



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

June 4, 2020

*The State Board of Education (SBE) held its monthly meeting remotely on June 3-4.
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

EDUCATOR STANDARDS & PREPARATION COMMITTEE

Action

ES & P 1– State Board of Education Literacy Task Force Recommendations

At its May 2020 meeting, the State Board of education received an update from the Literacy Task Force on its progress toward finalizing recommendations for the Board's consideration. The Literacy Task Force proposed specific recommendations regarding (1) pre-service preparation and licensure; (2) curriculum and instructional resources; and (3) professional development. The full recommendations document can be accessed by clicking [here](#).

Recommendations: It was recommended that the State Board receive the recommendations from the Literacy Task Force to inform the changes needed for literacy in North Carolina.

APPROVED

Consent

ES & P 3 – North Carolina Public Schools Benefits and Employment Policy Manual Updates (BENF-001)

Starting in October 2019, the Teacher Recruitment and Retention Task Force and NCDPI partnered to revise the NC Public Schools Benefits and Employment Policy Manual to provide more clarity and understanding to the employment and benefit policies. These changes or updates include, but are not limited to the following:

- Donation of bonus vacation leave, which includes the link to the OSHR Bonus Leave Policy;
- Sick leave revisions for employees who have a baby, adopt or foster a child;
- Receiving donated leave;
- Teacher contracts;
- Dismissal during contract term;
- Recommendation on nonrenewal;
- Rehire high-need teachers;
- Contagious disease policy to address 2020 COVID-19 pandemic

The latest proposed revisions to the NC Public Schools Benefits and Policy Manual can be accessed by clicking [here](#).

Recommendations: It was recommended that the State Board approve revisions to the NC Public Schools Benefits and Employment Policy Manual (BENF-001) as presented.

APPROVED

STUDENT LEARNING & ACHIEVEMENT COMMITTEE

Action on First Reading

SLA 1 - State Advisory Council on Indian Education (SACIE) New Member Appointment

The State Advisory Council on Indian Education (SACIE) has five members whose terms will be ending June 30, 2020. The NC Commission of Indian Affairs approved and recommended five nominees to fill those vacancies. The nominees include one Title VI Indian Education Director, two educators, and two parents. *Recommendations: The Board of the N.C Commission of Indian Affairs recommended that the State Board approve the five recommended nominees.*

APPROVED

SLA 2 - SBE Policy Amendment: English Learners Exit Criteria (TEST-011)

Students who are identified as English Learners annually take the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Test. Results from this assessment are used to determine if a student qualifies to exit identification as an English Learner. Included in North Carolina's amendment for its Every Student Succeeds (ESSA) State Plan was a revision to the exit criteria. The previous exit criteria required students to have a composite score of 4.8 or above, with at least a 4.0 on the reading domain and at least a 4.0 on the writing domain for kindergarten and tiers B and C in grades 1–12 for the paper version. A review of the exited students' performance data confirmed input from the English Learners' Advisory Council (ELAC) and other English Learner educators that the additional requirements for the reading and writing domain prevented qualified students from exiting identification status. With data supporting the recommendation from ELAC and Test Coordinators, the Every Student Succeeds Act (ESSA) amendment submitted to the U.S. Department of Education (USED) on February 3, 2020, included the following revised exit criteria for English Learners: North Carolina has set the English proficiency exit criteria as a composite score of 4.8 and above for all English learners in grades K–12. NCDPI was informed on May 6 that the revised English Learners' exit criteria had been approved. The recommended policy revision for TEST-011 will align State Board of Education policy with the ESSA state plan.

Recommendations: It was recommended the State Board approve the recommended changes to English Learners' Exit Criteria (TEST-011).

APPROVED

SLA 3 - Johnston County Alternative Learning School Submission

Johnston County submitted a proposal on 4/7/2020 to implement an Alternative Learning Program in its district. Per subsection (a) of General Statute 115C-105.47A, after the local board completes their Alternative Learning Programs and Schools proposal, the board shall submit the proposal to the State Board of Education (SBE) for its review. The State Board shall review the proposal expeditiously and, if appropriate, may offer recommendations to modify the proposal. The local board shall consider any recommendations made by the State Board before implementing the alternative learning program or school.

Recommendations: Per the NCDPI ALPS Director, it was recommended that the State approve Johnston County Public School's proposal to implement an Alternative Learning Program or School.

APPROVED

SLA 4 - 2020 - 2021 School Calendar Approval for the NC Residential Schools for the Deaf and Blind

The Residential Schools for the Deaf and Blind seek State Board of Education (SBE) approval of the 2020-21 academic calendar for each school (the Governor Morehead School in Raleigh, the North Carolina School for the Deaf in Morganton, and the Eastern North Carolina School for the Deaf in Wilson). A copy of the calendar for each of the three schools is available on the SBE website.

Recommendations: It was recommended that the State Board approve the 2020 - 2021 school calendars for the Residential Schools for the Deaf and Blind as presented.

APPROVED

SLA 5 - COVID-19: Remediation & Summer Jump Start Update

[Session Law 2020-4](#), signed into law on May 5, 2020, appropriates funds from the Coronavirus Relief Fund, (Title V of the CARES Act). Section 3.3 (6)-(18) directs appropriations to DPI and public school units to mitigate and respond to the COVID-19 Emergency, including \$70 million for summer remediation and jump start instruction. DPI staff shared a [guidance document](#) outlining the following requirements for these summer remediation and jump start funds:

- At least 50% (at least \$35M) shall be used to provide reading interventions for students who were in grades two and three during the 2019-2020 school year.
 - From that, up to 25% (\$8.75M) may be used for supplemental literacy support for students in grades three and four *during the 2020-2021 school year* who are not on track to meet 2020-2021 year end expectations, as identified by their 2020-2021 reading teachers.
- Remaining funds can be used as follows:
 - Reading interventions for students who were in kindergarten, grade one, and grade four during the 2019 - 2020 school year;
 - Math interventions for students who were in kindergarten through grade four during the 2019 - 2020 school year; and
 - Certified personnel professional development in State approved literacy programs.
- **All funds shall be used prior to December 30, 2020; however, at least 75% (\$26.25M) of the \$35M allotted for summer reading interventions must be spent as specified before the beginning of the 2020-21 school year.**

DPI staff also shared the [draft allotment policy](#), as well as a document outlining [recommended allotments for each LEA](#).

Recommendations: It was recommended that the State Board approve the SBE Policy Amendments: SL2020-4 COVID-19 Recovery Act (ALOT-003) for Remediation & Summer Jump Start.

APPROVED

Action

SLA 6 - SBE Policy Amendment: NC Policies Governing Services for Children with Disabilities: Specific Learning Disabilities (EXP-000)

In February 2016, the State Board of Education amended the Policies Governing Services for Students with Disabilities (NC 1500 – 2.5 (b) (11) – 1503 – 3.5 (b)). In its 2006 regulations, the US Department of Education indicated that states must develop criteria for determining whether a child has a specific learning disability. Based on this guidance and the extant evidence-base of valid approaches to the identification of students with Specific Learning Disability (SLD), the 2016 amendment restricted the use of a severe discrepancy for determining eligibility and developed criteria for a process based on a child's response to scientific, research-based intervention. Since February 2016, the Exceptional Children Division (ECD) and Integrated and Academic and Behavior Systems have provided comprehensive training surrounding the systemic changes that support the implementation of the policy. Over this time, the ECD has heard from stakeholders about specific language in the policy that was concerning and potentially an issue for misinterpretation. Most notably, this included language concerning the threshold for 'research-based' intervention, the state's definition of a specific learning disability, and the inclusion of language surrounding performance comparisons among culturally and linguistically similar peers. As a result of this feedback, the policy has been amended through a thorough review including a facilitated stakeholder meeting.

Recommendations: It was recommended that the State approve the policy amendment to NC Policies Governing Services for Children with Disabilities: Specific Learning Disabilities (EXP-000).

APPROVED

SLA 7 - K – 12 Social Studies Standards Adoption

Per SBE policy SCOS-012, The NC Department of Public Instruction (NCDPI) will review the standards for each content area. All standards are reviewed on a perpetual cycle of five-to-seven years. The review process is designed to ensure clear, rigorous, and measurable standards that are easily understood by teachers, parents, and students, and are articulated K-12 by grade, proficiency level, and/or course. After DPI staff presented the latest recommendations for the NC social studies standards, several Board members expressed concern with the overall vagueness of the proposed content area standards, resulting in Board leadership pushing the vote on approval of all standards, except those for the new high school personal finance class, until next month.

Recommendations: It was recommended that the State Board approve the content area standards to move forward with the implementation process.

PERSONAL FINANCE STANDARDS APPROVED; OTHER STANDARDS POSTPONED UNTIL JULY

SLA 8 - Preschool Suspension and Expulsion Update

The Office of Special Education Programs (OSEP) requires states to analyze data to determine significant disproportionality in identification and disciplinary actions for students ages 3 - 21 by the 7 reported racial categories. For disciplinary actions, states must analyze 5 areas: out-of-school suspensions and expulsions of 10 days or fewer; out-of-school suspensions and expulsions of more than 10 days; in-school suspensions and expulsions of 10 days or fewer; in-school suspensions and expulsions of more than 10 days; and total disciplinary removals (including in-school, out-of-school suspensions and expulsions, removal by school personnel to interim alternative educational settings, and removals by hearing officers). LEAs determined to have significant disproportionality are required to reserve the maximum amount of federal funds (15 percent) to provide comprehensive coordinated early intervening services. DPI staff presented guidelines and documents providing clarification and support to ensure compliance with new discipline data reporting Federal regulations for LEAs that serve preschool children ages 3-5.

Recommendations: It was recommended the Board vote and accept the guidance and implementations established to comply with new Federal Regulations IDEA Sec. 300.647(b)(3)(i) and (ii)

APPROVED

BUSINESS OPERATIONS COMMITTEE

Action on First Reading

BSOP 2 – Innovation Partnership Grant Recipients

Discretionary (competitive) school improvement funding grants authorized under section 1003(a) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA) are grants for use in the State's lowest-achieving and federally identified Comprehensive Support and Improvement (CSI) schools. These funds are reserved from the State Education Agency's (SEA's) Title I, Part A funds to make discretionary grants available to organizations who have already received formula grants from the same section of ESSA. Based on flexibility offered in the ESSA, the State may determine that an organization may apply for additional school improvement funds through a discretionary grant process (Innovative Partnership Grant Program) for eligible schools identified under the federally approved definition for "Comprehensive Support and Improvement" (CSI). The establishment of the Innovative Partnership Grant (IPG) and corresponding Allotment Policy (PRC 115) was approved at the January 2019 State Board of Education Meeting.

Recommendations: It was recommended that the State Board approve the list of Innovative Partnership Grant (IPG) Awards as proposed.

APPROVED

BSOP 3 – 21st Century Learning Community (21st CCLC) Subgrant Recipients

The 21st Century Community Learning Centers (CCLC) program provides grants to create community learning centers that provide academic enrichment opportunities for children during non-school hours. The funds are awarded by formula to states, which then make competitive three-year grants available to eligible entities. Eligible entities may request funds in amounts between \$50,000 and \$400,000 per year.

Recommendations: The Federal Program Monitoring and Support Division recommended that the State Board approve the 21st Century Community Learning Center subgrant allocations.

APPROVED

BSOP 4 – Pre-Approval of Financial and Business Services Policy Manuals

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);
- School Attendance and Student Accounting Manual (SBE Policy ATND-000)

Recommendations: It was recommended that the State Board 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 2020-2021.

APPROVED

BSOP 5 - Session Law (SL) 2020-4 COVID-19 Recovery Act

Session Law 2020-4 was signed into law on May 5, 2020. This Act appropriates funds from the Coronavirus Relief Fund, which is Title V of the CARES Act. Section 3.3 (6) to (18) directs appropriations to DPI and public school units to mitigate and respond to the COVID-19 Emergency. Each appropriation that is disbursed to the public schools will be authorized by the State Board of Education as individual allotment policies. This item is a recommendation for the allotment policies of the following items:

- **\$30,000,000** for the purchase of computers or other electronic devices for students;
- **\$5,000,000** for the purchase of computers or other electronic devices for school personnel;
- **\$70,000,000** for supplemental summer learning program

Recommendations: It was recommended that the State Board approve the SBE Policy Amendments: SL 2020-4 COVID-19 Recovery Act (ALOT-003) allotment policies.

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.