

NORTH CAROLINA GENERAL ASSEMBLY



JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

REPORT TO THE 2014 SESSION of the 2013 GENERAL ASSEMBLY OF NORTH CAROLINA

MAY 7, 2014

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TRANSMITTAL LETTER

May 7, 2014

**TO THE MEMBERS OF THE 2014 REGULAR SESSION
OF THE 2013 GENERAL ASSEMBLY**

**The JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE
respectfully submits the following report to the 2014 Regular Session of the 2013
General Assembly.**

Sen. Jerry Tillman (Co-Chair)

Rep. Bryan Holloway (Co-Chair)

Rep. Linda Johnson (Co-Chair)

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COMMITTEE PROCEEDINGS

The Joint Legislative Education Oversight Committee met 7 times after the 2013 Regular Session.

November 5, 2013

North Carolina Center for the Advancement of Teaching Update

Dr. Richard Thompson, Interim Executive Director

Advanced Placement Program

Sneha Shah-Coltrane, Director, Gifted Education and Advanced Programs
Department of Public Instruction

Career and Technical Education Updates

Jo Anne Honeycutt, Director, Career and Technical Education
Department of Public Instruction

Dr. Sharon Morrissey, Executive Vice President for Programs & Chief Academic Officer
Community Colleges System Office

Licensure Changes

Dr. Rachel McBroom, Director, Educator Preparation
Department of Public Instruction

Susan Ruiz, Section Chief, Licensure Section
Department of Public Instruction

December 3, 2013

2012-2013 End-of-Grade and End-of-Course Scores

Dr. Tammy Howard, Director, Accountability Services
NC Department of Public Instruction

Model Teacher Contracts

Katie Cornetto, Attorney
NC State Board of Education

21st Century Learning Grants

Donna Brown, Director, Federal Program Monitoring and Support Division
NC Department of Public Instruction

School Safety

Dr. Ben Matthews, Director, Safe and Healthy School Support Division
NC Department of Public Instruction

January 7, 2014

Project L.I.F.T.

S. Denise Watts, Community Superintendent, Project L.I.F.T. Learning Community
Charlotte-Mecklenburg Schools

Anna Spangler Nelson, Chair, The Spangler Companies

Comprehensive Articulation Agreement

Overview & Background of CAA

Dr. Sharon Morrissey, Executive Vice President & Chief Academic Officer, North Carolina
Community College System

Dr. Suzanne Ortega, Senior Vice President for Academic Affairs, The University of North
Carolina

Work of the CAA Committee

Dr. Lisa M. Chapman

Executive Vice President for Instruction/Chief Academic Officer, Central Carolina Community
College

Co-Chair, CAA Review Steering Committee

Dr. Marilyn Sheerer, Provost and Senior Vice President for Academic Affairs, East Carolina
University

Co-Chair, CAA Review Steering Committee

Community College Developmental Math Redesign

Dr. Scott Ralls, President, North Carolina Community College System

Dr. Bill Carver, President, Nash Community College

GPA Calculations

Dr. Sharon Morrissey, Executive Vice President & Chief Academic Officer, North Carolina
Community College System

Dr. Suzanne Ortega, Senior Vice President for Academic Affairs, The University of North
Carolina

Dr. Rebecca Garland, Chief Academic Officer, Department of Public Instruction

Accelerated Learning Solutions

Randle Richardson, Chief Executive Officer, Accelerated Learning Solutions

Angela Whitford-Narine, Chief Operating Officer, Accelerated Learning Solutions

Teacher Education Preparation Programs

Dr. Alisa Chapman, Vice President of Academic and University Programs, UNC General
Administration

February 4, 2014

Centralizing Residency Determination

Steve Brooks, Executive Director
State Education Assistance Authority

Local Funding for North Carolina School Systems

Rebecca Troutman, Intergovernmental Relations Director
North Carolina Association of County Commissioners

Draft Rules for Residential Schools

Bill Hussey, Director, Exceptional Children
Department of Public Instruction

K-12, Inc.

Mary Gifford, Senior Vice President for Education Policy and External Relations

March 4, 2014

Charter Schools

Joel Medley, Director, Office of Charter Schools
Department of Public Instruction

Communities in Schools of North Carolina

Eric Hall, CEO/President

Vocational and Secondary Educational Opportunities for Students with Disabilities

Julia Adams, Assistant Director of Governmental Relations, The ARC of NC

BEST NC

Brenda Berg, President and CEO
Walter McDowell, Board Chair

NC Guaranteed Admission Program (NC GAP)

Kate Henz, Senior Director of Academic Policy and Funding Analyses
UNC-General Administration

Claire Kirby, Associate Vice Chancellor for Admissions
UNC-Charlotte

Dr. Sharon Morrissey, Executive Vice President/Chief Academic Officer
Community College System

April 8, 2014

Beyond Academics at UNCG: Public/Private Partnership in Higher Education for Young Adults with Intellectual/Developmental Disabilities

Joan Johnson, Executive Director, Beyond Academics, UNC-Greensboro

Terri L. Shelton, PhD, Vice Chancellor for Research and Economic Development
Carol Jenkins Mattocks, Distinguished Professor, UNC-Greensboro
Tom and Kelly Parker, Parents' Perspective

Regional Leadership Academies

Anna Brady, Executive Director, Piedmont Triad Leadership Academy
Curry Bryan, PTLA Cohort 3 Principal Intern
Jennifer Purvis, Principal, North Moore High School, Moore County Schools and SLA
Cohort 1 Graduate
Erin Swanson, Principal, Stocks Elementary School, Edgecombe County Schools and
NELA Cohort 1 Graduate
Dr. Anthony Jackson, Superintendent, Nash-Rocky Mount Public Schools

Identifying Military Affiliated Students

Kathleen Facon, Chief, Educational Partnership and Outreach
Department of Defense Education Activity (DoDEA)

EpiPens in Schools

Dr. Benjamin Wright, Pediatric Allergy Immunology Fellow, Duke University
Kendra Montgomery-Blinn, J.D., Mother of an Allergic Child

Read to Achieve Summer Reading Camps

Randolph County Schools

Dr. Stephen Gainey, Superintendent

Richmond County Schools

Dr. George E. Norris, Superintendent

Cabarrus County Schools

Dr. Jason Van Heukelum, Deputy Superintendent

May 7, 2014

Draft Report

Proposed Teacher Endowment Fund

Lt. Governor Dan Forest

SUMMARY OF COMMITTEE PROCEEDINGS

This section of the report provides a brief summary of the Committee meetings. It is not intended to be a complete, official record of those meetings. However, there is an official record of the Committee's meetings, including minutes and handouts distributed to the Committee members, in the Legislative Library.

November 5, 2013

Dr. Richard Thompson, North Carolina Center for the Advancement of Teaching, provided an overview of the mission for NCCAT. He said that NCCAT was established in 1985, an eastern campus was added in 2007, and NCCAT was transferred from the Board of Governors of The University of North Carolina to the State Board of Education in 2009. He also talked about the goals for the future and the statewide impact of NCCAT. He stated that the core values of NCCAT are: treat teachers as professionals, give teachers the opportunity to become active learners, provide teachers with time to interact and share with their colleagues, and inspire and motivate teachers.

Sneha Shah-Coltrane, Director, Gifted Education and Advanced Programs, Department of Public Instruction, presented to the Committee an update on the 2013 legislation to Broaden Successful Participation in Advanced Courses. She mentioned some of the school district initiatives to support AP/IB participation. She talked about the availability of advanced courses in school districts. She said that 114 of 115 school districts offer at least one face-to-face AP/IB course, approximately 65% of all high schools offer one or more AP/IB courses, and 17 school districts offer an IB Diploma Programme. She also talked about the availability of advanced courses through partners such as the North Carolina Virtual Public Schools and the North Carolina School of Science and Mathematics. Currently, approximately 18% of North Carolina students are enrolled in at least one AP/IB course and approximately 75,000 students are enrolled in AP/IB courses. Regarding student test data, Ms. Shah-Coltrane said approximately 12% of students in high school took an AP exam, 61% of AP test takers scored three or higher, and 59% of all AP exams taken scored 3 or higher.

Jo Anne Honeycutt, Director, Career and Technical Education, Department of Public Instruction and Dr. Sharon Morrissey, Executive Vice President for Programs and Chief Academic Officer, Community Colleges System Office, spoke next about updates to the Career and Technical Education (CTE) program. They talked about how the partnership with the Community College System works with the Department of Public Instruction to increase student participation in career and technical education. Ms. Honeycutt also discussed the criteria for diploma endorsements that were passed by the State Board of Education as well as the CTE teacher licensure policy changes.

Dr. Rachel McBroom, Director, Educator Preparation, Department of Public Instruction, and Susan Ruiz, Section Chief, Licensure Section, Department of Public Instruction, spoke to the Committee about licensure changes. Dr. McBroom presented an update on

the legislative changes that impact how colleges and schools of education prepare future educators. Ms. Ruiz presented an update on the legislative changes for teacher licensure continuing education credits.

December 3, 2013

Dr. Tammy Howard, Director, Accountability Services, Department of Public Instruction, spoke to the Committee about the 2012-2013 End-of-Grade and End-of-Course scores. She talked about how and why new assessment tests were administered in 2012-2013 and how new academic achievement standards for student performance were set. Dr. Howard noted that although new academic standards were set and new achievement cut scores were made, the Department of Public Instruction saw that 70% of schools in North Carolina continued to meet or exceed growth expectations.

Katie Cornetto, Attorney, State Board of Education, spoke next about the model teacher contract that was being developed for use by local boards. The State Board of Education began its' work by examining existing contracts from other states, such as Indiana and Mississippi, examining contracts from North Carolina, and looking at what the law says. After creating a draft, the State Board circulated it to local boards of education, local superintendents, and teachers for their feedback. A final draft will be presented to the State Board by January 1, 2014 and once approved the contract will be a temporary rule.

Next, Donna Brown, Director, Federal Program Monitoring and Support Division, Department of Public Instruction, provided the Committee with an update of the 21st Century Learning Grants. She mentioned that the goal of the program is to serve children through technology. She gave an overview by explaining the purpose, eligibility, awards, and costs of the program. She talked about the request for proposal timeline, application requirements, the evaluation process, and application results. She also talked about the reporting requirements, monitoring, and consequences.

Dr. Ben Matthews, Director, Safe and Healthy School Support Division, Department of Public Instruction, reviewed the school safety provisions from the 2013 Budget. He said that the General Assembly granted \$7 million for school resource officers for elementary and middle schools. Since only 41 LEAs and 5 charter schools applied for these resources, the deadline for applications was extended. So far \$4.2 million of the \$7 million has been granted. In 1996, there were only 236 SROs and in 2013 there are 1,460 SROs in 2,500 schools.

January 7, 2014

Denise Watts, Community Superintendent, Project L.I.F.T. Learning Community, Charlotte-Mecklenburg Schools, and Anna Spangler Nelson, Chair, The Spangler Companies, spoke to the Committee about Project L.I.F.T., a public-private partnership with Charlotte-Mecklenburg Schools. The program is focused in nine schools in the West Charlotte corridor and serves 7,200 students. The schools in the program have the highest poverty and lowest student achievement outcomes.

Dr. Sharon Morrissey, Executive Vice President & Chief Academic Officer, North Carolina Community College System and Dr. Suzanne Ortega, Senior Vice President for Academic Affairs, The University of North Carolina, provided an overview and background of the Comprehensive Articulation Agreement (CAA). The CAA has been in place in North Carolina since 1997 due to legislation in 1995 that required a plan for the transfer of credits between the North Carolina Community College System and The University of North Carolina. Recent legislation from the 2013 Session required: 1) the University of North Carolina institutions to adhere fully to the CAA, 2) joint biannual reviews of the CAA to ensure that the agreement is fair, current, and relevant for all students and institutions, and 3) development of an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process.

Next, Dr. Lisa Chapman, Executive Vice President for Instruction and Chief Academic Officer, Central Carolina Community College and Dr. Marilyn Sheerer, Provost and Senior Vice President for Academic Affairs, East Carolina University spoke about the work of the Comprehensive Articulation Agreement Steering Committee in which Dr. Chapman and Dr. Sheerer are co-chairs. Dr. Chapman said that the Committee was appointed in April 2012. In 2013, CAA revisions were reviewed by colleges and universities, and in early 2014, the proposed revisions will be presented to The University of North Carolina Board of Governors and the State Board of Community Colleges for action. Dr. Sheerer provided a summary of the changes to the CAA. If approved, the CAA is effective for new college transfer students. Students enrolled in an AA or AS program prior to Fall Semester are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment as long as they remain continuously enrolled.

Dr. Sharon Morrissey, Executive Vice President & Chief Academic Officer, North Carolina Community College System, Dr. Suzanne Ortega, Senior Vice President for Academic Affairs, The University of North Carolina, and Dr. Rebecca Garland, Chief Academic Officer, Department of Public Instruction, addressed the Committee about the GPA Calculations. Three major concerns have been expressed by students, parents, and others: 1) It makes little sense to give more quality points to AP/IB courses which seek to emulate college-level work than to actual college courses, 2) The current weighting system discourages students from sampling more broadly across the curriculum, particularly in areas like band or art where honor's sections or AP courses are not typically available, 3) Grade inflation. A working group has been appointed to address the concerns with the grade point average calculations. The three governing boards will consider the recommendations in the Spring of 2014. The Department of Public Instruction will present necessary policy changes to the State Board of Education for its approval and determine a specific implementation date so as to assure current high school students are not negatively impacted by the changes.

Dr. Scott Ralls, President, North Carolina Community College System, and Dr. Bill Carver, President, Nash Community College, spoke to the Committee about the Community College Developmental Math Redesign. Dr. Ralls stated that they have

embarked on about fifteen statewide initiatives over a nine month listening tour which brought up the issue of developmental math. A group of leaders, including presidents, chief administrators, and faculty across the community college system, was established to develop policies and guidelines because too many students were going into developmental math and too many weren't completing the courses. Dr. Carver explained the developmental redesign called the Math TANK Approach that includes integrated technology, team teaching, a progression model, and supplemental instruction.

Randle Richardson, Chief Executive Officer, Accelerated Learning Solutions and Angela Whitford-Narine, Chief Operating Officer, Accelerated Learning Solutions, spoke to the Committee about the high school dropout prevention and recovery program. Mr. Richardson provided data regarding the dropout rates. He also discussed the impact of dropouts on North Carolina. He said the mission of Accelerated Learning Solutions schools is to help at-risk students earn a standard high school diploma and prepare for post-secondary success. Accelerated Learning Solutions currently manages 21 dropout prevention and recovery schools accredited by SACS. Ms. Whitford-Narine talked about the typical students that are served in Accelerated Learning Solutions schools in Florida, the teacher directed, technology enhanced curriculum, the focus on student support services, and why their schools are different from other schools. She mentioned two areas where help from State legislators will be needed: 1) The current funding process for charter schools does not provide for routine state payments to charter schools beyond the schools' 20 day ADM count, and 2) The READY Accountability System is not designed to assess the performance of Dropout Prevention and Recovery Programs.

Dr. Alisa Chapman, Vice President of Academic and University Programs, The University of North Carolina General Administration and Dr. Kevin Bastian, spoke next about the Teacher Education Preparation Programs. Dr. Chapman said that The UNC's goal is to prepare more and better teachers and school leaders and the key strategies to address that goal include recruitment, preparation, new teacher support, and outcome-based evidence. Dr. Bastian spoke about the purpose, data and methods of the Teacher Portal Analysis. Dr. Chapman also said that The University System is taking action to improve teacher preparation with the Teacher Performance Assessment Pilot (edTPA) which was developed at Stanford University and has been tested in 25 states, including North Carolina. It is being used to ensure the edTPA is really usable and helpful in the teacher preparation programs and to ensure edTPA results really predict teacher effectiveness in the classroom. Seven University of North Carolina campuses are participating in the pilot program.

February 4, 2014

Steve Brooks, Executive Director, State Education Assistance Authority, spoke to the Committee about Centralizing Residency Determination. He provided an overview of the current residency classification process used under the State Residence Classification Manual. He talked about the multiple pathways to admission with the College Foundation of North Carolina (CFNC) being the largest path (478,000 in 2013; accounts for over two-thirds of all North Carolina applications last year). He mentioned that in

response to Senate Bill 402, Sections 11.3(a) and 11.3(b), a work group gathered to jointly develop a coordinated and centralized residency process. The work group established the following recommendations for Phase One (current through June 2014) of the process: 1) Continue building consensus across sectors on a standard set of common questions all students must answer to determine residency, 2) Build consensus across sectors on the structure/calculation algorithm to utilize for a residency determination, 3) Build final specification for the revised/enhanced CFNC residency verification admissions application process, and 4) Conduct statewide residency verification training. Phases 2-5 were also established by the work group.

Rebecca Troutman, Intergovernmental Relations Director, North Carolina Association of County Commissioners, spoke next about Local Funding for North Carolina School Systems. She described how North Carolina's education funding structure compares nationally. She said the State support of education is 58.2% (8th nationally) and the local support of education is 25.7% (45th nationally). She also talked about the funding structure with a focus on the counties and their financial support of the public schools. She provided the primary responsibilities of the Boards of County Commissioners and the LEAs. She mentioned the county appropriation to schools as it relates to the local current expense fund and the capital outlay fund. She also addressed the process for resolving school funding disputes.

Bill Hussey, Director, Exceptional Children, Department of Public Instruction, addressed the Committee regarding the Draft Rules for Residential Schools. Mr. Hussey began by providing a historical perspective. He mentioned the 2011 legislation that transferred the residential schools from the Department of Health and Human Services to the Department of Public Instruction and the 2013 legislation (HB 868) that designated the State Board of Education as the sole governing agency for the residential schools. Mr. Hussey talked about the Department of Public Instruction's rulemaking process and the existing rules for residential schools. He then provided the Committee with the following proposed draft rules: 1) Children will enter into a residential school through a joint IEP meeting (with the LEA, the residential school, and the parents) that states in the IEP that the placement is changed to a public, separate residential school and 2) Should the decision be made to allow qualified out-of-state students into the residential schools, then the State Board of Education shall have the authority to set policies accordingly. Mr. Hussey also emphasized the on-going positive things happening in each of the three residential schools.

Mary Gifford, Senior Vice President for Education Policy and External Relations, K-12, Inc., spoke about the K12 Virtual Academies. She provided an overview of online education and K12, Inc. K12 is a 13 year-old organization with approximately 7100 employees, including 5400 educators. It provides curriculum and administrative services to 48 full time online partner schools in 38 states and 5 blended, or 'flex' sites; develops partnerships with nonprofit governing boards, charter schools, districts, and charters; operates two main full time online programs; and provides courses to thousands of state programs and districts, providers and charter schools nationwide. Ms. Gifford pointed out a map illustrating states with multi-district fully online schools and stated that the

map was already out of date due to rapid changes in this area. She provided information regarding full time virtual academy demographics, role of the teachers, the instructional model, and types of assessments in virtual academies. She mentioned that the top online learning policy issues are: finance, attendance/participation, alternative accountability, and students' records and state data management systems. She also described some additional policy issues to consider such as, school planning and scaling, better performance of students the longer they are enrolled in fulltime online schools, and data collection and metrics generation.

March 4, 2014

Joel Medley, Director, Office of Charter Schools, Department of Public Instruction, began his presentation by providing the mission and staff of the Office of Charter Schools. He mentioned that there was an increase in the number of charter schools since the cap was lifted. He explained the application problems with not having capacity to properly review the applications in a timely manner. He also discussed the changes that they wanted to recommend for the future, including: allowing the carryover of application fees, maintaining the focus on the approval of quality applications, and modifications by the Charter Schools Advisory Board (if needed) to finish the current round and to evaluate the process and make changes.

Tina Wilson, Chairman of the Board, Communities in Schools of North Carolina, provided an overview of the organization and how she became involved. She discussed the impact of not having a family support and the family that Communities in Schools provides.

Eric Hall, CEO/President of Communities in Schools, provided an overview of his background and the need for investment in education. He said that Communities in Schools (CIS) has been in North Carolina for 25 years and is in 40 counties. CIS is focused on partnerships with schools, teachers, and business communities. There are five performance learning centers, which are small innovative schools for students who are at high risk to drop out or have dropped out and are trying to finish their degree. There are teachers who provide individualized learning plans and graduate students at an 86.5% rate. Mr. Hall explained their partnership with a third party research company (RTI International) to evaluate data and performance.

Laura Knapp, RTI International, addressed the Committee. She said the CIS national office commissioned a five year study of CIS services and the study concluded that the CIS model is an effective model. In looking at North Carolina data, they looked at the number of students served from 2008-2013 during the recession when services were lower than needs.

Rashaud Trice, CIS alumni/law enforcement officer/CIS Board Member, spoke next, about his personal experience with Communities in Schools.

Next, Julia Adams, Assistant Director of Governmental Relations, The ARC of North Carolina, spoke about vocational and secondary educational opportunities for students with disabilities. She described the state of the educational system for students with disabilities and explained that there is a need for more vocational education for students with disabilities. She said that according to the National Association of State Directors of Developmental Disabilities Services, 88% of working age adults who have a developmental disability are unemployed. Ms. Adams said that in order to get students with developmental disabilities into the workforce, there is a need to: 1) remove targeted barriers for entry into and completion of existing community college certificate programs and 2) encourage local small businesses through incentive programs to offer these students apprenticeships and full time employment upon completion of their apprenticeship.

Walter McDowell, Board Chair of BEST NC, spoke about the organization. He said BEST NC is comprised of 65 business leaders coming together to bring the voice of business to the table and transform public education in North Carolina.

Brenda Berg, CEO of BEST NC, spoke next. She said the business principles of BEST NC are: student-focused, evidence-based, optimistic and courageous, committed to continuous improvement, and collaborative. She talked about the listening tour and the themes from the tour. She also talked about the following being priorities of BEST NC: 1) every student will graduate with relevant globally-competitive career and life skills, 2) every student will have an excellent teacher and school leadership, and 3) every student will be ready to learn and globally competitive.

Kate Henz, Senior Director of Academic Policy and Funding Analyses, UNC-General Administration, spoke about the NC Guaranteed Admission Program (NC GAP). She explained that NC Gap was a provision in the budget and it was created as an alternative to admission for students who apply for admission to one of the UNC campuses and may satisfy criteria but their credentials are not as competitive. She stated that the goals for NC Gap were to reduce graduation time, costs, and improve academic counseling. Ms. Henz provided examples of partnerships between The University System and the Community College System that have been a great step in helping with students' transitions and having more timely graduations.

Claire Kirby, Associate Vice Chancellor for Admissions, UNC-Charlotte, explained specific services that UNC-Charlotte provides their students and the programs they have in relation to the community college and transfer students. She said that UNC-Charlotte dedicates resources in specific transfer support services, especially counselors. She talked about the Passport Program with Central Piedmont Community College which began in the fall of 2011, and the Transfer Learning Community program for criminal justice majors.

Dr. Sharon Morrissey, Executive Vice President/Chief Academic Officer, Community College System, spoke next about NC GAP. She said the legislative goals of creating this program were to encourage more students to get bachelor's degrees, provide students

college education at a lower cost, provide students with an interim degree milestone and security to obtain a job if student does not finish the bachelor's, and easier access to academic counseling. She stressed the importance of the collaboration between the Community College System and The University System and their work of over 2 years.

April 8, 2014

Joan Johnson, Executive Director, Beyond Academics, UNC-Greensboro, and Terri Shelton, Vice Chancellor for Research and Economic Development, spoke to the Committee regarding Beyond Academics, the public/private partnership in higher education for young adults with intellectual/developmental disabilities. The mission of this partnership is to provide to students the following: diversity, inclusion, educational access, transformation and preparation, and outcomes which include employment, personal growth, engaged citizenship for a lifetime. The students in the Beyond Academics program receive 4-year certification from the UNC-Greensboro Office of Undergraduate Studies and job training.

Next, Tom and Kelly Parker of Denver, North Carolina, provided their perspective as parents of Haley Parker, a student in the Beyond Academics program. They described Haley's journey to UNC-Greensboro.

Anna Brady, Executive Director, Piedmont Triad Leadership Academy, spoke to the Committee regarding the regional leadership academies. She said the leadership academies offer: 1) rigorous recruitment and selection, 2) one year, paid, full time residency in a high needs school, 3) principal mentoring from a principal with school turnaround skills, 4) experiential learning through day-to-day principal responsibilities, 5) weekly residency/seminar sessions, 6) laser-focused school transformation curriculum, and 7) executive coaching, a unified cohort, district wraparound services, and early career induction support. Some of the results from the regional leadership academies include over 180 licensed principals and 90% leadership placement.

The next 3 presenters spoke about their experiences in each of the leadership academies:

- Curry Bryan, Principal Intern, Burlington Williams High School, Alamance-Burlington School System
Piedmont Triad Leadership Academy, Cohort 3 Intern
- Jennifer Purvis, Principal, North Moore High School, Moore County Schools
Sandhills Leadership Academy, Cohort 1 Graduate
- Erin Swanson, Principal, Stocks Elementary School, Edgecombe County Schools
Northeast Leadership Academy, Cohort 1 Graduate

Dr. Anthony Jackson, Superintendent, Nash-Rocky Mount Schools, provided background information about Nash-Rocky Mount Schools. He also explained why regional leadership academies matter. He said the leadership academy has helped with succession planning, professional development and quality, reduced turnover, and on-going support.

Kathleen Facon, Chief, Educational Partnership and Outreach, Department of Defense Education Activity, spoke about assigning an identifier for military children in education data systems. By identifying military children and providing data on their attendance and educational outcomes, states can assist schools and districts by providing access to data to help inform policy and program decisions for this unique student population. Also, the Department of Defense would benefit from this data in developing policy and military child education initiatives.

Next, Dr. Benjamin Wright, Pediatric Allergy Immunology Fellow, Duke University, spoke to the Committee regarding anaphylaxis and epinephrine utilization in North Carolina schools. He talked about the common signs of anaphylaxis such as hives/itchy skin, swelling of the throat, lips, tongue, or around the eyes, and difficulty breathing or swallowing. Dr. Wright stated that food allergies affect an estimated 4-6% of U.S. children and among these, 16-18% experience a reaction at school. Approximately 25% of individuals treated with epinephrine at school have no prior diagnosis. He also said on average, there are 210 cases of severe anaphylaxis per year in North Carolina schools. Dr. Wright mentioned the School Access to Emergency Epinephrine Act that was enacted in 2003 that gives funding preference to states for federal asthma treatment grants if they allow self-administration of asthma and anaphylaxis medication and make a certification concerning Good Samaritan protections. This act also requires elementary and secondary schools in these states to: 1) maintain an emergency supply of epinephrine (EpiPens), 2) permit trained personnel of the school to administer epinephrine, and 3) develop a plan for ensuring trained personnel are available to administer epinephrine during all hours of the school day.

Kendra Montgomery-Blinn spoke next about her experiences as a mother of an allergic child. She also demonstrated the correct way to use the EpiPen.

The next three presenters addressed the Committee about their concerns regarding the Read to Achieve Summer Reading Camps. They expressed that they would like for the General Assembly to consider changes during the next legislative session that would provide flexibility in the length of time that summer reading camps are offered, while maintaining the overall amount of time that reading instruction would be provided to eligible students.

- Dr. Stephen Gainey, Superintendent, Randolph County Schools
- Dr. George Norris, Superintendent, Richmond County Schools
- Dr. Jason Van Heukelum, Deputy Superintendent, Cabarrus County Schools

May 7, 2014

The Committee engaged in discussion about the final report and voted to adopt the report, as amended, with authorization to staff to make technical changes and add the proceedings of the current meeting.

The Lieutenant Governor presented proposed draft legislation creating a teacher endowment fund. The fund would receive monies from the sale of license plates, contributions of tax refunds, payments to the fund and contributions by corporations.

FINDINGS AND RECOMMENDATIONS

Based on information presented to the Joint Legislative Education Oversight Committee during their regularly scheduled meetings, the Committee makes the following findings and recommendations to the 2014 General Assembly:

1. Career and Technical Education

In 2013, the General Assembly enacted S.L. 2013-1, Increase Access to Career and Technical Education, to promote and emphasize the importance of career and technical education in the public schools. The Committee believes that adding college and career endorsements to high school diplomas will encourage more students to obtain important workforce skills and increase post-high school employment rates. The Committee encourages the State Board of Education and the Department of Public Instruction to continue to emphasize rigorous coursework and credentialing in career and technical education in order to facilitate student success in the workplace. The Committee further encourages local school administrative units to consult with local employers, workforce development boards, and local industries to identify the career and technical coursework and credentialing that should be offered in the public schools to best meet the State and local workforce needs.

2. School Safety

The 2013 General Assembly emphasized the need for enhanced school safety by enacting several provisions to encourage local school administrative units to coordinate more closely with local law enforcement agencies on school safety matters. Local school administrative units were encouraged to prepare schematic diagrams of their school facilities and provide these diagrams, as well as keys to the main entrances of their school facilities, to local law enforcement agencies. The Committee finds that strengthening the current law to require these materials be provided to local law enforcement would better ensure the safety of students in North Carolina's public schools.

The Committee recommends that the General Assembly enact legislation that would require local school administrative units to provide schematic diagrams of schools and keys to school facilities to local law enforcement. **See attached legislative proposal 2013-TBz-18.**

3. Project L.I.F.T.

Public-private partnerships have great potential to help transform public education and increase student achievement levels. Project L.I.F.T. is a public-private partnership in the Charlotte Mecklenburg School System that focuses on nine schools that have high poverty and low student achievement. The private sector is investing over \$55 million

dollars over five years to facilitate positive changes for these students, including increased proficiency rates and graduation rates. The new initiatives include a school calendar that promotes continuous learning, increased use of technology in the classroom and at home, and the implementation of an "opportunity culture" that focuses on reaching more children with excellent teachers, providing higher salaries to excellent teachers, and creating financial sustainability to pay these excellent teachers within existing budgets in order to keep them in the classroom. The Committee strongly supports the Project L.I.F.T. initiative and encourages other local school administrative units to develop their own public-private initiatives to raise student achievement and support and sustain excellent teachers.

4. Comprehensive Articulation Agreement

The Comprehensive Articulation Agreement (CAA) dates back to 1995 when the General Assembly began to emphasize the need for "seamless" transitions among the institutions of higher education in this State. The State Board of Community Colleges and the Board of Governors of The University of North Carolina implemented the CAA in 1997 which contained transfer guarantees for students completing certain general education courses or certain types of degrees. Although the inherent structure of the CAA is intact, over time there have been lapses in adherence to the CAA from all levels and changes in pre-major requirements that have led to concerns about whether the CAA was being implemented with fidelity. S.L. 2013-72, UNC and Community College Credit Transfers, directed full adherence to the CAA and required biannual reviews of the CAA to ensure fairness and relevancy. In addition, an articulation agreement advising tool was to be developed to help simplify the course transfer and admissions process.

The Committee finds that the work done on the revision of the CAA over the past year is an important step in continuing to facilitate a seamless education for the students of this State. The Committee supports the actions of the State Board of Community Colleges and the Board of Governors of The University of North Carolina in the adoption of the revisions to the CAA, which includes guarantees of transfers for certain courses if a certain grade was earned and provides more structure for students generally including published pathways to majors. The Committee recommends that the importance of the CAA continue to be recognized and that the State Board of Community Colleges and the Board of Governors of The University of North Carolina conduct ongoing evaluations of the CAA to ensure its efficiency and efficacy.

5. Accelerated Learning Solutions

Although there has been significant improvement in the high school graduation rate in the State over the past five years, the Committee finds that the State should continue to emphasize the importance of ensuring that every student graduates from high school and

be prepared for college and career success. Accelerated Learning Solutions contracts with charter schools to provide services to at-risk students and assist them in earning a high school diploma and to recover students who have already dropped out of school. In addition, Accelerated Learning Solutions provides social services support and post-secondary coaching to the students. The Committee finds that House Bill 884 (Dropout Prevention/Recovery Pilot With Charters), which is currently in the Senate Education Committee, would establish a dropout prevention and recovery pilot program at three charter schools in Mecklenburg County. These charter schools would have to meet specific criteria and would be allowed to vary from the current funding mechanism for charter schools in order to facilitate the dropout prevention and recovery program developed by Accelerated Learning Solutions. The Committee encourages the Senate Education Committee to hear House Bill 884 and engage in a full and robust discussion of the proposed legislation.

6. Centralized Residency Determination

The responsibility for determining residency classifications for eligibility for in-State tuition has primarily been at the campus level. Initial classifications are made by each campus as part of the admissions or student aid process with appeals that can be taken in front of the State Residency Committee and ultimately to Superior Court. The Committee finds that although there is a State Residency Classification Manual that all campuses use, discrepancies arise since the information for residency determinations does not come from a common set of questions or forms and reviews are done in different ways. In 2013, the General Assembly directed that a coordinated and centralized residency determination process be developed. Representatives from The University of North Carolina, the Community College System, North Carolina Independent Colleges and Universities, and the State Education Assistance Authority have begun to work on this centralized residency determination process and are striving to have applications submitted through the College Foundation of North Carolina (CFNC) be reviewed in a uniform manner beginning in March 2015. Additional phases of the residency determination process will continue with the goal of having a standardized system for all applications across the institutions of higher education in the State. The Committee strongly supports the work on the centralized residency determination and recommends that the work be completed thoroughly and in as expedited a fashion as possible.

7. Charter Schools and Recodification of Charter School Statutes

The process for the application and approval of charter schools continues to be improved and refined with each cycle of applications. Currently, the Charter Schools Advisory Board makes recommendations to the State Board of Education regarding the approval or denial of charter applications. The Committee finds that this process needs to be further modified to require the Advisory Board to make written decisions regarding

recommendations; allow applicants to respond to adverse recommendations; and allow applicants to petition to the State Board of Education for a hearing. The Committee also finds the need for clarification that final decisions of the State Board of Education concerning the denial of a charter application can be appealed to the Office of Administrative Hearings. The Committee further finds that clarification is needed to ensure that charter schools are subject to the open meetings and public records laws of the State. Finally, the number of statutes addressing charter schools have increased in the past few years as changes in the law have been made to address various issues concerning charter schools and the current codification and numbering processes have become cumbersome with related topics not placed near each other.

As a result of these findings, the Committee recommends that the General Assembly enact legislation further defining and clarifying the application approval process and process for addressing concerns for both the recommendation of the denial of a charter application and the actual denial of a charter application; clarifying that charter schools are subject to open meetings and public record laws; and directing the Codifier of Statutes to re-codify and re-number Part 6A of Article 16 of Chapter 115C of the General Statutes in a format that allows relevant topics to be grouped together and allows for the addition of new charter school laws should they be enacted by the General Assembly in future years. **See attached legislative proposal 2013-TCz-26.**

8. Vocational Training for Individuals with Intellectual and Developmental Disabilities

Employment opportunities for individuals with intellectual and developmental disabilities tend to be fewer than those for other individuals. The Committee finds that it is important for students with disabilities to receive a high quality education with strong academic and social supports as well as strong vocational and job skills training. Moreover, it is vital for North Carolina universities and community colleges to work with elementary and secondary schools to provide seamless transitions for these students. In addition, universities and community colleges should examine the barriers to success for individuals with intellectual and development disabilities and how those barriers can be overcome, particularly with post-higher education employment opportunities. Emphasis should be placed on partnering with community-based organizations and business and industry for job training and placement. An excellent example of such a partnership is the Beyond Academics Program at UNC Greensboro, a four-year university certificate program of study for young adults with intellectual/developmental disabilities, which emphasizes independent living, creating a network of friends, colleagues, and family, and being an engaged citizen.

The Committee finds that House Joint Resolution 731 (A Joint Resolution Authorizing the Legislative Research Commission to Study Issues Related to Vocational Training for Individuals with Intellectual Disabilities), would allow for further study on this issue. The Committee recommends that the Legislative Research Commission study issues related to vocational training for individuals with intellectual disabilities as described in House Joint Resolution 731.

9. Identification of Children of Members of the Military

North Carolina is home to a large number of families associated with either an active or reserve component of the Armed Forces, and many of these families have children enrolled in the public schools throughout the State. These military connected students are often faced with unique challenges, including frequent moves, parental and sibling deployments, and the reintegration of post-service family members, yet teachers and school administrators may not be aware which, if any, of their students are connected with the military. The Committee finds that there is no uniform statewide process by which local school administrative units may identify military connected students and that the identification of such students will enable teachers and school administrators to best serve the needs of this unique population of students.

The Committee recommends that the General Assembly enact legislation directing the State Board of Education to develop a process for local school administrative units to annually identify enrolled military connected students using the Uniform Education Reporting System. **See attached legislative proposal 2013-TBz-17.**

10. EpiPens in Public Schools

Anaphylaxis is a serious allergic reaction that often results in persons being unable to breathe. A common antidote to anaphylaxis is the drug epinephrine, which works most effectively when administered at the onset of an anaphylactic reaction. Under current law, local boards of education are required to adopt a policy that allows certain students to carry and self-administer asthma medications, including an epinephrine auto-injector (often referred to as an EpiPen). Current State law does not permit public schools to have a supply of EpiPens generally available to persons suffering from an anaphylactic reaction. Due to reports of schoolchildren in other states who have suffered fatal anaphylactic reactions, the Committee finds that anaphylaxis is a life-threatening medical condition that often requires immediate attention and that the public schools should maintain a supply of EpiPens as well as trained personnel to use them in the event of an emergency.

The Committee finds that House Bill 824 (EpiPens in Schools), which is currently in the Senate Education Committee, would expand the scope of the current State law by

requiring every public school to have at least two EpiPens on school property and at school-sponsored events on school grounds for use by trained school personnel to provide emergency medical aid to persons suffering from an anaphylactic reaction. The Committee encourages the Senate Education Committee to engage in a full and robust discussion of House Bill 824 and recommends the bill be given a favorable report.

11. Read to Achieve Summer Reading Camp Flexibility

The Read to Achieve program was enacted in Section 7A.1 of S.L. 2012-142. One of the requirements of the Read to Achieve program is for local school administrative units to offer a summer reading camp to students who have been retained in third grade due to failure to demonstrate reading competency at this grade level. According to the current statute, G.S. 115C-83.3(9), the summer reading camp has to be at least six to eight weeks long, four to five days per week, and include at least three hours of instructional time per day. The committee finds that these statutory restrictions are placing undue hardship on many local school administrative units to provide highly qualified personnel, transportation, and meals for the eligible students over this length of time. The Committee therefore recommends that the General Assembly consider changes during the 2014 Session of the 2013 General Assembly that would provide flexibility in the length of time that summer reading camps are offered, while maintaining the overall amount of time that reading instruction would be provided to eligible students.

COMMITTEE MEMBERSHIP

2013-2014

President Pro Tempore of the Senate
Appointments:

Sen. Jerry Tillman (Co-Chair)

Sen. Tom Apodaca
Sen. Chad Barefoot
Sen. Bill Cook
Sen. David Curtis
Sen. Malcolm Graham
Sen. Clark Jenkins
Sen. Earline Parmon
Sen. Louis Pate
Sen. Dan Soucek
Sen. Trudy Wade
Sen. Fletcher Hartsell (Advisory Member)
Sen. Martin Nesbitt (Advisory Member)
Sen. Gladys Robinson (Advisory Member)
Sen. Josh Stein (Advisory Member)

Speaker of the House of Representatives
Appointments:

Rep. Bryan Holloway (Co-Chair),
Rep. Linda Johnson (Co-Chair)

Rep. Hugh Blackwell
Rep. Marcus Brandon
Rep. Rob Bryan
Rep. Tricia Cotham
Rep. Craig Horn
Rep. J.H. Langdon
Rep. Marvin Lucas
Rep. Chuck McGrady
Rep. Paul Stam
Rep. Brian Brown (Advisory Member)
Rep. Debra Conrad (Advisory Member)
Rep. Jeffrey Elmore (Advisory Member)
Rep. Chris Malone (Advisory Member)
Rep. Bob Steinburg (Advisory Member)

COMMITTEE CHARGE/STATUTORY AUTHORITY

Article 12H.

Joint Legislative Education Oversight Committee.

§ 120-70.80. Creation and membership of Joint Legislative Education Oversight Committee.

The Joint Legislative Education Oversight Committee is established. The Committee consists of 22 members as follows:

- (1) Eleven members of the Senate appointed by the President Pro Tempore of the Senate, at least three of whom are members of the minority party; and
- (2) Eleven members of the House of Representatives appointed by the Speaker of the House of Representatives, at least three of whom are members of the minority party.

Terms on the Committee are for two years and begin on the convening of the General Assembly in each odd-numbered year. Members may complete a term of service on the Committee even if they do not seek reelection or are not reelected to the General Assembly, but resignation or removal from service in the General Assembly constitutes resignation or removal from service on the Committee.

A member continues to serve until his successor is appointed. A vacancy shall be filled within 30 days by the officer who made the original appointment.

§ 120-70.81. Purpose and powers of Committee.

(a) The Joint Legislative Education Oversight Committee shall examine, on a continuing basis, the several educational institutions in North Carolina, in order to make ongoing recommendations to the General Assembly on ways to improve public education from kindergarten through higher education. In this examination, the Committee may:

- (1) Study the budgets, programs, and policies of the Department of Public Instruction, the State Board of Education, the Community Colleges System Office, the Board of Governors of The University of North Carolina, and the constituent institutions of The University of North Carolina to determine ways in which the General Assembly may encourage the improvement of all education provided to North Carolinians and may aid in the development of more integrated methods of institutional accountability;
- (2) Examine, in particular, the Basic Education Plan and the School Improvement and Accountability Act of 1989, to determine whether changes need to be built into the plans, whether implementation schedules need to be restructured, and how to manage the ongoing development of the policies underlying these legislative plans,

- including a determination of whether there is a need for the legislature to develop ongoing funding patterns for these plans;
- (3) Study other states' educational initiatives in public schools, community colleges, and public universities, in order to provide an ongoing commentary to the General Assembly on these initiatives and to make recommendations for implementing similar initiatives in North Carolina; and
 - (4) Study any other educational matters that the Committee considers necessary to fulfill its mandate.
 - (5) Study the needs of children and youth. This study may include, but is not limited to:
 - a. Developing strategies for addressing the issues of school dropout, teen suicide, and adolescent pregnancy.
 - b. Identifying and evaluating the impact on children and youth of other economic and environmental issues.

(b) The Committee may make interim reports to the General Assembly on matters for which it may report to a regular session of the General Assembly. A report to the General Assembly may contain any legislation needed to implement a recommendation of the Committee.

§ 120-70.82. Organization of Committee.

(a) The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each designate a cochair of the Joint Legislative Education Oversight Committee. The Committee shall meet at least once a quarter and may meet at other times upon the joint call of the cochairs.

(b) A quorum of the Committee is 10 members. No action may be taken except by a majority vote at a meeting at which a quorum is present. While in the discharge of its official duties, the Committee has the powers of a joint committee under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4.

(c) Members of the Committee receive subsistence and travel expenses as provided in G.S. 120-3.1. The Committee may contract for consultants or hire employees in accordance with G.S. 120-32.02. The Legislative Services Commission, through the Legislative Services Officer, shall assign professional staff to assist the Committee in its work. Upon the direction of the Legislative Services Commission, the Supervisors of Clerks of the Senate and of the House of Representatives shall assign clerical staff to the Committee. The expenses for clerical employees shall be borne by the Committee.

§ 120-70.83. Additional powers.

The Joint Legislative Education Oversight Committee, while in discharge of official duties, shall have access to any paper or document, and may compel the attendance of any State official or employee before the Committee or secure any evidence under G.S. 120.19. In addition, G.S. 120-19.1 through G.S. 120-19.4 shall apply to the proceedings of the Committee as if it were a joint committee of the General Assembly.

§§ 120-70.84 through 120-70.89. Reserved for future codification purposes.

LEGISLATIVE PROPOSALS

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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D

BILL DRAFT 2013-TBz-18 [v.1] (04/08)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/11/2014 4:25:01 PM

Short Title: Schematic Diagrams and Keys of Schools. (Public)

Sponsors: (Primary Sponsor).

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE LOCAL SCHOOL ADMINISTRATIVE UNITS TO
PROVIDE SCHEMATIC DIAGRAMMS AND KEYS TO THE MAIN ENTRANCE
OF ALL SCHOOL FACILITIES TO LOCAL LAW ENFORCEMENT AGENCIES
AS RECOMMENDED BY THE JOINT LEGISLATIVE EDUCATION
OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. Section 8.39 of S.L. 2013-360 is repealed.

SECTION 2. Article 8C of Chapter 115C is amended by adding a new
section to read:

"§ 115C-105.53. Schematic diagrams and keys of school facilities.

(a) Each local school administrative unit shall prepare schematic diagrams of its school facilities and provide (i) the schematic diagrams and (ii) keys to the main entrance of all school facilities to local law enforcement agencies. The local school administrative unit shall provide updates of the schematic diagrams to local law enforcement agencies when substantial modifications such as new facilities or modifications to doors and windows are made to school facilities. The local school administrative unit shall provide updated keys to the main entrance of all school facilities to local law enforcement agencies when the locks of the main entrance are changed.

(b) The Department of Public Instruction, in consultation with the Department of Public Safety, shall develop standards and guidelines for the preparation and content of schematic diagrams and necessary updates. Local school administrative units may use these standards and guidelines to assist in the preparation of their schematic diagrams.

(c) Schematic diagrams are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 3. This act is effective when it becomes law. The schematic diagrams and keys to the main entrance of all school facilities referenced in Section 2 of this act shall be provided to local law enforcement prior to January 1, 2015.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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D

BILL DRAFT 2013-TCz-26 [v.5] (04/09)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/14/2014 12:18:34 PM

Short Title: Charter School Modifications. (Public)

Sponsors: (Primary Sponsor).

Referred to:

A BILL TO BE ENTITLED

AN ACT TO CLARIFY THE PROCESS FOR REVIEW OF CHARTER APPLICATIONS BY THE NORTH CAROLINA CHARTER SCHOOLS ADVISORY BOARD, TO RAISE THE APPLICATION FEE FOR CHARTER APPLICATIONS, TO REQUIRE ADOPTION OF RULES FOR THE CHARTER APPLICATION PROCESS, TO CLARIFY THE APPEALS PROCESS FOR DENIALS OF CHARTER APPLICATIONS, AND TO MAKE CHARTER SCHOOLS SUBJECT TO REQUIREMENTS OF THE OPEN MEETINGS AND PUBLIC RECORDS LAWS, AS RECOMMENDED BY THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-238.29A(b) reads as rewritten:

"(b) North Carolina Charter Schools Advisory Board. –

(1) Advisory Board. – There is created the North Carolina Charter Schools Advisory Board, hereinafter referred to in this Part as the Advisory Board. The Advisory Board shall be located administratively within the Department of Public Instruction and shall report to the State Board of Education.

...

(10) Powers and duties. – The Advisory Board shall have the following duties:

- a. To make recommendations to the State Board of Education on the adoption of rules regarding all aspects of charter school operation, including time lines, standards, and criteria for acceptance and approval of applications, monitoring of charter schools, and grounds for revocation of charters.
- b. To review applications and make recommendations to the State Board for final approval of charter applications.
- c. To make recommendations to the State Board on actions regarding a charter school, including renewals of charters, nonrenewals of charters, and revocations of charters.

- d. To undertake any other duties and responsibilities as assigned by the State Board.

(11) Application Review and Recommendation. – The Advisory Board application review and recommendation process shall include, at a minimum, the following:

- a. The Advisory Board shall make written decisions setting forth the grounds for an initial recommendation of denial of an application which includes specific factual support for the initial recommendation of denial. The Advisory Board shall notify applicants in writing of the initial recommendation of denial.
- b. Within 10 business days of receipt of the initial recommendation of denial, an applicant may respond to the Advisory Board in writing regarding the initial recommendation and may provide supplemental written information in response to the specific factual support included in the initial recommendation. An applicant may request the opportunity to address the Advisory Board at the next scheduled meeting on the initial recommendation of denial, and the request shall be granted by the Advisory Board if made by the applicant within 10 days of notice of the written initial recommendation of denial.
- c. The Advisory Board shall make a final written recommendation of approval or denial of all applicants which includes specific factual support for the recommendation.
- d. If, following receipt and consideration of any information provided by the applicant pursuant to sub-subdivision b. of this subdivision, the Advisory Board makes a written final recommendation of denial for an application to the State Board, the Advisory Board shall notify the applicant in writing. Within 10 business days of receipt of the final recommendation of denial, an applicant may (i) submit information in writing to the State Board regarding the final recommendation of denial and may provide supplemental written information in response to the specific factual support included in the recommendation, and (ii) may petition the State Board for a hearing in the discretion of the State Board to be held prior to consideration of final approval of applications by the State Board."

SECTION 2. G.S. 115C-238.29B(e) reads as rewritten:

"(e) The State Board shall ~~establish reasonable fees of no less than five hundred dollars (\$500.00) and no more than assess a fee of~~ one thousand dollars (\$1,000) for initial and renewal charter ~~applications, in accordance with Article 2A of Chapter 150B of the General Statutes.~~ applications. No application fee shall be refunded in the event the application is rejected or the charter is revoked."

SECTION 3. G.S. 115C-238.29B is amended by adding a new subsection to read:

1 "(f) The State Board of Education shall adopt rules in accordance with Article 2A
2 of Chapter 150B of the General Statutes regarding all aspects of charter school
3 operation, including time lines, standards, and criteria for acceptance and approval of
4 applications, monitoring of charter schools, and grounds for revocation of charters."

5 **SECTION 4.** G.S. 115C-238.29D(a) reads as rewritten:

6 "(a) The State Board may grant final approval of an application if it finds the
7 following:

8 (1i) ~~that the~~ The application meets the requirements set out in this Part and
9 such other requirements as may be adopted by the State Board of
10 Education, Education.

11 (2ii) ~~that the~~ The applicant has the ability to operate the school and would be
12 likely to operate the school in an educationally and economically
13 sound ~~manner, manner, and~~

14 (3iii) ~~that granting~~ Granting the application would achieve one or more of the
15 purposes set out in G.S. 115C-238.29A.

16 ~~The State Board shall act by January 15 of a calendar year on all applications and~~
17 ~~appeals it receives prior to a date established by the Office of Charter Schools for~~
18 ~~receipt of applications in the prior calendar year.~~ In reviewing applications for the
19 establishment of charter schools within a local school administrative unit, the State
20 Board is encouraged to give preference to applications that demonstrate the capability to
21 provide comprehensive learning experiences to students identified by the applicants as
22 at risk of academic failure.

23 (a1) The State Board shall make final decisions on the approval or denial of
24 applications by June 15 of a calendar year on all applications it receives prior to a date
25 established by the Office of Charter Schools for receipt of applications in the prior
26 calendar year. The State Board may make the final decision for approval contingent
27 upon the successful completion of a planning year prior to enrollment of students. Final
28 decisions of the State Board of Education denying a charter application may be
29 appealed by commencement of a contested case in the Office of Administrative
30 Hearings, as provided in Article 3 of Chapter 150B of the General Statutes."

31 **SECTION 5.** G.S. 115C-238.29F is amended by adding a new subsection to
32 read:

33 "(m) The charter school, and board of directors of the private nonprofit corporation
34 that operates the charter school, are subject to the Public Records Act, Chapter 132 of
35 the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the
36 General Statutes. Notwithstanding the requirements of Chapter 132, inspection of
37 charter school employee personnel records shall be subject to the requirements of
38 Article 21A of this Chapter."

39 **SECTION 6.** The Revisor of Statutes is authorized to renumber and recodify
40 Part 6A of Article 16 of Chapter 115C of the General Statutes to a more suitable
41 location.

42 **SECTION 7.** This act is effective when it becomes law, and applies
43 beginning with the 2014-2015 school year.
44

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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D

BILL DRAFT 2013-TBz-17 [v.1] (02/24)

(THIS IS A DRAFT AND IS NOT READY FOR INTRODUCTION)
4/11/2014 4:15:27 PM

Short Title: Military Student Identifier. (Public)

Sponsors: (Primary Sponsor).

Referred to:

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION TO IDENTIFY
MILITARY CONNECTED STUDENTS USING THE UNIFORM EDUCATION
REPORTING SYSTEM AS RECOMMENDED BY THE JOINT LEGISLATIVE
EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12(18) reads as rewritten:

"(18) Duty to Develop and Implement a Uniform Education Reporting
System, Which Shall Include Standards and Procedures for Collecting
Fiscal and Personnel Information. –

- a. The State Board of Education shall adopt standards and procedures for local school administrative units to provide timely, accurate, and complete fiscal and personnel information, including payroll information, on all school personnel.
- b. The State Board of Education shall develop and implement a Uniform Education Reporting System that shall include requirements for collecting, processing, and reporting fiscal, personnel, and student data, by means of electronic transfer of data files from local computers to the State Computer Center through the State Communications Network.
- c. The State Board of Education shall comply with the provisions of G.S. 116-11(10a) to plan and implement an exchange of information between the public schools and the institutions of higher education in the State. The State Board of Education shall require local boards of education to provide to the parents of children at a school all information except for confidential information received about that school from institutions of higher education pursuant to G.S. 116-11(10a) and to make that information available to the general public.
- d. The State Board of Education shall modify the Uniform Education Reporting System to provide clear, accurate, and standard information on the use of funds at the unit and school

level. The plan shall provide information that will enable the General Assembly to determine State, local, and federal expenditures for personnel at the unit and school level. The plan also shall allow the tracking of expenditures for textbooks, educational supplies and equipment, capital outlay, at-risk students, and other purposes.

e. When practicable, reporting requirements developed by the State Board of Education as part of the Uniform Education Reporting System under this subdivision shall be incorporated into the PowerSchool application or any other component of the Instructional Improvement System to minimize duplicative reporting by local school administrative units.

f. The State Board of Education shall develop a process for local school administrative units to annually identify enrolled military connected students using the Uniform Education Reporting System. The identification of military connected students shall not be used for the purposes of determining school achievement, growth, and performance scores as required by G.S. 115C-12(9)c1. The identification of military connected students is not a public record within the meaning of G.S. 132-1 and shall not be made public by any person, except as permitted under the provisions of the Family Educational and Privacy Rights Act of 1974, 20 U.S.C. 1232g. For purposes of this section, a "military connected student" means a student enrolled in a local school administrative unit who has a parent, stepparent, sibling, or any other person who resides in the same household serving in the active or reserve components of the Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard."

SECTION 2. G.S. 115C-288(m) reads as rewritten:

"(m) To Address the Unique Needs of ~~Students With Immediate Family Members in the Military~~ Military Connected Students. – The principal shall develop a means for ~~identifying and~~ serving the unique needs of students ~~who have immediate family members in the active or reserve components of the Armed Forces of the United States identified as military connected students as required in G.S. 115C-12(18)f.~~"

SECTION 3. Section 2 of this act is effective July 1, 2015. The remainder of this act is effective when it becomes law, and the annual identification requirement for local school administrative units applies beginning with the 2015-2016 school year. Local school administrative units may begin the annual identification of military connected students using the Uniform Education Reporting System beginning with the 2014-2015 school year.

