

## North Carolina Textbook Commission Meeting Minutes

March 28, 2022

9:00am

Virtual Only

**Members Present:** Jodi Rae Autry, Kathryn Bailey, Rikki Baldwin, Marlana Bleu, Kathleen Linker, Alicia Ray, and Lindsey Sise

**Members Absent:** William Chesher, Aubrey Godette, Dawn Hester, Mallory Mbalia, Susan Mills, and Rob Orrill

**Others Present:** Dr. Carmella Fair, Audrey Long, Tim Hoegemeyer, Michelle McLaughlin, Beverly Colwell, Marshall Foster,

**Call to Order and Welcome:** Commissioner Linker called the meeting to order. Presenters for ethics training and content criteria sheets for upcoming evaluations were present. After the roll call Commissioner Linker read the Ethics Statement. Commissioner Linker reviewed the specifics of the ethics statement. She asked the commissioners present if they knew of any conflict of interest, or any appearance of conflict with respect to any matters coming before us at this meeting? No one knew of any conflicts of interest. She informed them if during the meeting you become aware of an actual or apparent conflict of interest, bring the matter to the attention of the chair. If so, it will be their duty to abstain from participating in the discussion on the matter and from matter.

**Roll Call:** Dr. Fair did the roll call. Quorum was met.

**Approval of Minutes:** Commissioner Linker said they have a couple of minutes to approve and will go in chronological order. The minutes are in their folder.

**April 23, 2021** – Commissioner Sise made a motion to approve the minutes and Commissioner Ray second the motion. During the roll call for approval of the minutes, Commissioner Linker announced that Commissioner Godette had joined the meeting. All Commissioners in attendance approved the minutes.

**July 29, 2021** – Commissioner Sise made a motion to approve the minutes and Commissioner Godette second the motion. All commissioners in attendance approved the minutes.

**November 17, 2021** – Commissioner Sise made a motion to approve the minutes and Commissioner Ray second the motion. All commissioners in attendance approved the minutes.

**November 18, 2021** – Commissioner Sise made a motion to approve and Commissioner Baldwin second the motion. All commissioners in attendance approved the minutes.

**January 25, 2022** – Commissioner Sise made a motion to approve and Commissioner Bleu second the motion. All commissioners in attendance approved the minutes.

**Meeting Norms** (The meeting norms are also located in the 2022 folder for your review at any time.) **1) Be Ready** – Ensure that your equipment is working. Join the meeting early to be sure you are connected appropriately. **2) Mute yourself if you are not talking** – Prevent background

noise, 3) **Be present** – Avoid texting and emailing during the meeting and 4) **Participate** – Identify yourself when you speak and comment and ask questions.

Commissioner Linker said that they are combining content for two meetings. Be diligent and make sure that you're reviewing all the materials even after the meeting in case there are any questions or concerns that you're prepared to ask at the beginning of the next meeting.

**Ethics Training** – Commissioner Linker introduced Mr. Tim Hoegemeyer, Deputy General Counsel with the State Board of Education. He explained that it is important to annually have some education on ethics. He will be covering 3 topics. 1) Public Records, 2) Open meetings and 3) Commission Member conduct. Afterwards there will be a time for questions and answers.

**Public Records** – Public records are anything that is produced during the public business. Written or electronic. Any document or recorded communications. A couple of examples are letters, handouts, emails, and texts. The metadata sent or received in the transaction of the public business, or public records. Mr. Hoegemeyer explained, what is not a public record, what is not public records regarding schools, who can access public records, protocols for public records requests, and considerations.

**Open Meetings** – Something you may deal with a lot more, at least the chairman and Dr. Fair will deal with a lot more. The textbook commission falls under the open meetings law because it is a public body. Mr. Hoegemeyer explained that a meeting is open to the public if a “public body” meets and a public body is defined broadly as any authority, board, commission, committee, council, or other body of state or local government. He highlighted who must follow open meetings laws, which meetings are subject to the laws, and what actions are required for the meetings. He also shared information about closed sessions including the procedures and acceptable reasons for a public meeting. Mr. Hoegemeyer explained remedies if anyone feels that the public meeting wasn't made public and they didn't have access to it. He provided links to online resources with additional information on the topic.

**Ethics and Conduct** – Mr. Hoegemeyer told commissioners the Textbook Commission falls under the Conflict of Interest Policy: SBE/DPI Operation SBOP-026 – which applies to all members of SBE's advisory boards, committees, commissions, and councils. He told commissioners members are required to comply with applicable laws, regulations, and policies and he highlighted some points in the policy. The Ethics Statement was reviewed. The Commission members are reminded at the beginning of each meeting of the Ethics Statement and the standards of conduct policy, SBE/DPI Operation SBOP-004 – which applies to all members of SBE including SBE, DPI, CSAB, other committees, commissions, and councils. He reminded the commissioners about conduct guidelines in the policy including having the highest standards of personal integrity, truthfulness, honesty, and fortitude to inspire public confidence and trust in NC schools. He also provided information about additional resources for commissioners to review. Mr. Hoegemeyer opened the floor for any questions. There were no questions.

**Operations Manual** – Dr. Carmella Fair highlighted the textbook evaluation process. She recommended that the commissioners look through the operations manual because it outlines information about the rules of procedure, which are guidelines for the meetings. Dr. Fair said if there were questions about any information that is provided in the manual to reach out to her.

She mentioned rules of procedure, bid submissions, publisher contact, General Statutes & SBE Policies that provide the basis for the textbook adoption program processes.

She discussed the textbook evaluation process and she highlighted the steps. A textbook adoption occurs after the State Board approves the Invitation, which happened on March 3<sup>rd</sup>. Publishers will submit bids and bid samples. Commissioner's will review bid samples to prepare for evaluation week. Commissioners will select teachers to serve as Textbook Evaluation Advisors. They will supervise advisors for the review and evaluation of bid materials and hold debriefing meetings with advisors. Commissioners will evaluate bid materials individually, meet to deliberate and formulate a list of recommended textbooks and complete reports or the SBE.

Dr. Fair gave an overview of the blackout period as included in the 2022 Invitation. concerning commission members and other stakeholders meeting privately with any publishers' representatives and the blackout for sampling promotion of textbooks or programs under consideration for adoption.

The Invitation has the tentative schedule, information and requirements for publishers, The schedule will show you the meeting dates for the commissioners as well as the deadlines for the publishers. Criteria sheets for ELD and social studies are included in the Invitation. These sheets are used by our advisors and commissioners for consideration when thinking about the quality of materials. This year we have guidance for publishers for in-person meetings and virtual meetings. It will be communicated in advance if the meeting is in-person or virtual. Dr. Fair asked if there were any questions. Commissioner Ray asked if the Deliberations meeting is virtual, does that mean that they won't get physical books this year? Or are we going to maintain that same platform? Dr. Fair responded that all of the materials are coming in, electronically like last year. She reiterated the in-person vs. virtual information for evaluation week provided in the Invitation.

**K-12 English Language Development Overview and Criteria Training** – Marshall Foster begin the presentation by introducing the NCDPI/ESL title III Team. He is going to provide an overview of the ELD Standards and explain Textbook Criteria Sheets.

ELD SCOS is anchored by 4 Big Ideas. The big ideas that support the design of standards based educational experiences that are students centered are: equity of opportunity and access, integration of content and language, collaboration among stakeholders, and functional approach to language development. Mr. Foster gave an overview of 4 additions of the ELD standards, and certain universal themes all represented in different ways are threaded throughout the 4 additions. He also highlighted the 5 components in the ELD Standards Framework that are like building blocks of language development and they range from broad to narrow in scope. He also shared modes of communication, key language uses, language expectations, and grade-level cluster proficiency descriptors. He also discussed the three parts of the criteria sheets for K-5, 6-8, and 9-12: content, pedagogy, and accessibility. Mr. Foster talked about the unpacking documents for ELD grades K-12. Commissioner Linker asked if each would be hyperlinked for commissioners to easily access them in the document. He said that they would be.

**K-12 Social Studies Overview and Criteria Training** – Michelle McLaughlin with the K-12 social studies section began the presentation by providing a link for the commissioners to join to

interactively engage in the presentation. She stated that the objective was to learn the social studies legislation and requirements, to understand the quality of social studies and to acquire a background on the k-12 social studies standards that will help them to support the advisors who will be going through the materials.

Ms. McLaughlin started with the social studies legislation and requirements; these are essential as the standards are developed. She highlighted the legislation that specifies that there are to be 2 courses. One is a yearlong course in North Carolina history and geography and the law says it should be elementary grades. The second component states that it has to be a North Carolina history and a United States history integrated course. The second legislation is the founding principles legislation that states there is to be a course in the founding principles of the United States of America and the state of North Carolina, and it outlines specific components criteria that must be taught. It outlines 16 that must be included and are a part of the standards that must be considered in the evaluation of textbooks. EPF is for Economics and personal finance and in March a legislation was passed that requires integration of Holocaust topics into the middle and high schools and the creation of an elective course.

A list was provided that showed the High School graduation requirements and a list of courses for K-12 that will be evaluated for textbooks. Commissioner Linker wanted to know if the criteria sheets for 6 and 7 were on separate criteria sheets. Ms. McLaughlin said they are on the same criteria sheet. Commissioner Linker asked if the publishers choose to submit one book for 6 and 7<sup>th</sup> grade, must it meet 6<sup>th</sup> and 7<sup>th</sup> grade? Ms. McLaughlin said yes, that was correct. Commissioner Linker said as long as it meets standards for 6<sup>th</sup> grade and it has 6 and 7<sup>th</sup> grade in it, we only look at 6<sup>th</sup> grade. So, it would be okay to have more than what you need for that grade. But if they submit it as a combination it has to meet both 6<sup>th</sup> and 7<sup>th</sup> grade. Ms. McLaughlin said her response would be yes based on what she said. Commissioner Linker continued and said she wanted it to be clear that if they choose to do a combined it has to meet both 6<sup>th</sup> and 7<sup>th</sup> grade separately. But if it is 6<sup>th</sup> grade only it can have more than 6<sup>th</sup> grade, but it must have 6<sup>th</sup> grade. Likewise, if it is for 7<sup>th</sup> only it can have some information for 6<sup>th</sup> graders.

Ms. McLaughlin discussed the quality of social studies. She mentioned that social studies includes the social sciences, history, geography, political science, sociology, psychology, economics, civics, and humanities and the purpose of social studies education is to develop and inform citizens on a continuum from K-12. She shared that teachers who will evaluate the books will concentrate their efforts on determining how well the proposed materials will help prepare the students to understand and address societal concerns and the accuracy and key concepts of the books. Ms. McLaughlin mentioned the nuances of social studies standards are written and organized around strands. The disciplinary strands are history, geography and government and they are conceptually written using RBT (Revised Blues Taxonomy).

The criteria sheets were mentioned particularly Part A of the criteria sheet, it is important that the advisors evaluating understand the difference. Ms. McLaughlin suggests that the advisors use the unpacking document because they have the standards in them and other information that is going to be helpful as they (advisors) start evaluating textbooks.

The North Carolina Social Studies is written in disciplinary strands. There are 5 disciplinary strands and 1 discipline neutral strand and 1 is inquiry. All incorporate inquiry and that's going to be a big thing that they want to see in some of the textbooks. In each grade band there is a set of indicators, and they get more sophisticated as you go up the grade band.

In Part B there are 6 criteria. If two or more of the criteria are not present, then you know the textbook will not qualify. Part 2 of the Pedagogy will allow them to look at how instructional suggestions are put together. Ms. McLaughlin stated the accessibility part connects us to the quality of Social Studies and the importance of understanding the intent of those standards and using the packing documents as well as the requirements for visuals.

A 10-minute break was given, when they returned Dr. Fair did a roll call. All that were present at the beginning of the meeting were present. After the break Commissioner Linker introduced the next item on the agenda.

### **Exceptional Children (EC) and English as a Second Language (ESL) overview**

Beverly Colwell, a consultant with the EC Division began the first part of the presentation. She will be covering the exceptional children portion. Later, Marshall Foster will be covering ESL portion.

Ms. Colwell named the EC Areas of Eligibility: autism spectrum disorder, orthopedic impairment, deaf-blindness, other health impairment, deafness, specific learning disability, developmental delay, speech or language impairment, emotional disability, traumatic brain injury, hearing impairment, visual impairment, intellectual disability, and multiple disabilities. She began with the background eligibility portion for EC in North Carolina. Each area has specific screenings, evaluations and criteria that's used to determine if a student is eligible for EC services. They also must look at the support needs for students. They can range from the mild to the significant and complex in each of the categories. She explained the importance of them being a part of the textbook adoption is because the federal mandates require that students with disabilities see their instruction with the non-disabled, peer population to the fullest extent possible. That means 99% of the EC students are instructed in and assessed in the same standards as their grade level peers, and that is why it is important for them to have access to the grade level textbooks.

Marshall Foster began the next section. One of the federal requirements for EL through the office of civil rights which stems from Title 6 of the 1964 Civil Rights Act. There should be meaningful participation in educational programs and services. They have to ensure that English learners, including immigrant children and youth obtain English language proficiency and meet the same standards that all children are expected to meet. (Section 3102(1), Title III of the Every Student Succeeds Act (ESSA).

Mr. Foster highlighted the top 5 languages: Spanish, Arabic, Chinese, Vietnamese, and Hindi/Urdu. He gave a high-level overview of the ELD standards: 1) Social & Instructional Language, 2) Language of Language Arts, 3) Language of Mathematics, 4) Language of Science and 5) Language of Social Studies. He also discussed language and content, standards, and EC and ESL differences.

Beverly Colwell continued with the Universal Design for Learning to provide guidance for questions that the textbook reviewers should consider for ALL students, how textbooks should support: language access, the use of accommodations/modifications to enhance content knowledge, instructional strategies, differentiation for all learners, and cultural diversity in certain areas.

Ms. Colwell shared information about the EC Evaluation Criteria including the number of items to consider for EC during evaluation of materials. She highlighted several aspects of the EC criteria sheet including content, materials, resources, text and technology. She mentioned there are embedded links in the criteria sheets to all of these categories of reading and language acquisition to help the reviewer as they delve into those categories. Mr. Foster continued with the EL evaluation criteria by covering content and materials.

Commissioner Linker introduced Kenya Wallace, Education Consultant for the Center for Urban Affairs and Community Services and T.O.P.S. (Technical Outreach for Public Schools) at NC State University as the presenter for information about the evaluation platform. Ms. Wallace indicated a landing page has been added to the platform. The advisors and commissioners will have their own unique ID logins. Both subject areas are listed, and the advisor will select the specific area they will be reviewing. She provided indicated reviewers can see whether a review has been completed or not, the bid number and the textbook information. The number of standards and the percentage of those standards met will automatically populate as completed by advisors. Advisors are also responsible for providing a rationale for each response that they give.

Safeguards such as an alert page that will remind advisors to go back and check for their yes or no and rationale has been provided for every standard. Ms. Wallace also discussed the standards review and commissioner pages including login, landing page, links on the pages for voting during deliberations and reconsiderations. The commissioners will see the bid number, the textbook information number, the standards review, the advisor standards in the criteria review. The commissioner's page is inclusive of all the standards that have been reviewed for a particular bid, and a summary of the criteria sheet that the advisors have completed.

Ms. Wallace explained how the commissioners should submit their final report in the platform including how they provide their digital signature. Commissioner Linker asked if comments are all for our initial vote, but if something comes up for reconsideration, do we still can make those notes for reconsideration? Ms. Wallace said correct, you will be able to make notes.

**Draft Timeline:** Commissioner Linker said the timeline is in detail in the Invitation on pages 6 through 8 including items that don't necessarily pertain to the commission. Some of it has to do with publishers and their bids and what those deadlines are. Also, as Dr. Fair discussed earlier on page 16 -21 a chart is included that shows in-person versus virtual evaluation week. The criteria sheets are in the invitation on pages 31-72 and in their (commissioners) folder. The next meeting is April 13<sup>th</sup>. They will look at the advisor selection process and evaluation week and review reports. The next meeting is May 12<sup>th</sup> and we'll continue the advisor selection process, platform training and the bid submission samples. On May 16<sup>th</sup> you will receive the electronic submission samples. Evaluation week is June 12-17. Evaluation training will be the 13<sup>th</sup> and continue

through the 16<sup>th</sup> and the debriefing will start on the 16<sup>th</sup> and finish on the 17<sup>th</sup>. August 2-3 will be the deliberations and reconsideration meetings. The recommendations will be presented on October 5<sup>th</sup> to the State Board of Education.

Commissioner Ray wanted to clarify that the meeting on April 13<sup>th</sup> will be virtual. Commissioner Linker said that tentatively, they are trying to secure a space. Commissioner Ray clarified that they should plan on May 12<sup>th</sup> being face-to-face. Commissioner Linker said right if they can get the space. If not, it may be a different location.

**Adjournment:** Meeting adjourned at 12:05 p.m. Commissioner Ray made a motion for the meeting to be adjourned and Commissioner Baldwin second the motion. All commissioners in attendance agreed for the meeting to be adjourned.

**Minutes taken by:** Audrey M. Long

**Date of Approval:**