

**EXECUTIVE SUMMARY**

**Title:** Charter School Mission Statement Changes

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #115C-238.29D(d)
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

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

**Description:**

Based on GS 115C-238.29D(d), the following schools are requesting to change the mission of their original charter. A change of the mission is a material change to the original charter application and, as such, requires the approval of the State Board of Education.

- **Evergreen Community Charter School**
- **Forsyth Academy**
- **Guilford Preparatory Academy**
- **Raleigh Charter High School**
- **Vance Charter School**

**Resources:**

N/A

**Input Process:**

Charter schools, The Leadership for Innovation Committee, and DPI

**Stakeholders:**

Charter schools, parents, students, and staff

**Timeline for Action:**

This item was presented for discussion during the September 2008 SBE meeting and is being presented for Action at the October 2008, SBE meeting.

**Recommendations:**

It is recommended the SBE approve the recommendations of the Office of Charter Schools.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_  
Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_  
Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_  
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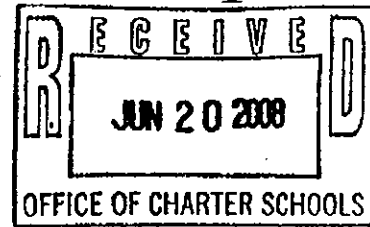
\*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491

### Summary Chart for Charter School Mission Statement Revision

Charter School	Mission Statement	Proposed Revised Mission Statement	OCS Recommendation
<p><b>Evergreen Community Charter School</b> <b>Buncombe County</b></p>	<p>Working partnership with parents, elders, and the community, Evergreen Community Charter School offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their own path of service.</p>	<p>Evergreen Community Charter School is a learning community to the pursuit of excellence in the holistic education of mind, body, and spirit. We prepare students for successful lifelong learning, environmental responsibility, and service. We value the voice of every member of our community.</p> <p><b>(Please see pages 3 &amp; 4 for more information.)</b></p>	<p>Evergreen’s original mission statement will become the vision statement for the school. The revised mission statement does not represent a significant change in teaching methodology or curriculum. <u>The OCS recommends accepting the revision.</u></p>
<p><b>Forsyth Academy</b> <b>Forsyth County</b></p>	<p>To ensure that all students master the academic basics and develop principled centered lives, to foster in every student an ability to think, understand and communicate, to imbue to them a deep sense of individual responsibility, and to develop an appreciation for the dignity of work.</p>	<p>To educate moral citizens for college</p> <p><b>(Please see page 5 for more information.)</b></p>	<p>Forsyth Academy’s request for mission statement revision represents a significant material change from their original mission statement. <u>The OCS does not recommend accepting the revision.</u></p>
<p><b>Guilford Preparatory Academy</b> <b>Guilford County</b></p>	<p>The mission for the Guilford Sabis Charter School is to provide a quality, college preparatory education to children of all races, nationalities and backgrounds. The school will produce young men and women who are prepared intellectually, morally and socially to succeed in college and make meaningful contributions to our increasingly complex and interconnected world.</p>	<p>Guilford Preparatory Academy strives to prepare all of its students to enter colleges or universities of the best quality and “fit.” We believe that a college education is accessible to all students enrolled in GPA who are committed to learning, not merely those in the front rank academically. It is our goal to provide a quality, college preparatory education to children of all races, nationalities, and backgrounds. This Academy will produce young men and women who are prepared intellectually, morally, and socially to succeed in college and to make meaningful contributions in our increasingly complex global society.</p> <p><b>(Please see page 6 for more information.)</b></p>	<p>Guilford Preparatory Academy’s request for a mission statement revision does not represent a significant change. <u>The OCS recommends accepting the revision.</u></p>

### Summary Chart for Charter School Mission Statement Revision

Charter School	Mission Statement	Proposed Revised Mission Statement	OCS Recommendation
<p><b>Raleigh Charter High School</b> <b>Wake County</b></p>	<p>The mission of Raleigh Charter High School is to graduate citizens of the world by coupling a challenging traditional education with a curriculum that teaches leadership skills and applies them in our local community. The school will involve students through its curriculum in NC government, the performing arts, social service and/or the international community, and will draw on the many resources in Raleigh to create an interconnected learning environment for the diverse students of the Triangle, Raleigh Charter High School will be a place opportunity for the highly motivated, responsible students and actively involved parents.</p>	<p>Raleigh Charter High School challenges college-bound students in a creative and supportive atmosphere to become knowledgeable, thoughtful, contributing citizens.</p> <p><b>(Please see pages 7 &amp; 8 for more information.)</b></p>	<p>Raleigh Charter High School's request for a mission statement revision does not represent a significant change. <u>The OCS recommends accepting the revision.</u></p>
<p><b>Vance Charter School</b> <b>Vance County</b></p>	<p>Vance Charter School's mission is to teach and inspire each child to become an independent thinker and a contributing citizen with a life-long desire to learn. Each child will have the opportunity to reach his or her full potential with small classes, a safe and nurturing environment, active parental involvement, and a strong curriculum that includes the Core Knowledge Sequence.</p>	<p>Our mission is to teach and inspire each child to become an independent thinker and a contributing citizen with life-long desire to learn. Each child will be given a collectively supportive opportunity to reach his or her greatest potential with small class size, a safe and nurturing environment, active parental involvement, and a strong curriculum that is enriched with service learning and the Core Knowledge Sequence.</p> <p><b>(Please see pages 9 &amp; 10 for more information.)</b></p>	<p>Vance Charter School's request for a mission statement revision does not represent a significant change. <u>The OCS recommends accepting the revision.</u></p>



June 12, 2008

Jack Moyer, Director  
Office of Charter Schools  
6303 Mail Service Center  
Raleigh, NC 27699-6303

Dear Jack,

Evergreen Community Charter School's Board of Directors wishes to request permission to change the wording of the initial mission to a new mission statement. The School's initial chartered mission statement is:

Working in partnership with parents, elders, and the community, Evergreen Community Charter School offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their own path of service.

Following extensive discussion among board members, parents and staff, the Board concluded that a more concise mission statement was needed and that the initial mission should remain our vision. The Board requests permission to adopt the following as the *vision* statement:

**Vision Statement**

Working in partnership with parents, elders, and the community, Evergreen Community Charter School offers an academically challenging, developmentally appropriate, experiential, holistic, child-centered education to all young people. We nurture a passion for learning that lasts a lifetime as we challenge our community to discover their individual gifts, to honor their inner worth, to strive for excellence, to pursue respectful and ethical relationships with themselves and others, and to find their own path of service.



Additionally, following the extensive discussions, the Board determined that the concise mission statement would add the phrase "environmental responsibility" to the mission. The Board requests permission to adopt the following as the *mission* statement:

### **Mission Statement**

Evergreen Community Charter School is a learning community committed to the pursuit of excellence in the holistic education of mind, body, and spirit. We prepare students for successful lifelong learning, environmental responsibility, and service. We value the voice of every member of our community.

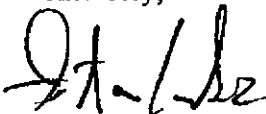
### **Core Beliefs of the Evergreen Learning Community**

During our School Improvement Process in 2004-05, our community adopted a set of core beliefs that support our mission and vision. We believe that the Evergreen Community should...

1. Embrace diversity as it supports children and other members in discovering their inherent self-worth and developing their individual gifts.
2. Inspire students to be self-directed learners, with the ability and desire to follow paths of inquiry, seek knowledge and understanding, think critically, communicate effectively, act creatively and responsibly.
3. Foster understanding of, respect for, and responsibility toward the natural world.
4. Encourage students to take risks in setting and achieving goals, to strive for their personal best, and to make healthy choices.
5. Nurture the development of caring and compassionate community members through self-reflection, service to others, relationship building, and collaboration.
6. Provide a safe environment and small learning groups that invite children to become integral members of the classroom, where caring adults and peer mentors help to ensure the progress of each child.
7. Challenge students to make meaningful connections and grasp the big picture through a hands-on, project-based, integrated curriculum that fosters motivation and responsibility for learning.

Thank you for considering our request to change our initial mission to our vision and to adopt the new, more concise version of the mission.

Sincerely,



Stan Cross

President, Board of Directors





**Forsyth Academy**

*Lori Hill*  
Principal  
*25.lhill@heritageacademies.com*

*Beth Robbins*  
Assistant Principal  
*25.brobbins@heritageacademies.com*

5426 Shattalon Drive  
Winston-Salem, NC 27106  
Phone: (336) 922-1121  
Fax: (336) 922-1033  
[www.heritageacademies.com](http://www.heritageacademies.com)

Date: August 4, 2008  
To: NC State Board of Education  
From: Forsyth Academy Board of Directors  
RE: Change of Mission Statement

This is a formal request to change the Forsyth Academy mission statement. The previous statement was, "To ensure that all students master the academic basics and develop principled centered lives, to foster in every student an ability to think, understand and communicate, to imbue to them a deep sense of individual responsibility, and to develop an appreciation for the dignity of work." We are requesting permission to change to "To educate moral citizens for college." This embodies the pillars of academics and morals that our school is built upon.

Sincerely,

A handwritten signature in cursive script that reads "Derrick D. Boone".

Derrick Boone  
Forsyth Academy Board of Directors

*Guilford Preparatory Academy*  
*2207-A East Cone Boulevard*  
*Greensboro, NC 27405-4858*  
Phone: (336)954-1344 Fax: (336)954-1965

Robin Buckrham, Principal  
Asst. Principal

Lewis Baker,

Date: August 1, 2008  
To: Jean Krufft, Consultant, Office of Charter Schools  
Re: Change of Mission Statement

The Board of Guilford Preparatory Academy respectfully requests that the mission statement of Guilford Preparatory Academy be changed from the original statement below to the proposed statement following.

**Original Mission Statement:**

The mission of the Guilford Sabis Charter School is to provide a quality, college preparatory education to children of all races, nationalities and backgrounds. The school will produce young men and women who are prepared, intellectually, morally and socially to succeed in college and make meaningful contributions to our increasingly complex and interconnected world.

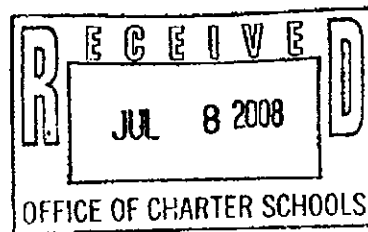
**Proposed Mission Statement:**

Guilford Preparatory Academy strives to prepare all of its students to enter colleges or universities of the best quality and "fit." We believe that a college education is accessible to all students enrolled in GPA who are committed to learning, not merely those in the front rank academically. It is our goal to provide a quality, college preparatory education to children of all races, nationalities, and backgrounds. This Academy will produce young men and women who are prepared intellectually, morally, and socially to succeed in college and to make meaningful contributions in our increasingly complex global society.

Guilford Preparatory Academy is no longer associated with Sabis and the new statement better reflects the school's mission and purpose. The original statement was included in the charter of 1998. The current statement was submitted as part of our self study in the spring of this year.

Thank you for your consideration in this matter.

**Raleigh Charter  
High School**



June 24, 2008

Mr. Jack Moyer, Director  
Office of Charter Schools  
Department of Public Instruction  
6303 Mail Service Center  
Raleigh NC 27699-6303

Dear Jack,

I received your letter of May 30, 2008, and I would like to request permission to change the wording of Raleigh Charter High School's initial mission to a new mission statement.

Initial mission statement (with correction of original school name from InterK'nections Charter High School to Raleigh Charter High School).

The mission of Raleigh Charter High School is to graduate citizens of the world by coupling a challenging traditional education with a curriculum that teaches leadership skills and applies them in our local community. The school will involve students through its curriculum in NC government, the performing arts, social service and/or the international community, and will draw on the many resources in Raleigh to create an interconnected learning environment for the diverse students of the Triangle. Raleigh Charter High School will be a place of opportunity for highly motivated, responsible students and actively involved parents.

We request that the State Board of Education approve our new mission:

Raleigh Charter High School challenges college-bound students in a creative and supportive atmosphere to become knowledgeable, thoughtful, contributing citizens.

We request the change for the following reasons:

1. The new mission statement is briefer and capable of being memorized.
2. While the new mission statement carefully and briefly captures many of the elements of the original statement, the new statement is more abstract and does not try to define the specific and organic programs of the school, programs that are likely to develop or to change.

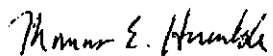
street 1111 Haynes Street  
city Raleigh  
state North Carolina  
zip 27604

web www.raleighcharterhs.org  
email Office@raleighcharterhs.org  
tel 919 715 1155  
fax 919 839 1766

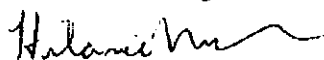
3. The new mission statement defines our program as a college preparation, a definition that appears throughout the charter, but is not mentioned in the original mission statement.

If you have questions, please contact me at [thumble@raleighcharterhs.org](mailto:thumble@raleighcharterhs.org) or 919 715 8830. Thank you for all you do on behalf of charter schools in North Carolina.

Sincerely,



Thomas E. Humble  
Principal  
Raleigh Charter High School



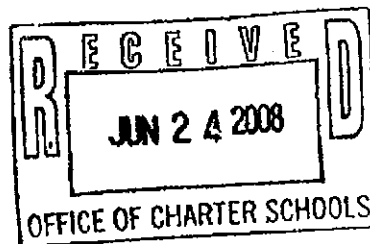
Hilarie Nickerson  
Chair, Board of Directors  
Raleigh Charter High School

# VANCE CHARTER SCHOOL

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John von Rohr, Ed. D.  
Principal

June 23, 2008



Mr. Jack Moyer  
Director of Charter Schools  
North Carolina Department of Public Instruction  
6303 Mail Service Center  
Raleigh, NC 27699-6303

Dear Mr. Moyer:

Vance Charter School is the only charter school in Vance County and has followed the outline set forth in our initial charter. We presently serve 420 students in kindergarten through eighth grade. Our mission has not varied since it was initially stated in our charter application in 1998. Initial wording revisions came about in the form of refinements as part of our initial SACS accreditation process in 2002. It is significant to note that Vance Charter School was the first charter school in North Carolina to receive SASS accreditation. These slight revisions were a result of a series of NSSE self-study surveys and the work of stakeholder committees (parents, faculty, board members and community representatives). They were noted in the 2002 Self-Study turned into the Office of Charter Schools.

In the Executive Summary of the 2002 Self-Study the Mission Statement reads as follows:

Vance Charter School's mission is to teach and inspire each child to become an independent thinker and a contributing citizen with a life-long desire to learn. Each child will have the opportunity to reach his or her full potential with small classes, a safe and nurturing environment, active parental involvement, and a strong curriculum that includes the Core Knowledge Sequence.

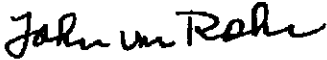
Please submit our revised mission statement to the State Board of Directors as it reads below:

Our mission is to teach and inspire each child to become an independent thinker and a contributing citizen with a life-long desire to learn. Each child will be given a collectively supportive opportunity to reach his or her greatest potential with small class size, a safe and nurturing environment, active parental involvement, and a strong curriculum that is enriched with service learning and the Core Knowledge Sequence.

As you can see, there are no demonstrable changes. I request that you submit the revised mission statement to the State Board of Education for approval. We were nominated by North Carolina's Chief Education Officer for candidacy as a "No Child Left Behind Blue Ribbon School."

If you have any questions, please let me know and I will get back to you promptly. Thank you for your assistance in this matter.

Sincerely,

A handwritten signature in cursive script that reads "John von Rohr".

John von Rohr, Ed.D.  
Principal

**EXECUTIVE SUMMARY**

**Title:** Phoenix Academy Name Change Request

**Type of Executive Summary:**

- Action
- Action on First Reading
- Discussion
- Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #115C-238-29D(d)
- SBE Policy # \_\_\_\_\_
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

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

**Description:**

Phoenix Academy has requested a change of the school's name. The new name of the school would be The International School of the Piedmont at Phoenix Academy. As per GS 115C.238.29D (d), material changes to the charter application must have approval of the State Board of Education. A name change is considered a material change to the charter, and therefore, must be approved by the State Board of Education.

**Resources:**

N/A

**Input Process:**

Office of Charter Schools, Leadership for Innovation Committee, and NC DPI

**Stakeholders:**

Phoenix Academy

**Timeline For Action:**

This item was presented for Discussion during the September, 2008, and is being presented for Action at the October, 2008, SBE meeting.

**Recommendations:**

It is recommended that the SBE not approve the name change for Phoenix Academy. This request is a significant material change that includes changes to the curriculum and the initial mission of the school.

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**Audiovisual equipment requested for the presentation:**

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_
- Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_
- Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

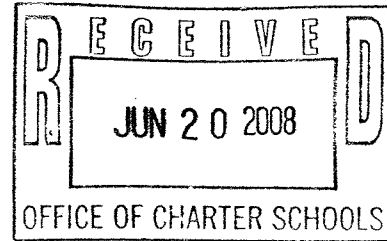
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Motion By: \_\_\_\_\_ Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_ Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Postponed \_\_\_\_\_ Revised \_\_\_\_\_

\*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491

June 18, 2008



Mr. Jack Moyer  
Director, Office of Charter Schools  
6303 Mail Service Center  
Raleigh, North Carolina 27699-6303

**Re: Phoenix Academy Proposed Name Change**

Dear Jack:

As you may remember, I represent Phoenix Academy in High Point, North Carolina. Phoenix Academy intends to become an International Baccalaureate ("IB") certified school in the upcoming year(s) and has taken steps to prepare for such a transition, including hiring an "IB Coordinator" at the school to spearhead the application process this coming school year. Concomitant with this development, the Board of Directors recently voted to change the name of the school from "Phoenix Academy" to "The International School of the Piedmont at Phoenix Academy." Attached is a copy of the minutes from that meeting. The Board would also like to drop the "Phoenix Academy" at the end of the new name after a few years and simply be known as "The International School of the Piedmont."

As such, please let this letter serve as Phoenix Academy's formal request for State Board of Education approval of the school's pursuit of IB status and of the proposed name changes, beginning with the 2008-09 school year. Please let me know if you need further information or if I can be of assistance in any way. Thank you for your kind consideration of this request.

Best regards,

THARRINGTON SMITH, L.L.P.

A handwritten signature in cursive script that reads "Kathleen P. Tanner".

Kathleen P. Tanner

Enclosure

cc: Howard Lee, Chairman, State Board of Education (with enclosure)  
Laura Crumpler, Esq. (with enclosure)  
Chuck Alt, Esq., Wyatt, Early, Harris & Wheeler, L.L.P.  
Paul Norcross, Chair, Phoenix Academy

R0258914:1

**Minutes of Meeting of Board of Directors  
Phoenix Academy, Inc.  
May 9, 2008**

A meeting of the Board of Directors of Phoenix Academy, Inc. was held on May 9, 2008. Chair Paul Norcross called the meeting to order at 11:05 a.m. Present and participating in the meeting were the following Directors: Paul Norcross, Kim Norcross, Perry Flynn, and Chuck Alt (business attorney). Attending by telephone were Vince Barella, Randy Brodd, Jackie Cimorelli, and Kathleen Tanner (education attorney).

Board approved the minutes from the April 3, 2008 meeting.

Kim Norcross gave the principal's report, noting that math scores this year might not be as high as she would like due to the changes in the curriculum at the state level and the increased number of children at the school falling in a lower IQ bracket.

Kim Norcross informed the Board that Deb Davies, who has been developing the changes to the employee handbook, has been having health problems. Christine Scheef (education attorney) joined the call briefly to report on the status of the employee handbook and noted that she had tried to incorporate the changes that Davies had transmitted. Norcross reported that the policy of not paying employees for their unused sick leave was being changed to pay them \$50/day in order to discourage employees from taking their sick leave when they did not need it. Scheef noted that she would confirm this plan with DOL.

Paul Norcross announced the plan to change the name of the school from "Phoenix Academy" to "The International School of the Piedmont" to highlight the upcoming IB program and to encourage corporate support from the 70 or so international businesses in the surrounding area. (Connie Martin is the new IB Coordinator, who has begun the process of gaining IB accreditation.). The Board voted unanimously in favor of the name change, with the proposed name for the 2009-10 school year to be "The International School of the Piedmont at Phoenix Academy" and in the year thereafter to become simply "The International School of the Piedmont." The Board attorney will contact DPI regarding the name change and concomitant changes to the charter.

The Board decided it would no longer pursue the issue of other schools in the state who appear to be using the name "Phoenix Academy."

Paul Norcross updated the Board on the trip to the Philippines and Singapore that he, Kim, and Connie Martin (IB Coordinator) are taking this summer with nine students (who are completing the trip as part of their required senior project), including the Norcross children. Phoenix Academy will be sponsoring the costs associated with sending Kim Norcross and Connie Martin on the trip; they will be visiting several IB schools on the trip and this will play an important role in the IB application process. In light of the school sponsorship of two of the adults on the trip, the Board directed Chuck Alt (business attorney) to draft releases for the parents to sign that would release the school and Norcross and Martin individually from any liability for any occurrences on the trip. Paul Norcross and the nine students that make the trip will be covering all of their own costs and expenses.

**EXECUTIVE SUMMARY**

**Title:** Revision of Policy Regarding the State Advisory Council on Indian Education and Indian Education Programs

**Type of Executive Summary:**

Action       Action on First Reading       Discussion       Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute #115C-210; Article 13A
- SBE Policy #EEO-B-001
- SBE Policy Amendment
- SBE Policy (New)
- APA # \_\_\_\_\_
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**Presenter(s):** Mr. J. B. Buxton (Deputy State Superintendent), Mr. Philip Price (Associate Superintendent, Financial and Business Services) and Ms. Priscilla J. Maynor (Office of the Deputy State Superintendent)

**Description:**

The General Assembly in 1988 passed legislation that established a fifteen-member State Advisory Council on Indian Education. The purpose of this Council is to advise the State Board of Education on ways to meet more effectively the educational needs of Indian students; to advocate meaningful programs to reduce and eventually eliminate low achievement and concurrent high attrition rates among Indian students; to prepare and present an annual report on the status of Indian education to the State Board of Education and to the various Indian tribal organizations at the statewide Indian Unity Conference; to work closely with the Department of Public Instruction to improve coordination and communication between and among programs; and to advise the State Board of Education on any other aspect of Indian education when requested by the State Board.

Membership of the Council is broadly representative of North Carolina Indian tribes, organizations and associations, specifically Coharie, the Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi, Sappony, Waccamaw-Siouan, the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, and any other Indian tribe gaining State recognition in the future.

This revised policy is an update to State Board policy, EEO-B-001, approved on February 4, 1988. Revisions reflect membership and responsibilities of the State Advisory Council on Indian Education and the role of the North Carolina Department of Public Instruction in supporting local school districts and Title VII Indian education programs.

**Resources:**

State appropriations

**Input Process:**

State Advisory Council on Indian Education membership, Title VII Indian education coordinators and select local superintendents, American Indian parents and tribal community representatives, staff at the North Carolina Commission of Indian Affairs, staff of the UNC American Indian Center, and staff in Curriculum, Instruction and Technology and Comprehensive School Support divisions of the Department of Public Instruction.

**Stakeholders:**

Members of the State Advisory Council on Indian Education, NC Commission of Indian Affairs, Title VII Indian education coordinators, American Indian students attending public schools, parents, tribal communities, public school administrators and teachers.

**Timeline For Action:**

Presented for action in October 2008

**Recommendations:**

The State Board is asked to approve the revised policy pertaining to the State Advisory Council on Indian Education and Indian Education Programs.

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Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)  
Specify: \_\_\_\_\_

Audio Requirements (computer or other, except for PA system which is provided)  
Specify: \_\_\_\_\_

Document Camera (for transparencies or paper documents – white paper preferred)  
\_\_\_\_\_

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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\*Person responsible for SBE agenda materials and SBE policy updates: Joy Dry, 807-3409

**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** Effective and Efficient Operations

**Category:** Advisory Committees

**Policy ID Number:** EEO-B-001

**Policy Title:** Policy regarding the State Advisory Council on Indian Education and Indian Education Programs

**Current Policy Date:** 02/04/1988

**Other Historical Information:** Legislation enacted in collaboration with the N.C. Commission of Indian Affairs to increase and maximize education opportunities for American Indian students in North Carolina.

**Statutory Reference:** General Statute #115C-210

**Administrative Procedures Act (APA) Reference Number and Category:**

~~STATE BOARD POLICY STATEMENT ON INDIAN EDUCATION~~

The State Board of Education adopts the following statements as official policy for Indian education in the public schools of North Carolina:

1. ~~Establish a State Council~~

~~The State Board of Education will seek legislative authority to establish a State Advisory Council on Indian Education. The Council should be comprised of fifteen (15) members (eight Indian parents of students enrolled in public schools, two Indian representatives from higher education, two Indian educators in the public schools, one Indian member of the North Carolina Commission of Indian Affairs and two legislators, one each from the House and Senate.) Council members should be chosen from the memberships of North Carolina Indian tribes and Indian organizations, specifically, the Eastern Band of the Cherokee, Lumbee, Coharie, Waccamaw-Sioun, Haliwa, Saponi, Meherrin, and Person County Indians, the Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association and any other Indian tribes gaining state recognition in the future. The Board of Governors of the UNC System should appoint the representatives from higher education. The State Board of Education will appoint the following members from a list submitted by the North Carolina Commission of Indian Affairs: a representative from its membership, eight Indian parents of students enrolled in the public schools and two Indian educators from the public schools. The chairperson should be elected by the membership of the Council.~~

~~The State Board of Education will request funds from the General Assembly to support the Council activities. The Council will prepare an annual report to the State Board of Education and the General Assembly.~~

~~It shall be the duty of the State Advisory Council to:~~

- ~~A. Advise the State Board of Education on ways of more effectively meeting the needs of Indian students.~~
- ~~B. Advocate for meaningful programs to attack the low achievement and concurrent high attrition rates among American Indian students.~~
- ~~C. Prepare an annual report on the state of Indian education to be presented to the State Board of Education and to Indian tribal organizations at the statewide Indian Unity Conference.~~
- ~~D. Work closely with the Division of Indian Education in the Department of Public instruction to increase coordination and communication among and between programs.~~

### STATE ADVISORY COUNCIL ON INDIAN EDUCATION

The State Advisory Council on Indian Education is established as an Advisory Council to the State Board of Education. In collaboration with the N.C. Commission of Indian Affairs, the General Assembly created the Advisory Council to increase and maximize education opportunities for American Indian students in North Carolina. The Council's establishment is set forth in North Carolina General Statutes (Section 115C-210).

#### I. Membership

The Council shall consist of 15 members, as follows:

1. Two legislative members (one senator appointed by the President Pro Tempore of the Senate and one representative appointed by the Speaker of the House);
2. Two American Indian members from higher education to be appointed by the Board of Governors of the University system;
3. One American Indian member from the North Carolina Commission on Indian Affairs to be appointed by that Commission;
4. Eight American Indian parents of students enrolled in public schools and two American Indian educators from public elementary/secondary schools to be appointed

by the State Board of Education from a list submitted by the North Carolina Commission on Indian Affairs;

5. Indian members of the Council shall be broadly representative of North Carolina American Indian tribes, organizations and associations, specifically the Coharie, Eastern Band of Cherokee, Haliwa Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi Nation, Sappony, Waccamaw-Siouan, Cumberland County Association for Indian People, the Guilford Native American Association, the Metrolina Native American Association, Triangle Native American Society and any other Indian tribe gaining State recognition in the future.

## II. Term of office

The Legislative members, the higher education members, and the member from the North Carolina Commission on Indian Affairs shall serve for an unspecified term at the pleasure of their respective appointing authorities. The terms for public school educators and the Indian parents appointed shall be for a period of two years and no member shall serve for more than two consecutive full terms.

The Department of Public Instruction will maintain and provide an annual report addressing the status of Council membership and expiration of terms to the Executive Director of the N.C. Commission of Indian Affairs prior to November 30<sup>th</sup>. The N.C. Commission of Indian Affairs will submit, upon request annually, a list of American Indian public school educators and parents for membership consideration.

## III. Organization, meetings, and compensation

- A. The Council shall elect a chairperson from its membership.
- B. The Council shall meet in space provided by the Department of Public Instruction in accordance to a meeting schedule determined by the membership. The Council shall meet at least three, but no more than four times each year. The Council may meet for emergency meetings called by the chairperson. The Department of Public Instruction shall provide necessary staff support and supplies to enable the Council to carry out its duties in an effective manner.
- C. Council members shall serve without pay, but shall receive travel allowances, lodging, subsistence and per diem as provided by G.S. 138-5.

## IV. Responsibilities of the Council

- A. Advise the State Board of Education of effective practices and ways to more effectively meet the educational needs of American Indian students;
- B. Explore and advocate for meaningful programs that raise academic achievement, increase graduation rates and decrease the high dropout rates among American Indian students;

- C. Prepare an annual report on a fiscal year basis on the status of American Indian education. The annual report will be presented to the State Board of Education and provided to legislative leadership, tribal organizations and associations, and to conferees at the annual statewide Indian Unity Conference;
- D. Work closely with agency leadership in the Department of Public Instruction to improve coordination and communication between and among programs; and,
- E. Advise the State Board of Education on any other aspect of American Indian education when requested by the State Board to do so.

## SUPPORTING LOCAL DISTRICTS AND INDIAN EDUCATION PROGRAMS

### I. Indian Education Liaison

An Indian Education Liaison will be designated by the Deputy State Superintendent in consultation with the State Superintendent. The individual shall have demonstrated knowledge and experience in working with American Indian populations and Indian education programs. The Indian Education Liaison will serve in a leadership capacity in working with State Board of Education and agency leadership to improve coordination, communication and support to local school districts and Indian education programs; and will serve as the primary contact on issues pertaining to Indian education for schools and districts, American Indian parents, tribes, tribal organizations and associations, federal and state government entities, education partners including the public and private institutions of higher education and community colleges and other stakeholders.

The Indian Education Liaison will be responsible for managing the work of the State Advisory Council on Indian Education and the comprehensive school and program support efforts of a cross-functional team within the Department of Public Instruction. The representation of the cross-functional team shall include, at a minimum, representation from Curriculum, Instruction and Technology, Accountability, Comprehensive School Support, Talent Management and Leadership Development, and Communications and Information.

### II. Programs for Indian Education

~~The State Board of Education through the State Department of Public Instruction will perform the following:~~

- ~~A. Conduct on an annual basis an in-depth analysis of the performance of Indian student on the annual testing program, on the competency test, on promotion tests in grades 3, 6 and 8 and on other performance measures available to the Department.~~
- ~~B. Consult with Indian organizations regarding funding for special Indian projects.~~

~~C. Encourage local schools systems to better utilize data and information regarding the needs of Indian students enrolled in the public schools.~~

~~D. Make continued effort to expand and strengthen the Division of Indian Education in the Department of Public Instruction.~~

The State Board of Education in consultation with the State Advisory Council on Indian Education and through the Department of Public Instruction and partnerships with American Indian tribes, tribal organizations and associations will perform the following to support Indian education programs:

A. Conduct on an annual basis an in-depth analysis of the performance and proficiency of American Indian students on state assessments, high school graduation rates, dropout rates, and other state performance measures available to the Department of Public Instruction.

B. Encourage local school districts to better utilize data and information regarding the needs of American Indian students enrolled in the public schools.

C. Support continued participation of North Carolina in appropriate studies such as the National Indian Education Study (NIES).

D. Identify ways to increase graduation rates and reduce the persistently high dropout rates for American Indian students.

E. Make continued effort to expand and strengthen the capacity within the Department of Public Instruction to support local school districts and Indian education programs.

### III. ~~Curriculum~~ Cultural Sensitivity

The State Board of Education reaffirms its commitment to improving American Indian education ~~by~~ and will:

~~A. Encouraging the Department of Public Instruction to conduct periodic reviews of curriculum materials and develop materials for teachers.~~

~~B. Developing appropriate Indian Education Curriculum materials for use by classroom teachers.~~

~~C. Conducting periodic review of the Standard Course of Study and the Teacher Handbook for inclusion of additional information, if necessary, regarding the history and culture of Indians.~~

A. Include, as part of periodic reviews of the Standard Course of Study, textbooks and other curricula resource materials, procedures that ensure the inclusion of information, when appropriate, regarding the history, culture and contributions of American Indians of North Carolina.

B. Encourage educators to educate themselves on the educational, curricular and psychological effects of using American Indian sport mascots and logos.

- C. Encourage all public school administrators and local boards of education to continue reviews of their policies and procedures toward the use of American Indian sport mascots, logos, symbols and other derogatory imagery in public schools.

IV. American Indian Involvement in Public Education

The State Board of Education will:

- ~~A. Encourage local boards of education to select Indians to participate on committees and councils appointed by local boards of education.~~
  - ~~B. Encourage local boards of education to employ Indians in positions for which they have the training and experiences.~~
  - ~~C. Encourage the Textbook Commission to recommend textbooks that recognize the history and contributions of Indians.~~
  - ~~D. Select and appoint Indians to boards and committees over which the State Board of Education has appointment authority.~~
- A. Work towards increasing the inclusion and/or representation from the American Indian community on various state and local level boards, committees and commissions and in the work of the State Board of Education and Department of Public Instruction, particularly in reviewing and/or developing education policy, curriculum and standards.
  - B. Facilitate outreach strategies and create partnerships with tribal organizations and associations, public and private institutions of higher education and community colleges, and other state agencies and organizations that provide resources, educational experiences and cultural opportunities for American Indian students.