to go ahead and apply for the World Language specific to what their qualifications to teach are.

This item is submitted for Action during the June 2017 State Board of Education meeting. (See Attachment ES&P 1)

***ACTION***

**ES&P 2 – Licensure Renewal Policy: Digital Learning Competencies for Teachers and Administrators**  
**Policy Implications:** G.S. 115C-296 (b)(1)c and SBE Policy LICN-005

**SBE Strategic Plan**

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

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

**Objective 3.1:** Develop and support highly effective principals

**Presenter(s):** Dr. Maria Pitre-Martin, Chief Academic and Digital Learning Officer and Ms. Verna Lalbeharie, Director of Digital Teaching and Learning

**Description:**

NCDPI proposes a change to existing State Board of Education policy (LICN-005) to integrate digital teaching and learning into the requirements for licensure renewal per G.S. 115C-296 (b)(1)c:

“The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) ... (ii) ... and (iii) integrate digital teaching and learning into the requirements for licensure renewal.”

NCDPI engaged multiple stakeholders (e.g. including LEA Superintendents, Human Resource Directors, and Technology Directors; NC School Boards Association; and the University of North Carolina-General Administration) and recommends amending the continuing education unit (CEU) requirements for licensure renewal outlined in LICN-005 to include two CEUs that address the Digital Learning Competencies. This policy amendment will impact educators with licenses expiring on or after June 30, 2019. This item also includes changes that update this policy to reflect/align with other licensure policies (LICN 001) as well as minor technical corrections.

**Recommendations:**

It is recommended that changes to the licensure renewal requirements on the attached list be discussed by the SBE with the intent that changes will be brought back to the SBE in June 2017 for action.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. Verna Lalbeharie to present this item.
- Ms. Lalbeharie reminded the Board that this item was discussed last month to incorporate digital learning competencies per NC General Statute to include two digital learning competency CEUs as part of the licensure renewal policy, and to have it go in effect June 30, 2019.

This item is submitted for Action during the June 2017 State Board of Education meeting. (See Attachment ES&P 2)



***ACTION***

**ES&P 3 – Amendment to General Licensure Requirements Policy: Career and Technical Education Alternative Licensing Section of Policy LICN-001**

**Policy Implications:** SBE Policy LICN-001

**SBE Strategic Plan:**

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Ms. Jo Anne Honeycutt, Director, Division of Career and Technical Education (CTE), Ms. Carol F. Short, Project Manager, Career Readiness Initiative.

**Description:**

This item is a modification to SBE Policy LICN-001 (formerly TCP-A-001) for Career and Technical Education (CTE). CTE is driven by input from business and industry to develop standards. Frequently, curriculum changes based on certifications recommended by business and industry require that modifications are made to the CTE specific portion of LICN-001 that addresses alternative licensing routes. By moving that portion of the policy to a manual that is updated annually, CTE is allowed to continue to stay current with business, industry, and changes in higher education programs for CTE. In addition, the manual format provides greater consistency in language among the licensure areas. The CTE Manual is brought to the State Board of Education for review annually in May for July implementation.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation to move the CTE specific alternative licensing policy to **The Manual for Alternative Career and Technical Education License Routes and CTE Endorsement Areas, and to include an electronic link to the manual in SBE policy LICN-001.**

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. JoAnne Honeycutt to present this item.
- Ms. Honeycutt noted that there were no changes to this item since the May meeting and that it was an attempt to streamline and make more user-friendly to the field.
- No additional comments were made.

This item is submitted for Action during the June 2017 State Board of Education meeting. (See Attachment ES&P 3)

***ACTION ON FIRST READING***

**ES&P 4 – Educator Preparation Program Approvals for Institutions of Higher Education**

**SBE Strategic Plan**

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

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

**Presenter(s):** Ms. Joyce Gardner (Director, Educator Preparation), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

**Description:**

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

**Recommendation:**

This item is presented for Action on First Reading at the June 2017 SBE meeting.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Andrew Sioberg to present this item.
- Dr. Sioberg stated that this month we have two-hundred review programs for approval.
- No additional comments were made.

This item is submitted for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment ES&P 4)

***ACTION ON FIRST READING*****ES&P 5 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensure Requirements**

**Policy Implications:** SBE# LICN-021 and TCED-009

**SBE Strategic Plan**

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

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

**Presenter(s):** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted that this item will be discussed during closed session.
- No additional comments were made.

This item is submitted for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment ES&P 5)

***ACTION ON FIRST READING***

***DISCUSSION***

**ES&P 6 – Amendment to the General Licensure Requirement Policy: Career and Technical Alternative Licensing, LICN-002**

**Policy Implications:** SBE# LICN-002

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Jo Anne Honeycutt, Director, Division of Career and Technical Education (CTE), Carol F. Short, Project Manager, Career Readiness Initiative.

**Description:**

This item is a modification to SBE Policy LICN-002 (formerly TCP-A-002) for Career and Technical Education (CTE). CTE is driven by input from business and industry to develop standards. Frequently, curriculum changes based on certifications recommended by business and industry require that modifications are made to the CTE specific portion of LICN-001 that addresses alternative licensing routes. By moving that portion of the policy to a manual that is updated annually, CTE is allowed to continue to stay current with business, industry, and changes in higher education programs for CTE. In addition, the manual format provides greater consistency in language among the licensure areas. The CTE Manual is brought to the State Board of Education for review annually in May for July implementation.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation to move the CTE specific alternative licensing policy to **The Manual for Alternative Career and Technical Education License Routes and CTE Endorsement Areas and to include an electronic link to the manual in SBE policy LICN-002.**

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Ms. JoAnne Honeycutt to present this item.
- Ms. Honeycutt noted that an amendment to policy LICN-002 contains the same language around alternative entry as policy LICN-001.
- Dr. Oxendine asked if this item could be moved to Action on First Reading.
- Chairman Cobey stated that, without objection, this item would move to Action on First Reading.
- No additional comments were made.

This item is submitted as Action on First Reading for the June 2017 State Board of Education meeting. (See Attachment ES&P 6)

***DISCUSSION***

**ES&P 7 – Amendment to the General Licensure Requirement Policy – LICN-005**

**Policy Implications:** SBE# LICN-005

**SBE Strategic Plan**

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research), Ms. Susan Ruiz (Section Chief, Licensure)

**Description:**

NCDPI recommends changes to the General Requirements section of LICN-005. NCDPI recommends changing the number of required CEUs for teachers with expired licenses from fifteen to eight. For teachers who return to an initial license from a continuing license due to performance issues, the LEAs and charter schools will have discretion over the type of professional development the teacher needs to meet the state CEU requirement.

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine recognized Dr. Tom Tomberlin to present this item.
- Dr. Tomberlin noted that this was a recommended policy change to the continuing education requirement for teachers whose license expire either through lack of doing what they need to do to keep their license or through performance issues.
- He stated that the current policy requires fifteen CEUs for a teacher in a three-year renewal.
- Dr. Tomberlin's recommendation will bring it in line with the CEUs required for a five-year renewal which would be eight CEUs. He also noted that in cases where the license reverts to an initial because of performance issues, they are recommending that the LEAs have discretion over the type of professional development the teacher needs, rather than the general requirements under a continuing license.
- No additional comments were made.

This item is submitted for Discussion during the June 2017 State Board of Education meeting. (See Attachment ES&P 7)

**ADJOURNMENT**

Indicating no other business, ES&P Committee Chair Dr. Oxendine adjourned the June 2017 ES&P Committee meeting.

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

EICS Committee Chair Rebecca Taylor called the June 2017 Education Innovation and Charter Schools (EICS) Committee meeting to order.

***ACTION***

**EICS 1 – Recommendations for Charter Schools Proposing to Open 2018-19**

**Policy Implications:** SBE Policy# CHTR-013

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), and Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board)

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in NC. At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year's recommendations from the CSAB are for schools that would open for the 2018-19 school year.

On September 19, 2016 (deadline extended due to technical difficulties), thirty-eight (38) applicants submitted applications ahead of the 5:00 PM (EST) deadline. The Office of Charter Schools reviewed all thirty-eight (38) of those applications to ensure that they were complete. Seventeen (17) applications were certified to be incomplete. Consistent with the State Board-approved application timeline and process and per statute, any applicant group whose application was deemed incomplete was then granted five (5) business days to submit any missing information. At the end of this "second chance" process, fourteen (14) of the seventeen (17) incomplete applications were deemed complete. Three (3) of the applications deemed incomplete initially, submitted information to complete their application at a later time during the process.

From September through December 2016, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the thirty-eight (38) submitted applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. All thirty-eight (38) applications (along with clarification documents, where applicable) were forwarded to the CSAB Policy and Performance committees for review. Thirty-eight (38) applicant groups were provided an in-person clarification opportunity in front of the CSAB committees regarding any item in the application that the external reviewers deemed to be less than clear. Following the in-person clarification opportunity, the CSAB committee discussed and made a recommendation to the full CSAB on which applicant groups would receive a one-hour interview opportunity with the full CSAB. The CSAB invited twenty-four (24) of thirty-eight (38) applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarification from the submitted application. At the end of the one-hour deliberations regarding each applicant group, the CSAB voted whether to recommend the group to the SBE as ready to enter the Planning Year. The CSAB met on November 15, 2016; December 8-9, 2016, January 9 -11, 2017, February 6-7, 2017, March 6, 2017 and April 10-11, 2017;

and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in May 2017.

The CSAB disposition for each of the thirty-eight (38) complete 2017 applications is as follows:

| School (County)   | Recommendation (Vote)                                  | CSAB Meeting Date |
|---|--|-------------------|
| Anson Charter Academy (Anson County) 8  | Approve (11-0)   | February 6, 2017  |
| Ascend Leadership Academy: Lee (Lee County)   | Approve (11-0)   | February 7, 2017  |
| Bonnie Cone Classical Academy (Mecklenburg County)  | Approve (5-3; CT, AQ, ES dissenting; AH, PG absent)    | December 9, 2016  |
| Carolina Charter Academy – A CFA (Wake County) 7  | Approve (7-0; JM, TH recused; ES, AQ absent)           | April 10, 2017    |
| Davidson Charter Academy (Davidson County) <sup>7 &amp; 9</sup>                                   | Approve (7-0; JM, TH recused; ES, AQ absent)           |                   |
| East Voyager Academy (Mecklenburg County) 9 & 10 - <i>strongly encourage to amend school name</i> | Approve (8-0; ES, AQ, CT absent)                       | April 11, 2017    |
| Essie Mae Kiser Foxx Charter School (Rowan County) 3  | Approve (8-0; ES, AQ, CT absent)                       |                   |
| Global Achievers School (Nash County)   | Approve (7-0; ES, AQ, CT, TS absent)                   |                   |
| Monroe Charter Academy (Union County) 8   | Approve (6-3; CT, SR, TS dissenting; ES, AQ absent)    | April 10, 2017    |
| Moore Montessori Community School (Moore County) 10   | Approve (11-0)   | February 7, 2017  |
| Next Generation Academy (Guilford County)   | Approve (11-0)   | February 6, 2017  |
| Raleigh Oak Charter School (Wake County)  | Approve (11-0)   |                   |
| The Experiential School of Greensboro (Guilford County)   | Approve (8-0; ES, AQ, CT absent)                       | April 10, 2017    |
| The Paideia Academy (Cabarrus County)   | Approve (8-0; ES, AQ, CT absent)                       | April 11, 2017    |
| West Lake Preparatory (Lincoln County) 2 – <i>must change foundation name</i>                     | Approve (7-2; ES, TS dissenting; PG, AH absent)        | December 8, 2016  |
| Apprentice Academy of NC (Union County) 10  | Do Not Approve (7 - 3; TH, AH, PG)                     | February 6, 2017  |
| Ascend Leadership Academy: Durham (Durham County)   | Do Not Approve (8 - 1; AH dissenting; PG absent)       | January 12, 2017  |
| Bishop George W. Brooks Academy (Guilford County) 11  | Do Not Approve (7-1; AH dissenting; PG, TS absent)     | January 10, 2017  |
| Carolina Experimental School (Wake County) 5  | Do Not Approve (8 – 2; AH, PG dissenting; TS absent)   | March 6, 2017     |
| CE Academy (Wake County)  | Do Not Approve (7-1; AH dissenting; PG, TS absent)     | January 10, 2017  |
| Clara Science Academy (Mecklenburg County)  | Do Not Approve (9-0; PG, AH absent)                    | November 15, 2017 |
| Doral Academy (Wake County) 6   | Do Not Approve (10 – 0; TS absent)                     | March 6, 2017     |
| Eldred Montessori Secondary School (Durham County)  | Do Not Approve (9 – 1; PG dissenting; TS absent)       |                   |
| Hobgood Academy Charter School (Halifax County)   | Do Not Approve (6-2; TH, SW dissenting; PG, AH absent) | November 15, 2017 |

| School (County)  | Recommendation (Vote)  | CSAB Meeting Date |
|--|--|-------------------|
| Infinite Hope Preparatory (Guilford County)                    | Do Not Approve (10 – 0; TS absent)                                   | March 6, 2017     |
| Inner Banks Innovation Academy (Beaufort County)               | Do Not Approve ( 7 – 4; PG, SR, AH, TH dissenting)                   | February 7, 2017  |
| Kaleidoscope Charter High School (Wake County)                 | Do Not Approve (5-4; AH, PG, SW, TH dissenting; ES, AQ absent)       | April 10, 2017    |
| Legacy STEEL Academy (Guilford County) 5                       | Do Not Approve (9-0; PG, AH absent)                                  | November 15, 2017 |
| Myrtis Simpson Walker Academy for Boys (Mecklenburg County) 10 | Do Not Approve (9 - 0; PG, TS absent)                                | January 11, 2017  |
| Prep Academy (Duplin County)                                   | Do Not Approve (9-0; PG, AH absent)                                  | November 15, 2017 |
| Ridgeview Charter School (Gaston County)                       | Do Not Approve (6 – 2; SW, TH dissenting; PG, TS absent)             | January 10, 2017  |
| Ronald Reagan Academy (Robeson County)                         | Do Not Approve (8 – 2; TH, SW dissenting; PG, AH absent)             | December 9, 2016  |
| Union Preparatory Academy at Weddington (Union County) 2       | Do Not Approve (6 – 2; TH, JM dissenting; SW recused; PG, AH absent) | December 8, 2016  |
| Young Inspiration STEAM Academy (Mecklenburg County)           | Do Not Approve (10-0; PG absent)                                     | January 12, 2017  |
| Emereau: Roanoke Valley (Halifax County)                       | N/A – <b>Withdrew 1/26/2017</b>                                      |                   |
| High Point Charter Academy (Guilford County) 1                 | N/A – <b>Withdrew 12/5/2016</b>                                      |                   |
| Hillside Academy (Gaston County)1                              | N/A - <b>Withdrew 12/2/2016</b>                                      |                   |
| North Wake Preparatory Academy (Wake County) 1 & 4             | N/A - <b>Withdrew 11/30/2016</b>                                     |                   |

**Notes:**

Education Management Organizations

- 1 = National Heritage Academies
- 2 = Charter Schools USA
- 3 = Torchlight
- 4 = PrepNet
- 5 = Edison
- 6 = Doral

Support Organizations

- 7 = A Challenge Foundation – CFA
- 8 = Goodall Consulting
- 9 = Leaders Building Leaders
- 10 = Accelerator Program
- 11 = Next Generation Academy

Charter Schools Advisory Board (CSAB) Members

- AQ = Alex Quigley
- SW = Steven Walker
- JM = Joseph Maimone
- CT = Cheryl Turner

SR = Sherry Reeves  
TH = Tony Helton  
AH = Alan Hawkes  
PG = Phyllis Gibbs  
ES = Eric Sanchez  
HP = Hilda Parlér  
TS = Tammi Sutton

The completed application rubric and impact statement(s) for each school are located on the following Office of Charter School webpage: <http://www.dpi.state.nc.us/charterschools/applications/submitted/2018-19/>.

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

**Recommendations:**

The NC Charter Schools Advisory Board recommends that the State Board of Education accept its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2018-19 contingent upon the successful completion of the Planning Year requirements.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor reminded the Board that last month this item was discussed and noted that there were a total of thirty-eight applications; four applicants withdrew, and nineteen were recommended not to be approved this round. Fifteen were recommended to open for the 2018-19.
- Dr. Townsend-Smith prepared a report that showed the number of schools who submitted and were approved for more than one application in an application round. This report was based on an analysis from 2012 to present.

This item was presented for Action during the June 2017 State Board of Education meeting. (See Attachment EICS 1)

***ACTION***

**EICS 2 – Recommended Changes to Charter Amendments for Existing Public Charter Schools (CHTR-014)**

**SBE Strategic Goals:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)



Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Charter Amendments for Existing Public Charter Schools." Currently, the SBE must issue its approval on certain material revisions to charter applications; while granting OCS the ability to process other requests without the SBE taking action.

The suggested changes will grant OCS the ability to process more requests on behalf of the SBE. As outlined in the suggested policy changes, broadening the scope of OCS approval does not eliminate the requirement for schools to first seek approval before implementing a material change, nor does this change eliminate the requirement of SBE/CSAB review or recommendation if needed. At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the policy for charter schools seeking an amendment. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that these are recommended changes regarding some existing policies with charter amendments to streamline the process by granting OCS ability to process requests on behalf of SBE.

This item is presented for Action the June 2017 State Board of Education meeting. (See Attachment EICS 2)

***ACTION***

**EICS 3 – Recommended Changes to Planning Year for New Preliminary Charter Schools CHTR-013**

**SBE Strategic Plans:**

Goal 1: Every student has a personalized education

Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Planning Year for Charter Schools." Specifically, the CSAB is recommending changes in the Acceleration component of the policy.

Since the Acceleration component was added to the Planning Year policy in October 2013, only one (1) school has been able to meet the criteria to qualify for acceleration (Northeast Academy of Aerospace and Advanced Technologies). The criteria of partnering with a two or four-year institution and verifying the absence of a charter school in the proposed county of location has eliminated many applicant groups to qualify to accelerate their opening a charter school within the same year.

The CSAB proposes broadening the eligibility criteria while adding the requirement of demonstrating evidence that the applicant group will have a facility if making a request to accelerate. Adding this requirement

eliminates the possibility of a group requesting to accelerate its opening to then request a year delay due to facility difficulties.

The suggested changes will grant the SBE/CSAB more discretion in granting acceleration requests to applicant groups meeting the criteria. Also, the suggested changes do not eliminate the requirement to participate in a planning year. At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the "Planning Year" policy for charter school applicants seeking to accelerate their opening. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the amended policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that these are recommended changes regarding some existing policies with charter amendments to streamline the process by granting OCS the ability to process requests on behalf of the SBE.

This item is presented for Action during the June 2017 State Board of Education meeting. (See Attachment EICS 3)

***ACTION***

**EICS 4 – Voluntary Relinquishment of the Charter for Twin City High School**

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

**Description:**

On August 4, 2016, the State Board of Education voted to grant Twin City High School approval to open in Forsyth County.

On Friday, February 17, 2017, the attorney for the board of Twin City High School forwarded a letter via e-mail in which the board voluntarily relinquished its approved charter. The board's letter and board meeting minutes are included as an attachment. The SBE should act to accept the voluntary surrender of the Twin City High School charter.

**Recommendations:**

The Office of Charter Schools recommends that the State Board accept the voluntary relinquishment of the Twin City High School charter.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that this item was presented two months ago to relinquish the charter. She reminded the Board that, at the request of Mr. Collins, the SBE allowed an additional 60 days to allow another group to potentially present a proposal to assume the current charter. The Office of Charter Schools has not received any requests to assume the charter for Twin City High School. No additional comments were made.

This item is presented for Action during the June 2017 State Board of Education meeting. (See Attachment EICS 4)

***ACTION ON FIRST READING***

**EICS 5 – Lab Schools to Open in Fall 2017**

**Policy Implications:** G.S. § 116-239

**SBE Strategic Plan**

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

**Objective 5:** Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

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

**Objective 1:** Develop and support highly effective teachers

**Objective 2:** Develop and support highly effective principals

**Objective 3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

**Objective 4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs

**Objective 5:** Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

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

**Objective 1:** Create and maintain safe and respectful school environments

**Objective 2:** Promote healthy, active lifestyles for students

**Objective 3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Sean Bulson, Senior Advisor to the President for Lab Schools, University of North Carolina General Administration

**Description:**

In accordance with N.C.G.S. § 116-239, the University of North Carolina files copies of resolutions from East Carolina University and Western Carolina University to open laboratory schools in Pitt County and Jackson County respectively.

N.C.G.S. § 116-239.7(c) reads as follows, “Recognition of a Lab School. – Each board of trustees that adopts a resolution as provided in this section shall file a copy of the resolution with the State Board of Education. Upon receipt of a resolution from a board of trustees for a named lab school, the State Board of Education shall approve the creation of the lab school.” The mission of the laboratory schools is to improve student performance in local school administrative units with low-performing schools by providing an enhanced education program for students residing in those units and to provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings.

East Carolina University is opening the East Carolina University Laboratory School on the campus of South Greenville Elementary School in Pitt County serving Grades 2-4 and ultimately serving students in Grades Pre-K-5. Western Carolina University is opening the Catamount School on the campus of Smoky Mountain High School in Jackson County serving students in Grades 6-8.

**Recommendations:**

The University of North Carolina, on behalf of Boards of Trustees of East Carolina University and Western Carolina University, requests the State Board of Education accept resolutions to establish laboratory schools to serve public school students in accordance with the provisions of §116-239.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Sean Bulson to present this item.
- Dr. Bulson stated the recommendation to open eight lab schools in the Fall 2017. He presented two resolutions from the two laboratory schools opening this August. East Carolina University Laboratory School and Catamount School through Appalachian State University.
- Dr. Bulson read the statute as follows: Recognition of a Lab School – Each Board of Trustees that adopts a resolution as provided in this section shall file a copy of the resolution with the State Board of Education. Upon receipt of a resolution from a Board of Trustees for a named lab school, the State Board of Education shall approve the creation of the lab school.”
- Chairman Cobey noted that he was very excited about these laboratory schools and asked about the clinical experience for the teachers. Dr. Bulson replied that each of the lab school designs was emerging differently and will be under the control of the sponsoring university and will have much more flexibility regarding the experiences the students will have. Dr. Bulson also noted that these lab schools will be demonstration sites which was part of the benefit that the local school district may have.
- Mr. McDevitt asked what were the appropriations. Dr. Bulson replied \$1 million, one year non-recurring, and the on-going funding and recurring funding for the schools was ADM funding.

This item is presented for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment EICS 5)

***DISCUSSION***

**EICS 6 – Aristotle Preparatory Academy’s Request to Partner with an Education Management**

**Organization**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

In 2013, the State Board of Education granted Aristotle Preparatory Academy a 10-year charter. The K-12 charter (currently K–5) school located in Mecklenburg County is completing the third year of its charter term. The Aristotle Preparatory Academy board has requested that the State Board of Education allow them to enter into contract with a charter management company to assist with the operation of the charter school. According to policy CHTR-014, an amendment “employing or terminating a management company” requires State Board of Education (SBE) approval.

The State Board of Education received similar requests in 2013 and 2015, in which an existing charter school requested to partner with a newly formed management company. In granting approval for those arrangements,

specific conditions were placed upon the charter school board for operation for 1-year. The specific conditions were as follows:

1. No board members or employees of the management company shall serve on the nonprofit board that holds the charter from the State Board of Education.
2. The nonprofit board should maintain membership of no less than seven (7) board members for the remainder of the charter term.
3. The nonprofit board that holds the charter shall meet no fewer than eight (8) times each year.
4. Minutes from the nonprofit board meetings shall be forwarded to the Office of Charter Schools within seven (7) business days of the meeting. Draft minutes will be accepted to meet this condition.
5. The nonprofit board will abide by North Carolina G.S. 14.234.
6. Annual disclosure of information as required by the memo sent to all charter schools from the Chief Financial Officer on August 13, 2014.
7. The nonprofit board shall submit a detailed progress report highlighting performance data (academic, financial, and operational) to the Office of Charter Schools no later than the end of October 2018.

At its May 8, 2017 meeting, the Charter Schools Advisory Board (CSAB) received a due diligence report (attached) about the management company from the Office of Charter Schools. After review and discussion, the CSAB voted to recommend that the SBE accept the amendment request of Aristotle Preparatory Academy to employ a charter management organization – (AAC).

**Recommendations:**

The NC Charter Schools Advisory Board recommends that the State Board of Education accept Aristotle Preparatory Academy’s amendment request.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that this item has been moved to the July agenda to obtain additional information.
- No additional comments were made.

***DISCUSSION***

**EICS 7 – Reform Models Restart Applications**

**SBE Strategic Plan:**

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

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

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

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

**Presenter(s):** Dr. Nancy Barbour (Director, District and School Transformation)

**Description:**

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read, reviewed by necessary Divisions, and potentially edited in preparation for their approval at the April State Board Meeting. Applications Submitted for Approval: XX Reform Model Applications are being submitted for approval. The following list includes the name of the school district and school.

**Durham Public Schools**

1. Bethesda Elementary
2. Brogden Middle
3. Eno Valley Elementary
4. Glenn Elementary
5. Shepard Middle
6. Lakewood Elementary
7. Fayetteville Street Elementary
8. Lowe’s Grove Middle
9. Lucas Middle
10. E.K. Powe Elementary
11. Githens Middle
12. Southern School of Energy and Sustainability
13. Sandy Ridge Elementary
14. Y.E. Smith Elementary

**Onslow County Schools**

1. Clyde Erwin Elementary
2. Richlands Elementary

**Washington County Schools**

1. Creswell High
2. Pines Elementary

**Union County Schools**

1. Monroe Middle
2. East Union Middle

**Kannapolis City Schools**

1. Fred Wilson Elementary

**Recommendations:**

It is recommended that the State Board review and discuss these applications.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Nancy Barbour for this item.

- Dr. Barbour stated that there are twenty-one re-start model applications to read over to bring back to the Board next month for action. They are from Durham Public Schools, Onslow County Schools, Washington County Schools, Kannapolis City, and Union County Schools.

This item is presented for Discussion during the June 2017 State Board of Education meeting. (See Attachment EICS 7)

### ***DISCUSSION***

#### **EICS 8 – Pinnacle Classical Academy’s Request to Amend its Teacher Evaluation System**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

State Board (Board) policy CHTR-014 section 1 (d) states that any proposed amendments not contained in Section 2 must be reviewed and approved by the State Board of Education. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

Pinnacle Classical Academy (PCA) requests to change the evaluation tool and process as outlined in their approved application. The original charter language and proposed changes are outlined below:

*Original Performance Evaluation Language:*

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The headmaster will formally evaluate all teachers at least twice per year; first year ILT teachers will be evaluated at least three times a year. This will include establishing criteria against which performance is measured, communicating with teachers about their performance, and establishing goals for next year. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the evaluation reports were discussed. All evaluation reports will be kept in employee files.

Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weakness, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. Informal observations by the headmaster will be conducted randomly throughout the year to ensure a comprehensive picture of the classrooms of PCA.

*Amended Performance Evaluation Language:*

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The headmaster will formally evaluate all teachers at least twice per year; first year ILT teachers will be evaluated at least three times a year. Pinnacle Classical Academy has developed a local evaluation model that includes enhanced criteria against which teaching and instructional performance is measured to provide an accurate understanding of strengths and areas to improve. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the evaluation reports were discussed. All evaluation reports will be kept in employee files.

Additional formal walk through performance evaluations are used to provide both the Headmaster and/or designee(s) and employees the opportunity to discuss instructional and planning processes, identify and correct weakness, encourage and recognize strengths, and discuss positive, purposeful approaches for improvement in the future.

Informal observations by the Headmaster and/or designee(s) shall be conducted on a rotating basis throughout the year to ensure a comprehensive picture of the classrooms of Pinnacle Classical Academy. The Office of Charter Schools (OCS) has reviewed the request and recommends that the SBE accept this amendment to Pinnacle Classical Academy's evaluation model and process.

**Recommendations:**

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment to Pinnacle Classical Academy's evaluation model and process.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor recognized Dr. Deanna Townsend-Smith for this item.
- Dr. Townsend-Smith presented a request from Pinnacle Classical Academy and noted that many of the charter schools have used NC Educator Evaluation System (NCEES) as alternative teacher evaluation system. She noted that many charter schools are now choosing to use their locally developed teacher evaluation system.
- Pinnacle Charter was seeking to remove the requirement of using NCEES from its approved charter application to evaluate its teachers.
- Chairman Cobey asked if the CSAB considered this request. Dr. Townsend-Smith replied, no, and that OCS did conduct its due diligence and reviewed the plan and felt that it was appropriate. She also noted that some schools were already using this process and had not come before the SBE/CSAB for approval as it was not included in their approved charter applications.
- Ms. Taylor asked if this item could be moved to Action on First Reading.
- Chairman Cobey noted that, without objection, this item is moved to Action on First Reading.

This item is presented for Discussion and moved to Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment EICS 8)

***NEW BUSINESS***

- **NCDPI Presentation on its Support of Charter Schools**
  - ❖ **Mr. Dave Machado (Office of Charter Schools)**
  - ❖ **Dr. Ann Walters, Headmaster, Union Academy Charter School, Monroe, NC**

Mr. Machado shared with the Board how NCDPI has assisted Charter Schools throughout the year. Mr. Machado shared that Union Academy was a K-12 school that opened in 2000, is a “B” school, and is a National School of Character. He then introduced Dr. Ann Walters and Ms. Lynne Corbett to share the State of the Union for Union Academy Charter School. Dr. Walters shared that Union Academy was known for its challenge, character and community. She provided some strong statistics for the Class of 2017. The total number of graduates was ninety-four, the graduation rate was ninety-nine percent, seniors accepted into college or career education programs was ninety-four percent, and they have earned 18,931 community-service hours. She also noted that parent involvement is critical to student success. Parents (families) are expected to complete at least sixty hours of volunteer time each year. Dr. Walters described how strong the support system



has been with OSC and all the DPI team members from applications to communications, as well as human resources and finance.

***NEW BUSINESS***

- **SBE Student Advisor Report to the Board**
  - ❖ **Mr. Yates McConnell, Senior Student Advisor**

Mr. McConnell began by sharing the NC General Statute on the purpose of charter schools with the Board. Mr. McConnell created a survey and sent it to approximately sixty administrators in charter schools around the state, and only received fifteen responses, and noted that there was value in this sample. He talked about his goal as a charter school student which was to understand what charter schools are doing on an individual level to innovate education and pedagogical practices; and explored the relationship between charter schools and traditional public schools. Mr. McConnell asked in the survey how charter schools are able to innovate and some responses included:

- “We are able to think as a community and look at the needs and interests of our students and tailor programs to meet those.”
- “Teachers are given the freedom to deliver instruction using the methods that are best for individual students. Teachers are required to think and plan creatively within the Responsive Classroom framework.”

He also asked how charter schools collaborate with LEAs. He added that the feedback that he received was consistent across the board.

- “We have very little interaction with LEAs around us. We are rebuffed, ignored, or marginalized in our attempts to offer advice or propagate the innovations we have pursued.”
- “We work with the middle schools in our LEA to transition our students from fifth-sixth grade through tours, shadow days, guest speakers, pen pals, EC services, band presentations, and student performance”

Mr. McConnell concluded that many charter schools are actively exploring innovative practices. He also noted that charter schools seem to employ community-based collaboration, and there was an untapped opportunity for charter schools and traditional public schools to collaborate.

Chairman Cobey thanked Mr. McConnell for his presentation as the capstone for his time here with the State Board of Education. Chairman Cobey shared that Mr. McConnell has a bright future ahead of him, and that he has demonstrated to all of us here, his depth of thinking, his concern for and interest in his fellow students, and the world around him. As a student who has attended a charter school – Raleigh Charter High School – Chairman Cobey applauds Mr. McConnell for his work in talking with and examining other charter schools and sharing his results here with the Board today at your last meeting.

Chairman Cobey thanked him for preparing this report and for coming here today. He noted to Board members that Mr. McConnell is taking his AP exams this week but wanted to come to this meeting and present his report, regardless of his school commitments. Chairman Cobey noted that we scheduled his report to suit his exam schedule. Chairman Cobey asked Mr. McConnell to please share his plans for next year.

Mr. McConnell shared that next year, he will be attending the University of NC at Chapel Hill, majoring in Environmental Sciences with a concentration on Public Policy, with the plans to pursue a Doctorate in Public

Policy and become a college professor. Chairman Cobey invited Mr. McConnell forward to receive a plaque of recognition, and posed for a photo with Board members.

### **RECONVENE IN OPEN SESSION**

Chairman Cobey thanked the members and advisors for their attention and participation in the discussion on these important issues this month during the committee meetings. He noted as a reminder to everyone that the Board will vote on the Action items during Thursday's meeting.

### **CLOSED SESSION**

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

*Upon motion made by Vice Chairman A.L. Collins and seconded by Ms. Patricia Willoughby, the Board voted unanimously to go into Closed Session to consult with attorneys on attorney-client privileged matters to discuss personnel and confidential matters, and to consider the handling of the following cases:*

- *Hoke County v. The State of North Carolina et al.:*
- *State Board of Education v. NC;*
- *Ethan Baird v. NC Department of Public Instruction; and*
- *McLamb v. NC Department of Public Instruction.*

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

*Upon motion made by Mr. Eric Davis and seconded by Ms. Patricia Willoughby, the Board voted unanimously to recess the State Board of Education meeting until Thursday, June 1, 2017, at 9:00 a.m.*

**Minutes of the  
North Carolina State Board of Education  
Education Building  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
June 1, 2017**

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

|                             |                     |
|-----------------------------|---------------------|
| William Cobey, Chairman     | Reginald Kenan      |
| A.L. Collins, Vice Chairman | Rebecca Taylor      |
| Eric Davis                  | Patricia Willoughby |
| Gregory Alcorn              | Todd Chasteen       |
| Amy White                   | Olivia Oxendine     |
| Wayne McDevitt              |                     |

Also present were:

|  |  |
|--|--|
| Mark Johnson, State Superintendent         | Melody Chalmers, Principal of the Year Advisor |
| Freddie Williamson, Superintendent Advisor | Bobbie Cavnar, Teacher of the Year Advisor     |
| Amanda Bell, Local Board Member Advisor    |  |

**CALL TO ORDER AND INTRODUCTION**

State Board of Education Chairman William Cobey called the Thursday, June 1, 2017, session of the North Carolina State Board of Education meeting to order and declared the Board in official session. He welcomed Board members and advisors, staff, onsite visitors, online listeners, and Twitter followers to the meeting. Chairman Cobey reminded the audience and those listening that this body meets monthly, with its official meeting scheduled for the first Thursday of the month, and that committee meetings are held on Wednesday prior to the official meeting day, as was the case yesterday.

Chairman Cobey also reminded our onsite visitors and online listeners that they can follow the meeting online and view all materials by going to “SBE meetings” at [www.ncpublicschools.org](http://www.ncpublicschools.org)

Chairman Cobey noted that this month the Board also held a second spring Planning and Work Session with various stakeholders for continuing dialogue on North Carolina’s State plan for Every Student Succeeds Act. The collaboration with many of our education partners has been time well-spent.

He stated that the Board will dedicate a portion of both its July and August meetings to the ESSA plan as the Board work towards the final plan that will be submitted after the September meeting. Chairman Cobey noted that our agenda for June was approved yesterday, and we will proceed under that approved agenda. Chairman Cobey then read the required Ethics Statement.

## **ETHICS STATEMENT**

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

### **Pledge of the Allegiance**

Board member Mr. Reginald Kenan was recognized to lead the Board with the Pledge of Allegiance.

## **APPROVAL OF MINUTES**

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

Chairman Bill Cobey requested a motion to approve the minutes of the May 3-4, 2017, State Board of Education meeting minutes. Ms. Patricia Willoughby made the motion to approve and Mr. Gregory Alcorn seconded the motion. The State Board Education voted unanimously to approve the meeting minutes.

\* There was no discussion.

## **SPECIAL RECOGNITION**

Chairman Cobey then recognized those educators, schools, or local school systems for outstanding achievement and honors. Chairman Cobey recognized Ms. JoAnne Honeycutt to describe the STEM recognition and to call forward the honorees.

### **➤ Special Recognitions – STEM School Recognition**

- ❖ Hilburn Academy, Wake County Schools: Ms. Katherine White, Principal, and Dr. Jim Merrill, Superintendent – Model School of Distinction
- ❖ Weatherstone Elementary, Wake County Schools: Mr. Tim Chadwick, Principal, and Dr. Jim Merrill, Superintendent – Model School of Distinction
- ❖ Hendersonville Elementary, Henderson County Schools: Ms. Kerry Stewart, Principal, and Mr. Bo Caldwell, Superintendent – Prepared School of Distinction

Ms. Honeycutt recognized three STEM Schools of Distinction. She described the significance of this recognition of these schools. These honorees displayed the attributes and elements that were critically important to students leaving those schools prepared for future STEM careers. Ms. Honeycutt shared that we have recognized twenty-three schools as either prepared or model STEM schools. She also noted that this means that they display the eleven attributes and forty plus key elements to be a STEM school. Ms. Honeycutt shared that those eleven attributes are arranged in three broad themes around rigorous standards, community and business industry involvement, and post-secondary education. She also shared that this year there were around twenty applications, and she described the process. Four schools were selected for site visits, and three STEM schools were presented to the Board. Chairman Cobey congratulated the STEM schools once again whose efforts have certainly paid off, and invited the guests forward for a photograph with the Board.

Chairman Cobey stated that we will deviate from our agenda and allow Ms. Taylor to report for the EICS Committee. Chairman Cobey then recognized Ms. Taylor for the EICS report.

Chairman Cobey recognized Dr. Ellen Essick to come forward to share information on this honor and honoree for the National Adapted Physical Education Teacher of the Year.

- **Special Recognitions – National Adapted Physical Education Teacher of the Year**

- Ms. Lara Brickhouse, Durham Public Schools (*named by the Society of Health and Physical Educators County Schools*)

Dr. Essick introduced Ms. Lara Brickhouse, as our Shape America National Adapted Physical Education Teacher of the Year. Dr. Essick shared that Ms. Brickhouse won the State award for the NC Association of Athletics Health and Physical Education, Recreation, Dance and Sports Management. She then had to win the southern district award and then moved on to the national award. She stated that this award was given in recognition of her outstanding teacher performance at the elementary, middle and high school level, and for her ability to motivate students with disabilities to participate in physical activities throughout their lives. Dr. Essick also shared that Ms. Brickhouse established an adaptive physical education program at Pitt County Schools. Ms. Brickhouse continued to accept the challenge and worked tirelessly for the next eight years creating and implementing a high-quality adapted PE program for the students in Pitt County. Dr. Essick noted that these were among many programs that Ms. Brickhouse developed for the Adapted Physical Education program. After working in Pitt County, Ms. Brickhouse moved to Durham County where she continues to be an advocate and philanthropist for disabilities.

Chairman Cobey offered hearty congratulations to our honoree today. He noted that that work you do each day makes a positive difference in the lives of children. Chairman Cobey invited the Ms. Brickhouse forward for a photograph with the Board.

- **Special Presentation – North Carolina Civil War History Museum**

- Mr. Charles Neeley

Chairman Cobey recognized Mr. Charles Neeley to share with the Board information on the North Carolina Civil War History Center.

Mr. Neeley shared that this was an extraordinary, important organization which was the Civil War History Center located in Fayetteville, NC. Mr. Neely introduced the presenters, Ms. Mary Lynn Bryan and Mr. David Winslow. Ms. Bryan stated that this project will bring a new aspect to students throughout the state concerning a very difficult period in our NC history between 1835-1900, with special emphasis on the period after the Civil War. She noted that they have developed a fact-based perspective. She added that they gathered many experts from universities in NC to come together and tell them what the facts of this time period were, so that they could build the story that they want to tell in this center. She presented a short video that explained what the plans were, various partners, and how they see this evolve. Ms. Bryan shared that they have spent a lot time over the last eight years doing due diligence. She added that this program was not going to be about weapons, flags, and uniforms, but was going to be about the stories of people and how this era affected their lives. Ms. Bryan also shared that they were encouraged to know that educators seem to want this as well and see the value for students.

**CHAIRMAN’S REPORT TO THE BOARD**

Chairman Cobey stated that his comments this morning will cover several topics. Chairman Cobey began by thanking DPI, staff members, and the Board for their work on Tuesday in our ESSA Stakeholder Feedback session, that was that was actually Part II of our Stakeholder sessions. He remarked at the end of the day on Tuesday about the incredible amount of sustained interest and energy in the room for the entire four-hour session. It was remarkable – a room filled with local board members, principals, teachers, early childhood educators, charter schools, IHE’s and Community Colleges, and our business and community partners – all offering intense and thoughtful feedback and opinions on the ESSA plan.

Chairman Cobey noted also on Tuesday that our DPI staff supported the stakeholder groups by sharing their knowledge and expertise when asked for it during the discussions of the ESSA plan features. Chairman Cobey stated that it occurred to him that our staff here and their backgrounds are pretty much a mirror reflection of our local education agencies.

He shared with the Board what he has learned recently from information that we are putting together to tell our story about our staff: Even without having information on all our staff now, Chairman Cobey noted that we have 226 staff members in DPI and the Board Office who have been classroom teachers. Those 226 staff members represent more than 2,350 years of classroom experience. We also have 75 staff members who have served as assistant principals, representing a total of 274 years in that role and we have 56 staff who have served as principals, for a total of 330 years of experience in that role. Additionally, we have 208 staff who have served in public schools or in public school central offices for a total of 1727 years of experience. Chairman Cobey also noted that for some of these numbers, the count was duplicated because we have teachers who became assistant principals and then principals and then went to the central office.

He noted to Board members and advisors that the infusion of that local experience here in the agency makes DPI and the Board Office a richer place to work. Chairman Cobey added that these employees bring a local perspective and experience that enriches the work of everyone here. He stated that almost all of these staff are our home-grown North Carolina educators, so, in many, many ways, we truly are a reflection of our local school systems – right here in the agency.

Chairman Cobey reminded the Board that our Governor’s Schools will soon be in session in two locations: Salem College in Winston-Salem, and Meredith College in Raleigh. Please be sure to contact Mr. Hill or Ms. West if you would like to visit one of these locations. Chairman Cobey visited the Meredith College site last summer and found the experience to be delightful and most impressive. North Carolina’s Governors School was the first of its kind in the nation and has offered incredible enrichment and stimulation to hundreds of North Carolina students. In fact, some of our staff over the years have attended Governors Schools.

Chairman Cobey announced that this was a reminder that our July and August meetings will include important continuing discussions on our ESSA plan, and staff will post the next draft of the plan for public comment by the middle of June. He stated that work on the plan will continue throughout the summer until we all believe that we have “gotten it right.” Please consult with Mr. Hill and Ms. West about your attendance at the July 6 meeting. It will be onsite here in the Board Room.

Chairman Cobey shared that we are tentatively planning to begin at 9:00 AM and will likely meet until early afternoon. We will have a better indication of the projected beginning and adjournment time by the end of next week, and need to ensure that we will have a quorum of members participating.

Chairman Cobey recognized Ms. Cecilia Holden, our Legislative Director, for her monthly legislative report.

➤ **Legislative Report**

❖ **Ms. Cecilia Holden (Legislative Director, NC State Board of Education)**

Ms. Holden updated the Board and noted that the Senate Budget version passed last week, and the House version yesterday. She talked about bills from last month. She presented those items in alignment with the State Board of Education’s 2017 Legislative Agenda, according to each action item the Board identified.

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| <b>Action Item #1: Paying our Talented Team: <i>Teacher pay / Principal/Assistant Principal pay / Master's and Doctoral pay / Differentiated pay</i></b>                                  |  |   |
| <b>House compensation budget details are forthcoming but original version didn't include a breakout for any of the compensation related items.</b>  |  |   |
| <a href="#">S257-SH</a>   | <b>Compensation Increase Reserve - Teachers</b>              | Budget Item: House for Vote                                       |
| <a href="#">S257-SH</a>   | <b>School Based Administrator Compensation</b>               | Budget Item: House for Vote                                       |
| <a href="#">S234</a>  | <b>SBA Pay/Needs-Based Pub. Sch. Capital Fund</b>            |   |
| <a href="#">S257-SH</a>   | <b>Compensation Increase Reserve - LEA and DPI</b>           | Budget Item: House for Vote                                       |
| <a href="#">S257-S</a>  | <b>Salary Steps for Highly Qualified Teacher Graduates</b>   | Budget Item: Conference item - Not in House Budget                |
| <a href="#">S517</a>  | <b>NC New Teacher Support Act</b>                            | Senate Appropriations   |
| <a href="#">S257-SH</a>   | <b>Teacher Bonuses</b>                                       | Budget Item: House for Vote                                       |
| <a href="#">S169</a>  | <b>Teacher Excellence Bonus Expansion</b>                    | House Rules   |
| <b>Action Item #2: Enhancing the Skills of the Team: <i>Principal Preparation / Professional Development/Educator Effectiveness / Invest in students' behavioral support services</i></b> |  |   |
| <a href="#">S599</a>  | <b>Excellent Educators for Every Classroom</b>               | Passed <a href="#">Senate Ed. Heard in Senate Finance 5/31/17</a> |
| <a href="#">S257-S</a>  | <b>DPI Educator Prep Positions</b>                           | Budget Item: Conference item - Not in House Budget                |
| <a href="#">S257-SH</a>   | <b>North Carolina Center for the Advancement of Teaching</b> | Budget Item: House for Vote                                       |
| <a href="#">H634</a>  | <b>Priv. Alt Teacher Prep</b>                                | Senate Rules & Operations   |
| <a href="#">H85</a>   | <b>Funds for Educational Training Centers</b>                | House Appropriations  |
| <a href="#">H90</a>   | <b>Eliminate NC Final Exam (Elmore)</b>                      | <a href="#">Senate Ed/Higher Ed, Senate Rules</a>                 |
| <a href="#">H235</a>  | <b>Teacher Mentor Qualifications</b>                         | <a href="#">Senate Ed/Higher Ed, Senate Rules</a>                 |
| <a href="#">S257-H</a>  | <b>Analysis of Student Work</b>                              | Budget Item: House for Vote                                       |

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| <a href="#">S257-H</a><br><a href="#">H339/S252</a>   | North Carolina Teaching Fellows<br>NC Education Endowment Fund<br>North Carolina Teaching Fellows                 | Budget Item: House for Vote<br>H339: <a href="#">House Appropriations</a><br>S252: <a href="#">Senate Appropriations/Base Budget House</a> |
| <b>Action Item #3: Investing in what Works: <i>Whole School, Whole Community, Whole Child model   Pre-K &amp; Early Childhood Education   Calendar flexibility   Medicaid reform   Compulsory School Age</i></b>  |   |  |
| <a href="#">S257-S</a>  | Governor's School   | Budget Item: Conference item - Not in House Budget   |
| <a href="#">S257-SH</a><br><a href="#">SB 39</a><br><a href="#">SB 466</a>  | Cooperative Innovative High Schools<br>Charter Schools/CIHSs<br>CIHS Funds  | Budget Item: House for Vote<br><a href="#">Senate Ed/Higher Ed</a><br>Senate Approps   |
| <a href="#">S257-H</a><br><a href="#">H6</a>  | Joint Legislative Task Force on Education<br>Finance Reform Created<br>Ed. Finance Reform Task Force/PED Report   | Budget Item: House for Vote<br><a href="#">Senate Rules</a>  |
| <a href="#">S257-H</a>  | Reading Improvement Commission  | Budget Item: House for Vote  |
| <a href="#">S257-H</a><br><a href="#">H285</a><br><a href="#">S316</a>  | Suicide Prevention/Awareness School<br>Personnel  | Budget Item: House for Vote<br><a href="#">Senate Rules</a>  |
| <a href="#">S257-H</a><br><a href="#">H389</a>  | School Calendar Flexibility Pilot Program   | Budget Item: House for Vote<br><a href="#">Senate Rules</a>  |
| <a href="#">S257-H</a><br><a href="#">H556</a>  | Early Childhood Education<br>Study Early Childhood Education  | Budget Item: House for Vote<br><a href="#">Senate Rules</a>  |
| <a href="#">H644</a>  | Charter School Transportation   | <a href="#">Appropriations</a>   |
| <a href="#">H779</a>  | Charter School Changes  | <a href="#">Senate Rules</a>   |
| <a href="#">H800</a>  | Various Changes to Charter School Laws  | <a href="#">Senate Rules</a>   |
| <a href="#">H806</a>  | Student Notice/Charter School<br>Closure/Restructuring  | <a href="#">Senate Rules</a>   |
| <b>Action Item #4: Adding more Talented Members to the Team: <i>Class size allotments/budget provision   Mentor teachers   Teacher Assistants &amp; Instructional Support Personnel   School Nurses/Child and Family Support Teams   Troops to Teachers</i></b> |   |  |
| <a href="#">H13</a>   | Class Size Req't Changes  | S.L. 2017-9  |
| <a href="#">S257-SH</a>   | K-3 Class Size Requirements/Bldg Capacity<br>Report   | Budget Item: House for Vote  |
| <a href="#">S257-H</a>  | Advanced Teaching Roles   | Budget Item: House for Vote  |
| <a href="#">S257-H</a>  | Education and Workforce Innovation Program  | Budget Item: House for Vote  |
|   | Program Evaluation Division's study to analyze<br>the need for school nurses and how school<br>nurses are funded. |  |



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| <a href="#">S257-SH</a>  | Licensure Fee Reimbursement for New Teachers  | Budget Item: House for Vote  |
| <a href="#">S257-S</a>   | Teacher Assistant Tuition Reimbursement Program   | Budget Item: Conference item - Not in House Budget   |
| <b>Action Item #5: Enhancing the Classroom Experience: <i>Public School Capital Infrastructure / District &amp; School Transformation / Instructional Supplies / Students with Special Needs / CTE &amp; CIHS / NC Check-Ins / Child Nutrition</i></b> |   |  |
| <a href="#">S257-S</a>   | Eligibility Reform SNAP   | Budget Item: Senate and checking on status in House  |
| <a href="#">S257-H</a>   | Children with Disabilities  | Budget Item: House for Vote  |
| <a href="#">S257-H</a><br><a href="#">H97</a>  | Art Education Requirement   | Budget Item: House for Vote<br><a href="#">Senate Rules</a>                                |
| <a href="#">S257-SH</a><br><a href="#">S257-H</a><br><a href="#">H450</a>  | Coding and Mobile Application Grant Program<br>Division of Career and Technical Education<br>Future Ready Student Act of 2017 | Budget Item: House for Vote<br>Budget Item: House for Vote<br><a href="#">Senate Rules</a> |
| <a href="#">S257-H</a>   | Sixth and Seventh Grade Career and Technical Education Grant Program  | Budget Item: House for Vote  |
| <a href="#">S257-SH</a><br><a href="#">H495</a>  | Increase Textbook Funds & Spending Flex   | Budget Item: House for Vote<br><a href="#">House Appropriations</a>                        |
| <a href="#">S257-H</a>   | Cybersecurity Initiative  | Budget Item: House for Vote  |
| <a href="#">S257-H</a><br><a href="#">H898</a>   | Digital Learning Plan/Programs/Funds<br>Digital Learning Plan   | Budget Item: House for Vote<br><a href="#">House Appropriations</a>                        |
| <a href="#">S542/H866</a>  | Public School Bonding Act of 2017   | S542: <a href="#">Senate Rules</a><br>H866: <a href="#">House Ed K-12</a>                  |
| <a href="#">H600</a>   | School Construction Flexibility   | <a href="#">Senate Rules</a>   |
| <a href="#">S257-SH</a>  | Central Office Budget Cuts  | Budget Item: House for Vote  |
| <a href="#">S257-S</a>   | Driver Safety Incentive Program (Driver's Education Reimbursements)   | Budget Item: Conference item - Not in House Budget   |
| <b>Action Item #6: Supporting for Results: <i>A-F School Performance Grades (ESSA) / DPI Expansion / Teacher Licensure / Criminal Background Checks</i></b>  |   |  |
| <a href="#">S257-SH</a>  | Business System Modernization   | Budget Item: House for Vote  |
| <a href="#">S257-SH</a>  | Office of Charter Schools: Web-based Record and Data Management   | Budget Item: House for Vote  |
| <a href="#">H117</a>   | Protect Students in Schools   | <a href="#">House Finance</a>  |
| <a href="#">S257-SH</a>  | K-3 Testing: Components of the Testing Program  | Budget Item: House for Vote  |
| <a href="#">H826</a><br><a href="#">S257-SH</a>  | Modify Low-Performing School Definition<br>Identification of Low-Performing Schools   | <a href="#">Senate Rules</a><br>Budget Item: House for Vote                                |

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| <a href="#">H322/ S149</a><br><a href="#">H458</a><br><a href="#">S257-SH</a><br><br><a href="#">S257-H</a>   | <b>School Performance Grades<br/>School Annual Report Card<br/>School Performance Grades/ESSA Compliance</b><br><br><b>Career and College Ready Literacy Skills<br/>School Performance Grades/ESSA Compliance</b> | <a href="#">Senate Rules</a><br><br>Budget Item: House for Vote<br><br>Budget Item: House for Vote |
| <a href="#">H582</a>  | <b>Center for Safer Schools</b>   | House Rules  |
| <a href="#">S257-SH</a><br><a href="#">S257-H</a>   | <b>DPI / SBE Budget Cuts<br/>Audit of the Department of Public Instruction</b>  | Budget Item: House for Vote  |
| <a href="#">S257-SH</a>   | <b>Superintendent Position Additions</b>  | Budget Item: House for Vote  |
| <b><u>Other Items of Interest</u></b>   |   |  |
| <ul style="list-style-type: none"> <li>• State Superintendent legal fees and SBE use of state funds for private counsel.</li> <li>• SBE personnel</li> <li>• SBE per diem and expense reimbursement</li> <li>• DIT consolidation</li> </ul> |   |  |

Mr. McDevitt stated that the analysis of the consequences and our strategy on how we are approaching all of this, not only with other things going on. He stated \$5 million vs. \$25 million since the House budget references \$5M. He also noted that the General Assembly needs to hear in real terms the consequences of a twenty-five percent cut to DPI or \$25 million-dollar cut to central offices. Ms. Holden replied that the approach for the Department has been for the SBE legislative support team to collect input from the agency management team on bills and financial impact, to help prioritize the various legislative items. She is partnering with the State Superintendent’s legislative team to identify the areas where they are in full agreement and from there, dividing and conquering to work with key legislators due to the many moving parts. She also stated that they are partnering with the department and receiving input on every single bill and financial need to help prioritize.

Chairman Cobey recognized Superintendent Johnson for a report to the Board.

**STATE SUPERINTENDENT’S REPORT**

Superintendent Johnson highlighted some good things that are currently going on at DPI. He shared that fifty districts in North Carolina have chosen to give all their schools access to NC Star which was a real-time transparent look into school improvement. Superintendent Johnson visited Johnson County and observed some blended learning in the classroom. He also visited another school in Johnson County, where he read to a group of Kindergarteners, where a special Kindergartener was. He asked the group if there was anyone in the class with the last name of “Auton.” Superintendent Johnson stated that a very confused little girl raised her hand. He then asked if she has a grandmother named “Susan.” The student replied, yes. He asked her if she knew that it was his job to help all the schools, the principals, and teachers across the state, and that her grandmother helps him.

Superintendent Johnson also visited Caldwell County and observed a masonry competition. He talked about the CTE masonry students participating in a competition where precision was key. Superintendent Johnson noted that the winner of the competition received a job offer from Construction Charlotte, upon graduation, with a starting salary of \$60,000 with a \$5,000.00 sign-on bonus. He added that there are multiple pathways to success. He visited Catawba County Schools with a focus on CTE, observing a classroom working in the food industry.

They also have a welding class that partners with the community college, and they, too, are going being offered jobs starting at \$60,000-\$70,000 a year in a field where there was a significant shortage.

Superintendent Johnson participated in this year's Principal of the Year celebration. He added that we cannot thank these people enough, because they are the ones in the schools every day, driving the leadership that drives results in our schools. The Principal of the Year was Jason Griffin from Perquimans County's Hertford Grammar School in the Northeast Region.

Superintendent Johnson toured the School for the Deaf. He shared that the NFL PLAY 60 came out and had an event about getting students active. One of the people in the photo won "America's Top Model" and "Dancing with the Stars." Mr. Nile DeMarco was touring the country with his foundation to help raise awareness.

Superintendent Johnson went to Southern Wake County and shifted the conversation to how we focus on moving students from doing well to doing great. They talked about "Read to Achieve" and third-grade reading strategies, and focused on what tools they use to implement and how they get them to the next step.

**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 items 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.

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| <i>Upon motion by Ms. Patricia Willoughby and seconded by Mr. Eric Davis, the Board voted unanimously to approve the slate of Consent Agenda items as presented. (See Attachments, EICS 9, EICS 10)</i> |
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**EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE CHAIR REPORT  
(Ms. Rebecca Taylor, Chair; Mr. Wayne McDevitt, Vice Chair)**

***CONSENT***

**EICS 9 – Bradford Preparatory Academy's Request to Amend its Mission Statement**

**Policy Implications:** SBE# CHTR-014 section 1(d)

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

State Board of Education (SBE) policy CHTR-014 section 1(d) states that altering the mission or targeted student population requires SBE approval prior to implementation. Bradford Preparatory School (BPS) is seeking approval to change its previously approved mission statement.

**Original Mission Statement:**

BPS is committed to ensuring academic excellence, nurturing personal relationships, and inspiring a growing passion for creativity and learning in all students. While encouraging our students to take personal responsibility for their future, we will support their development of life skills and encourage them to become compassionate and productive citizens.

**Amended Mission Statement:**

Bradford is a college preparatory school committed to academic excellence, nurturing personal relationships, and inspiring a growing passion for creativity and learning in all of our students.

**Recommendations:**

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment request to change Bradford Preparatory School's mission statement

***CONSENT***

**EICS 10 – Coastal Preparatory Charter School’s One-Year Delay Stipulation Removal Request**

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

**Description:**

Coastal Preparatory Academy (CPA) – A Challenge Foundation Academy (New Hanover County) requests that the State Board of Education (SBE) remove one of the stipulations set upon it as a condition of approving a one-year delay in opening. Specifically, the nonprofit board that oversees CPA requests that this stipulation from the SBE be removed: “The board will present a Certificate of Occupancy for Education Use to the Office of Charter Schools no later than July 1, 2017. If that document is not presented, then the remainder of the charter term will be null and void, meaning that the board would need to submit a new application in a future application round in order to obtain a charter.” A letter detailing the specifics of the request is attached.

In August 2015, the SBE granted final approval to CPA and two other charter applicants to open in August 2016. In a February 2016 letter to the Office of Charter Schools (OCS), the nonprofit board that oversees CPA stated that it had experienced time and budget constraints and challenges with its initial development partner. The SBE, on April 7, 2016, voted to grant CPA a one-year delay.

Per their approved application and amendment, CPA plans to open a K-6 school initially and expand one grade per year until the school is a full K-8 school serving over 700 students. The school's mission is as follows:

“Coastal Preparatory Academy is dedicated to improving the lives of its students by providing authentic learning experiences in a collaborative, nurturing environment that will build a foundation for students’ success in school, career, and in life.” The school will use an instructional platform focused on four key design elements: authentic learning, collaboration, a nurturing environment, and technology skills.

The Charter School Advisory Board (CSAB) supports CPA’s request for “relief” from the stipulation and now recommends the following amended stipulations for CPA:

1. The CPA Board of Directors (Board) will provide evidence of a legitimate facility contingency plan within the Ready to Open Progress Report through a Memorandum of Understanding with the facility owner.
2. If the Certificate of Occupancy for Education Use is not presented to OCS by July 1, 2017, the Board will appear before the CSAB in July to explain the additional delay and respond to questions. The Board will also provide to the CSAB an affidavit document from the building contractor detailing the work remaining to be done and providing an accurate date of completion and inspection. Additionally, the Board will provide weekly updates to OCS regarding the progress towards completion.
3. If the CSAB is not satisfied with the responses to the questions or the details of the update provided in July 2017, the CSAB may recommend to the SBE revocation of the charter at that time. Then the remainder of the charter term will be null and void, meaning that the Board would need to submit a new application in a future application round in order to obtain a charter.

**Recommendations:**

The Office of Charter Schools recommends that the State Board of Education approve this one-year delay stipulation amendment for Coastal Preparatory Academy – A Challenge Foundation Academy.

**BUSINESS OPERATIONS COMMITTEE MEETING**  
**(Mr. Gregory Alcorn, Chair; Mr. Todd Chasteen, Vice Chair)**

***ACTION***

**BSOP 1 – Bertie County Financial Recovery Plan**

**SBE Strategic Plan:**

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

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

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

Review of the Bertie County Board of Education’s fiscal year 2015-16 audit, management letter, and accompanying auditor memorandum revealed serious financial issues, internal control weaknesses and violations of State law, which result in the school district exhibiting potential financial insolvency.

The following is a summary of the issues:

- Deficit Fund Balance as of June 30, 2016, \$704,995 in the General Fund (total State, federal and local revenue approx. \$25m)
- Deficit fund balance of \$135,078 in the restricted fund (total revenues \$1.3m)
- Lack of financial management and oversight resulting in specific general statutes being violated.

In response to these finding, the Division of School Business within the Department of Public Instruction communicated to Bertie County Board of Education their position on key financial issues and required a comprehensive written financial recovery plan designed to ensure the LEA accomplishes fiscal solvency.

The financial recovery plan must address, but is not limited to, the following:

- Elimination of the current deficit.

- Development and implementation of an effective financial accounting and reporting system designed to balance the budget, achieve and maintain long-term fiscal stability.
- Proposed plan for the development of effective Financial Policies and Procedures designed to ensure adequate oversight by the local Board of Education, especially with regards to budget practices and compliance with State law.
- Compliance with both State and Federal regulations.
- Timeline for implementation for each of the above items.

The financial recovery plan must be submitted to the Department of Public Instruction by April 15th and is being presented to the State Board of Education for discussion and approval.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed financial recovery plan for Bertie County Schools.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.

*Upon motion by Mr. Greg Alcorn and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Bertie County Financial Recovery Plan, as presented. (See attachment BSOP 1)*

***ACTION ON FIRST READING***

**BSOP 2 – Pre-Approval of Financial and Business Services’ Policy Manuals**

**SBE Strategic Plan:**

- Goal 3:** Every student, every day has excellent educators
  - Objective 3.1:** Develop and support highly effective teachers
  - Objective 3.2:** Develop and support highly effective principals

**Presenter(s):** Mr. Adam Levinson (Chief Financial Officer, Financial and Business Services) and Mrs. Alexis Schauss (Director, School Business Division)

**Description:**

The State Board of Education (SBE) is requested to approve, in advance, the issuance of the following manuals upon the adjournment of the General Assembly, allowing the Department to incorporate changes approved by legislative action that do not require State Board approval to change any policy directives. It will also allow the Department to distribute resources and disseminate these documents to the local education agencies (LEAs) and charter schools in a timely manner (example, the state salary schedules cannot be implemented by the LEAs until passed in legislation and approved by the SBE). The documents impacted are as follows:

- Public School Personnel State Salary Schedules and Manual (SBE Policy SLRY-000)
- Allotment Policy Manual (SBE Policy ALOT-003)
- Benefits and Employment Policy Manual for Public School Employees (SBE Policy BENF-003)
- School Attendance and Student Accounting Manual (SBE Policy ATND-000)

Should circumstance and/or legislative action require the SBE to revise a current policy or institute any new policies referenced in these documents, these items would be brought to the SBE for separate action as appropriate.

**Recommendations:**

It is recommended that the State Board of Education pre-approve the amendment of manuals (Public School Personnel State Salary Schedules and Manual; the Allotment Policy Manual; and the Benefits and Employment Policy Manual for Public School Employees) at the June SBE meeting and take action upon adjournment of the General Assembly or the passage of the budget bill for Fiscal Year 2017-18 and supporting legislation.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

*Upon motion by Mr. Greg Alcorn and seconded by Mr. Todd Chasteen, the Board voted unanimously to approve the Pre-Approval of Financial and Business Service' Policy Manuals, as presented. (See attachment BSOP 2)*

**INFORMATION**

**BSOP 3 – Funding School Construction**

**SBE Strategic Plan:**

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

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

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

**Description:**

Significant research -- both qualitative and quantitative -- indicates that school facilities affect the achievement of a broad range of educational goals. The quality of those facilities, and, therefore, the funding made available in support of school buildings and grounds, is an important consideration.

**Recommendations:**

It is recommended that the SBE review/discuss the need for additional funding with members of the General Assembly.

**Discussion/Comments:**

- BSOP Committee Chair Gregory Alcorn noted a thorough discussion of this item during the Committee on Wednesday.

**Update on Contracts**

- Ms. Willoughby asked relevant to contracts regarding the Regional Alternative Licensing Contracts (RALC) for a Friday Update on how many licenses have been granted.

Mr. Alcorn asked to be recognized for a new business item relative to BSOP 3. Chairman Cobey recognized Mr. Alcorn for a new business item.

***NEW BUSINESS***

Mr. Alcorn stated that, spearheaded by our Chairman Cobey, He was bringing a motion for approval of a resolution to provide support for the NC General Assembly's bill for enact to an act public school building fund act for 2017. Chairman Cobey noted that this came in the form of a request from the General Assembly and is consistent with what the Board wants.

**Resolution Supporting the North Carolina General Assembly's Bills  
for an Act to Enact a Public School Building Bond Act of 2017**

**Whereas**, the North Carolina State Constitution declares that "The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right; and

**Whereas**, the North Carolina State Board of Education is the constitutionally named body that "shall supervise and administer the free public school system;" and

**Whereas**, the North Carolina State Board of Education works to use its constitutional authority to support in any manner possible the betterment of all public schools to serve their students; and

**Whereas**, the North Carolina State Board of Education recognizes that adequate and modern public school facilities are a critical factor in supporting the State Board's goals for high student achievement; for safe and healthy schools; and for providing up-to-date facilities that support effective educators; and

**Whereas**, more than ninety-six percent of capital outlay for the public school system comes from local sources; and

**Whereas**, rapid population growth coupled with recent economic shortfalls in North Carolina have greatly challenged the ability of many local governments with a low tax base to keep pace with school building needs;

**Now, Therefore Be it Resolved**

**That** the North Carolina State Board of Education applauds the Senate and the House of the North Carolina General Assembly for bills presented in each body to propose legislation that, if passed and if supported by a vote of North Carolina's qualified voters, will provide \$1,900,000,000 in general obligation bonds of the State for public school facilities through grants to counties; and

**That** the North Carolina State Board of Education expresses its unequivocal support of these bills and the provisions for public school facilities funding in them; and

**That** the North Carolina State Board of Education, influenced by this wise action of the North Carolina General Assembly, directs the Secretary of the State Board of Education to enter a copy of this resolution into the official minutes of the State Board of Education and that a copy of it be shared with the President Pro Tempore of the Senate and the Speaker of the House.



*Upon motion by Mr. Greg Alcorn and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Resolution Supporting the North Carolina General Assembly's Bills for an Act to Enact a Public School Building Bond Act of 2017, as presented. (See attachment)*

Chairman Cobey recognized Mr. Alcorn for another new business item. Mr. Alcorn reminded the Board that as discussed for the last several months, he presented a draft organization chart amended. Mr. Alcorn made a motion to the Board to approve this amended organization chart.

*Upon motion by Mr. Greg Alcorn and seconded by Mr. Todd Chasteen, the Board voted unanimously to approve the Draft Organization Chart Amended, as presented. (See attachment)*

**Discussion/Comments:**

Ms. Willoughby asked if the six positions that are a direct report to the State Superintendent currently. She asked if the positions proposed to be added for the State Superintendent by the General Assembly are in addition to the existing six. Chairman Cobey replied yes, they are additional positions.

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

***ACTION***

**SLA 1 – Change to Course for Credit Policy**

**SBE Strategic Plan**

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

5. Increase the cohort graduation rate.
6. Graduate students prepared for post-secondary education.
7. Reduce the percentage of students needing remediation in post- secondary education
8. Increase student performance on the state's End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

2. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Mrs. Sneha Shah Coltrane (Director, Division of Advanced Learning and Gifted Education)

**Description:**

NCDPI recommends that dual enrollment college courses that are 1-2 credit hours per semester change from receiving one full high school credit to receiving no high school credit, effective with the 2018-19 academic year. These courses only typically meet 1-2 hours weekly for 16 weeks. Currently, a one hour-a-week course would receive the same credit and course weighting as a year-long high school course, a college Anatomy and Physiology course or an AP Statistics course. NCDPI has received several calls from school districts expressing concern with the current policy because they do not see it as an equitable credit, especially considering the revisions to the weighting policy that is being implemented with next year's junior class as they enroll in Career and College Promise. See page 3 of this current SBE policy. NCDPI also recommends clarifying that college courses that receive high school credit must be part of a curriculum program to support equitable credit.

**Recommendations:**

The State Board of Education is asked to review and provide feedback on the proposed changes to the existing policy.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- Chairman Cobey noted that this item's amended language implementation is postponed for one year.
- No additional comments were made.

*Upon motion by Mr. Eric Davis and seconded by Dr. Olivia Oxendine, the Board voted unanimously to approve the Change to Course for Credit Policy and Postponing its Implementation for one Year, as presented. (See attachment SLA 1)*

***ACTION*****SLA 2 – Extended Content English Language Arts K-12**

**Policy Implications:** SBE# SCOS-012

**SBE Strategic Plan:**

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer), Mr. William J. Hussey (Director, Exceptional Children Director), Ms. Dreama McCoy (Section Chief, Exceptional Children), and Ms. Ronda Layman (Consultant, Severe & Multiple Disability)

**Description:**

In fulfillment of policy SCOS-012, the newly adopted English Language Arts (ELA) K-12 standards was approved by the State Board of Education in April 2017. Students with significant cognitive disabilities must be provided access to the State standards by aligning instruction and assessments. This allows for educational goals to link directly to grade level and academic content. The Exceptional Children Division, in collaboration with K-12 Curriculum and Instruction Division, must fully align to newly adopted ELA K-12 standards.

Students with significant cognitive disabilities constitute less than 1% of the student population. Although these students are identified as having significant challenges, they are capable of learning at a level that engages and challenges them. This month, the draft of the revised standards (now named Extended Content English Language Arts K-12) are presented for discussion. Public comments are currently available online for thirty days.

**Recommendations:**

It is recommended that the State Board of Education approve the proposed new alignment of the NC Extended Content Standards ELA K-12 at the June 2017 State Board meeting.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

*Upon motion by Mr. Eric Davis and seconded by Mr. Reginald Kenan, the Board voted unanimously to approve the Extended Content English Language Arts K-12, as presented. (See attachment SLA 2)*

**ACTION****SLA 3 – K-8 Mathematics Standard Course of Study Revisions****Policy Implications:** SBE# SCOS-012**SBE Strategic Plan:**

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

**Objective 1.2:** Graduate students prepared for post-secondary education

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

In fulfillment of policy SCOS-012, a review and revision of the K-8 mathematics standards has been conducted. The first draft of the standards was shared with local education agencies across the state to obtain a first round of feedback before public comment. The results of the initial feedback was compiled and considered by the Data Review Committee and writing teams and informed the second draft of the standards. The second draft of the standards has been shared with the public. Following the May 2017 SBE meeting, an external review was conducted by state mathematics leaders for Ohio, Kentucky, Utah, Minnesota and Oklahoma. These reviews were shared with the North Carolina writing team and revisions were made where state educators deemed appropriate for North Carolina students.

**Recommendations:**

It is requested that the State Board provide feedback and input on the proposed changes and return the item for approval at the June 2017 State Board of Education meeting.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a vigorous discussion of this item during the Committee on Wednesday.
- Mr. Collins commented that there was a problem with the achievement gap from the past and noted the larger gap now. He stated that something was seriously wrong with the way we are teaching math to disadvantaged students. Therefore, he was unable to support this revision now.
- Dr. Oxendine commented that mathematics has become too remote for parents, and that some teachers no longer can talk competently about their ability to teach math. Some parents in NC find it difficult to help their students do mathematics.
- Ms. Bell thanked Mr. Collins for his insight in acknowledging there was a gap in math. She stated that gap was primarily among African-American children, and it has existed for some time now. Ms. Bell noted that when staff and our experts-when looking at math standards-need to look a little deeper at the delivery, and not just the standards itself.
- Ms. White noted that from the ESSA session that it was shared that NC has a twenty percent achievement gap. She asked if there is a rush to get this done, noting that we want to get it right.

- Chairman Cobey commented that the gap comment made at the ESSA planning work session was not accurate. He asked Dr. Fabrizio to come forward to share with the Board what he shared with him earlier today.
- Dr. Fabrizio stated that he was surprised at the comment during the planning work session, and decided to do some further investigation. He worked with Alex Modestou from Best NC. Mr. Modestou forwarded information indicating that the organization that put this information out has now retracted and stated that the data that was used to make comments about how states were doing was not methodologically done properly. Dr. Fabrizio offered to send the Board the information he received from Best NC.
- Dr. Fabrizio noted that this does not mean that we do not have gaps; however, the statement that NC has the fastest growing achievement gap in the country was incorrect.
- Mr. Chasteen asked if we know the accurate percentage. Mr. Modestou replied that the Education and Quality Index website has a large disclaimer above all this information, stating that because of some methodological flaws, you cannot directly compare one state to other states, and that this was more for looking within states. He also noted that we can look at NAP and will provide data to share with Dr. Fabrizio. Mr. Medesto shared what they have found was that there was not a statistically significant difference in the change in the gap between the economically disadvantage and non-economically disadvantage students over that time in question. He stated that the organization from which that data came from stated that you cannot conclude that NC has the fastest growing achievement gap.
- Dr. Howard stated that there was different content for different rigor was represented in these standards.
- Dr. Maria Pitre-Martin stated that student outcome data will be collected and implementation data.

*Upon motion by Mr. Eric Davis and seconded by Mr. Eric Davis, the Board voted to approve the K-8 Mathematics Standard Course of Study Revisions, as presented. Voted for: Chairman Cobey, Alcorn, Davis, Kenan, and Willoughby; Opposed: Oxendine, White, Collins, Chasteen (See attachment SLA 3)*

Vote Outcome

|                      |               |
|----------------------|---------------|
| Chairman Cobey – Yes | Oxendine – No |
| Alcorn – Yes         | White – No    |
| Davis – Yes          | Collins – No  |
| Kenan – Yes          | Chasteen – No |
| Willoughby - Yes     |               |
| McDevitt – Yes       |               |

***MOVED TO ACTION ON FIRST READING***

***DISCUSSION***

**SLA 4 – Addition of Cambridge International Courses and Amendment to Associated SBE Policies**

**Policy Implications:**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
5. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC)

Assessments and on the National Assessment of Educational Progress (NAEP).

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

2. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Mrs. Sneha Shah-Coltrane (Director, Division of Advanced Learning and Gifted Education)

**Description:**

Cambridge International Examination (CIE) courses are advanced high school courses and are like Advanced Placement (AP) and International Baccalaureate (IB) courses in depth and breadth of content and academic rigor. CIE courses may be offered in high schools after in-depth professional development and school partnerships with Cambridge Assessment to meet the advanced learning needs of students. CIE courses are internationally recognized and developed by Cambridge Assessment, a department of the University of Cambridge in England. High scores on the examinations may lead to post-secondary college credit and the Cambridge Advanced International Certificate of Education (AICE) Diploma. “The AICE diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study,” as described by Cambridge.

Charlotte-Mecklenburg Schools will be the first school district to offer CIE courses in North Carolina. This program was initiated by families/students advocating in one high school community due to the comprehensive nature of the program and rigorous coursework. With great support from the local community, the Cambridge program is beginning to grow. Earlier this semester, CIE courses were approved by the UNC Board of Governors and the State Board of Community Colleges to receive college-level weighting on the standardized high school transcript and to meet minimum course requirements as applicable. NCDPI content experts have reviewed the alignment provided by Cambridge Assessment to the NC Standard Course of Study and have determined recommendations for courses to satisfy the State Board of Education’s Future-Ready Core graduation requirements.

NCDPI recommends several policy updates to integrate CIE courses into applicable State Board of Education policies to embed CIE courses into high school programming, including: Course for Credit (CCRE-01), Graduation Requirements (GRAD-004), AP/IB (Advanced) Courses Satisfying Graduation Requirements (GRAD-008) and Electronically Generated Standardized High School Transcripts (GRAD-009). In addition to AP, IB, and dual enrollment courses, CIE courses will offer another opportunity for NC’s students to engage with college-level coursework and earn post-secondary credit while in high school and to graduate “career and college ready.”

**Recommendations:**

The State Board of Education is asked to review and provide feedback on the proposed changes to the four existing policies related to CIE.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

|   |
|---|
| <p><i>Upon motion by <u>Mr. Eric Davis</u> and seconded by <u>Mr. A.L. Collins</u>, the Board voted unanimously to approve the Addition of Cambridge International Courses and Amendment to Associated SBE Policies, as presented. (See attachment SLA 4)</i></p> |
|---|

***DISCUSSION***

**SLA 5 – Update to Graduation Requirements: Occupational Course of Study Requirements**

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

1. Increase the cohort graduation rate.
2. Graduate students prepared for post-secondary education.
4. Reduce the percentage of students needing remediation in post- secondary education.
5. Increase student performance on the state’s End of Grade (EOG) and End of Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

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

2. Increase the number of students who graduate from high school with post-secondary credit.

**Presenter(s):** Ms. Sneha Shah-Coltrane (Director, Advanced Learning and Gifted Education) and Ms. Beverly Colwell (Consultant, Exceptional Children Division)

The Future-Ready Occupational Course of Study (FR-OCS) is a NC Diploma option for students with disabilities whose primary postsecondary goal is employment. Currently, students participating in the FR-OCS are required to take both American History I and American History II.

The Department of Public Instruction recommends the FR-OCS graduation requirements be amended to reflect the following Social Studies requirements (1) American History: Founding Principles, Civics and Economics, and (2) American History I or American History II. In preparing students to be College, Career, and Community Ready, the addition of the American History: Founding Principles, Civics and Economics course would allow students on the FR-OCS an additional opportunity to develop knowledge and skills related to personal finance and citizenship to prepare students to become responsible and effective citizens in an interdependent world.

**Recommendations:**

The State Board of Education is asked to review and provide feedback on the proposed changes to the existing policy.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

***ACTION ON FIRST READING***

**SLA 6 – Alternative Schools Accountability Model (LATE ITEM)**

**Policy Implications:** SBE# ACCT-038 (GCS-C-038), G.S. §115C-12(24), G.S. §115C-83.15

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

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

**Objective 1.2:** Graduate students prepared for post-secondary education.

- Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
- Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.
- Objective 1.5:** Increase student performance on the state's End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent, Office of the Deputy State Superintendent) and Dr. Tammy Howard (Director, Accountability Services)

**Description:**

At the October 2016 meeting, the State Board of Education approved qualifying schools for participation in the Alternative Accountability Model for the 2016-17 school year, pursuant to SBE Policy #ACCT-038. Although Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School had submitted requests to report Option D, they had not yet received the required Alternative Learning Program status at that time.

Upon further review of the application materials, it is clear that these schools submitted evidence that meets the requirements of an Alternative Learning Program for the 2016-17 school year. This agenda item requests approval of Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School as Alternative Learning Programs, and also, approval for these schools to participate in the Alternative Accountability Model for the 2016-17 school year.

**Recommendations:**

It is recommended that the SBE approve Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School as Alternative Learning Programs and approve their participation in the Alternative Accountability Model, Option D for the 2016-17 school year.

**Discussion/Comments:**

- SLA Committee Chair Eric Davis noted a thorough discussion of this item during the Committee on Wednesday.
- No additional comments were made.

*Upon motion by Mr. Eric Davis and seconded by Mr. A.L. Collins, the Board voted unanimously to approve the following Alternative Schools Accountability Model: Central Wake Charter High School, Stewart Creek High School, and Commonwealth High School, as presented. (See attachment SLA 6)*

**NEW BUSINESS**

- **Every Student Succeeds Act (ESSA) Update**
- ❖ **Dr. Lou Fabrizio (Director of Data, Research, and Federal Policy)**
- ❖ **Dr. Tom Tomberlin (Director, Human Educator Human Capital Policy and Research)**

Dr. Fabrizio presented the monthly update on ESSA. He provided Board members with new details provided recently on ESSA as the Agency continues developing the ESSA plan. Dr. Tomberlin provided an update on student surveys and provided a demonstration online survey for the Board members.

**NEW BUSINESS**

- **Status Report on the Implementation of High School Math Standards**

- ❖ **Dr. Maria Pitre-Martin (Deputy State Superintendent)**

**Dr. Jennifer Curtis (Director, (Section Chief, K-12 Mathematics)**

- ❖ **Iredell-Statesville Schools**
- ❖ **Richmond County Schools**

Dr. Curtis shared with the Board some success stories on the implementation of High School Math standards with Iredell-Statesville Schools and Richmond County Schools.

Chairman Cobey recognized Mr. Davis for another new business item.

Mr. Davis reminded the Board that this directly addresses the conversation we had around K-8 math standards and particularly the achievement gap and equity issues that our students face and that we face with them. Based on the discussion yesterday, Mr. Davis made a motion to the Board to direct the State Superintendent as the Chief Administrative Officer and Secretary to the Board in collaboration with DPI staff to review the Board’s strategic plan and provide written recommendations to improve the Board’s strategic plan with respect to equity for all students including closing the achievement gaps. The Superintendent will present the recommendations to the Board at our October 2017 planning meeting.

*Upon motion by Mr. Eric Davis and seconded by Mr. Reginald Kenan, the Board voted unanimously to accept the motion that the Board directs the State Superintendent, in collaboration with DPI staff, to review the Board’s strategic plan and provide written communications to improve the Board’s strategic plan with respect to equity for all students, including closing the achievement gap.*

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

**ACTION**

**EICS 1 – Recommendations for Charter Schools Proposing to Open 2018-19**

**Policy Implications:** SBE Policy# CHTR-013

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), Mr. Alex Quigley (Chair, NC Charter Schools Advisory Board), and Mr. Steven Walker (Vice Chair, Charter Schools Advisory Board)

The State Board of Education (SBE) annually adopts a process and timeline by which the NCDPI Office of Charter Schools manages the solicitation and review of applications to operate a charter school in NC. At the end of this process, the SBE receives recommendations from the NC Charter Schools Advisory Board (CSAB) regarding which applications for charters should be approved. This year’s recommendations from the CSAB are for schools that would open for the 2018-19 school year.



On September 19, 2016 (deadline extended due to technical difficulties), thirty-eight (38) applicants submitted applications ahead of the 5:00 PM (EST) deadline. The Office of Charter Schools reviewed all thirty-eight (38) of those applications to ensure that they were complete. Seventeen (17) applications were certified to be incomplete. Consistent with the State Board-approved application timeline and process and per statute, any applicant group whose application was deemed incomplete was then granted five (5) business days to submit any missing information. At the end of this "second chance" process, fourteen (14) of the seventeen (17) incomplete applications were deemed complete. Three (3) of the applications deemed incomplete initially, submitted information to complete their application at a later time during the process.

From September through December 2016, external evaluators possessing multiple years of experience in the areas of finance, governance, operations, and academics, read the thirty-eight (38) submitted applications and provided feedback on them through a standard rubric to inform the CSAB's review and decision-making. All thirty-eight (38) applications (along with clarification documents, where applicable) were forwarded to the CSAB Policy and Performance committees for review. Thirty-eight (38) applicant groups were provided an in-person clarification opportunity in front of the CSAB committees regarding any item in the application that the external reviewers deemed to be less than clear. Following the in-person clarification opportunity, the CSAB committee discussed and made a recommendation to the full CSAB on which applicant groups would receive a one-hour interview opportunity with the full CSAB. The CSAB invited twenty-four (24) of thirty-eight (38) applicant groups to be interviewed by the full CSAB. Each applicant group was provided the opportunity to respond to questions posed by the CSAB concerning deficiencies and clarification from the submitted application. At the end of the one-hour deliberations regarding each applicant group, the CSAB voted whether to recommend the group to the SBE as ready to enter the Planning Year. The CSAB met on November 15, 2016; December 8-9, 2016, January 9 -11, 2017, February 6-7, 2017, March 6, 2017 and April 10-11, 2017; and, consistent with the SBE-approved timeline, finalized all application recommendations in time to submit the recommendations below to the SBE in May 2017.

The CSAB disposition for each of the thirty-eight (38) complete 2017 applications is as follows:

| School (County)   | Recommendation (Vote)                               | CSAB Meeting Date |
|---|---|-------------------|
| Anson Charter Academy (Anson County) 8  | Approve (11-0)                                      | February 6, 2017  |
| Ascend Leadership Academy: Lee (Lee County)   | Approve (11-0)                                      | February 7, 2017  |
| Bonnie Cone Classical Academy (Mecklenburg County)  | Approve (5-3; CT, AQ, ES dissenting; AH, PG absent) | December 9, 2016  |
| Carolina Charter Academy – A CFA (Wake County) 7  | Approve (7-0; JM, TH recused; ES, AQ absent)        | April 10, 2017    |
| Davidson Charter Academy (Davidson County) <sup>7 &amp; 9</sup>                                   | Approve (7-0; JM, TH recused; ES, AQ absent)        |                   |
| East Voyager Academy (Mecklenburg County) 9 & 10 - <i>strongly encourage to amend school name</i> | Approve (8-0; ES, AQ, CT absent)                    | April 11, 2017    |
| Essie Mae Kiser Foxx Charter School (Rowan County) 3  | Approve (8-0; ES, AQ, CT absent)                    |                   |
| Global Achievers School (Nash County)   | Approve (7-0; ES, AQ, CT, TS absent)                |                   |
| Monroe Charter Academy (Union County) 8   | Approve (6-3; CT, SR, TS dissenting; ES, AQ absent) | April 10, 2017    |
| Moore Montessori Community School (Moore County) 10   | Approve (11-0)                                      | February 7, 2017  |

| School (County)  | Recommendation (Vote)  | CSAB Meeting Date |
|--|--|-------------------|
| Next Generation Academy (Guilford County)  | Approve (11-0)   | February 6, 2017  |
| Raleigh Oak Charter School (Wake County)   | Approve (11-0)   |                   |
| The Experiential School of Greensboro (Guilford County)                          | Approve (8-0; ES, AQ, CT absent)                                     | April 10, 2017    |
| The Paideia Academy (Cabarrus County)  | Approve (8-0; ES, AQ, CT absent)                                     | April 11, 2017    |
| West Lake Preparatory (Lincoln County) 2<br>– <i>must change foundation name</i> | Approve (7-2; ES, TS dissenting; PG, AH absent)                      | December 8, 2016  |
| Apprentice Academy of NC (Union County) 10                                       | Do Not Approve (7 - 3; TH, AH, PG)                                   | February 6, 2017  |
| Ascend Leadership Academy: Durham (Durham County)                                | Do Not Approve (8 - 1; AH dissenting; PG absent)                     | January 12, 2017  |
| Bishop George W. Brooks Academy (Guilford County) 11                             | Do Not Approve (7-1; AH dissenting; PG, TS absent)                   | January 10, 2017  |
| Carolina Experimental School (Wake County) 5                                     | Do Not Approve (8 – 2; AH, PG dissenting; TS absent)                 | March 6, 2017     |
| CE Academy (Wake County)   | Do Not Approve (7-1; AH dissenting; PG, TS absent)                   | January 10, 2017  |
| Clara Science Academy (Mecklenburg County)                                       | Do Not Approve (9-0; PG, AH absent)                                  | November 15, 2017 |
| Doral Academy (Wake County) 6  | Do Not Approve (10 – 0; TS absent)                                   | March 6, 2017     |
| Eldred Montessori Secondary School (Durham County)                               | Do Not Approve (9 – 1; PG dissenting; TS absent)                     |                   |
| Hobgood Academy Charter School (Halifax County)                                  | Do Not Approve (6-2; TH, SW dissenting; PG, AH absent)               | November 15, 2017 |
| Infinite Hope Preparatory (Guilford County)                                      | Do Not Approve (10 – 0; TS absent)                                   | March 6, 2017     |
| Inner Banks Innovation Academy (Beaufort County)                                 | Do Not Approve ( 7 – 4; PG, SR, AH, TH dissenting)                   | February 7, 2017  |
| Kaleidoscope Charter High School (Wake County)                                   | Do Not Approve (5-4; AH, PG, SW, TH dissenting; ES, AQ absent)       | April 10, 2017    |
| Legacy STEEL Academy (Guilford County) 5   | Do Not Approve (9-0; PG, AH absent)                                  | November 15, 2017 |
| Myrtis Simpson Walker Academy for Boys (Mecklenburg County) 10                   | Do Not Approve (9 - 0; PG, TS absent)                                | January 11, 2017  |
| Prep Academy (Duplin County)   | Do Not Approve (9-0; PG, AH absent)                                  | November 15, 2017 |
| Ridgeview Charter School (Gaston County)   | Do Not Approve (6 – 2; SW, TH dissenting; PG, TS absent)             | January 10, 2017  |
| Ronald Reagan Academy (Robeson County)   | Do Not Approve (8 – 2; TH, SW dissenting; PG, AH absent)             | December 9, 2016  |
| Union Preparatory Academy at Weddington (Union County) 2                         | Do Not Approve (6 – 2; TH, JM dissenting; SW recused; PG, AH absent) | December 8, 2016  |
| Young Inspiration STEAM Academy (Mecklenburg County)                             | Do Not Approve (10-0; PG absent)                                     | January 12, 2017  |
| Emereau: Roanoke Valley (Halifax County)   | N/A – <b>Withdrew 1/26/2017</b>                                      |                   |

| School (County)                                    | Recommendation (Vote)     | CSAB Meeting Date |
|--|---------------------------|-------------------|
| High Point Charter Academy (Guilford County) 1     | N/A – Withdrew 12/5/2016  |                   |
| Hillside Academy (Gaston County)1                  | N/A - Withdrew 12/2/2016  |                   |
| North Wake Preparatory Academy (Wake County) 1 & 4 | N/A - Withdrew 11/30/2016 |                   |

**Notes:**

Education Management Organizations

- 1 = National Heritage Academies
- 2 = Charter Schools USA
- 3 = Torchlight
- 4 = PrepNet
- 5 = Edison
- 6 = Doral

Support Organizations

- 7 = A Challenge Foundation – CFA
- 8 = Goodall Consulting
- 9 = Leaders Building Leaders
- 10 = Accelerator Program
- 11 = Next Generation Academy

Charter Schools Advisory Board (CSAB) Members

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

The completed application rubric and impact statement(s) for each school are located on the following Office of Charter School webpage: <http://www.dpi.state.nc.us/charterschools/applications/submitted/2018-19/>.

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

**Recommendations:**

The NC Charter Schools Advisory Board recommends that the State Board of Education accept its recommendations for the proposed applicants, including those schools recommended to receive a charter to open in 2018-19 contingent upon the successful completion of the Planning Year requirements.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Ms. Taylor reminded the Board that there were two schools run by the one Board of Directors. She noted that the Board of Directors plans to open and operate two new schools simultaneously – Monroe Charter Academy and Anson Charter Academy. She also noted that because this was a new board, not currently operating a charter school and based on information regarding previous applicants’ boards seeking to open more than one school at the same time, there should be further review.
- Ms. Taylor moved that the SBE direct the CSAB to review Monroe Charter Academy application consistent with SBE policy, charter school application review process CHRT-012, based on the stated concerns during our discussion and for the likelihood of success for our students.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Ms. Amy White, the Board voted unanimously that the SBE direct the CSAB to review Monroe Charter Academy application consistent with SBE policy, charter school application review process CHRT-012, based on the stated concerns during our discussion and for the likelihood of success for our students as presented. (See attachment EICS 1)*

*Upon motion by Ms. Rebecca Taylor and seconded by Dr. Olivia Oxending, the Board voted unanimously to approve the following Charter School applications as recommended by the CSAB to open 2018-19: Anson Charter Academy, Ascend Leadership Academy, Bonnie Cone Classical Academy, Carolina Charter Academy, Davidson Charter Academy, East Voyager Academy, Essie Mae Kiser Foxx Charter Academy, Global Achievers School, Moore Montessori Community School, Next Generation Academy, Raleigh Oak Charter School, The Experiential School of Greensboro, The Paideia Academy, West Lake Prep, as presented. (See attachment EICS 1)*

**ACTION**

**EICS 2 – Recommended Changes to Charter Amendments for Existing Public Charter Schools (CHTR-014)**

**SBE Strategic Goals:**

- Goal 1:** Every student has a personalized education
- Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Charter Amendments for

Existing Public Charter Schools." Currently, the SBE must issue its approval on certain material revisions to charter applications; while granting OCS the ability to process other requests without the SBE taking action.

The suggested changes will grant OCS the ability to process more requests on behalf of the SBE. As outlined in the suggested policy changes, broadening the scope of OCS approval does not eliminate the requirement for schools to first seek approval before implementing a material change, nor does this change eliminate the requirement of SBE/CSAB review or recommendation if needed

At it is April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the policy for charter schools seeking an amendment. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the new policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.

*Upon motion by Ms. Rebecca Taylor and seconded by Ms. Patricia Willoughby, the Board voted unanimously to approve the Recommended Changes to Charter Amendments for Existing Public Charter Schools (CHTR-014), as presented. (See attachment EICS 2)*

***ACTION***

**EICS 3 – Recommended Changes to Planning Year for New Preliminary Charter Schools CHTR-013**

**SBE Strategic Plans:**

- Goal 1: Every student has a personalized education
  - Objective 4: Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools), and Mr. Alex Quigley (Chair, Charter Schools Advisory Board)

**Description:**

Per a recommendation from the Office of Charter Schools (OCS), the Charter Schools Advisory Board (CSAB) now recommends that the State Board of Education amend its current policy on "Planning Year for Charter Schools." Specifically, the CSAB is recommending changes in the Acceleration component of the policy.

Since the Acceleration component was added to the Planning Year policy in October 2013, only one (1) school has been able to meet the criteria to qualify for acceleration (Northeast Academy of Aerospace and Advanced Technologies). The criteria of partnering with a two or four-year institution and verifying the absence of a charter school in the proposed county of location has eliminated many applicant groups to qualify to accelerate their opening a charter school within the same year.

The CSAB proposes broadening the eligibility criteria while adding the requirement of demonstrating evidence that the applicant group will have a facility if making a request to accelerate. Adding this requirement eliminates

the possibility of a group requesting to accelerate its opening to then request a year delay due to facility difficulties.

The suggested changes will grant the SBE/CSAB more discretion in granting acceleration requests to applicant groups meeting the criteria. Also, the suggested changes do not eliminate the requirement to participate in a planning year. At its April 11, 2017 meeting, the CSAB deliberated and determined the final changes to the "Planning Year" policy for charter school applicants seeking to accelerate their opening. The attached draft policy reflects the CSAB recommendation based on feedback from the Office of Charter Schools and other divisions within NC Department of Public Instruction.

**Recommendations:**

The Charter Schools Advisory Board recommends that the State Board of Education approve the amended policy.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to approve the Recommended Changes to Planning Year for New Preliminary Charter Schools (CHTR-013), as presented. (See attachment EICS 3)*

***ACTION***

**EICS 4 – Voluntary Relinquishment of the Charter for Twin City High School**

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools), Dr. Kebbler Williams (Consultant, Office of Charter Schools).

**Description:**

On August 4, 2016, the State Board of Education voted to grant Twin City High School approval to open in Forsyth County.

On Friday, February 17, 2017, the attorney for the board of Twin City High School forwarded a letter via e-mail in which the board voluntarily relinquished its approved charter. The board's letter and board meeting minutes are included as an attachment. The SBE should act to accept the voluntary surrender of the Twin City High School charter.

**Recommendations:**

The Office of Charter Schools recommends that the State Board accept the voluntary relinquishment of the Twin City High School charter.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. Gregory Alcorn, the Board voted unanimously to accept the Voluntary Relinquishment of the Charter for Twin City High School, as presented. (See attachment EICS 4)*

***ACTION ON FIRST READING***

**EICS 5 – Lab Schools to Open in Fall 2017**

**Policy Implications:** G.S. § 116-239

**SBE Strategic Plan**

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

**Objective 5:** Decrease the percentage of Low-Performing Schools and Low-Performing School Districts in the State

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

**Objective 1:** Develop and support highly effective teachers

**Objective 2:** Develop and support highly effective principals

**Objective 3:** Increase the number of teachers graduating from quality traditional and alternative educator preparation programs

**Objective 4:** Increase the number of principals graduating from quality traditional and alternative educator preparation programs

**Objective 5:** Increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

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

**Objective 1:** Create and maintain safe and respectful school environments

**Objective 2:** Promote healthy, active lifestyles for students

**Objective 3:** Decrease the number of students who are chronically absent, dropout, or suspended out of school

**Presenter(s):** Dr. Sean Bulson, Senior Advisor to the President for Lab Schools, University of North Carolina General Administration

**Description:**

In accordance with N.C.G.S. § 116-239, the University of North Carolina files copies of resolutions from East Carolina University and Western Carolina University to open laboratory schools in Pitt County and Jackson County respectively.

N.C.G.S. § 116-239.7(c) reads as follows, “Recognition of a Lab School. – Each board of trustees that adopts a resolution as provided in this section shall file a copy of the resolution with the State Board of Education. Upon receipt of a resolution from a board of trustees for a named lab school, the State Board of Education shall approve the creation of the lab school.”

The mission of the laboratory schools is to improve student performance in local school administrative units with low-performing schools by providing an enhanced education program for students residing in those units and to provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings.

East Carolina University is opening the East Carolina University Laboratory School on the campus of South Greenville Elementary School in Pitt County serving Grades 2-4 and ultimately serving students in Grades Pre-K-5. Western Carolina University is opening the Catamount School on the campus of Smoky Mountain High School in Jackson County serving students in Grades 6-8.

**Recommendations:**

The University of North Carolina, on behalf of Boards of Trustees of East Carolina University and Western Carolina University, requests the State Board of Education accept resolutions to establish laboratory schools to serve public school students in accordance with the provisions of §116-239.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. Wayne McDevitt, the Board voted unanimously to accept resolutions to establish Lab Schools to Open Fall 2017 to Serve Public School Students in Accordance with the Provision of 116-239 at ECU and WCU, as presented. (See attachment EICS 5)*

**DISCUSSION**

**EICS 6 – Aristotle Preparatory Academy’s Request to Partner with an Education Management**

**Organization**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

In 2013, the State Board of Education granted Aristotle Preparatory Academy a 10-year charter. The K-12 charter (currently K – 5) school located in Mecklenburg County is completing the third year of its charter term. The Aristotle Preparatory Academy board has requested that the State Board of Education allow them to enter into a contract with a charter management company to assist with the operation of the charter school. According to policy CHTR-014, an amendment “employing or terminating a management company” requires State Board of Education (SBE) approval. The management company is newly formed and is headed by some experienced leaders in the charter school arena. The board believes this structure permits continuity at the charter school while bringing some necessary changes to move the school forward. The board did evaluate other management organizations; however, a change would create inconsistency in the school’s model and curriculum.

The State Board of Education received similar requests in 2013 and 2015, in which an existing charter school requested to partner with a newly formed management company. In granting approval for those arrangements, specific conditions were placed upon the charter school board for operation for 1-year. The specific conditions were as follows:



8. No board members or employees of the management company shall serve on the nonprofit board that holds the charter from the State Board of Education.
9. The nonprofit board should maintain membership of no less than seven (7) board members for the remainder of the charter term.
10. The nonprofit board that holds the charter shall meet no fewer than eight (8) times each year.
11. Minutes from the nonprofit board meetings shall be forwarded to the Office of Charter Schools within seven (7) business days of the meeting. Draft minutes will be accepted to meet this condition.
12. The nonprofit board will abide by North Carolina G.S. 14.234.
13. Annual disclosure of information as required by the memo sent to all charter schools from the Chief Financial Officer on August 13, 2014.
14. The nonprofit board shall submit a detailed progress report highlighting performance data (academic, financial, and operational) to the Office of Charter Schools no later than the end of October 2018.

At its May 8, 2017 meeting, the Charter Schools Advisory Board (CSAB) received a due diligence report (attached) about the management company from the Office of Charter Schools. After review and discussion, the CSAB voted to recommend that the SBE accept the amendment request of Aristotle Preparatory Academy to employ a charter management organization – (AAC).

**Recommendations:**

The NC Charter Schools Advisory Board recommends that the State Board of Education accept Aristotle Preparatory Academy’s amendment request.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted that this item has been moved to the July agenda to get more information.

**DISCUSSION**

**EICS 7 – Reform Models Restart Applications**

**SBE Strategic Plan:**

- Goal 1:** Every student in the NC Public School System graduates from high school prepared for work, further education, and citizenship.
  - Objective 1.1:** Increase the cohort graduation rate.
  - Objective 1.2:** Graduate students prepared for post-secondary education.
  - Objective 1.3:** Graduate students pursuing a Career and Technical Education (CTE) concentration prepared for careers.
  - Objective 1.4:** Reduce the percentage of students needing remediation in post-secondary education.
  - Objective 1.5:** Increase student performance on the state’s End-of-Grade (EOG) and End-of-Course (EOC) Assessments and on the National Assessment of Educational Progress (NAEP).

**Presenter(s):** Dr. Nancy Barbour (Director, District and School Transformation)

**Description:**

Recurring Low Performing Schools have the opportunity to apply for one of four Reform Models to utilize innovative school reform and reverse a history of low performance. The Committee for Student Learning and Achievement and the Department have received a number of Reform Model applications from across the state listed by LEA below. These applications are posted for review and will be processed by the Department, read,

reviewed by necessary Divisions, and potentially edited in preparation for their approval at the April State Board Meeting.

Applications Submitted for Approval: XX Reform Model Applications are being submitted for approval. The following list includes the name of the school district and school.

**Durham Public Schools**

1. Bethesda Elementary
2. Brogden Middle
3. Eno Valley Elementary
4. Glenn Elementary
5. Shepard Middle
6. Lakewood Elementary
7. Fayetteville Street Elementary
8. Lowe's Grove Middle
9. Lucas Middle
10. E.K. Powe Elementary
11. Githens Middle
12. Southern School of Energy and Sustainability
13. Sandy Ridge Elementary
14. Y.E. Smith Elementary

**Onslow County Schools**

1. Clyde Erwin Elementary
2. Richlands Elementary

**Washington County Schools**

1. Creswell High
2. Pines Elementary

**Union County Schools**

1. Monroe Middle
2. East Union Middle

**Kannapolis City Schools**

1. Fred Wilson Elementary

**Recommendations:**

It is recommended that the State Board review and discuss these applications.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- Ms. Taylor noted that this item will return for vote next month.

***MOVED TO ACTION ON FIRST READING***

***DISCUSSION***

**EICS 8 – Pinnacle Classical Academy’s Request to Amend its Teacher Evaluation System**

**Policy Implications:** SBE# CHTR-014

**SBE Strategic Plan:**

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

**Objective 4:** Increase the number of charter schools meeting academic, operational, and financial goals.

**Presenter(s):** Mr. Dave Machado (Director, Office of Charter Schools) and Dr. Deanna Townsend-Smith (Assistant Director, Office of Charter Schools)

**Description:**

State Board (Board) policy CHTR-014 section 1 (d) states that any proposed amendments not contained in Section 2 must be reviewed and approved by the State Board of Education. Notwithstanding the foregoing, the Department may carry any proposed amendment to the Board for its review.

Pinnacle Classical Academy (PCA) requests to change the evaluation tool and process as outlined in their approved application. The original charter language and proposed changes are outlined below:

*Original Performance Evaluation Language:*

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The headmaster will formally evaluate all teachers at least twice per year; first year ILT teachers will be evaluated at least three times a year. This will include establishing criteria against which performance is measured, communicating with teachers about their performance, and establishing goals for next year. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the evaluation reports were discussed. All evaluation reports will be kept in employee files.

Additional formal performance evaluations are encouraged to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weakness, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals. Informal observations by the headmaster will be conducted randomly throughout the year to ensure a comprehensive picture of the classrooms of PCA.

*Amended Performance Evaluation Language:*

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. The headmaster will formally evaluate all teachers at least twice per year; first year ILT teachers will be evaluated at least three times a year. Pinnacle Classical Academy has developed a local evaluation model that includes enhanced criteria against which teaching and instructional performance is measured to provide an accurate understanding of strengths and areas to improve. Teachers will also be asked to comment on their appraisals and provide signatures acknowledging that the evaluation reports were discussed. All evaluation reports will be kept in employee files.

Additional formal walk through performance evaluations are used to provide both the Headmaster and/or designee(s) and employees the opportunity to discuss instructional and planning processes, identify and correct weakness, encourage and recognize strengths, and discuss positive, purposeful approaches for improvement in the future. Informal observations by the Headmaster and/or designee(s) shall be conducted on a rotating basis throughout the year to ensure a comprehensive picture of the classrooms of Pinnacle Classical Academy. The

Office of Charter Schools (OCS) has reviewed the request and recommends that the SBE accept this amendment to Pinnacle Classical Academy's evaluation model and process.

**Recommendations:**

The Office of Charter Schools (OCS) recommends that the SBE accept this amendment to Pinnacle Classical Academy's evaluation model and process.

**Discussion/Comments:**

- EICS Committee Chair Rebecca Taylor noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

*Upon motion by Ms. Rebecca Taylor and seconded by Mr. Eric Davis, the Board voted unanimously to accept the Pinnacle Classical Academy's Request to Amend its Teacher Evaluation, as presented. (See attachment EICS 8)*

**NEW BUSINESS**

- **NCDPI Presentation on its Support of Charter Schools**
  - ❖ **Mr. Dave Machado (Office of Charter Schools)**
  - ❖ **Dr. Ann Walters, Headmaster, Union Academy Charter School, Monroe, NC**

Mr. Machado shared with the Board some success stories on our charter schools. Union Academy Charter School shared an exciting and moving presentation.

**NEW BUSINESS**

- **SBE Student Advisor Report to the Board**
  - ❖ **Mr. Yates McConnell, Senior Student Advisor**

Mr. McConnell presented his own positive experiences as a charter school student as well as some results from a survey that he presented to other charter schools.

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

**ACTION**

**ES&P 1 – Amendment to General Licensure Requirements Policy: Addition of Specific World Languages**  
**Policy Implications:** SBE Policy LICN-001

**SBE Strategic Plan:**

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

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

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

This item is an amendment to SBE Policy LICN-001 (formerly TCP-A-001) to indicate the specific language(s) for which a teacher is qualified to teach on his/her K – 12 teaching license. There are 13 languages that need to be added; 11 of them are already being taught and 2 of them (Korean and Swahili) are available at NC college and university campuses and have heritage communities in our state. Once these languages are added to the policy, Licensure will create numerical licensure codes for these languages plus American Sign Language, which is already on the K-12 list, so that *K-12 North Carolina World Language Essential Standards* programs (SCOS-009) are reflected in teacher licensure codes.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation to indicate specific languages as indicated on a teacher’s professional teaching license.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Action during the June 2017 State Board of Education meeting. (See Attachment ES&P 1)

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Amendment to General Licensure Requirements policy: Addition to Indicate Specific World Languages, as presented. (See attachment ES&P 1)*

***ACTION***

**ES&P 2 – Licensure Renewal Policy: Digital Learning Competencies for Teachers and Administrators**

**Policy Implications:** G.S. 115C-296 (b)(1)c and SBE Policy LICN-005

**SBE Strategic Plan**

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

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

**Objective 3.1:** Develop and support highly effective principals

**Presenter(s):** Dr. Maria Pitre-Martin, Chief Academic and Digital Learning Officer and Ms. Verna Lalbeharie, Director of Digital Teaching and Learning

**Description:**

NCDPI proposes a change to existing State Board of Education policy (LICN-005) to integrate digital teaching and learning into the requirements for licensure renewal per G.S. 115C-296 (b)(1)c:

“The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) ... (ii) ... and (iii) integrate digital teaching and learning into the requirements for licensure renewal.”

NCDPI engaged multiple stakeholders (e.g. including LEA Superintendents, Human Resource Directors, and Technology Directors; NC School Boards Association; and the University of North Carolina-General Administration) and recommends amending the continuing education unit (CEU) requirements for licensure renewal outlined in LICN-005 to include two CEUs that address the Digital Learning Competencies. This policy

amendment will impact educators with licenses expiring on or after June 30, 2019. This item also includes changes that update this policy to reflect/align with other licensure policies (LICN 001) as well as minor technical corrections.

**Recommendations:**

It is recommended that changes to the licensure renewal requirements on the attached list be discussed by the SBE with the intent that changes will be brought back to the SBE in June 2017 for action.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Licensure Renewal Policy: Digital Learning Competencies for Teachers and Administrators, as presented. (See attachment ES&P 2)*

This item is submitted for Action during the June 2017 State Board of Education meeting. (See Attachment ES&P 2)

***ACTION***

**ES&P 3 – Amendment to General Licensure Requirements Policy: Career and Technical Education Alternative Licensing Section of Policy LICN-001**

**Policy Implications:** SBE Policy LICN-001

**SBE Strategic Plan:**

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Chief Academic and Digital Learning Officer, Academic and Digital Learning), Ms. Jo Anne Honeycutt, Director, Division of Career and Technical Education (CTE), Ms. Carol F. Short, Project Manager, Career Readiness Initiative.

**Description:**

This item is a modification to SBE Policy LICN-001 (formerly TCP-A-001) for Career and Technical Education (CTE). CTE is driven by input from business and industry to develop standards. Frequently, curriculum changes based on certifications recommended by business and industry require that modifications are made to the CTE specific portion of LICN-001 that addresses alternative licensing routes. By moving that portion of the policy to a manual that is updated annually, CTE is allowed to continue to stay current with business, industry, and changes in higher education programs for CTE. In addition, the manual format provides greater consistency in language among the licensure areas. The CTE Manual is brought to the State Board of Education for review annually in May for July implementation.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation to move the CTE specific alternative licensing policy to **The Manual for Alternative Career and Technical Education License Routes and CTE Endorsement Areas, and to include an electronic link to the manual in SBE policy LICN-001.**

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Amendment to the General Licensure Requirements Policy: Career and Technical Education Alternative Licensing Section of Policy LICN-001, as presented. (See attachment ES&P 3)*

This item is submitted for Discussion during the June 2017 State Board of Education meeting. (See Attachment ES&P 3)

***ACTION ON FIRST READING***

**ES&P 4 – Educator Preparation Program Approvals for Institutions of Higher Education**

**SBE Strategic Plan**

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

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

**Presenter(s):** Ms. Joyce Gardner (Director, Educator Preparation), Dr. Andrew Sioberg (Service Support Coordinator, Education Preparation)

**Description:**

Institutions of Higher Education (IHEs) are resubmitting all program descriptions and proposals for evaluation and review this semester. The Educator Preparation Program Approval Committee, with the assistance of DPI Information Technology programmers, launched a Web-based platform for the submission and review of current programs and new program proposals. These proposals are reviewed by trained public school practitioners, content experts, and/or higher education faculty. Extensive feedback is provided to the institution as necessary, and time is provided to make revisions before these are presented to the State Board for approval. Each program submission is reviewed for alignment with recent legislation and State Board policies, including use of a valid and reliable assessment of pedagogy (edTPA or PPAT), minimum sixteen-week student teaching and field experiences every semester in low-performing schools. A chart of reviewed and recommended programs is presented to the Board for approval.

**Recommendation:**

This item is presented for Action on First Reading at the June 2017 SBE meeting.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Educator Preparation Program Approvals for Institutions of Higher Education, as presented. (See attachment ES&P 4)*

This item is submitted for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment ES&P 4)

***ACTION ON FIRST READING***

**ES&P 5 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensure Requirements**

**Policy Implications:** SBE# LICN-021 and TCED-009

**SBE Strategic Plan**

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

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

**Presenter(s):** Dr. Olivia Oxendine (State Board of Education)

**Description:**

State Board of Education policy LICN-021 allows individuals who have not met licensing requirements due to extenuating circumstances to request an exception from the requirement or an extension of time. The request must include documents from the teacher, the principal, the superintendent, and the chair of the local board of education. A similar policy, TCED-009 allows colleges and universities to submit requests for exception to Praxis I testing requirements on behalf of students seeking admission to teacher education programs. Requests are evaluated by a panel chaired by a member of the State Board. Panel recommendations will be presented in closed session.

**Recommendations:**

It is recommended that the recommendations of the Appeals Panel related to each request be approved.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted that this item will be discussed during closed session.
- No additional comments were made.

This item is submitted for Action on First Reading during the June 2017 State Board of Education meeting. (See Attachment ES&P 5)

***ACTION ON FIRST READING***

***DISCUSSION***

**ES&P 6 – Amendment to the General Licensure Requirement Policy: Career and Technical Alternative Licensing, LICN-002**

**Policy Implications:** SBE# LICN-002

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Jo Anne Honeycutt, Director, Division of Career and Technical Education (CTE), Carol F. Short, Project Manager, Career Readiness Initiative.



**Description:**

This item is a modification to SBE Policy LICN-001 (formerly TCP-A-001) for Career and Technical Education (CTE). CTE is driven by input from business and industry to develop standards. Frequently, curriculum changes based on certifications recommended by business and industry require that modifications are made to the CTE specific portion of LICN-001 that addresses alternative licensing routes. By moving that portion of the policy to a manual that is updated annually, CTE is allowed to continue to stay current with business, industry, and changes in higher education programs for CTE. In addition, the manual format provides greater consistency in language among the licensure areas. The CTE Manual is brought to the State Board of Education for review annually in May for July implementation.

**Recommendations:**

It is recommended that the State Board of Education approve the recommendation to move the CTE specific alternative licensing policy to **The Manual for Alternative Career and Technical Education License Routes and CTE Endorsement Areas and to include an electronic link to the manual in SBE policy LICN-002.**

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- This item was moved to Action on First Reading.
- No additional comments were made.

*Upon motion by Dr. Olivia Oxendine and seconded by Mr. Eric Davis, the Board voted unanimously to approve the Amendment to the General Licensure Requirement Policy: Career and Technical Alternative Licensing, LICN-002, as presented. (See attachment ES&P 6)*

This item is submitted moved to Action of First Reading during the June 2017 State Board of Education meeting. (See Attachment ES&P 6)

***DISCUSSION***

**ES&P 7 – Amendment to the General Licensure Requirement Policy – LICN-005**

**Policy Implications:** SBE# LICN-005

**SBE Strategic Plan**

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

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

**Presenter(s):** Dr. Maria Pitre-Martin (Deputy State Superintendent), Dr. Thomas R. Tomberlin (Director of Educator Human Capital Policy and Research), Ms. Susan Ruiz (Section Chief, Licensure)

**Description:**

NCDPI recommends changes to the General Requirements section of LICN-005. NCDPI recommends changing the number of required CEUs for teachers with expired licenses from fifteen to eight. For teachers who return to an initial license from a continuing license due to performance issues, the LEAs and charter schools will have discretion over the type of professional development the teacher needs to meet the state CEU requirement.

**Recommendations:**

It is recommended that the evaluation and licensure policy changes on the attached list be approved by the SBE.

**Discussion/Comments:**

- ES&P Committee Chair Dr. Olivia Oxendine noted a thorough discussion of this item during the Committee meeting on Wednesday.
- No additional comments were made.

This item is submitted for Discussion during the June 2017 State Board of Education meeting. (See Attachment ES&P 7)

**CHAIRMAN'S CLOSING COMMENTS**

Chairman Cobey asked if there were any items for New Business. Chairman Cobey recognized Ms. Willoughby for an HRS comment. Ms. Willoughby then recognized Dr. Matthews. Dr. Matthews that the Center for Safer Schools was going to enhance its training for critical incident scenario across the state. He added that it will be broken out to school resource officers before the next Board meeting and wanted Board members to be aware.

Chairman Cobey stated the conclusion of all committee reports and voting for the June 2017 meeting and New Business. Once again, Chairman Cobey thanked Board members, advisors, and staff for the work that goes into Board meetings. He noted that there are many moving parts behind the scenes that others do not see; he expressed his sincere thanks for all of the work and participation.

Chairman Cobey reminded everyone that we are approaching a very busy time with legislative action in the next few weeks. These will be important weeks, so please reply quickly to any requests for input or opinion. Ms. Holden and Mr. Hill will continue to be at the legislature constantly, along with some members of Superintendent's Johnson's staff. We continue to face challenges, both at the state and local level; so, it is incumbent on us to stay engaged. Chairman Cobey also noted that every year the voices of our advisors are invaluable and that naming school system employees as advisors was a smart move by the legislature several years ago.

Chairman Cobey reminded everyone that the years of Board Advisor service always passes too quickly, and we always miss them when they are gone. The Board welcomes you back as a visitor at any time and hopes that you will take us up on it. Chairman Cobey invited each advisor forward, one at a time, to be presented with a crystal apple as a token of the Board's appreciation for their service. He began with Dr. Williamson and then Ms. Chalmers. Chairman Cobey noted that Ms. Triplett was not with us today; she was attending to her new baby girl, and we will see to it that she receives her crystal apple. The advisors also posed for photos with the Board.

**ADJOURNMENT**

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

*Upon motion by Mr. Greg Alcorn and seconded by, Mr. Wayne McDevitt, Board members voted unanimously to adjourn the June 1, 2017, meeting of the State Board of Education.*