

**Minutes of the
North Carolina State Board of Education
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
January 31, 2007**

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

Howard N. Lee, Chairman	Wayne McDevitt
Jane Norwood, Vice Chair	Edgar Murphy
Melissa Bartlett	Tom Speed
Shirley Harris	Kathy Taft
Michelle Howard-Vital	John Tate

Also present were:

June St. Clair Atkinson, Superintendent	Carr Ipock, Local Board Member Advisor
Danielle Alston, Student Advisor	Larry Price, Superintendent Advisor
Diana Beasley, Teacher Advisor	

CALL TO ORDER AND INTRODUCTION

Chairman Lee called the Wednesday session of the February State Board of Education meeting to order and explained to the audience that the Board was meeting as a committee of the whole. In light of the inclement weather forecast for Thursday, Chairman Lee asked board members to consider modifying the meeting structure to include voting on the action items on Wednesday. Since voting normally occurs on the second day of each board meeting, Attorney Tom Ziko and Vanessa Jeter consulted to ensure that the press would be notified of the decision to amend the agenda. Upon Attorney Ziko's recommendation, board members agreed to alter the agenda in light of the impending weather.

Based on legislation enacted during the last session of the General Assembly, Chairman Lee reminded board members that it is their duty to avoid conflicts of interest and the appearance of conflicts of interest as they handle the work of the Board. 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. No Board members indicated a conflict of interest at this time. The Chairman then requested that if during the course of the meeting members became aware of an actual or apparent conflict of interest, that board members bring the matter to the attention of the chair and it would be their duty to abstain from participating in discussion and from voting on the matter.

The Chairman announced that the following members would not be present during this Board meeting: Lt. Governor Beverly Perdue, Treasurer Richard Moore, and Ms. Patricia Willoughby. Principal Advisor Meghan Doyle, Teacher Advisor Wendy Miller, and Student Advisor Melissa McCoy would also be absent.

Chairman Lee asked the Board members to consider developing a set of recommendations and proposals that would reflect the Board's concerns as it relates to the reauthorization of No Child Left Behind. The Board would then travel to Washington, D.C., to meet with North Carolina's delegation, the U.S. Department of Education and others to discuss the recommendations.

Mr. Edgar Murphy announced that Nortel recently formed a partnership with Hillside High School and the New Schools Project to develop the New Tech High School in Durham. Nortel is excited about bringing world-class technology to the students of Durham County, according to Mr. Murphy.

Ms. Diana Beasley reported that in January she traveled to Dallas, Texas, to participate in the National State Teacher-of-the-Year Convention. According to Ms. Beasley, although she was not chosen as one of the four national finalists, she formed some great networks.

Mr. John Tate announced that Dr. Kathy Sullivan is convening a standards group to begin the leadership standards process for assistant principals and superintendents.

Superintendent Atkinson was pleased to report that Dr. Meghan Doyle, Principal Advisor, and Ms. Diana Beasley, Teacher Advisor, presented to the Joint Legislation Education Oversight Committees in January and did an excellent job representing public education.

ACTION AND DISCUSSION AGENDA

Chairman Lee announced that the Board was now meeting as a committee of the whole and called on the priority chairs to present items in their respective areas for *Action, Action on First Reading, Discussion, and Information.*

Action and Discussion Agenda: High Student Performance Facilitator: Ms. Kathy Taft

ACTION

HSP 1 – Program Approval and Exemption Requests Under the Innovative Education Initiatives

Act

Policy Implications: General Statute #115C-238.50 Part 9 (General Session 2003-277 – Senate Bill (656))

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Carolyn A. White (Director Learn and Earn, New Schools Project)

Description:

An Act to Establish the Innovative Education Initiatives Act, Section 2, Article 16 of Chapter 115C-238, Part 9, Cooperative Innovative High School Programs authorizes boards of trustees of community colleges and local boards of education, boards of governors of the UNC System and the independent colleges to jointly establish cooperative innovative programs in high schools and community colleges that will expand students' opportunities for education success through high quality instructional programming. These cooperative innovative high school programs shall target: (1) high school students who are at risk of dropping out of high school before attaining a high school diploma or (2) high school students who would benefit from accelerated academic instruction. GS 115C-238.53, (f) states "Except as provided in this Part and pursuant to the terms of the agreement, a program is exempt from laws and rules applicable to a local board of education, a local school administrative unit, a community college, or a local board of trustees of a community college."

The attachment for this item includes the applying schools, the waivers requested, barriers needing to be removed, and recommendations to support the first year of implementation along with programmatic details and a copy of the enabling legislation.

Recommendations:

The State Board is asked to approve the submitted program applications and exemption requests.

Discussion/Comments:

- There was no discussion.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31. (See Attachment HSP 1)

ACTION ON FIRST READING

HSP 2 – Changes to the 2005-06 ABCs/AYP Report

Policy Implications: General Statute # 115C-105.20 (Article 8B), 115C-105.35

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

The attached changes to the 2005-06 ABCs/AYP Report are presented to the State Board of Education (SBE) for Action on First Reading at the February 2007 meeting.

There will be additional changes to the 2005-06 ABCs/AYP Report if LEAs submit data changes that impact school status.

Recommendations:

It is recommended that the State Board of Education approve the changes to the 2005-06 ABCs/AYP Report.

Discussion/Comments:

- There was no discussion.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31. (See Attachment HSP 2)

ACTION ON FIRST READING

HSP 3 – Recommended Interim Academic Achievement Standards (Cut Scores) for the Mathematics and English I EOC Tests

Policy Implications: SBE Policy #HSP-C-010

Presenter(s): Dr. Louis M. Fabrizio (Director, Accountability Services Division)

Description:

The recommended interim academic achievement standards (cut scores) for the North Carolina EOC tests in the areas of Algebra I, Algebra II, Geometry, and English I are being provided for adoption on first

reading at the February 2007 meeting of the State Board of Education. The revised Algebra I, Algebra II, Geometry, and English I end-of-course tests were implemented initially as operational tests effective with the fall 2006 administration. The test data used to set the interim standards are from the fall block 2006 test administrations. The interim standards are to be implemented for the 2006-07 school year only. The final standards for these EOC tests are scheduled to be set during the summer 2007 using a complete year of operational test data for implementation in the 2007-08 school year. The department will use the Contrasting Groups method to set the interim standards which relies on teachers' judgment and input about each student's performance.

The recommended interim cut scores for the revised Algebra I, Algebra II, and Geometry EOC tests will be provided at the February 2007 meeting of the State Board of Education.

Recommendations:

The department recommends that the interim academic achievement standards (cut scores) for the revised Algebra I, Algebra II, Geometry, and English I tests be approved for implementation effective with the 2006-07 school year.

Discussion/Comments:

- Board member Kathy Taft voiced concern with the appearance that the Department was consistently recommending the lower of the two options for cut scores. An in-depth conversation occurred regarding the complexities for setting the achievement standards (cut scores). Dr. Fabrizio explained that all of the cut scores are higher than in the past for these four assessments resulting in increased rigor for students. He further explained that one of the main reasons for recommending Option 1 is because North Carolina has historically used the bottom-up methodology for calculating contrasting group results. Due to the complex nature inherent with the assessment process, the Department strives for consistency. Nevertheless, according to Dr. Fabrizio, the Department recommendations are in line with the Board's directive to increase rigor in terms of standards, the content is more difficult, and the cut scores are set higher.
- Ms. Melissa Bartlett noted a dramatic drop in proficiency from last year's scores. She stated that unless she misunderstood the data on page 7, the new percentages are in line with what the teachers predicted would occur because the teachers know the students and these new scores reflect closely with what the teachers said the students could do. Dr. Fabrizio confirmed that the recommended cut scores are in line with what over 800 classroom teachers have indicated to the Department.
- A brief discussion occurred as it relates to the importance of communicating the new cut scores to the public and the importance that teachers have a clear understanding of the new cut scores in order to defend them to the public.
- Dr. Fabrizio explained that the Department would need to do analyses to see how those annual measurable objectives may need to be adjusted at the high school level in light of the Board's action. The Department is required to send advance notice to the U.S. Department of Education (USED) about the types of changes North Carolina anticipates in the accountability workbook by February 15. Dr. Fabrizio said that he would work closely with Superintendent Atkinson and Chairman Lee to ensure that the letter reflects the State Board's interests. Once feedback is received from USED, the Department would amend the workbook, and submit the workbook for approval by the Board.
- A dialogue occurred about how the assessment data is used to improve the delivery process and enhance future instruction. Dr. Fabrizio spoke briefly about the goal summary reports that are run annually and shared with Dr. Leak's curriculum staff. In response, Dr. Leak shared that her area has worked conscientiously to encourage districts to make data-driven decisions. In

addition, the Department conducts systematic ongoing sessions with districts using the Department's achievement data, EVAAS data, and the Teacher Working Conditions Survey data.

- As it relates to the goal summary reports, Ms. Harris recommended that the more specific information available in those reports, the more helpful it would be to teachers to modify and individualize instruction for their students.
- Teacher Advisor Diana Beasley expressed the importance of professional development not just for teachers but for principals as well because they set the tone as instructional leaders. Superintendent Atkinson agreed that professional development is a critical component to improving instruction so that all students can be at a proficient level. EOG and EOC tests occur at the end of instruction and teachers must have the tools to recognize problems before a student gets to the end of a course or grade.
- In conclusion, Superintendent Atkinson stated that while the standards setting process is complex, the real message is that the curriculum is more rigorous, tests are more difficult, and the standards are higher.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31. (See Attachment HSP 3)

DISCUSSION

HSP 4 – Reading Literacy Strategic Plan

Policy Implications:

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Ms. Jackie Colbert (Director, Elementary Education Division)

Description:

The Strategic Plan for Reading Literacy was initially presented to the State Board of Education in February 2006. The plan has been discussed within DPI and with a group of external stakeholders. Following a meeting of the National Governor's Association and a subsequent meeting at DPI, the plan has been amended to include additional strategies. It was reviewed at the Rigor Committee meeting on January 2, 2007. This edition of the plan reflects changes suggested at the two (2) most recent meetings.

Recommendations:

It is recommended that the State Board of Education review the revised plan and provide guidance and any additional feedback for further revision prior to the plan's being presented for action.

Discussion/Comments:

- Ms. Kathy Taft recommended that the Board consider moving this item to Action on First Reading. Ms. Melissa Bartlett suggested several changes to the strategic plan.
 - She advocated that on Pg. 21, 1.6.6 and 1.6.6.1. that these items be removed from the plan because, in her opinion, it is as if the Board is recommending developing policies contingent upon a perceived possible lack of federal funding. Ms. Colbert responded that according to her sources in Washington, although the program may be tweaked, Reading First will be reauthorized.
 - Ms. Bartlett expressed concern that throughout the document there are references requiring hours of training for K-12 teachers. She specifically recommended that on Pg. 26, 2.5.1, the recommendation be changed from K-12 to K-8 teachers.
 - On Pg. 28, 2.5.4, 2.8.1, it says require teachers, administration, and instructional support personnel in grades 9-12 to complete three (3) hours of credit for licensure renewal that is

30 hours of training required. She recommended changing the wording to “recommend” instead of “require”, lifting the mandate.)

- Ms. Bartlett recommended that on Pg. 30, 2.10, the first verb should be “include” instead of “recommend” and for 2.11, she recommended to keep the verb “include” and add for lateral entry teachers “K-8”.
- After a brief conversation, the Board agreed to delay action until March on this item since numerous changes were recommended.

This item is presented for discussion in February and will be presented at the March meeting for action. (See Attachment HSP 4)

Action and Discussion: Quality Teachers, Administrators, and Staff
Facilitator: Dr. Jane Norwood

ACTION ON FIRST READING

QP 1 – Recommendations from the Advisory Board on Requests for Exception from Teacher Licensing Requirements

Policy Implications: SBE Policy #QP-A-021

Presenter(s): Dr. Kathy Sullivan (Director, Human Resource Management Division)

Description:

In April 2006 the Board adopted a policy to allow 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. In June, a similar policy was approved to allow 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 actions related to each request be approved.

Discussion/Comments:

- This item was discussed in closed session.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31. (See Attachment QP 1)

DISCUSSION

QP 2 – Praxis II Option for Birth-Kindergarten Teachers to be Designated “Highly Qualified”

Policy Implications: SBE Policy #QP-A-003; PL 107-110 (the No Child Left Behind Act of 2001)

Presenter(s): Dr. Kathy Sullivan (Director, Human Resource Management Division)

Description:

No Child Left Behind requires that kindergarten teachers be “highly qualified.” Currently, new teachers licensed in Birth-Kindergarten (B-K) must pass the Praxis II exams for elementary education to be designated “highly qualified” to teach kindergarten. An early childhood content exam has been identified. A proposal to allow B-K teachers to utilize this exam to be designated “highly qualified” as kindergarten teachers is presented for discussion.

Recommendations:

That the proposed exam and passing score be adopted as a means for Birth-Kindergarten teachers to be designated “highly qualified” to teach kindergarten.

Discussion/Comments:

- There was no discussion.

This item is presented for discussion in February and will be presented at the March meeting for action. (See Attachment QP 2)

Reauthorization of No Child Left Behind (NCLB)

Dr. Henry L. Johnson, Former Assistant Secretary, U.S. Department of Education (USED)

Dr. Johnson began his presentation by citing that NCLB is the President’s signature domestic program and, although there are some major differences, both parties want NCLB to be successful. There is concern about implementation from both sides. From the Democratic standpoint, the differences have a lot to do with flexibility for states, districts, and schools. From the Republican view, it is still about how much intervention the federal government should actually have in education. There are agreements and concerns that both sides will try to work through, according to Dr. Johnson.

Dr. Johnson noted that he is currently serving in an intermittent consultant role for USED, but since he is no longer employed full time, he could not speak, nor act, for the Department. Therefore, Dr. Johnson offered to share the following points from his perspective about the proposals.

USED’s priorities include high school reform, closing the achievement gap, empowering parents through choice, focusing on rural education, and increasing flexibility. Dr. Johnson shared information below on those priorities and initiatives that he foresees:

- Course-level academic standards in English and mathematics - for all students by 2010-11, under the President’s proposal, with assessments of those curriculum standards to follow in 2012-13.
- A more accurate graduation rate - calculated by 2012-13, under this proposal and reported to parents. There is concern that the graduation rates reported by states are not accurate.
- Increased funding for programs for low-income high school students.
- Emphasis on content mastery - reflects concern that greater emphasis on what teachers know and can do is needed.
- Support for AP and IB through the President’s proposed Adjunct Teacher Corps.
- Funding for incentives - will reward teachers and principals for raising achievement, closing gaps, or serving in the neediest schools. There will be dollars that states can use toward excellence in each of these three categories.

- Expansion of the Striving Readers program for grades 6-12 – This companion program for Reading First targets middle and high school students. At the same time, there will be continued focus on Reading First, and those dollars will remain.
- Increased emphasis on Math Now – There will be an increased emphasis on math at the elementary and middle school levels to train teachers in scientifically based instructional methodology.
- Empowering parents – There are several new initiatives such as the Promise Scholarships. This program will be for students in schools that are undergoing restructuring. Students who transfer to private or to schools in another district, under this proposal, will get \$2,500; in addition, the basic federal funding would follow students in those circumstances. The Opportunities Scholarship Program is another initiative that provides support for local efforts to expand public and private choice options.
- Supplemental Services – Under the current language of the law, supplemental service occurs in the second year of school improvement. The proposal recommends that supplemental services be offered in the first year of school improvement.
- Increased emphasis in rural education – Teachers new to the profession in rural schools will get additional time to meet the highly qualified teacher requirements. All rural districts, not only the smallest and the poorest, will be able to use a formula fund from the teacher quality, educational technology, safe and drug free schools, and innovative formula program.
- Flexible growth models – States will be able to focus their federal resources and interventions and technical assistance on schools with the greatest needs such as those identified for improvement or corrective action. Under school improvement, states will be able to prioritize their activities based on specific needs of schools. Schools and states will be able to use 100 percent of the specified federal funds and move them in any direction that they think the funds are needed to address the priorities.
- Staffing freedom – Schools in restructuring status will be authorized to remove limitations on teacher transfers from collective bargaining agreements.
- Students with disabilities and English language learners – Recognize students with disabilities and English language learners in the state accountability systems for making significant progress and using modified assessments. Although there some flexibility exists, Secretary Spellings has been steadfast that she is not backing away from the core principles. Universal proficiency at grade level by 2014 remains the target. All students will be included in calculations, and the data will be disaggregated and reported publicly.
- Participate and report NAEP results – There is a proposal that states must participate in and report NAEP results. The motivation for this proposal stems from the fact that in nearly every state in the union, state proficiency rates are a lot higher than NAEP proficiency rates.

Discussion/Comments:

- Board member John Tate was curious if there was a growing trend toward a national test. Dr. Johnson offered that Congress has been very clear that they do not want national curriculum content standards, nor do they want national tests that are required for accountability purposes. On both sides of the aisle, there are differing opinions but as a body, they do not want a national test.
- A short discussion occurred about the proposed Teacher Adjunct Corps. The purpose of the Adjunct Corps is to get a cadre of well-grounded teachers in high school subjects, particularly in the math and science arena. There is a sentiment that content mastery trumps everything else. The first requirement of highly qualified teachers is that teachers are to have demonstrated mastery in the content area. This requirement coincides with the notion of recruiting people out of retirement from math, science, technology, engineering, etc. who have demonstrated mastery of content. Then, whatever pedagogy the teacher might need can be taught later through staff

development and workshops. Getting the content in front of the students is considered the most important objective. The proposal includes training for up to 70,000 teachers for AP and the Adjunct Teacher Corps. Additional conversation occurred regarding what the inducement would be to get these people out of retirement beyond what states have already been doing. Dr. Johnson did not recall any particular financial inducement, although with the teacher incentive funds program teachers who demonstrate the ability to get students to be successful in rigorous content standards, in other words closing gaps, achieving high levels of proficiency, and going to the neediest schools would be eligible for additional dollars.

- Dr. Johnson briefly spoke about empowering parents with choice and what that means from a national perspective. He reminded the Board that he did not speak for the department, but indicated that much discussion has occurred about the fact that some states appear to be dragging their feet on offering choice to parents. The legislation requires that, prior to the beginning of each school year, parents are notified regarding student performance, status of the school, and whether the school is required to offer choice options. In many cases, schools do not notify parents in a timely fashion. Secretary Spellings and President Bush are very concerned that parents are not getting the choice option. There is also concern that the private sector is not being engaged enough. Those two concerns jointly provide for this recommendation and will generate a lot of concern, in particular the provision for federal dollars following the student in addition to scholarship money.
- Members expressed interest about national strategies or support positions that focus on technology integration in the classroom or virtual education. Dr. Johnson did not recall any specific recommendations as it relates to this issue.
- Dr. Michelle Howard-Vital was curious about USED's perspective on best practices in terms of instructional design. Dr. Johnson stated that one of the basic pillars of NCLB is that we should not anticipate a student's ability to handle rigorous schoolwork based on factors like race, ethnicity, income, etc. There is much concern about instructional design requirements that districts and states must use scientifically based reading research to get funds for Reading First and that the same philosophy drives Math Now. Just as there is also a national reading panel, there is a national math panel. Part of the charge of that national math panel is to research the same kinds of scientifically based components that exist in reading such as phonemic awareness, phonics, fluency, vocabulary, comprehension for mathematics. The mathematics panel has developed a preliminary report and will be making additional reports in the future. The way to help individual students, in Dr. Johnson's opinion, is to diagnose their strengths and needs and then to instruct from that information. In order to do that, a sophisticated and robust diagnostic and formative assessment component is needed. USED asked congress for \$500 million to help support that component. The house approved \$125 million though it is not a done deal yet. Dr. Johnson stated that he and Dr. Atkinson were scheduled to present on a panel in New Orleans to discuss this particular issue.
- In conclusion, Chairman Lee stated that the Board would elicit Dr. Johnson's help to formulate a set of recommendations to pursue in Washington that may have an impact on the reauthorization.

Action and Discussion Agenda: Effective and Efficient Operations
Facilitator: Mr. Wayne McDevitt

ACTION

EEO 1 – Charter School Grade Changes and Enrollment Increase Requests Above 10%

Policy Implications: General Statute #115C-238.29D(d); SBE #EEO-U-00

Presenter(s): Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

As per GS 115C-238.29D(d), beginning with the charter school's second year of operation and annually thereafter, the State Board of Education shall allow a charter school to increase its enrollment by 10% of the school's previous year or as otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require prior approval of the State Board.

Schools submitting applications for enrollment increases larger than 10% of the previous year allowed have requested that material revisions be made in their charters to allow the added growth. Requests for Impact Statements from the host local education agency have been sent. The Charter School Advisory Committee has reviewed the requests and made recommendations using the following information: Impact Statement, ABCs data, financial history of the school, governance history of the school, and any other data that they feel is pertinent to the decision.

Schools have also requested to serve grade structures other than those requested in the original charter school application. The requests are considered material changes to the charter and, as such, require SBE approval. The Charter School Advisory Committee has reviewed these requests and forwarded the recommendations for approval.

Recommendations:

The Charter School Advisory Committee recommends that the SBE approve the enrollment increases and grade changes for the charter schools presented.

Discussion/Comments:

- Discussion and clarification was offered regarding the request for the eighth grade expansion and increased enrollment request for Millennium Charter School in Surry County and the impact on Surry County Schools.
- Dr. Norwood shared that she recently received a negative impact statement from Cleveland County Schools regarding Thomas Jefferson and was concerned that Thomas Jefferson has had two years of no recognition out of the past two years. A brief discussion occurred related to the value of the impact statement in the decision-making process concerning charter schools.
- Additional discussion occurred in closed session.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31. (See Attachment EEO 1)

ACTION

EEO 2 – Joint Technology Commissions Report

Policy Implications: Legislative Special Revision

Presenter(s): Ms. Myra Best (Director, BETA) and Mr. Philip Price (Associate Superintendent, Financial and Business Services)

Description:

The Joint Legislative Oversight Commission on Information Technology, the Business Education Technology Alliance (BETA), and the School Technology Commission agreed to develop one report with recommendations to the General Assembly for infusing technology into the public schools. The review included existing research-based best practices such as the IMPACT model, NC Wise Owl, and

successful 1:1 (computer to student) initiatives across the State and nation. recommendations from the Business and Education Technology Alliance, the E-Learning Commission, the business community, and the North Carolina Center for 21st Century Skills. The final report including findings and recommendations shall be submitted by February 1, 2007. This report is the result of their combined efforts.

Recommendations:

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

Discussion/Comments:

- There was no discussion.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31. (See Attachment EEO 2)

ACTION ON FIRST READING

EEO 3 – Transference of 21st Century Community Learning Center Funds

Policy Implications: NCLB, Title IV, Part B, Section 4201-4206

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Mr. Marvin R. Pittman (Director, Division of Middle Grades Education)

Description:

Last year, Title IV: 21st Century Community Learning Center funds were awarded to the Episcopal Hispanic Ministries in Beaufort, North Carolina. The purposes of these funds were to establish a high-quality after-school program for students who were placed at-risk. The grant duration was to last four years, with a reduction in the third and fourth years. Because of administrative difficulties, the Episcopal Hispanic Ministry has closed their doors and has made an official request to allow Beaufort County Schools to serve as the fiscal agent for the remainder of the grant period. Attached is a copy of a letter from the Episcopal Hispanic Ministry and Beaufort County School System.

Recommendations:

Based on the two letters from Beaufort County Schools and the Episcopal Hispanic Ministry, it is recommended that \$221,855.20 of grant funds from the 21st Century Community Learning Center program be transferred to Beaufort County in order to continue the services provided to students in Washington, North Carolina.

Discussion/Comments:

- A brief discussion occurred about other alternative programs. According to Mr. Pittman, the staff is comfortable that awarding the grant funds to Beaufort County Schools for the remainder of the grant period would be a good move and would enable the continuation of services for students in Beaufort County.

Action on this item will be taken during the afternoon session of the SBE meeting on Wednesday, January 31

DISCUSSION

EEO 4 – Recommendation for Final Approval of 2006 Charter School Applications

Policy Implications: General Statute #115C-238.29D(b)

Presenter(s): Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

As per NCGS 115C-238.29D(b) the State Board of Education may authorize no more than 100 charter schools. At the time of the Charter School Advisory Committee application review process, there were 93 active charters, leaving seven openings for new charter applications. Applications were received and reviewed by the Charter School Advisory Committee.

Seven schools have received preliminary approval and have undergone rigorous training as per the expectations set forth by the state and federal government for the operation of a public charter school. These applicants have developed policies and procedures that are deemed necessary for the effective and efficient operation of a charter school. The Office of Charter Schools has conducted five training workshops and reported to the Charter School Advisory Committee the progress of these seven schools.

Recommendations:

The Office of Charter Schools recommends that the attached charter schools applications be given final approval to begin operation during the 2007-08 school year.

Discussion/Comments:

- A brief discussion followed on financial allocations for physical plants. Based on state statutes, charter schools do not receive financial support for facilities.

This item is presented for discussion in February and will be presented at the March meeting for action. (See Attachment EEO 4)

**Information Agenda: Quality Teachers, Administrators, and Staff
Facilitator: Dr. Jane Norwood**

INFORMATION

QP 3 – Report on Professional Development from the Center for School Leadership Development

Policy Implications: General Statute #115C-12(26) and 116-11(12a); Session Law 2005-276

Presenter(s): Dr. Alan Mabe (Vice President for Academic Planning and University-School Programs, UNC General Administration) and Dr. Mike Williams (Special Assistant to the Vice President for Academic Planning and University-School Programs, UNC General Administration)

Description:

The General Statutes require the State Board of Education, in collaboration with the UNC Board of Governors, to identify and make recommendations regarding meaningful professional development programs for professional public school employees. The General Statutes also require the UNC Board of Governors to submit to the State Board an annual report evaluating the professional development programs administered by the Board of Governors. The report from the Center for School Leadership Development on the professional development programs administered by the UNC Board of Governors is presented for information.

Recommendations:

N/A

Discussion/Comments:

- A brief discussion occurred regarding changes in professional development for school leaders as it relates to virtual education and the use of technology. The discussion also included new ways of doing business with respect to the traditional delivery system by the center and the exploration with the University Campus Deans in Schools of Education relative to how schools stay engaged with teachers once they get into the field.

This item was presented for information. (See Attachment QP 3)

Information Agenda: High Student Performance

Facilitator: Ms. Kathy Taft

INFORMATION

HSP 5 – Dropout Data Report, 2005-06

Policy Implications: General Statute #115C-12(27); SBE Policy # HSP-Q-001

Presenters: Ms. Priscilla J. Maynor (Executive Director, Agency Operations and Information Management); and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator, Agency Operations and Information Management)

Description:

G.S. 115C-12(27) directs the State Board of Education (SBE) to compile a report on dropout rates and report findings to the Joint Legislative Education Oversight Committee. The SBE requires that each LEA submit dropout data as requested by the Department of Public Instruction per SBE Policy HSP-Q-001.

This 2005-06 dropout report contains statewide and LEA analyses of dropout events and rates. The report disaggregates data by age, grade, gender, race, and dropout reason.

Recommendations:

The Department recommends that the Board accept the information data in the report.

Discussion/Comments:

- The Board expressed concerns with regard to the reason codes, which are not specific enough and leave unanswered questions about why students are really dropping out of school. Guidelines for selecting reason codes need to be considered in order to better identify the reasons students are dropping out of school.
- Board members spoke briefly about local high school attendance policies (especially where credit recovery is unavailable in some districts), as well as other policies such as zero tolerance that could ultimately contribute to raising the dropout rate.
- Other items discussed included amending the policy to raise the dropout age, intervention strategies, and the longitudinal data system.
- Concern was expressed about sending the report to the Joint Legislative Education Oversight Committee without recommendations from the Board about specific strategies to reduce the rate of dropouts in North Carolina. Chairman Lee suggested that the Board consider attaching a letter to the report stating that the Board intends to submit a set of recommendations separate from the report. Board members agreed with this suggestion.

This item was presented for information. (See Attachment HSP 5)

INFORMATION

HSP 6 – NC Virtual Public School - Director's Report

Policy Implications:

Presenters: Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services) and Dr. John Boling, Chairman (NC Virtual Public School Advisory Board)

Description:

An update on projects and timeline, including course audits, teacher recruitment, staffing, and asset consolidation will be presented to the State Board of Education.

Recommendations:

N/A

Discussion/Comments:

- A lengthy discussion occurred regarding quality control of the course audits and specifically whether or not the courses can be modified and salvaged to meet expectations.

This item was presented for information. (See Attachment HSP 6)

**Information Agenda: Effective and Efficient Operations
Facilitator: Mr. Wayne McDevitt**

Update on Contracts

Discussion/Comments:

- There was no discussion.

Resolution Honoring Dr Janice O. Davis, Outgoing Deputy State Superintendent

On behalf of the State Board of Education, Superintendent Atkinson presented the following framed resolution to Dr. Janice Davis, Deputy Superintendent, for her service to the Department of Public Instruction.

***NORTH CAROLINA STATE BOARD OF EDUCATION
Resolution Honoring
Dr. Janice Oelrich Davis
For Her Outstanding Service
September 8, 2003 – January 31, 2007***

WHEREAS, the North Carolina State Board of Education takes pride in the extraordinary qualities and dedication of the citizens who have served public education through the Office of the Deputy State Superintendent; and

WHEREAS, Dr. Janice Oelrich Davis has reflected these qualities in an exemplary manner during her years as the Interim Officer of the Department of Public Instruction and as the Deputy State Superintendent; and

WHEREAS, Dr. Davis's background as a local superintendent, associate superintendent, and teacher has proven invaluable to the State Board of Education as it worked cooperatively with her, learning from her insight and experience on many issues; and

WHEREAS, the Board appreciates the contributions of Dr. Davis to public education and to the many hours and considerable energy that she has devoted to State Board of Education members, department staff, external partners, and local education agency officials and constituents; and

WHEREAS, the Board is grateful and indebted to Dr. Davis for her contributions in the effective and efficient operation of the Department of Public Instruction and for her thoughtful and wise inclusion of ideas and participation from all employees; and

WHEREAS, the members of the State Board of Education have valued Dr. Davis's strong leadership, her extraordinary intelligence, and her personal strength and steadfastness and know that these traits in her are exemplary and serve as a model for others; and

WHEREAS, Dr. Janice O. Davis's love for learning and for children have kept the ship afloat as she led the Department through waters both rough and smooth and that the Board is most grateful for her boldness, zest, and good spirit; and

WHEREAS, Dr. Davis, by leading the development of the Board's work on Future-Ready schools, has demonstrated her belief in and conviction to preserving and improving the right of every child to a free and public education that meets the needs of their unimaginable futures; and

WHEREAS, Dr. Davis has proven herself to be a rare and singular individual who yet has much to give to her community, her state, the nation, and the world of the 21st Century;

NOW, THEREFORE BE IT RESOLVED:

THAT the State Board of Education expresses its gratitude to Dr. Janice Oelrich Davis for her dedication to the children of North Carolina and for serving as the Deputy State Superintendent in the best interest of all children in public and public charter schools; and

THAT the Board recognizes that Dr. Davis's extraordinary qualities reflect the commendable values, ardor for learning, and love for fellow man instilled in her by her parents and their sound parenting; and

THAT the Board expresses its sincere appreciation to Dr. Davis for her service to public education as a talented and remarkable leader and wishes for her, her husband, her children, and her granddaughter Ellie, continued success, the gift of more time together, and much happiness in the future; and

THAT the Board, influenced by Dr. Janice Oelrich Davis's knowledge, commitment to public education, and uncommon resolute manner, 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 an appropriately signed copy be presented to Dr. Davis.

Howard N. Lee, Chairman
North Carolina State Board of Education
January 31, 2007

ON-GOING BUSINESS

- **Progress Report on the Future-Ready Students Plan and Implementation**

Dr. Janice O. Davis, Deputy State Superintendent

During her final progress report, Dr. Davis reported that on January 22, Superintendent Atkinson orchestrated a meeting that involved all of the associates, directors, and section chiefs from DPI. A portion of the agenda focused on current and future strategies with respect to the Future-Ready Students plan. As part of the conversation, staff talked about an in-depth planning process, financial support for the 21st century agenda, the Customer & Employee Satisfaction Survey, and how to empower people who will be doing business differently than in the past.

In addition, Dr. Davis announced that under the leadership of Mr. Peter Asmar and Ms. Frances Bradburn, the Board could expect a substantive document entitled *Creating an Environment for Teaching and Learning in the 21st Century*. This field handbook will provide concrete information and guidance to districts and schools implementing this initiative in their school districts. The fully developed future-ready plan is due to Mr. Buxton on March 15 and should be presented for information at the April Board meeting.

Special Presentation

- **Presentation of the National Football League Outreach Program**
 - Ms. Kymm Ballard, K-12 Physical Education & Athletics/Sports Medicine
 - Dr. Rebecca Garland, Executive Director, State Board of Education

The NFL has started an outreach program called Junior Player Development (JDP). JDP provides systematic instruction for every football team position for students between the ages of 12 and 14 in a fun and engaging environment while integrating life skills and character development. The program ensures that all participants receive a positive experience in youth football. JDP coaches are instructed on how to incorporate the “Strive for Excellence” life skills messages into each practice. Coaches follow a specifically designed Life Skills curriculum created by sports psychologists. At each session a different life skills message is integrated through the on-field curriculum. The life skills messages are responsibility, goal setting, sportsmanship, self-control, smart moves, and teamwork. The program is held during the spring.

JDP Program Data

- Fully funded by NFL through the NFL Youth Football Fund
- 12-day program is “free” to all participants
- Girls are encouraged to participate
- Women are encouraged to participate as JDP coaches
- Proven curriculum developed by top college and pro coaches
- 200 JDP sites in 2006 in most NFL markets
- JDP staff receive stipends for their involvement paid directly to them by the NFL
- Player-Instructor ratio (5:1)

JDP Value & Benefits

- Program serves as a coaches training program for volunteers interested in becoming involved in coaching youth football
- Incorporates a readapted form of development that allows 150 participants to receive equal repetitions
- Automated Youth Football Program kits that provide communities and/or schools with everything they need to start and run a NFL Youth Football program

JDP Resources

- NFL provides the following:
 - Equipment: helmets, shoulder pads, practice pants & pads, mouthpiece
 - JDP jersey, duffle bag, and wristband
 - Stipend for coaches pay (the amount can be divided among the coaching staff)
- School or Community Organization provides the following:
 - Middle school football practice field
 - Storage room for equipment
 - Activity bus transportation “to” practice
- Participants provide the following:
 - Cleats
 - Athletic supporter/cup

Ms. Ballard explained that this program allows 12-year olds to participate, which are typically sixth grader students. In North Carolina, Board Policy SS-D-002 states, “Off-season skill development sessions are allowed during the school year for seventh and eighth graders.” Sixth graders are ineligible to participate in athletics and the reason for that policy is that the weight difference would be unsafe for the smaller sixth grade students.

Dr. Rebecca Garland then explained that the NFL program divides all of the students into six groups according to weight. Therefore, age does not determine the grouping; the size and the weight determines the grouping. In addition, since girls are encouraged to participate, it is anticipated that there will not be but so much physical interaction. The program is about skill development, not competition. Since the JDP program is offered in the spring, the sixth graders participating would be involved in the spring of their sixth grade year, which means they would get skill development before their seventh grade year when they are eligible to play school sports. This program would provide an opportunity to have technique training before the students would experience competition on the field. Sixth graders who are not 12 when the program begins in the spring are ineligible since the NFL has a 12-year old requirement.

The Department suggests a revision to SBE Policy #SS-D-002 to include the following note: **“Only State Board of Education approved Major League youth development programs will be allowed for all youth 12 years and older.”**

With the adoption of this policy amendment, any player development program that would involve a child who is not in the seventh and eighth grade would have to come back to this body for approval.

Discussion/Comments:

- Mr. John Tate recommended that the chair craft a letter, addressed to Mr. Jerry Richardson, owner of the Carolina Panthers, and copied to the NFL Commissioner, that speaks about the values of such programs. The letter should include that the Board enthusiastically modified its policy to allow North Carolina sixth graders to participate in the Junior Development Program.

Chairman Lee asked Ms. Ballard to develop such a letter written on behalf of the Board for the Superintendent's and his signature.

The Safe, Orderly, and Caring Schools Committee Chair Mr. Edgar Murphy asked for a motion to adopt this recommendation.

Upon motion by Mr. John Tate, and seconded by Mr. Wayne McDevitt, the Board unanimously adopted the recommended modification to SBE policy #SS-D-002 requiring that only State Board of Education-approved Major League youth development programs will be allowed for youth 12 years and older.

Special Presentation

- **North Carolina Teacher Cadet Program**
 - Mr. Kelvin Spragley, Executive Director, NC Foundation for Public School Children
 - Ms. Lina Drinkard, Director, NC Teacher Cadet Program

Mr. Spragley provided a historical overview about the North Carolina Teacher Cadet Program that is designed to help North Carolina grow its own teachers beginning in high school. He reported that since the program's inception in 1998, the foundation has conducted research through surveys which reinforces the impact the program is having and provides a strong correlation between those students who participate in the Teacher Cadet course and go on to teach in North Carolina classrooms. The Teacher Cadet program is currently taught in approximately 65 counties throughout the state. Mr. Spragley noted that an end-of-year report that speaks to a variety of issues such as college partnerships, scholarships, and recent survey data is included in the packet distributed to board members. He pointed out that on pg. 7 of that report, of the participants responding to a recent survey, it notes that 85% of the respondents say the Teacher Cadet Program was the biggest factor in their decisions to become teachers.

Ms. Drinkard then shared briefly about the Teacher Cadet's expanding connections with college partners like UNC-Greensboro, Charlotte, Asheville, Pembroke, Appalachian, Meredith, NC State, Western Carolina, and East Carolina University. Grant money is offered to colleges that have certified education programs to collaborate with the high schools. The partnership can reflect a myriad of activities.

In addition, the program offers two three-day workshops, yearly, to prepare teachers to teach the course. The single-most shared reflection from teachers on the training is that it reminds them of why they went into the teaching profession. The Teacher Cadet teachers actually recruit students. Male participation runs at about 33 percent and the program is currently targeting minority students.

CHAIRMAN'S REMARKS

Military Child Education Coalition

Initiated by First Lady Easley, the Military Child Education Coalition is of particular interest to many North Carolinians. The Board recently approved and funded three two-day workshops offered in strategic locations in the state to train school counselors, administrators, and other school personnel to understand the unique challenges faced by children and family members who have deployed family members. Chairman Lee asked the Board's consideration to authorize an additional \$25,000 to underwrite the cost of one additional workshop.

Upon motion by Dr. Jane Norwood, and seconded by Dr. Michelle Howard-Vital, the Board unanimously authorized the expenditure of \$25,000 to underwrite the cost of an additional Military Child Education Coalition workshop for guidance counselors.

Minutes

Chairman Lee asked for a motion to approve the minutes of the January 3-4, 2007, Board meeting. Upon motion by Mr. John Tate, and seconded Mr. Edgar Murphy, the Board voted unanimously to approve the minutes for the January 3-4, 2007, meeting.

Chairman Lee reminded SBE members of the February 15, 2007, joint meeting of the Education Governing Boards at the SAS Institute. The NC Community Colleges System is the host for this year. The Chairman also reminded the Board that they have been invited to meet with the North Carolina Association of School Administrators in Pinehurst on March 7. The NCSBA is giving the Board a morning session to present the framework for the proposed high school graduation requirements.

Chairman Lee recognized Superintendent June Atkinson for 35 years of experience in public education. He presented a certificate of appreciation to Dr. Atkinson signed by the State Board members.

Executive Director's Report

SBE Executive Director Rebecca Garland reported that the General Assembly convened on January 24. Since that time, some of the nearly 100 bills already filed, involve education. In particular, those bills involve students with disabilities, a reformulation of the lottery formula so that more funds would go to school construction, and a proposal to raise the cap on charter schools.

Dr. Garland announced that the first installment of the weekly *Friday Report from Jones Street* was emailed to LEA superintendents, principals, and the teacher list serves on Friday, January 26.

Ms. Betsy West and Ms. Rita Joyner recently traveled to Washington, DC. Ms. West is a member of a NASBE national study group on English language learners, and Ms. Joyner met with members on the NC Congressional delegation on issues related to NCLB.

Dr. Garland reported that she is scheduled to meet with the superintendents from the Piedmont region while attending the NC Association for Supervision of Curriculum and Development in Pinehurst next week. The purpose of the meeting is to talk with superintendents about the Board's new 21st century agenda.

Dr. Garland also reported that she and Ms. Taft plan to attend the February ACHIEVE meeting in Texas to continue the discussion on high school reform efforts.

In conclusion, eight regional meetings are scheduled to meet with the public about the proposed high school graduation requirements and framework. Calendars are aligned so that a delegation will be

available at each of the meetings. The delegation will include Superintendent Atkinson, SBE Executive Director Rebecca Garland, a board member, and a representative from Dr. Polk's secondary education staff. Chairman Lee commended Dr. Atkinson and the department staff for their commitment of time and energy invested in these meetings.

STATE SUPERINTENDENT'S REPORT

Educational Data Exchange Network

In her Superintendent's Report, Dr. Atkinson spoke briefly about the Department's involvement in making sure that they meet the annual mandatory collection of Elementary and Secondary Education data, commonly referred to as EDEN (Educational Data Exchange Network). Eden is a system created as a single point of entry for data to the federal government. North Carolina has submitted 41 percent of the data files for the 2005-06 year and in anticipation of the 2006-07 mandatory requirements, data areas to be addressed and included in the state's transition plan are in the process of being identified.

NC Kindergarten Teacher Leader Initiative

Superintendent Atkinson was pleased to announce its first North Carolina Kindergarten Teacher Leader Initiative. The goal of this initiative is to establish a group of kindergarten teacher leaders for North Carolina. The 30 teachers selected will participate in a three-year comprehensive professional development model designed to develop and enhance the teachers' pedagogy and leadership skills in order to impact the long-term growth, development, and academic success of all kindergarten students. All kindergarten teachers in North Carolina are encouraged to apply for participation. Applications are due by noon on Thursday, February 15. The application and additional information can be found on the Primary Team webpage <http://community.learnnc.org/dpi/ec>.

21st Century Teaching and Learning Environment Manual

DPI, in partnership with many proponents of "Future-Ready Students" across the education community, is creating a manual to assist schools as they create 21st century teaching and learning environments. The document will be organized around the SBE Future-Ready priorities of Globally Competitive Students; 21st Century Professionals; Healthy, Responsible Students; Innovative Leadership; and 21st Century Systems. Among the valuable components of the manual will be classroom scenarios from a variety of teacher perspectives, a discussion of Web 2.0 resources, online testing, and an actual systematic planning guide.

Entrepreneurship Education Initiative

Superintendent Atkinson reported that DPI is collaborating with UNC Kenan-Flagler School of Business, NC Community College System, NC REAL, New Schools Project, and LEARN NC to develop a funding proposal for Entrepreneurship Education to submit to the Golden Leaf Foundation. The goal of the education component is to create a seamless system of K-20 education that equips students and adults with the habits of mind and the tools and skills to be entrepreneurs and entrepreneurial thinkers and problem solvers.

NC Wise Update

According to Dr. Atkinson, NC Wise is on schedule and moving forward.

High Priority Schools

High School Turnaround Team Director Pat Ashley shared highlights of the turnaround efforts since the January Board meeting. She began her presentation by sharing photos from the New Tech High School in Garinger. The Department is in the process of conducting mid-year reviews with each school and

currently working to place the 54 assessment teams. In addition, the Turnaround Team is moving through the internal process that will allow us to award contracts. High Schools are currently notifying Dr. Atkinson about their reform and redesign models. Dr. Ashley said that she would provide the Board with a list of these models at the March SBE meeting.

CLOSED SESSION/ADJOURNMENT

Dr. Jane Norwood moved that the Board go into closed session to consider our Attorney's advice and instruction in the case of Handest, Ellis, and Purcell vs. DPI and Corporation for Effective Schooling vs. DPI, and to consider one or more personnel issues described in General Statutes #143-318.11(a)(6) and other legal matters. Dr. Michelle Howard-Vital seconded the motion and the Board voted unanimously to go into closed session.

Upon motion by Mr. Wayne McDevitt and seconded by Mr. John Tate, the Board voted unanimously to return to open session.

ACTION AGENDA

The Board's votes on the Action Agenda items for the February meeting are recorded below. The vote occurred on Wednesday, January 31, since the February 1 meeting was cancelled due to inclement weather.

Action Agenda: High Student Performance Facilitator: Ms. Kathy Taft

ACTION

HSP 1 – Program Approval and Exemption Requests Under the Innovative Education Initiatives Act

Policy Implications: General Statute#115C-238.50 Part 9 (General Session 2003-277 – Senate Bill (656)

The State Board is asked to approve the submitted program applications and exemption requests.

Upon motion by Dr. Michelle Howard-Vital, and seconded by Mr. Edgar Murphy, the Board voted unanimously to approve the submitted program applications and exemption requests under the Innovative Education Initiatives Act. (See Attachment HSP 1)

ACTION ON FIRST READING

HSP 2 – Changes to the 2005-06 ABCs/AYP Report

Policy Implications: General Statute #115C-105.20 (Article 8B), 115C-105.35

It is recommended that the State Board of Education approve the changes to the 2005-06 ABCs/AYP Report.

Upon motion by Mr. Wayne McDevitt, and seconded by Ms. Shirley Harris, the Board voted unanimously to approve the changes to the 2005-06 ABCs/AYP Report. (See Attachment HSP 2)

ACTION ON FIRST READING

HSP 3 – Recommended Interim Academic Achievement Standards (Cut Scores) for the Mathematics and English I EOC Tests

Policy Implications: SBE Policy # HSP-C-010

The department recommends that the interim academic achievement standards (cut scores) for the revised Algebra I, Algebra II, Geometry, and English I tests be approved for implementation effective with the 2006-07 school year.

Discussion/Comments:

- All agreed that a communication strategy should be developed regarding the new cut scores.
- Ms. Taft communicated that she had a real problem voting to approve these cut scores for Algebra II and Geometry because there are students answering half of the questions on a test correctly and we are saying they consistently demonstrate mastery. She further stated that she would vote no, but that shows no confidence in what DPI staff recommends and what the teachers say. Therefore, she would vote to approve the proposed cut scores.

Upon motion by Ms. Shirley Harris, and seconded by Dr. Jane Norwood, the Board voted unanimously to approve the interim academic achievement standards (cut scores) for the revised Algebra I, Algebra II, Geometry, and English I tests for implementation effective with the 2006-07 school year. (See Attachment HSP 3)

**Action: Quality Teachers, Administrators, and Staff
Facilitator: Dr. Jane Norwood**

ACTION ON FIRST READING

QP 1 – Recommendations from the Advisory Board on Requests for Exemption from Teacher Licensing Requirements

Policy Implications: SBE Policy #QP-A-021

It is recommended that the actions related to each request be approved.

Upon motion by Ms. Kathy Taft, and seconded by Dr. Michelle Howard-Vital, the Board voted unanimously to approve or deny appeals to the Advisory Board on requests for exemption from teacher licensing requirements as discussed in closed session. (See Attachment QP 1.)

Action Agenda: Effective and Efficient Operations
Facilitator: Mr. Wayne McDevitt

ACTION

EEO 1 – Charter School Grade Changes and Enrollment Increase Requests Above 10%

Policy Implications: General Statute #115C-238.29D(d); SBE Policy #EEO-U-000

The Charter School Advisory Committee recommends that the SBE approve the enrollment increases and grade changes for the charter schools presented.

Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to approve the enrollment increases for nine charter schools and to deny the request for an enrollment increase for Carter Community Charter of Durham as discussed in closed session. (See Attachment EEO 1)

Upon motion by Mr. John Tate, and seconded by Ms. Kathy Taft, the Board voted unanimously to approve grade expansion changes for five of the charter schools presented and to deny the request for three of the charter schools as discussed in closed session. (See Attachment EEO 1)

ACTION

EEO 2 – Joint Technology Commission’s Report

Policy Implications: Legislative Special Revision

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

Upon motion by Mr. Tom Speed, and seconded by Mr. Edgar Murphy, the Board voted unanimously to approve the Joint Technology Commission’s Report. (See Attachment EEO 2)

ACTION ON FIRST READING

EEO 3 – Transference of 21st Century Community Learning Center Funds

Policy Implications: NCLB, Title IV, Part B, Section 4201-4206

Recommendations:

Based on the two letters from Beaufort County Schools and the Episcopal Hispanic Ministry, it is recommended that \$221,855.20 of grant funds from the 21st Century Community Learning Center program be transferred to Beaufort County in order to continue the services provided to students in Washington, North Carolina.

Upon motion by Ms. Kathy Taft, and seconded by Dr. Jane Norwood, the Board voted unanimously to approve \$221,855.20 of grant funds from the 21st Century Community Learning Center program to be transferred to Beaufort County in order to continue the services provided to students in Washington, North Carolina. (See Attachment EEO 3)

State Board of Education Department of Public Instruction Operations
Policy Implications: EEO-C-013

Discussion on this item took place in closed session.

Upon motion by Mr. Tom Speed, and seconded by Ms. Kathy Taft, the Board voted unanimously to adopt the policy revisions as discussed in closed session. (See SBE Policy#EEO-C-013)

Proposed Committee Structure
Policy Implications:

Meeting day/time	Tuesdays 1:00 – 4:00 pm	Wednesdays 8:30 – 11:00 am	Wednesdays 8:30 – 11:00 am	Wednesdays 11:30 am – 1:00 pm (when needed)	Thursdays 11:30 am – 1:00 pm
Committee	Globally Competitive Students	21st Century Professionals	Leadership for Innovation	Healthy, Responsible Students	Budget/Finance and Advocacy
Committee Members	K. Taft, Chair T. Willoughby, Vice Chair M. Bartlett E. Murphy M. Howard-Vital S. Harris	M. Howard-Vital, Co-Chair S. Harris, Co-Chair J. Tate T. Willoughby	M. Bartlett, Co-Chair T. Speed, Co-Chair E. Murphy K. Taft W. McDevitt	E. Murphy, Chair S. Harris M. Howard-Vital K. Taft	W. McDevitt, Chair J. Tate, Vice Chair T. Speed J. Norwood
SBE Advisors	M. McCoy L. Price	L. Price D. Beasley	C. Ipock M. Doyle W. Miller	D. Alston D. Beasley	
Committee Advisors			T. Habit		
Consulting Staff	R. Garland E. Leak J. Colbert W. Polk L. Fabrizio V. Jeter	K. Sullivan P. Price C. McKinney E. Leak F. Pore	P. Asmar F. Bradburn Assoc. Supt for Leadership/Innovation R. Garland W. Polk L. Fuller J. Boling	E. Leak B. Matthews P. Price S. Lehman F. Pore	P. Price J.B. Buxton V. Jeter R. Joyner
Support Staff	B. West	R. Joyner H. Wilson	B. West M. Pittman	B. West	R. Garland

* The first charge for committees is to engage in discussions of items for the NEXT month’s meeting.

NOTE: The SBE Chair, Vice Chair, the Lieutenant Governor, and the State Treasurer are ex-officio members for all committees.

Wednesday SBE Meetings: 1:00 PM or 2:00 PM (depending on whether Healthy/Responsible Students meets) – present committee discussions to full SBE, followed by closed sessions when needed.

Thursday SBE meetings: 8:30 – 1:00 PM – will include Chair’s remarks, Supt.’s report, recognitions, remaining discussions, and the Board meeting when voting will occur.

Upon motion by Mr. John Tate, and seconded by Dr. Michelle Howard-Vital, the Board voted unanimously to approve the proposed committee structure effective with the March 2007, board meeting.

OLD BUSINESS

- There was no old business discussed.

NEW BUSINESS

- There was no new business discussed.

ADJOURNMENT

Chairman Lee asked for a motion to adjourn. Upon motion by Ms. Shirley Harris, and seconded by Mr. John Tate, the Board voted unanimously to adjourn the January 31, 2007, meeting of the State Board of Education.