

**Minutes of the
North Carolina Charter School Advisory Board
Education Building
301 N. Wilmington Street
Raleigh, NC 27601-2825
February 6, 2017**

Attendance/NCCSAB	Alan Hawkes Joseph Maimone - <i>via conference call</i> Phyllis Gibbs Sherry Reeves Cheryl Turner Hilda Parlér	Alex Quigley Eric Sanchez Tammi Sutton Tony Helton Steven Walker Kevin Wilkerson - <i>Absent</i>
Attendance/SBE/DPI	<i>Office of Charter Schools</i> Dave Machado, Director Deanna Townsend-Smith, Lead Consultant Craig Tucker, Consultant Shaunda Cooper, Consultant	<i>SBE</i> Martez Hill <i>Attorney General</i> Laura Crumpler <i>SBE Attorney</i> Katie Cornetto

CALL TO ORDER

- The North Carolina Charter School Advisory Board (CSAB) meeting was called to order at 9:03 am by Chairman Alex Quigley who read the Ethics Statement and CSAB Mission Statement. Mr. Steven Walker led the Pledge of Allegiance.
- The question was asked if there were any conflict of interest with respect to any matters coming before the board. **Ms. Cheryl Turner recused herself from any discussion or voting regarding the application process with Essie Mae Kiser Foxx Charter School.**
- **Ms. Turner made a motion to approve the January 10-12, 2017 minutes, as amended. Mr. Joseph Maimone seconded the motion. The motion passed unanimously.**

APPLICATION UPDATES/INTERVIEWS

- The CSAB conducted one-hour interviews for applicants proposing to open in 2018. The CSAB made recommendations on which applicants it would recommend to the State Board of Education (SBE) to begin the Ready-to-Open Process. Dr. Townsend-Smith, Assistant Director, Office of Charter Schools (OCS), led the discussion by providing a recap of the current application process.

- Following the presentation, she provided a brief overview of each applicant group including its evaluation feedback, proposed enrollment over five (5) years, proposed county, and mission of the proposed school.
- The CSAB commenced with interviews for 9 of 38 applicants proposing to open in August 2018.

Apprentice Academy of NC

- The Office of Charter Schools provided a brief update on the proposed school. 8 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Apprentice Academy of North Carolina.
- Mr. Quigley asked for a board member to speak to the validity of the model. The board's Vice Chair explained his belief in the school's model. Mr. Quigley expressed his concern about the value of learning a trade in a blended education model, in particular in a virtual environment. The board's Vice Chair explained that the apprenticeship would begin in the 11th grade. Mr. Quigley asked if there would be any kind of monetary incentive for companies participating in the apprenticeship program. The Vice Chair explained that a monetary incentive was not part of the proposed plan.
- Mr. Ross, board chair of the proposed school, explained the need for the model because of employer concerns in Union County. Ms. Turner expressed her concern about the relationship with the community college and contingency plans for students who do not succeed in the community college classes.
- Mr. Quigley sought clarification on why the proposal did not start with the just the high school. Mr. Ross explained that their proposed third party advisor recommended starting with the middle and high school.
- Mr. Quigley expressed his concern that the application may potentially need more time to develop. Mr. Walker shared his excitement about the proposal, but also expressed his concern about how successful the school would be upon opening if moved forward. Ms. Gibbs expressed her concern if the CSAB decided not to approve the school and the delay it would cause if not opening the school.
- Ms. Reeves and Ms. Turner expressed concern about the possibility of an "evolving" charter in the Ready-to-Open process and the costs associated with enrolling students in community college courses.

- Mr. Maimone expressed his concerns about the errors in the application. Mr. Hawkes expressed his desire to see the proposed school move forward as he feels the school has a strong board and there is a clear need in the area.
- Mr. Walker expressed his excitement about the model, but still had concerns about how it would perform once opened. Mr. Helton expressed his excitement over the proposal and indicated that he planned to vote in favor of moving the school forward.
- Mr. Maimone provided clarification on the historical precedence for this situation and expressed the desire to put the school on an accelerated track during the next application process.
- Mr. Quigley stated that it wasn't currently possible to do so, but that the CSAB could make the case to the State Board of Education to develop such a process. Ms. Gibbs asked if the school's board members could correct the application for next year; the board agreed that it could.
- Mr. Walker recommended including the group in the Ready-to-Open process so they could improve their application. **Mr. Sanchez made a motion to not move the school forward for state board of education approval; Ms. Turner seconded. The motion carried 7-3 with Mr. Helton, Mr. Hawkes and Ms. Gibbs dissenting.**

Anson Charter Academy

- The Office of Charter Schools provided a brief update on the proposed school. 7 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Anson Charter Academy.
- Ms. Turner sought legal clarification on the fact that Anson County is currently under a desegregation order and what it would mean for the proposed school.
- Mr. Walker requested clarification on potential conflicts of interest given that an Anson Charter Academy board member is also a member of the Union County Board of Education. Mr. Walker also wanted clarification on the relationship with the third party consulting firm, Goodall Consulting.
- Mr. Walker expressed his excitement about the fact that this would be the only charter school in Anson County. Mr. Sanchez stated his confusion about the clarification document on e-board pertaining to the schools relationship with Goodall consulting. Mr. Goodall described potential discrepancies with the clarification minutes and his relationship with the proposed school.
- A board member explained the genesis of the school, in particular as it relates to the inclusion of Mr. Goodall's firm. Mr. Goodall also explained his firm's relationship with the board. **Mr.**

Helton made a motion to move the school to forward to Ready to Open. Mr. Maimone seconded the motion. The motion carried unanimously.

Next Generation Academy

- The Office of Charter Schools provided a brief update on the proposed school. 6 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Next Generation Academy.
- Mr. Quigley and Mr. Walker wanted to know how the feedback on the previous application was incorporated into the current application. In response, Mr. Misher, board chair of the proposed school, provided clarification on how feedback received during the application process was incorporated into the current application, including an effort to provide more focused goals.
- Mr. Maimone requested clarification on what would draw students to the school and expressed concerns over the projected initial number of students. Mr. Misher explained that he felt that many of the students in the area are not being effectively served and that the proposed school would provide a much needed option.
- Mr. Maimone wanted to know the closest charter schools to the facility. Mr. Misher described the proximity of Triad Math and Science Academy and Gate City Charter Academy. Ms. Gibbs explained that there is a need for the school in the local area.
- Mr. Walker expressed his thoughts on the advantages of the school given the ability to assume an existing facility and the current recruiting efforts that are currently underway. **Mr. Walker made a motion to move Next Generation Academy forward for Ready to Open; Mr. Helton seconded the motion. Mr. Quigley cited improvement in the application as the basis for his intent to vote for the motion. The motion carried unanimously.**

Essie Mae Kiser Foxx Charter School

- The Office of Charter Schools provided a brief update on the proposed school, including disclosing that this was a previous applicant under the name Paul L. Dunbar Charter School. 8 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Essie Mae Kiser Foxx Charter School. Additionally, the CEO of Torchlight Academy Schools LLC was present and introduced himself to the CSAB.
- Because of a potential conflict of interest, Ms. Turner recused herself from participating in the interview.

- Ms. Lund stated that the application was not a repeat application of Paul L. Dunbar since only two board members remain on the board from the previous application. Additionally, Ms. Lund explained that the current application is very different than the previous application.
- Mr. Sanchez wanted to know if there was a bidding process for the EMO. Ms. Peckman explained that the board did research other EMOs, but did not find any other EMOs that would provide the same kind of initial support or capital.
- Ms. Crumpler, from the Attorney General's Office, reminded the board that the charter is issued to the non-profit board of directors.
- Ms. Reeves expressed her concern about the amount of the surplus going to the EMO. Mr. Quigley agreed that the application lacked clarity, but pointed out that the amounts going to the EMO are lower than some other applications received.
- Mr. Sanchez stated that he had several concerns related to the ambiguity and discrepancies in the application and agreement with the EMO. Mr. Hawkes expressed his concern about the viability of the EMO in light of the costs associated with providing services and facilities.
- Mr. Quigley was impressed that the school would be managed by a home-grown, in-state management company, and felt that a re-write of the contract could help clear up some of the confusion. **Mr. Helton made a motion to move Essie Mae Kiser Foxx Charter School to Ready to Open. Mr. Hawkes seconded the motion. The previous motion was withdrawn and Mr. Walker made a motion to table the motion to the April meeting. The motion carried unanimously with one abstention.**
- Mr. Quigley and Mr. Hawkes expressed a desire to see clarified EMO contract before the state board of education meeting in May. Mr. Quigley shared his desire to see an updated EMO contract by the CSAB's April meeting. Ms. Peckman sought clarification on the status on the application. Mr. Quigley and Mr. Walker explained that the motion would be debated in April and it was recommended that the board resubmit a clarified EMO contract for consideration at the April meeting.

Raleigh Oak Charter School

- The Office of Charter Schools provided a brief update on the proposed school. 6 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Raleigh Oak Charter School. 3 consultants to the board were presented and introduced themselves to CSAB. One board member for the proposed school joined by phone and another was not able to attend.

- Mr. Quigley wanted to know about whether the board had visited other Waldorf schools, and Ms. Scott listed a number schools that board members had visited.
- Mr. Quigley asked if they also examined the operational aspects of these school and Ms. Scott detailed their specific observations.
- Mr. Hawkes sought clarification on social-emotional learning. Ms. Chartier explained that this approach encourages the development of the whole child. Ms. Branon discussed her experience with this approach in existing schools and described the advantages of teaching the whole child. **Mr. Walker made a motion to move the school to Ready to Open Status; Ms. Reeves seconded the motion.** Mr. Quigley stated that the application is an example of an application that has been improved. **The motion carried unanimously.**

SCHOOL UPDATES

- At the last board meeting, the CSAB requested to begin preliminary conversation on what charter schools are doing in regards to the internal control requirements within the charter high schools. Dr. Deanna Townsend-Smith and Mr. Dave Machado, Director, OCS, led the discussion.
- Ms. Lisa Huddleston, Principal, Raleigh Charter High School, provided a brief overview of the requirements the school follows ensure that their high school students are meeting all the necessary requirements to graduate on time, with proper credits, to receive a high school diploma.
- Mr. Walker asked for clarification on how Raleigh Charter High measures its student requirements and the process of overriding grades in their systems. Ms. Huddleston explained that Powerschool offers useful tools that show whether students have fulfilled the requirements to graduate, and it also completes assessments to make sure that the students are continuing to progress in class. In order for the program to be overridden, several deliberate steps have to be taken in order to make changes in the system. Ms. Huddleston stressed that the key to keeping their systems from being overridden is limiting those who have access to the system to make any changes.
- Transcripts include notations about completed courses and the courses remaining that are needed to graduate. Diploma Assessment Reports (DAR) also assists with determining which students have unfulfilled graduation requirements. Requirements can be overridden, but only for special situations, such as allowing transfer credits to be entered appropriately. Multiple checkpoints are completed to make sure that the students are not missing any required classes as mandated by the state.

- Mr. Christopher Terrill, Executive Director, Pine Lake Prep, also provided a brief overview of the steps that his school takes to ensure that all graduation requirements are met for each student in high school.
- In order for grades or selections to be overridden in Powerschool at Pine Lake, an initial meeting has to be held with the counselor and the registrar, and a final meeting must be held with the principal before any approval is given to make changes in the system.
- Pine Lake starts its graduation assessment process in the eighth grade. The high school counselor, along with the high school and middle school principals, go in to each class and help students develop a four year graduation plan. This plan details all the classes needed in order for them to graduate in four years. At the end of each year, the counselor meets with each student and goes over each of his/her classes. If a student is failing a class, then that student will meet with the principal to determine the best course of action for the student to take in order for them to successfully complete the required class.
- Prior to the start of a student's twelfth grade year, a meeting is held with the principal where a printed transcript is given to the student showing them what classes are required in order for them to graduate at the end of the school year. The student and the principal are required to sign the transcript and it is then placed in the student's file. Administration constantly monitors these transcripts to make sure that students will meet the requirements in order to graduate on time. Pine Lake also provides parents copies of student transcripts and graduation requirements to keep parents abreast of the student's progress, or areas that need improvement.
- No further action was taken by the CSAB following this presentation.
- **Ms. Sherry Reeves made a motion to adjourn the February 6 meeting. Ms. Turner seconded the motion. The motion passed unanimously. The meeting adjourned at 4:08 pm.**

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Attendance/NCCSAB	Alan Hawkes Joseph Maimone - <i>via conference call</i> Phyllis Gibbs Sherry Reeves Cheryl Turner Hilda Parlér	Alex Quigley Eric Sanchez Tammi Sutton - <i>via conference call</i> Tony Helton Steven Walker Kevin Wilkerson - <i>Absent</i>
Attendance/SBE/DPI	<i>Office of Charter Schools</i> Dave Machado, Director Deanna Townsend-Smith, Assistant Director Craig Tucker, Consultant Shaunda Cooper, Consultant	<i>SBE</i> Martez Hill <i>Attorney General</i> Laura Crumpler <i>SBE Attorney</i> Katie Cornetto

CALL TO ORDER

- The North Carolina Charter School Advisory Board (CSAB) meeting was called to order at 8:20 am by Vice Chairman Steven Walker who read the Ethics Statement and CSAB Mission Statement. Mr. Phyllis Gibbs led the Pledge of Allegiance.

APPLICATION UPDATES/INTERVIEWS

- The CSAB interviews continued. The CSAB made recommendations on which applicants it would recommend to the State Board of Education for Ready-to-Open. Dr. Deanna Townsend Smith, Assistant Director, Office of Charter Schools (OCS), led the discussion.

Ascend Leadership Academy: Lee County

- The Office of Charter Schools provided a brief update on the proposed school. 5 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Ascend Leadership Academy: Lee County.

- Mr. Quigley wanted clarification on the relationship between the proposed school and Voyager Academy moving forward considering that several board members have connections to the school.
- In response, Mr. Smith, potential director for the proposed school, explained that the Director of Voyager Academy is aware of the process and that the relationship was amicable, and the proposed school may seek partnerships with Voyager Academy moving forward.
- Ms. Reeves cautioned that the budget seems tight. Mr. Quigley expressed his excitement about a grassroots effort in a more rural environment. Mr. Sanchez was impressed with the application and recommended that the school work hard to recruit economically disadvantaged students. **Mr. Helton made a motion to move the proposed school to the ready to open process. Mr. Sanchez seconded the motion. The motion was approved unanimously.**

Moore Montessori Community School

- The Office of Charter Schools provided a brief update on the proposed school. 5 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Moore Montessori Community School.
- Mr. Walker wanted to know why the school chose to locate in Moore County. Ms. Rucker explained her connection to Moore County and plans to relocate if approved. She also described the existing educational gaps for students in Moore County.
- Mr. Helton asked if Ms. Rucker was planning to be the lead administrator. Ms. Rucker indicated that she was interested in founding and running the school.
- Per Mr. Quigley's request, Ms. Johnson detailed how she became affiliated with the school and her understanding of her role on the board. She indicated that she would be involved with hiring and training teachers and development of curriculum.
- Mr. Green also detailed his recruitment to the board. He stated that he has experience with hiring, professional development, budget implementation and operational efficiency. Mr. Quigley expressed his excitement about the school and recognized the value it could bring to the area. Mr. Sanchez also expressed his excitement about seeing an innovative model, but cautioned that the budget will be tight.
- Mr. Hawkes and Mr. Helton expressed their excitement for the school and innovative model. Ms. Gibbs complimented the school on their transportation plan and the relationships built with local

stakeholders. **Mr. Sanchez made a motion to recommend the school for Ready to Open; Ms. Parlér seconded the motion. The motion carried unanimously.**

Inner Banks Innovation Academy

- The Office of Charter Schools provided a brief update on the proposed school. 6 proposed board members introduced themselves to the CSAB and provided a brief professional history and explained their respective role on the board of directors for Inner Banks Innovation Academy.
- Mr. Walker wanted to know which schools the proposed school would draw from. Ms. Whithurst detailed the closest schools and districts from which they plan to draw students.
- Ms. Reeves wanted to know why the schools and districts mentioned in the interview were not outlined in the application, as only Beaufort County was listed. Ms. Whithurst explained that the school was primarily focused on Beaufort County.
- Mr. Quigley expressed his concern that the application still needed development. Ms. Lamb, Board Chair for the proposed school, asked if it would be possible to change the grade range in the planning year. Mr. Quigley responded that the issues with the application extend beyond the grade range concerns.
- Mr. Walker would like to see the school reapply with a narrow focus and to participate in a potential accelerated process, assuming the possibility of such a policy. Ms. Lamb asked if the recommendation aligned with acceleration process. Mr. Walker explained that the existing acceleration process is a different process. Ms. Lamb inquired about what the rest of the board thought about the grade range.
- Mr. Maimone shared his experience with opening grade levels and recommended that the school start 6-9 and add grade levels from there. Ms. Reeves shared her thoughts on the application and expressed the need for the school in the area. Mr. Quigley shared his recommendation that the school participate in the Ready-to-Open training. He also clarified that no specific policy exists for individuals to join the acceleration process while also applying.
- **Mr. Hawkes made a motion that the school move forward for approval with a stipulation to drop grades 4-5; Ms. Gibbs seconded. Motion failed 7-4 with Ms. Gibbs, Ms. Reeves, Mr. Hawkes and Mr. Helton dissenting.** Mr. Sanchez pointed back to the feedback from the external evaluators and was concerned about the quality of the application. **Mr. Sanchez made a motion to not move the school forward; Ms. Turner seconded. Motion carried 7-4 with Ms. Gibbs, Ms. Reeves, Mr. Hawkes and Mr. Helton dissenting.**

STATE BOARD OF EDUCATION/CSAB UPDATES

- The CSAB received updates on past and pending SBE items and made recommendations to the SBE on several requests. Mr. Dave Machado, Director, OCS, led the discussion.
- At the January 2017 SBE meeting, a decision on Kestrel Heights was held until the March 2017 meeting. Also, all items on the February consent agenda were approved.
- The OCS is putting more emphasis on professional development for charter schools. Training camps are being initiated for low-performing and continually low-performing schools. Monthly webinars have begun to provide OCS updates along with various charter specific topics to each charter school who registers for the webinar.
- UpROAR Leadership Academy is requesting approval from the SBE to amend its transportation and lunch plan. More information is being obtained by the OCS to see if the school will be offering free and reduced lunch. UpROAR's request to change its transportation plan simply involves the school moving from its current transportation vendor to another.
- At the January CSAB meeting, the OCS was asked to generate a report on the number of delay requests received during the Ready-To-Open process over three (3) years. The report showed that facility issues were the main reason why most schools requested delays to open. The CSAB expressed a desire to see enrollment numbers captured for delay requests. Dr. Townsend-Smith outlined OCS would provide the information at a later date.
- At the last SBE meeting, The SBE was asked to discuss and consider approval of a new policy to ensure that public school students in North Carolina have equitable access to a full continuum of high-quality and well-coordinated socio-emotional/behavioral health services. The discussion raised the question on if charter schools would be involved in this policy.
- Mr. Walker expressed his concerned that the cost to charter schools still has not been determined in order to implement the mental health policy and to cover the required providers within the policy. Because this cost has not been determined, it could pose as a problem to charter schools since they are required to submit five year budget projections.
- Mr. Quigley expressed his strong objection to the policy being adopted to included charter schools. Mr. Quigley further commented that the reason behind his objection is not just because of financial concerns, but to the philosophical idea behind the existence of charter schools. The philosophical idea behind charter schools is to break free from the bureaucracies that naturally occur whenever there is a state or large federal body that tries to regulate policies and

procedures. It is important to understand that charter schools are meant to be different and not follow the exact procedures set in place for traditional public schools. The mental health policy is a direct example of how that stifles innovation. If the policy is adopted and charter schools have an option to follow or not follow the policy, the default still lies in the expectation for charter schools to follow that specific policy, build systems around it and spend time, money, and energy making sure that the policy is being upheld, despite not even necessarily being required to. Schools should have the freedom for their budget, curriculum, staffing and to be innovated as long as certain requirements are met.

- Mr. Sanchez stressed that charters start off with innovative ideas. Once constraints are added to charter school foundations, it will slowly be molded towards traditional philosophies. Mr. Sanchez further commented that there are other ways of doing things that do not hinder the autonomy available to charter schools.
- Mr. Helton expressed his concerns with conforming to certain policies that are in place for traditional schools.
- Mr. Quigley expressed that charter schools should still be held accountable to the core components of compliance, academics, financial management and meeting their stated mission. However, charter schools should still have a choice as to what level they engage in traditional policies.
- Mr. Maimone proposed that for the sake of all education, not just charter school, that the mental health policy be greatly simplified to focus on mental health issues only and remove all bureaucratic pieces of requiring schools to set up different committees to focus on the issues. It is important that schools use their local resources that are available to them in order to support mental health. Schools should stop being required to create numerous committees to implement new policies.
- Ms. Turner questioned if the CSAB has the authority to even make a recommendation to the SBE on behalf of all Local Education Agencies (LEAs). Mr. Maimone stated that the CSAB has the standing as a board and a voice for education to make recommendations in the best interest of all LEAs. Charter schools were created to be incubators of innovation and new ideas and it would be a refreshing idea to make recommendations to the SBE on behalf of all LEAs to eliminate additional bureaucracies that keeps schools from focusing on education. Mr. Maimone further commented that this does not take away from the need to address mental health issues in the school system, but it should not be addressed by requiring committees and numerous reports to be developed.
- **Mr. Walker made a motion to recommend to the SBE that all references to charter schools in the school mental health policy be stricken. Mr. Helton seconded the motion. The motion passed with one abstention.**

- **Mr. Walker made a subsequent motion to recommend to the SBE that the policy be modified in the interest of what is best for all public education. This should be done by reducing specific bureaucracies processes and allow all public educators to use innovated techniques that works best for the population the school serves. Mr. Maimone seconded the motion. The motion passed unanimously.**
- Mr. Quigley wanted to discuss whether charter schools are required to offer occupational courses of study. He alerted the CSAB that there is some discussions occurring around the requirement for occupational studies and the issue may come before the board for a recommendation at a later time. Dr. Townsend-Smith stated that Mr. William Hussey, Exceptional Children Director, DPI, will come before the board to present further information regarding occupational studies.
- Ms. Laura Crumpler, Special Deputy Attorney General, DPI, provided a quick overview of what is currently being discussed in relations to occupational courses of study and charter school's involvement in the process of coffering these courses. Ms. Crumpler explained that if a child is enrolled in a charter school and that child needs special attention, then the charter school staff are required to address the need of the child in accordance with the Individual Education Program (IEP). This requirement is a federal law for protection of disabled children. A memo is being generated that states that if the IEP team determines that the occupational course of study is the only way to help a child, then the charter school is required to honor that course of study. This is not different than any services that are provided by charter schools. If a particular service is not offered, then it would be determined by the parent and the school.
- Mr. Quigley stressed the importance of the CSAB discussing the occupational course of study requirement to make sure that the CSAB is cohesive in its understanding of what is being required.
- No further action was taken by the CSAB following this update.

SCHOOL UPDATES

- The CSAB received an update about the two pilot virtual charter schools. The OCS and the schools provided information for the CSAB's consideration. Dr. Deanna Townsend-Smith led the discussion.
- Mr. Nathan Currie, Superintendent, NC Connections Academy, and Dr. Joel Medley, Executive Director, NC Virtual Academy, provided updated information in regards to the schools' withdrawal rate, learning coaches, academics and student demographics.

- As it relates to the withdrawal rate from the school, Mr. Currie explained what the definition of “withdrawal” means in the virtual environment. Virtual schools expect to service transient students which gives them ability to work remotely. Several students who have medical issues and do not have the time to go to school can be enrolled in their program. Some kids have been bullied and need to go to school virtually. Some students who may be missing a credit will attend their school to obtain that credit and be enrolled for one semester. When some of the kids leave the school for these various reasons, it is considered a withdrawal. Withdrawal is not always considered a negative impact for a virtual school. Included in the 5% withdrawal rate as reported by Mr. Currie, some parents withdraw their students due to the rigorous curriculum or the virtual environment simply is not working for them.
- Ms. Turner asked for clarification on what defines “exclusions” in the virtual environment. Mr. Currie explained that legislation has allowed special circumstances for when kids can be excluded from the withdrawal rate. Also, kids who are on the waiting list, and then later decide to leave once a spot is available, are also considered in that exclusion.
- Mr. Maimone asked for clarification on the funding stream for the students at the virtual school and asked about the Average Daily Membership (ADM) they are funded on at the state level and how the exclusion fits in their funding model. Mr. Currie explained that in typical schools, there is a ten-day count that generates funding for that districts. In the virtual environment, the twentieth day generates funding for the school. If a kid is enrolled on the count day, then funding is released. If kids come in after the count day, then they will not receive funding for those kids.
- Dr. Medley provided CSAB with current updates for the virtual environment at NC Virtual Academy. Ms. Gibbs asked about how students are tested in a virtual environment. Dr. Medley explained that much like a brick and mortar class, thier lesson assessment is taken at the end of their curriculum. Additionally, regular benchmarks are used every quarter that focuses on data driven instruction to make sure students are grouped according. Unit test and quizzes are also administered to measure student progress throughout the school year.
- Dr. Medley explained that a lot of students served in the virtual environment are from the public schools. When comparing between the second year and first year of operation, the amount of students enrolled from a homeschool environment was lower in the second year. Most of the parents of homeschooled children explained their reason for leaving was due to their dissatisfaction with the overall structure of the virtual environment.
- Sixty-six percent of students enrolled qualifies for free or reduced lunch. If a student qualifies for free and reduced lunch, he/she is given a computer to allow access to the virtual classes. Monthly stipends are given to help cover the cost of internet access to help with the cost of being enrolled in the school. One day per quarter is designated for an outing, coordinated for the

students in different regions to attend. This helps give parents the choice to determine where they would like to travel in the state to attend these outings.

- NC Virtual Academy serves all students, including exceptional children, intellectually disabled children, even some who are deaf or visually impaired. Accommodations are made through the school to make sure these children have access to the curriculum.
- Learning coaches are identified at the beginning of the enrollment process and training is provided during that time. A second training is provided before the coaches are assigned to make sure the coaches understand their roles and responsibilities as a learning coach. If the learning coaches are new to the school a third training is then provided, because NCVA continues to reach out to families to make sure they know the expectations. Learning coach universities are offered to help coaches see how testing will work throughout the school year.
- Dr. Medley ended the discussion by highlighting the academic progress the school has made since its first year opening and the formalized academic plan that assisted in this achievement.
- No further action was taken by the CSAB following the presentations.
- **Mr. Steven Walker made a motion to adjourn the February 7 meeting. Ms. Parlér seconded the motion. The motion passed unanimously. The meeting adjourned at 3:00 pm.**