



A Publication for Members of the
N.C. Association of School Administrators

June 3, 2021

The State Board of Education (SBE) held its monthly meeting on June 2-3 in Raleigh and virtually. The pages that follow summarize highlights from the meeting and the Board's actions for this month. For complete SBE information, visit their website: <http://stateboard.ncpublicschools.gov/>

ACTION ITEMS

EDUCATION INNOVATION AND CHARTER SCHOOLS COMMITTEE

Action

EICS 1 – 2020 Charter Schools Annual Report

The State Board is required by state law to report annually no later than June 15 to the Joint Legislative Education Oversight Committee on the following:

1. The current and projected impact of charter schools on the delivery of services by the public schools.
2. Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.
3. Best practices resulting from charter school operations.
4. Other information the State Board considers appropriate.

Recommendations: The Charter Schools Advisory Board recommended the SBE receive the 2020 Charter Schools Annual Report for submission no later than June 15 to the Joint Legislative Education Oversight Committee.

APPROVED

EICS 2 - Wake Preparatory Academy's Request to Relocate

Wake Preparatory Academy ("WPA") is a charter school currently in its second delay (approved by the State Board of Education in January 2021). The school is scheduled to open in 2022 with 1620 students serving grades K-12. The school originally intended to open in Wake County and build a school facility in consultation with a development company. There was not a specific site location in the original charter application but rather the proposal to locate in Wake County with the assistance of a development company to find available land for construction. That proved a difficult task due to site plan and subdivision applications denied by the Town of Wake Forest. The matter is currently pending in court and there are no facilities available in the county to act as a temporary facility to house 1620 students. The school's Board of Directors determined the most feasible option is to relocate across the county line to Franklin County. Wake Preparatory Academy is therefore requesting to relocate from Wake County to Franklin County. The distance is 1.4 miles from the original intended site at 0 Harris Road in Wake County to the new site in Franklin County located at 14101 Capital Boulevard. Relocations more than five miles or to another LEA require State Board of Education approval. The CSAB heard this request on April 22, 2021, and unanimously recommended approval of the relocation request.

Recommendations (AMENDED): It was recommended the SBE approve Wake Preparatory Academy's request to relocate to Franklin County provided that the charter agreement signed by the Wake

Preparatory Academy's board and the SBE is amended to reflect that Wake Preparatory Academy acknowledges and agrees that it is bound by and will comply with the Court-ordered desegregation plan in effect for Franklin County Schools; and the provisions of N.C. Gen. Stat. 115C-218.45(e), which requires, in part, that within one year after the charter school begins operation, the school shall make efforts for the population of the school to reasonably reflect the racial and ethnic composition of the general population residing within the local school administrative unit in which the school is located; AND provided the charter agreement sets forth the actions Wake Prep will take to comply with the Court-ordered desegregation plan and the provisions of N.C. Gen. Stat. 115C-218.45(e).

APPROVED

EICS 3 - Movement School Eastland's Request to Increase Enrollment

Movement School Eastland (62K) is a charter school located in Charlotte-Mecklenburg serving grades K-1. The school is in its first year of operation after serving a one-year delay. Per NC General Statute 115C-218.7, enrollment growth greater than thirty percent (30%) shall be considered a material revision of the charter for any charter school that is not identified as low-performing. The State Board of Education (SBE) may approve such additional enrollment growth of greater than thirty percent (30%) if specific requirements are met. Movement School Eastland is requesting an increase in projected ADM from 285 to 320. Because the 30% maximum is calculated using the 2020-21 1st Month ADM (180 for this school, equaling a max of 234) the request for 320 students brings the increase to 36.75%. The school is in its first five years, so it can defer back to its enrollment projections in its application, which was 285 for year three. Their request was heard by the Charter Schools Advisory Board (CSAB) on April 12, 2021 and the CSAB voted unanimously to approve.

Recommendations: The Charter Schools Advisory Board recommended the SBE approve Movement School Eastland's Request to Increase Enrollment.

APPROVED

EICS 4 - New Policy - Teacher Contracts (ESDB-029)

Effective July 1, 2018, state law permitted non-career status teachers that have been employed by the board for at least three years in a full-time, permanent position to be considered for a one, two, or four-year new or renewed employment contract. Teachers at each of the three residential schools are currently only considered for one-year contracts, and the proposed policy would make the multi-year options available to them.

Recommendations: It was recommended the SBE approve the new Teacher Contract policy (ESDB-029) and allow staff to consider multi-year options for upcoming term.

APPROVED

STUDENT LEARNING & ACHIEVEMENT COMMITTEE

Action on First Reading

SLA 1- K-12 Social Studies Glossary, Crosswalk, & Strand Maps and K - 5 Unpacking Documents Approval

Per SBE policy SCOS-012 (Process for the Review, Revision, and Implementation of the NC Standard Course of Study), the NC Department of Public Instruction (NCDPI) must review the standards for each content area. Due to ongoing concerns from certain Board members regarding language included in the K-12 Social Studies Glossary, Board members discussed postponing voting on the Glossary and related documents.

Recommendations: It was recommended the SBE approve the K-12 Social Studies Glossary, Crosswalk, & Strand Maps and K - 5 Unpacking documents to move forward with the professional development and implementation process.

VOTING POSTPONED UNTIL "NO LATER THAN JUNE 18"

SLA 2 - SBE Policy Amendment: Graduation Certificates & Participation for Students with Disabilities (GRAD-010)

Economic & Personal Finance Extended Content Standards (SCOS-000, GRAD 004) received SBE approval at the February 2021 meeting, and based on state law, the Economic & Personal Finance course should be added to GRAD 010 to reflect four (4) Social Studies credits for the students earning a Graduation Certificate. GRAD-010 currently affords students with disabilities who have not earned a high school diploma to receive a graduation certificate. The Exceptional Children Division has conducted a review of the current graduation policy 010 and would like to update the policy to include the course titles. This revision would include four (4) Social Studies credits which contains the Extended Content Economic and Personal Finance course approved by the State Board in February 2021.

Recommendations: It is recommended that the State Board of Education approve the updated GRAD-010 to include four (4) Social Studies credits and adding the course titles to the Graduation Certificate policy.

APPROVED

SLA 3 - Request to Begin K-12 Science Content Standards Revisions

Per SBE policy SCOS-012 (Process for the Review, Revision, and Implementation of the NC Standard Course of Study), the NC Department of Public Instruction (NCDPI) must review standards for each content area. The current Science standards were approved on June 4, 2014. SCOS-012 indicates that standards are on a 5-7 year revision cycle. The last approved standards were implemented in 2012-2013.

Recommendations: It was recommended the SBE approve the Science content area to move forward with the revision process.

APPROVED

SLA 4 - Request to Begin K-12 Healthy Living Content Standards Revisions

Per SBE policy SCOS-012 (Process for the Review, Revision, and Implementation of the NC Standard Course of Study), the NC Department of Public Instruction (NCDPI) will review the standards for each content area. The current Healthful Living standards were approved in November 2015. SCOS-012 indicates that standards are on a 5-7 year revision cycle.

Recommendations: It was recommended the SBE approve the Healthy Living content area to move forward with the revision process.

APPROVED

SLA 5 - NC State Board of Education Appointments to the Council on Educational Services for Exceptional Children (Council)

The Council on Educational Services for Exceptional Children (Council) is established as an advisory council to the State Board of Education. Its establishment is set forth in the Individuals with Disabilities Education Improvement Act (IDEA) federal regulations in §§ 300.167-300.169 and the North Carolina General Statutes in §115C-121. The Council shall consist of a minimum of 24 members. Members are appointed by the Governor, President Pro Tem of the Senate, Speaker of the House, and the State Board of Education. Appointees represent individuals with disabilities from the ranks of parents, teachers, higher education, public and private schools, business/vocational community, and charter schools. A majority of representatives shall be persons with disabilities or parents of children with disabilities.

Recommendations: The Council has two members whose terms will end in June 2020 and has recommended both members for re-appointment. Diane Coffey represents a Parent of a Child with a Disability and Christy Hutchinson represents Charter Schools. Both ladies have provided valuable information to the Council regarding the unmet needs of special education students and would continue to do so if re-appointed. If appointed, their terms will end on June 30, 2025.

APPROVED

Action

SLA 6 - Governor's School Board of Governors Appointment Recommendations

The North Carolina Governor's School is administered by the State Board of Education through the Department of Public Instruction and offers an enriching summer program to selected high-achieving and talented high school students from throughout the state. The Board of Governors of the Governor's School of North Carolina (Board of Governors) is established as an advisory council to the State Board of Education. The term for all appointed members is three years, with no person serving more than two consecutive three-year terms. The State Superintendent is required to recommend individuals to the State Board of Education for its approval to fill any vacancy, and the Superintendent this month brought forth a recommendation to fill the remaining At-Large vacancy.

Recommendations: The State Superintendent recommended Linden Cummings to fill the one At-Large vacancy The appointee will serve a term of July 1, 2021 - June 30, 2024.

APPROVED

SLA 7 - Career and Technical Education (CTE) Entrepreneurial Experience (CTED-003)

CTED-003 currently affords students the opportunity to earn academic credit for work-based learning through Cooperative Education, High School Apprenticeships, and Paid or Unpaid Internships. This revision to CTED-003 would add the Entrepreneurial Experience as a fourth option for students seeking academic credit for aligned work-based learning in CTE. Currently, CTE currently offers these entrepreneurial opportunities:

1. Exploring Business and Entrepreneurship (Middle Grades, 17,000+ participants 2019-20)
2. ME11 Entrepreneurship I (6900+ participants 2019-20)
3. ME12 Entrepreneurship II (240+ participants 2019-20)
4. NAF Academy of Finance Entrepreneurship (1/2 credit course, 80+ participants 2019-20)

The Entrepreneurial Experience WBL credit would be available for all students who have successfully completed a CTE Concentrator course in an approved pathway.

Recommendations: It was recommended the SBE approve the Entrepreneurial Experience as a fourth option for students seeking academic credit for work-based learning.

APPROVED

SLA 8 - NC Academically & Intellectually Gifted (AIG) Program Standards Update (ACIG-000)

Per state law, the State Board of Education sets the guidelines for the development of local Academically and/or Intellectually Gifted (AIG) plans for all NC school districts. Local AIG Plans are developed every three years. Once developed at the district level, each local board of education approves the official AIG plan and SBE/NCDPI provides feedback. Based on recommendations from the Office of the State Auditor in 2008, SBE initially developed and adopted the NC AIG Program Standards in July 2009 as a mechanism to create a statewide framework for quality programming while honoring local context and flexibility. These standards encompass all the required, legislated components and additional guidance from the SBE to guide effective programming for AIG programs. The NC AIG Program Standards have been used by the LEAs as a guide for local AIG plans since the 2010-13 plan cycle. They have been revised based on feedback every three years. The next cycle of Local AIG Plans will be due summer 2022 for the 2022-2025 cycle. In order to prepare for the 2022 updates of the Local AIG Plans, NCDPI is recommending revisions to the current NC AIG Program Standards (ACIG-001). The proposed changes provide further clarity and reflect the Division's Call to Action for Equity and Excellence in Gifted Education and the SBE's Resolution for Equity and Excellence. The changes support continuous program improvement in LEA AIG programs and maximize learning for students.

Recommendations: It was recommended the SBE approve the amendments to the NC AIG Program Standards as the official guidelines for Local AIG Plans in 2022-2025.

APPROVED

EDUCATOR STANDARDS AND PRACTICE COMMITTEE

Action on First Reading

ES & P 1 – Recommendation(s) from the Advisory Board on Requests for Exception from Teaching Licensing Requirements

State Board of Education policy LICN-021: Procedures for seeking Exception from Licensure Requirements, 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: Minimum Admissions Requirements and Exceptions for Initial Teacher Preparation Programs (EPPs), 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 were presented in closed session.

Recommendations: It was recommended the SBE accept the Appeal Panel's recommendation(s).

APPROVED

ES & P 2 – Membership for the Driver Education Advisory Committee

State Board of Education policy established the North Carolina Driver Education Advisory Committee and outlined specific roles and duties of the committee in advising the SBE on issues related to the implementation of the North Carolina Driver Education Strategic Plan and any other aspects of driver education and traffic safety. The Committee shall consist of up to a maximum of nineteen members from the following groups: North Carolina Department of Public Instruction, North Carolina Department of Transportation and Division of Motor Vehicles, UNC Highway Safety Research Center, North Carolina Driver and Traffic Safety Education Association, commercial driving schools, PSU coordinators/teachers, University/Community Colleges, Law Enforcement, North Carolina Department of Insurance, North Carolina Parent Teacher Association, a student representative and amended in 2017 to include, the Division of Non-Public Education. The initial term of office shall be for two or three years, beginning July 1 and ending June 30. The State Board of Education shall designate two-year and three-year term limits for initial members of the Advisory Committee. Committee membership terms will be staggered, thereby permitting new appointments to be made while retaining some experienced members. All subsequent appointments will be two-year terms. A member could serve a maximum of two terms consecutively, with a required separation of two years before receiving a third term appointment. The SBE shall fill vacancies on the committee and shall approve reappointments to the Committee. The full terms may be served after fulfilling an unexpired term.

Recommendations: It was recommended the SBE review and approve the names submitted to serve remaining and/or two-year terms as members of the Driver Education Advisory Committee.

APPROVED

Action

ES & P 3 – Educational Interpreter Performance Assessment Increase of Minimum Score Requirement and Updates to the Class Specifications for Noncertified Public-School Employees

State law exempts educational interpreters from needing an interpreter license through the North Carolina Interpreter and Transliterator Licensing Board (NCITLB). Therefore, the NC State Board of Education requires under policy EVAL-001 that educational interpreters pass the Educational Interpreter Performance Assessment (EIPA) with a minimum score of 3.0 in order to serve in public school systems. A high priority of the Deaf community, along with the Exceptional Children Division, is the equitable access of education for Deaf and Hard of Hearing students who require an interpreted/transliterated education. This issue can be addressed by having more highly qualified educational interpreters serving in our public schools. A 2014 report produced by the University of Northern Colorado indicated that among the 42 states that have set an Educational Interpreter Performance Assessment (EIPA) minimum standard for

educational interpreters in their state, seven (7) of those states, including North Carolina, have the lowest EIPA score requirement (3.0 on a 5-point scale). Twenty-four (24) states require a minimum EIPA score of 3.5, and 11 states require a 4.0 EIPA score.

Recommendations: It was recommended the SBE approve the recommendations to increase educational interpreter minimum score requirements and job classification updates/revisions effective July 1, 2021.

APPROVED

BUSINESS OPERATIONS COMMITTEE

Action on First Reading

BSOP 2 – American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund State Application Template

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. North Carolina has been allocated roughly \$3.6 billion with the requirement to disburse 90% to PSUs in the state. These funds are available through 9/30/24. Funds are allocated based on a proportion of Title I amount received with broad allowable use and an obligation that 20% are committed to address learning recovery. To date, NC has received 2/3 of its allocation from US Department of Education and has begun the process for distributing those funds. To obtain the final 1/3 of the allocation, NCDPI must submit the ARP ESSER state application. After completing a required 30-day comment period, the intent is to submit the application on June 21, 2021. In addition to the application submission, NCDPI is required to post on its website, no later than June 21, 2021, and regularly update the number of schools in the state providing each mode of instruction (Plan A, B, C) and disaggregated student enrollment data. NCDPI will make the draft application available for public comment prior to the submission to the US Department of Education. NCDPI will subsequently, develop an ESSER State Plan that will incorporate the feedback from stakeholder groups and will regularly update the plan as initiatives are developed and data is analyzed.

Recommendations: It was recommended the SBE approve the American Rescue Plan Elementary and Secondary School Emergency Relief (ARP ESSER) Fund State Application Template.

APPROVED

BSOP 3 – SBE Policy Amendment: American Rescue Plan (ARP) Homeless I Grant Program (ALOT-003)

Under Section 2001(b)(1) of the American Rescue Plan Act, \$800,000,000 was appropriated as the ARP Elementary and Secondary School Emergency Relief – Homeless Children and Youth (ARP-HCY) Fund to support the specific and urgent needs of homeless children and youth in recognition of the extraordinary impact of the pandemic on students experiencing homelessness. From these funds, the U.S. Department of Education is awarding two separate grants to States – 25% of the funds to be allocated as the ARP Homeless I program to provide funding to States immediately as a supplement to the FY 2021 McKinney-Vento Education for Homeless Children and Youth funds and 75% to be allocated as the ARP Homeless II program that will incorporate different subgrant criteria. North Carolina received its grant award for the ARP Homeless I program totaling \$5,894,156 from the U.S. Department of Education on April 26, 2021. These funds are to be distributed consistent with the requirements for standard McKinney-Vento Homeless Education program (PRC 026) funds and are to be used to address the urgent needs of homeless children and youth in the State. From the funding received, North Carolina may reserve up to 25% for State-level activities and must distribute at least 75% of the funds as subawards to eligible Public School Units (PSUs). Because the ARP Homeless I program is a separate and unique grant program from the McKinney-Vento

Homeless Education program, the Division of School Business is presented an update to the State Allotment Policy Manual to allow for the allotment of funds in accordance with applicable Federal requirements.

Recommendations: It was recommended the SBE approve the modifications to the Allotment Policy Manual (ALOT-003).

APPROVED

Action

BSOP 5 - Federal Grants Policy Update (ALOT-003)

The existing allotment policies for Federal programs within the State Board Allotment Policy Manual have not been subject to holistic update since fiscal year 2019. As such, School Business has put forth changes to the collected Federal allotment policies (not including COVID related policies) to improve organization, completeness, and to remove elements that are no longer applicable.

Recommendations: It was recommended the SBE approve the modifications to the Allotment Policy Manual (ALOT-003).

APPROVED

BSOP 6 - Elementary & Secondary School Emergency Relief (ESSER III) Budget Considerations: Positions

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provided North Carolina with roughly \$3.6 billion in relief funds, with the requirement to disburse 90% to Public School Units (PSUs) in the state. These funds are available through 9/30/24. Funds are allocated based on a proportion of Title I with broad allowable use and an obligation that 20% are committed to address learning recovery. The NC Department of Public Instruction (NCDPI) requested the approval of 24 time-limited positions for the administration, monitoring, compliance, and impact analysis of these funds and temporary acting pay for 37 individuals. The requests by unit are as follows:

- **Office of Learning Recovery (4 positions)**
 - Director of Research
 - Director of Innovative Practices
 - Research Associate (2)
 - Temporary administrative support
- **Federal Programs (10 positions)**
 - Program Administrator (8)
 - Administrative Specialist (2)
- **Internal Audit (7 positions)**
 - IT Auditor
 - Lead Auditor
 - Auditor (2)
 - Monitoring Manager
 - Monitoring Analyst (2)
- **Finance (4 positions)**
 - Accountant
 - Budget Analyst (3)

Recommendations: It was recommended the SBE approve the Elementary & Secondary School Emergency Relief (ESSER III) Budget Considerations: Positions with flexibility to move positions to prevent reversions. The State Board of Education will receive consistent updates.

APPROVED

BSOP 7 - Approval of Elementary & Secondary School Emergency Relief (ESSER I) \$500,000 Expenditure - State Leadership Budget Adjustment

The Elementary and Secondary School (K-12) Emergency Relief Fund, authorized by the Coronavirus Aid, Relief and Economic Security Act of 2020 (CARES Act) provided \$396,311,607 on May 11, 2020. Per the federal requirement, a State has one year to award the funds, and any unawarded funds are required to be returned to the US Department of Education. The State Board of Education approved the distribution of the funds and DPI obligated all funds within the one-year period. However, School Business is requesting that the \$50,000 that was initially approved to create posters for public school units and \$450,000 of administration funds be approved to fund the Duke School of Medicine contract that was legislated in SL2021-4 and was executed prior to May 11, 2021.

Recommendations: It was recommended the SBE approve the Elementary & Secondary School Emergency Relief (ESSER I) \$500,000 Expenditure - State Leadership Budget Adjustment.

APPROVED

BSOP 8 - Elementary & Secondary School Emergency Relief (ESSER II): NCVPS Budget Consideration - School Extension Program for 9-12 Grade Students

NC Virtual (NCVPS) has a robust course catalogue of about 130 courses spanning the grades 8-12. All of the courses are taught by NC certified teachers and are aligned to NC standards. In response to Session Law 2021-7 and by using Elementary & Secondary School Emergency Relief (ESSER II) funds, NC Virtual will provide access to teacher-supported, module-based credit recovery courses for students in grades 9-12. These courses will be personalized by the teacher to the students' needs and gaps in learning. Students will take a pre-assessment in order to determine needs and demonstrate mastery of content before moving to additional modules. In addition, NC Virtual will make the entire summer Course Catalog available. This will allow Public School Units (PSUs) increased flexibility in meeting student's needs. Some students may only need to recover a credit, while others may need a full course in order to master the content. The courses and teacher salary will be covered by the ESSER II funds. The funding will also provide bonus pay to aid in the recruitment of NC Virtual teachers for the summer program. NC Virtual teachers are required to take a 31-day break as temporary employees. This challenge means that the 8-12 graders enrolled in our courses will not begin until early July which is later than most PSUs planned. The program and student enrollment (up to 7000 based on teacher capacity) will be offered at no cost to PSUs. Enrollments in the program will be equitably distributed based on a model of PSUs 6-12 ADM.

Recommendations: It was recommended the Board approve the School Extension Program for 9-12 grade students provided by NC Virtual to comply with to Session Law 2021-7.

APPROVED

To view the agendas for the State Board of Education's meetings, including links to all handouts and PowerPoint presentations presented to the Board, which may include discussion and informational items not discussed above, please click [here](#).

To view the monthly State Board of Education newsletter archive, including this month's newsletter, please click [here](#).

Members of the NCASA staff represent NCASA at all meetings of the State Board of Education. If you have questions about the issues discussed in this State Board Review, please contact Katherine Joyce, Executive Director, at kjoyce@ncasa.net or Elizabeth Yelverton, Legal Affairs & Policy Manager, at eyelverton@ncasa.net.