Planning Year Session V:
My School Opens in Five Months! Now What?

Office of Charter Schools

January 19, 2022

Office of Charter Schools

OCS Mission: *The NC Office of Charter Schools exists to sustain the success of quality charter schools through Operations, Compliance, and Support.*

OCS Core Values: *Integrity, Teamwork & Collaboration, Diversity, Excellence, and Accountability.*

- Director · Dave Machado
- Stakeholder Support · Dr. Shaunda Cooper
- Performance Framework · Joseph L. Maimone
- Applications · Melanie Rackley
- Risk & Compliance · Ashley Baquero
- Amendments · Ashley Baquero
- RTO & Planning Year & Renewals · Claire Porter
- Professional Learning · Dr. Darian Jones
- Administrative Support · Anita Holbrook
- NC ACCESS · Jay Whalen
- NC ACESSS · Dr. Barbara O'Neal
- NC ACCES · Lakisha Robbins
- NC ACCESS · Davida Robinson

OCS Planning Year Session V: My School Opens in Five Months! Now What?

New Charter Leaders Institute, June 8 & 9/School leader and one BOD member shall attend. Location TBD.

[Agenda for Planning Year Session V](#)

Housekeeping & Attendance

Teacher Licensure Updates

Teresa A McCall, *RALC Director*

Melanie Rackley, *Education Planning and Development Consultant*

January 2022

Be advised that all enclosed material is subject to change over time due to potential NC State Board of Education policy changes.

Statutory Reference

▶ North Carolina General Statute

▶ § 115C-218.90. Employment requirements.
(a) Employees. –
(1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors shall employ and contract with necessary teachers or contract with an education management organization or charter management organization to employ and provide teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

Statutory Reference

- § 115C-218. Purpose of charter schools; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools.
  (a) Purpose of Charter Schools. – The purpose of this Article is to authorize a system of charter schools to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently of existing schools, as a method to accomplish all of the following:
  (1) Improve student learning;
  (2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;
  (3) Encourage the use of different and innovative teaching methods;
  (4) Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site;
  (5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and
  (6) Hold the schools established under this Article accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems.

Charter School Innovation

- Attract Subject Matter Experts (SMEs)

  - Entrepreneurship, STEM, aeronautical, visual arts, etc.

- Recruitment & Retention

  - Alternative pathways to licensure

    - Permit to Teach

    - Emergency License

    - Residency License

    - Career and Technical (Trade & Industry, Health Science, Information Technology, etc.)

- Workforce Enrichment

  - Opportunity to develop PLCs with in-house content experts and master educators.

  - Increased knowledge share among instructional staff leads to greater educational outcomes for students

Licensure Best Practices

- Decide on licensure administrator?
  - Establish administrator access through NCDPI
  - Establish internal, annual licensure procedures/timelines to allow for extensions, renewals, add-ons, experience updates, etc.
  - Determine certification percentage "sweet spot" to allow for attrition.

Licensure Best Practices

- Establish onboarding processes
  - Require that all NC licensed educators affiliate their license with your charter school via Online Licensure System.
  - Request that NC licensed educators provide their NCDPI requirements letter that was generated at time of issuance. (applicable to IPL/SPI/BTs, Residency, and any provisional license holders).
  - Request out of state license holders to provide copies of certificates
    - There is no guarantee of 100% reciprocity.
    - Many career educators from other states are required to attempt and pass NC tests under a prescribed timeline.
  - Maintain personnel file with current copy of license, transcripts, test scores professional development logs, plans of study, etc.

Licensure Best Practices

- Transcripts –

  - Official, degree dated

  - Degree in English is different than degree in English Education. Do you see student teaching? Do you see foundations courses? Do you see education courses?

  - Do they have a license from another state? Look for indicators on transcript.

  - Think Dean of Education NOT Registrar when verifying licensure. (See NCDPI Form V)

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

University Registrar

RAISED SEAL NOT REQUIRED

Name: ████████

Student ID: ████████

Birthdate: ████

Print Date: 01/13/2016

Degrees Awarded

Degree: Bachelor of Arts

Confer Date: 05/10/1987

Degree Honors: Distinction

Major: College of Arts and Sciences
English

Academic Program History

Program: AS Bachelor
08/28/1983: Active in Program
08/28/1983: College of Arts and Sciences
Undecided Major

Program: AS Bachelor
05/21/1984: Active in Program
05/21/1984: College of Arts and Sciences
Sociology Major

Program: AS Bachelor of Arts
08/21/1985: Active in Program
08/21/1985: College of Arts and Sciences
English Major

Beginning of Undergraduate Record

1983 Fall

Course		Description	Attempted	Earned	Grade	Points
BIOL	011	PRINCIPLES OF BIOL	3.000	3.000	A	12.000
BIOL	011L	INTRO BIOLOGY LAB	1.000	1.000	A	4.000
ENGL	001	ENG COMP & RHETORIC	3.000	3.000	B	9.000
MATH	030	TRIG/ANAL GEOMETRY	3.000	3.000	A-	11.100
PHYA	019	BEGINNING MOD DANCE	1.000	0.000	A	4.000
		Grading Basis:	EXCLUDE FROM HRS TO GRADUATION			
SPAN	001X	ELEMENTARY SPANISH	4.000	4.000	A	16.000

			Attempted	Earned	GPA Units	Points
Term GPA	3.740	Term Totals	15.000	14.000	15.000	56.100
Cumulative GPA	3.740	Cum Totals	15.000	14.000	15.000	56.100

Academic Standing Effective 12/21/1983: Good Standing

1984 Spring

Course		Description	Attempted	Earned	Grade	Points
ECON	010	ECON: INTRO	3.000	3.000	A	12.000
ENGL	002	ENG COMP & RHETORIC	3.000	3.000	A-	11.100
MATH	031	CALCULUS W/ANAL GEOM	3.000	3.000	B+	9.900
PHYA	027X	DROWN PROOFING	1.000	0.000	A-	3.700
		Grading Basis:	EXCLUDE FROM HRS TO GRADUATION			
SPAN	002	ELEMENTARY SPANISH	4.000	4.000	A-	14.800
SPHS	100A	MANUAL COM I	1.000	1.000	A	4.000

			Attempted	Earned	GPA Units	Points
Term GPA	3.700	Term Totals	15.000	14.000	15.000	55.500
Cumulative GPA	3.720	Cum Totals	30.000	28.000	30.000	111.600

Academic Standing Effective 05/09/1984: Good Standing

1984 Summer I

Course		Description	Attempted	Earned	Grade	Points
DRAM	035	ACTING/NON-MAJORS	3.000	3.000	A	12.000
SOCI	010	AMERICAN SOCIETY	3.000	3.000	B+	9.900

			Attempted	Earned	GPA Units	Points
Term GPA	3.650	Term Totals	6.000	6.000	6.000	21.900
Cumulative GPA	3.708	Cum Totals	36.000	34.000	36.000	133.500

Academic Standing Effective 08/26/1984: Good Standing

1984 Fall

Course		Description	Attempted	Earned	Grade	Points
AFAM	040	BLACK EXPERIENCE	3.000	3.000	B	9.000
ENGL	025H	INTRO TO POETRY	3.000	3.000	B+	9.900
PSYC	010	GENERAL PSYCHOLOGY	3.000	3.000	A	12.000
SPCH	041	ORAL INTERP OF LIT	3.000	3.000	A-	11.100
SPHS	100B	MANUAL COM I	1.000	1.000	A-	3.700

			Attempted	Earned	GPA Units	Points
Term GPA	3.515	Term Totals	13.000	13.000	13.000	45.700
Cumulative GPA	3.657	Cum Totals	49.000	47.000	49.000	179.200

Academic Standing Effective 12/20/1984: Good Standing

1985 Spring

Course		Description	Attempted	Earned	Grade	Points
AFAM	041	BLACK EXPERIENCE	3.000	3.000	A	12.000
ENGL	020	ENG LIT/MID AGE/18C	3.000	3.000	A	12.000
MUSC	050	LANGUAGE OF MUSIC	3.000	3.000	A-	11.100
PHIL	022	INTRODUCTION ETHICS	3.000	3.000	A	12.000
SPAN	003	INTERMEDIATE SPAN	3.000	3.000	B+	9.900
SPHS	100C	MANUAL COM I	1.000	1.000	B	3.000

This transcript processed and delivered by Credentials' TranscriptsNetwork

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

University Registrar

RAISED SEAL NOT REQUIRED

Name: ▉▉▉▉▉▉▉▉▉▉
Student ID: ▉▉▉▉▉▉▉

			Attempted	Earned	GPA Units	Points
Term GPA		3.750 Term Totals	16.000	16.000	16.000	60.000
Cumulative GPA		3.680 Cum Totals	65.000	63.000	65.000	239.200

Academic Standing Effective 05/08/1985: Good Standing

1985 Fall

Course		Description	Attempted	Earned	Grade	Points
ENGL	022	ENG LIT R/P-E 20THC	3.000	3.000	A-	11.100
ENGL	054	ENG LIT OF RENAISS	3.000	3.000	A-	11.100
ENGL	059	SHAKESPEARE	3.000	3.000	B-	8.100
GEOG	010	PHYSICAL GEOGRAPHY	3.000	3.000	B-	8.100
PSYC	033	SOCIAL PSYCHOLOGY	3.000	3.000	A	12.000
			Attempted	Earned	GPA Units	Points
Term GPA		3.360 Term Totals	15.000	15.000	15.000	50.400
Cumulative GPA		3.620 Cum Totals	80.000	78.000	80.000	289.600

Academic Standing Effective 12/17/1985: Good Standing

1986 Spring

Course		Description	Attempted	Earned	Grade	Points
AFRI	064	AFRI ART & CULTURE	3.000	3.000	A-	11.100
ENGL	062	AMER LIT FROM 1890	3.000	3.000	A	12.000
JOUR	164	MASS MEDIA LAW/ETH	3.000	3.000	B	9.000
JOUR	170	PRINC OF ADVERTIS	3.000	3.000	A-	11.100
PHIL	022	PHILOSOPHY RELIGION	3.000	3.000	B+	9.900
			Attempted	Earned	GPA Units	Points
Term GPA		3.540 Term Totals	15.000	15.000	15.000	53.100
Cumulative GPA		3.607 Cum Totals	95.000	93.000	95.000	342.700

Academic Standing Effective 05/07/1986: Good Standing

1986 Fall

Course		Description	Attempted	Earned	Grade	Points
ENGL	064	MILTON	3.000	3.000	B+	9.900
ENGL	078	ENG LIT 1890-1920	3.000	3.000	A-	11.100
ENGL	085	ENG-AM DRAM 20 CENT	3.000	3.000	A	12.000
HIST	016	MEDIEVAL HISTORY	3.000	3.000	B	9.000
PHYE	041	PERSONAL HEALTH	3.000	3.000	A-	11.100
			Attempted	Earned	GPA Units	Points
Term GPA		3.540 Term Totals	15.000	15.000	15.000	53.100
Cumulative GPA		3.598 Cum Totals	110.000	108.000	110.000	395.800

Academic Standing Effective 12/16/1986: Good Standing

1987 Spring

Course		Description	Attempted	Earned	Grade	Points
BUSI	071	BASIC ACCTG PRNCPLS	3.000	3.000	B	9.000
CLAS	026	WORD FORM/ETYMOLOGY	3.000	3.000	A	12.000
COMP	004	INTRO TO COMPUTERS	3.000	3.000	A	12.000
SPCH	031	VOICE/ARTICULATION	3.000	3.000	A-	11.100
			Attempted	Earned	GPA Units	Points
Term GPA		3.675 Term Totals	12.000	12.000	12.000	44.100
Cumulative GPA		3.606 Cum Totals	122.000	120.000	122.000	433.900

Academic Standing Effective 05/06/1987: Good Standing

▉▉▉▉▉▉▉▉▉▉▉▉▉

1984 SWIMMING REQUIREMENT COMPLETED

End of Official Undergraduate Academic Record

Name after marriage: _____   Parent or Guardian _____   Address: _____
Date of Birth: _____   . Place of Birth _____
Entered MILLIGAN COLLEGE _____   Date _____   Admitted From: _____   Degree: _____
                                                                    School
HIGH SCHOOL RECORD: School _____ High School _____ Address _____   Honors: _____
Student Identification Number: _____   Major: _____

Minor: _____

Dept.	Course No.	Descriptive Title	Grade	Sem. Hrs.	Quality Pts.	Dept.	Course No.	Descriptive Title	Grade	Sem. Hrs.	Quality Pts.
				Fall 1993						**Spring 1995**	
BIBL	123	OLD TESTAMENT SURVEY	B	3	9.0	CONV	000	PUBLIC PROGRAMS	S		.0
CONV	000	PUBLIC PROGRAMS	S		.0	EDUC	102	COMPUTERS IN TEACHING	B+	1	3.3
CPTR	100	INTRO. TO THE COMPUTER	B+	1	3.3	ENGL	311	ADVANCED GRAMMAR	B	3	9.0
HUPE	101	FITNESS FOR LIFE	A	1	4.0	ENGL	412	CONTEMPORARY LIT.	A-	3	11.1
HUMN	101	HUMANITIES	A	3	9.0	ENGL	461	JACOBEAN DRAMA	B+	3	9.9
HUMN	101	HUMANITIES	A	3	9.0	PSYC	350	SOCIAL PSYCHOLOGY	A	3	12.0
PSYC	100	INTRO. TO COLLEGE AND CAREERS	A	1	4.0	PSYC	357	THEORY & PRACT. OF COUN.	A	3	12.0
PSYC	252	DEVELOPMENTAL PSYCHOLOGY	B	3	9.0						
		15.00 15.00 15.00 47.30 3.155		15 3.15	47.3			72.00 72.00 72.00 238.70 3.315		16 3.58	57.3
				Spring 94						**SUMMER 1995**	
BIBL	124	NEW TESTAMENT SURVEY	A-	3	11.1	ENGL	490	THE WRITINGS OF C.S. LEWIS	B+	3	9.9
COMM	101	INTRO. TO MASS COMMUNICATIONS	A-	3	11.1	HUMN	202	HUMANITIES	A	3	12.0
CONV	000	PUBLIC PROGRAMS	S		.0	HUMN	202	HUMANITIES	A	3	12.0
GEOG	202	WORLD GEOG: THE DVLPING WORLD	B+	3	8.3						
HUPE	208	FOLK DANCE & RHYTHM ACT.	A	1	4.0			81.00 81.00 81.00 272.60 3.365		9 3.77	33.9
HUMN	102	HUMANITIES	B	3	7.0						
HUMN	102	HUMANITIES	A-	3	11.1						**Fall 1995**	
		31.00 31.00 31.00 101.10 3.281		16 3.40	54.4	CONV	000	PUBLIC PROGRAMS	S		.0
						EDUC	317	SECONDARY SCHOOL READING	A-	3	11.1
		INDIANA UNIVERSITY		**SUM 94**		ENGL	304	SUR. OF AMERICAN LIT.	B+	3	9.9
CHM	115	GENERAL CHEMISTRY	C	4	8.0	MATH	107	PRINCIPLES OF MATH.	B+	3	9.9
BIO	100	MAN & BIOLOGICAL WORLD	B	4	12.0	PSYC	353	PERS., MOTIV., DEV., & ASSESS.	A	3	12.0
		39.0 39.0 39.0 121.7 3.12				SPAN	111	ELEMENTARY SPANISH	A	3	12.0
						SPAN	112	ELEMENTARY SPANISH	A-	3	11.1
				Fall 1994				99.00 99.00 99.00 338.7 3.420		18 3.55	63.9
COMM	102	ORAL PRESENTATION	A	3	12.0						
CONV	000	PUBLIC PROGRAMS	S		.0						**SPRING 1996**	
EDUC	153	INTRO. TO TEACHING	B+	2	6.6	CONV	000	PUBLIC PROGRAMS	S		.0
HUMN	201	HUMANITIES	B+	3	9.9	EDUC	408	SECONDARY FOUNDATIONS	A	3	12.0
HUMN	201	HUMANITIES	A-	3	11.1	EDUC	471	MAM OF TEACHING ENGLISH	A	3	12.0
PSYC	250	GENERAL PSYCHOLOGY	A-	3	11.1	ENGL	305	SUR. OF AMERICAN LIT.	A	3	12.0
SOCL	201	INTRO. TO SOCIOLOGY	B	3	9.0	ENGL	361	NOVEL	B+	3	9.9
		56.00 56.00 56.00 181.40 3.239		17 3.51	59.7	SPAN	211	INTERMEDIATE SPANISH	A-	3	11.1
						SPAN	212	INTERMEDIATE SPANISH	A-	3	11.1
								117.00 117.00 117.00 406.70 3.476		18 3.70	68.1

Date of Graduation: _____

Semester Hours for Degree:
Bachelors 128 Associates 64

Semester Hours Completed: _____

Honorable Dismissal _____

Grade Point Average: _____

Grading System:

A, B, C, D (Passing)

I (Incomplete)

F (Failing)

W (Withdrawal)

Date: _____ APR _____   Registrar _Sue H. Skidmore_

Milligan College — PERMANENT RECORD —Milligan College, Tennessee 37682

NAME: _____ ADDRESS: _____
Last Name   First Name   Middle Name   Street   City or Town   State   Zip

Name after marriage: _____   Address: _____
Date of Birt. _____ Place of Birth: _____
Entered MILLIGAN COLLEGE _____   Admitted From: _____
Date   School
                                                                Degree. B.A.
HIGH SCHOOL RECORD School _____ Address _____ Graduated _____   Honors. CUM LAUDE
Student Identification Number _____   Major: ENGLISH

Minor: PSYCHOLOGY

Dept.	Course No.	Descriptive Title	Grade	Sem. Hrs	Quality Pts	Dept.	Course No	Descriptive Title	Grade	Sem Hrs.	Quality Pts
		FALL 1996									
BIBL	471	CHRIST AND CULTURE	B	3	9.0						
CONV	000	PUBLIC PROGRAMS	S		.0						
ENGL	402	SHORT STORY	B+	3	9.9						
ENGL	411	CONTEMPORARY LIT.	AU		.0						
HUMN	285	JAPANESE LIT IN TRANSLATION	B+	3	9.9						
PSYC	253	CHILD PSYCHOLOGY	A	3	11.1						
		127.00 129.00 129.00 446.60 3.462		12 3.33	39.9						
		SPRING 1997									
CONV	000	PUBLIC PROGRAMS	S		.0						
EDUC	451	SEM IN STUDENT REL & SP ED	A	3	12.0						
EDUC	452	STUDENT TCH PRAC IN TCH SKILLS	A	6	24.0						
EDUC	452	STUDENT TCH PRAC IN TCH SKILLS	A	6	24.0						
		144.00 144.00 144.00 506.60 3.518		15 4.00	60.0						

Date of Grad.
MAY
Semester Hours for Degree:
Bachelors 128 Associates 64
Semester Hours Completed:
144.0
Honorable Dismissal
GRANTED
Grade Point Average:
3.518
Grading System

A, B, C, D (Passing)

I (Incomplete)

F (Failing)

W (Withdrawal)

Official transcript only when

North Carolina Professional Educator's License - Sample

- The front of the NC professional educator's license provides:

- Dates pertinent to an individual's eligibility for employment in NC public schools

- Codes and information indicating the areas in which an individual is eligible for employment

- The education level and established experience level for each licensure area.

Key to North Carolina Licensure Areas and Program Codes, Form IS-K

KEY TO NORTH CAROLINA LICENSURE AREAS & PROGRAM CODES

(This document is subject to change)

The first character indicates status and/or describes the limitations and deficiencies of a license

0 - Continuing license with no limitations. Renewal required by expiration date.

2 - Provisional license. Valid only for the remainder of the fiscal year following the effective date.

3 - Provisional, conditioned license. Holder must satisfy temporary deficiencies by earning required credit prior to the beginning of the school year that follows the expiration date.

4 - Temporary permit. Valid for the remainder of the fiscal year during which licensure is established. Holder must meet Praxis requirement(s) to continue beyond the expiration date of the license.

5 - Standard Professional I license. Inactive.

8 - Standard Professional I license. Valid for initial employment in North Carolina. Converts to a Standard Professional II license when the holder successfully completes the North Carolina Initial Licensure Program.

I - International Faculty license issued for a maximum of 3 years.

L - Lateral entry license.

M - Restricted to service as a Methods Faculty Member in a North Carolina Institution of Higher Education.

P - Permit to Teach or Emergency License. Each is valid for one school year.

R - Residency License

S - Standard Professional I license. Valid for employment in North Carolina. Converts to a continuing license upon completion of requirements for a Standard Professional II license.

The second character identifies the basis for licensing

1 - Completion of an approved teacher education program at an accredited North Carolina institution of higher education.

2 - Completion of licensing requirements through a program not defined by codes 1, 3, 4, 6, 8, or 9.

3 - Reciprocal licensing based on completion of an education program that follows NASDTEC guidelines.

4 - Reciprocal licensing through an interstate licensing contract.

5 - Completion of special requirements for licensing in career-technical education. License is limited to employment in the specified area of licensing.

6 - Reciprocal licensing based on completion of an NCATE-approved teacher education program.

7 - Permit to serve as a teacher under regulations adopted by the State Board of Education in June of 1998.

8 - Reciprocal licensing not based on NCATE, NASDTEC, or an interstate contract.

9 - Endorsement issued under regulations adopted by the State Board of Education on May 4, 1983.

A - Permit to serve as a teacher under Alternative Entry regulations adopted by the State Board of Education in December of 1998 (other state license).

B - Permit to serve as a teacher under Alternative Entry regulations adopted by the State Board of Education in December of 1998 (higher education teacher).

C - Permit to serve as a teacher under Alternative Entry regulations adopted by the State Board of Education in December of 1998 (experienced non-teaching professional).

F - International faculty license issued to individuals with eligible work visas under regulations adopted by the State Board of Education in June of 2003.

K - Issued for 2005-06 to teachers displaced due to Hurricane Katrina.

L - Lateral entry license. Issued to individuals who have not completed an approved teacher education program.

Q - Teach for America alternative licensure program for lateral entry teachers effective May 2010.

R - Completion of licensing requirements through a Regional Alternative Licensing Center approved by the State Board of Education April 2002.

S - Residency License – One Year

T - Reciprocal license based on regulations adopted by the State Board of Education (August 2003) for out-of-state teachers who are "fully licensed and highly qualified."

Z - School systems or community colleges and/or colleges and universities in conjunction with school systems to establish innovative/experiential alternative licensure programs for lateral entry teachers effective July 2008.

Form IS-K
March 2019

rev. 3/28/19

Locating Licensure Policies

Where to find current NC SBE policy

Locating Licensure Policies

Locating Licensure Policies

LICN-001 is policy where most licensure requirements are listed.

LICN-003 is licensure testing policy.

Routes to Initial Licensure

Educator licenses are issued to individuals who complete one of the following routes to earn a license:

- ▶ Approved education program or
- ▶ Alternative route program.

- ▶ Individuals who have completed an approved teacher education program, including student teaching, can apply directly to DPI for their teaching licenses. This applies to individuals who completed their programs in NC or in another state.

- ▶ Individuals who have not completed such a program must meet the qualifications for an alternative license outlined in SBE policy and be hired by an employing school system or charter school.

  - ▶ Alternative route programs include:

    - ▶ Residency License
    - ▶ CTE restricted provisional

Teacher Education Program Completers In-State

In-state Program Completers

▶ Individuals who graduated from a NC Educator Preparation Program (EPP), including student teaching, and met all of the program requirements for a teaching license

▶ Individuals initiate the application for a teaching license online. Once they upload their official degree dated transcripts and any other documents, answer the statement of applicant questions, and pay the processing fee the application is routed to the EPP.

▶ The EPP then verifies completion of their program and eligibility for a NC teaching license. The application is routed to DPI pending review.

▶ DPI will issue the initial 3 year license and send a requirements letter to the email address the teachers put in the original application explaining what they need to do to convert the license to a 5 year continuing license.

Teacher Education Program Completers Online Application Process

In-state program completers must provide the following information:

▶ **Transcripts:**
   ▶ Contact the registrar's office of each college or university where you have earned a degree or completed coursework. Request official student transcripts to be sent to you. Then open any sealed envelopes, scan a copy and upload it with your online application.

▶ **Test Scores:**
   ▶ North Carolina State Board of Education approved test scores should be uploaded.

▶ **Work Authorization:**
   ▶ If you are not a US citizen, you are required to upload a copy of your work authorization documentation.
   ▶ You are also required to have a valid US issued social security number.

▶ **Experience Verification (optional):**
   ▶ Verification of K-12 educator experience (Form E) needs to be downloaded, completed and signed by each former employer if you have prior K-12 teaching experience or instructional teaching assistant experience.
   ▶ You should enter your verified experience dates into the online application.
   ▶ Additionally, the completed Form E should be uploaded with your application.

▶ **Pay the Nonrefundable Processing Fee**

Teacher Education Program Completers In-State – no tests

In-state Program Completers without passing test scores

- NC State Board of Education Policy states:
  - An applicant for North Carolina licensure who has successfully completed all the academic, field, clinical, and professional requirements for licensure as prescribed for program completion by his/her cooperating EPP, except passing required licensure exams, may petition the State Board of Education for an Initial Professional License (IPL). The petition must be initiated at the request of a North Carolina public school unit (i.e., LEA, charter school, ISD school, laboratory school, or residential school) that seeks to employ the applicant for licensure.

Application for Initial Professional License without EPP recommendation

Instructions for Completing IPL Application

▶ Provide last, first, and middle names of the individuals seeking an IPL from the State Board of Education. An initial for the middle name is acceptable.

▶ Provide **only** the last four digits of the individual's social security number. This is critical to ensure that NCDPI identifies the correct individual for an IPL. There are many teachers in the state with the same names.

▶ Provide the EPP that prepared the applicant for an IPL. The applicant must possess a baccalaureate degree as well as a transcript which shows that the applicant successfully completed the clinical experience (student teaching) requirement for licensure.

▶ The requesting public-school unit must contact the EPP and confirm that all requirements for licensure have been met except testing. A list of the licensure coordinators for NC EPPs can be found here: http://www.ncpublicschools.org/epp/approved/

▶ The application for an IPL may not be transmitted by email or other unsecure forms of communication. NCDPI will accept electronic versions of the application through the HR Secure Shell.

▶ The HR Secure Shell can be accessed here: **https://www.rep.dpi.state.nc.us/hrsupport/**

▶ The username and password for the HR Secure Shell can be provided to a Superintendent, Associate/Assistant Superintendent, or Personnel Administrator listed in **EDDIE**. Access for charter schools may be requested by the Principal/Director listed in **EDDIE**.

Application for Initial Professional License without EPP recommendation

Application for Initial Professional License without EPP recommendation

Recent changes to LICN-001 (Section 1.20 (4)), allow NC public-school units to request an initial professional license (IPL) for licensure applicants who have not received an EPP recommendation due to failure to pass SBE-required licensure exams. It is the duty of the employing public-school unit to ensure that the applicants, for whom they are requesting an IPL from the State Board of Education, have met all academic, field, clinical, and professional licensure requirements of the EPP, except testing requirements. Please only submit requests for those individuals with an application on file with the NCDPI Licensure Section.

Please complete the table below for each applicant for whom you are requesting an IPL from the State Board of Education. You may add rows to the table as necessary. Please see the instructions for submitting the application on the following page.

Last Name	First Name	Middle Name	Last 4 of SSN	EPP

_____ (public-school unit) requests that the State Board of Education grant an initial professional license to the individuals named above. The requesting public-school unit has communicated with the educator preparation program (EPP) from which the applicant received his/her degree. The EPP has verified that the candidate has completed all requirements except passing the required licensure exam(s).

_____ (HR Director's Printed Name)

_____ (HR Director's Signature)

_____ (Superintendent's Printed Name)

_____ (Superintendent's Signature)

_____ (Date)

IPL Petition without EPP Recommendation

▶ The LEA must submit the completed petition through HR Secure Shell.

▶ Once petition is SBE approved (allow 1 – 2 board meetings from the date the petition is submitted), the applicant opens an in-state initial license application and routes it to the appropriate university so the university can click the recommendation as "No".

▶ DPI staff is notified of SBE approval from the office of Educator Effectiveness (Dr. Thomas Tomberlin). When licensure specialists see an in-state initial application with a "No" status, they will verify SBE approval and issue the IPL.

Out-of-State Program Completers

▶ These individuals have completed an approved teacher education program in another state or country. They hold another state's full, unrestricted teaching license or are eligible for one.

▶ Individuals initiate the application for a teaching license online. They will need to upload:

  ▶ Official copy of their degree dated transcripts

  ▶ Copy of their state's teaching license and/or Verification by Institution: Completion of Approved Education Program (Form V)

    ▶ Educators who completed a graduate level licensure program should provide a Form V completed by their college/university for it to be reflected on their NC license

  ▶ Copy of any test scores completed to obtain their state's teaching license

  ▶ Form E completed by each employing school system documenting previous teaching experience (if applicable)

  ▶ Evidence of effectiveness by providing evaluation data, including student growth (where applicable), from the State in which the valid and current license is held

Teacher Education Program Completers Out-of-State

Out-of-state program completers must provide the following information:

▶ **All Official Degree Dated Transcripts:**

    ▶ Request official student transcripts to be sent to you. Then open any sealed envelopes, scan a copy and upload it with your online application.

▶ **Verification Of Educational Program Completion (Form V):**

    ▶ <u>Form V</u> is required if you have completed a state approved educator preparation program at a regionally accredited college or university. Form V should be downloaded, completed and signed by the licensure officer or dean of education at that institution.

    ▶ If there are areas on your license from another state for which you did not complete an approved educator program and you would like these areas to be considered for your North Carolina educator's license, please submit a copy of the out of state license and documentation of the basis for those areas being added.

    ▶ NC DPI is not authorized to add areas to licenses based solely on out of state testing.

▶ **Teaching / Experience Verification when applicable:**

    ▶ Verification of K-12 educator experience (<u>Form E</u>) and/or post secondary experience (<u>Form CE</u>) needs to be downloaded, completed and signed by each former employer.

    ▶ You should also enter your verified experience dates into the online application.

    ▶ The completed Form E and/or Form CE must be uploaded with your application.

▶ **Passing Test Scores from the state where you completed your Ed. Prep Program(s)**

▶ **Teaching Effectiveness – Copies of your evaluation documents including student growth data**

Teacher Education Program Completers Online Application Process

Alternative Licensure Routes

Licensure Routes Fast Facts

		Permit to Teach (PtT)	Emergency License (EL)	Residency License (RL)
Definition	As detailed in LICN-001	One-year nonrenewable license. Previously known as Emergency Permit to Practice. Not eligible under any other route.	One-year nonrenewable license. Not an option for those who completed an Education Preparation Program.	Replaces Lateral Entry as the NC alternative license One year, with option to renew twice, within no more than a 3-year period
Qualifications	Bachelor's Degree	✓	✓	✓
	Coursework or Testing		18 SH	24 SH or NC SBE Licensure Area Exam/s
	Completion of NCSBE Pre-service Requirements (10 Day Training or ETT)		✓	✓
	Additional Requirements	Lack of eligible candidate documentation		Enrolled in EPP
Specifications	Must be Requested by Employing School System	✓	✓	✓
	License Level	A Level	A Level	A Level
	Paygrade	A-00	Experience & Grad Pay	Experience & Grad Pay
	One-Year License	✓	✓	✓
	Renewable?	No	No	Twice within 3-year Period Must have: * taught 6 calendar months * continued enrollment in EPP * continued employment * completion of pre-service requirements
	Conversion	Convert to RL or EL upon qualifying	Convert to RL upon qualifying	Convert to IPL or CPL upon completion of EPP requirements

Revised 4-9-19

Permit to Teach

LICN – 001 1.80 Permit to Teach

▶ Effective July 1, 2016, at the request of the employing PSU, NCDPI may issue a permit to teach for a teaching assignment at the A-00 pay level to persons who hold at PSUst a baccalaureate degree but who do not qualify for a license under any other approach. The permit to teach shall be valid for one year and may not be renewed. When an PSU requests a permit to teach, the PSU must document that no appropriately licensed professionals or persons who are eligible for a residency or lateral entry license are available to accept the position.

NOTE: Once an individual holds a Residency License, the individual may not hold a Permit to Teach or an Emergency License.

Emergency License

LICN – 001 1.90 Emergency License

- Beginning with the 2017-2018 academic year, NCDPI may issue Emergency Licenses for a teaching assignment at the request of the PSU or charter school. The Emergency License is a one-year nonrenewable license issued to an individual who:

  1. holds a baccalaureate degree with 18 hours of coursework relevant to the requested licensure area but has not completed a recognized educator preparation program, and;

  2. does not qualify for a Residency License.

- Applicants for an Emergency License shall meet all other requirements established by the NCSBE, including preservice training, prior to teaching.

  NOTE: Once an individual holds a Residency License, the individual may not hold a Permit to Teach or an Emergency License.

Residency License

LICN – 001 1.60 Residency License

- At the request of an employing school system, an individual, including those who hold the Permit to Teach or Emergency License, may qualify for a one-year Residency License in a teaching area, with the option to renew twice, within no longer than a three-year period. Once an individual holds a Residency License, the individual may not hold a Permit to Teach or Emergency License. All requirements to convert a Residency License to either an IPL or CPL must be completed before the expiration of the second renewal of the Residency License. Individuals must meet all of the following requirements as stated in GS 115C-269.15:

  1. holds, at a minimum, a baccalaureate degree; and;

  2. has either completed 24 hours of coursework in the requested licensure area or passed the NCSBE required content area examination(s) for the requested licensure area, and;

  3. is enrolled in a recognized Educator Preparation Program (EPP) with a minimum GPA of 2.7 (see exceptions for GPA requirement in TCED-009), and;

  4. meets all other requirements established by the NCSBE, including completing preservice requirements prior to teaching.

Residency License

- Preservice Training Requirements Prior to Teaching

  - Teachers in the first year of their Residency License must receive 10 days of professional development from the PSU designed to support a successful classroom experience.

  - The required 10 days of professional development may be completed through one of the following options:

    1. The PSU may choose to provide all 10 days during the preservice period, OR,

    2. The PSU may provide five days of preservice training with a commitment to provide an additional five days of professional development throughout the teacher's first year of Residency Licensure.

Residency License

The 10-day training will include:

▶ an overview of the school's/system's goals, policies, and procedures;

▶ an overview of the State Board of Education's Mission and Goals;

▶ a description of available services and professional development opportunities;

▶ the process for achieving a continuing license;

▶ the guidelines for optimal working conditions for all novice teachers;

▶ training on the North Carolina Educator Evaluation System;

▶ a review the NC Standard Course of Study including end-of-grade and end-of-course testing;

▶ a review of local curriculum guides;

▶ training in lesson planning

▶ assistance in classroom organization

▶ instruction on classroom management including positive management of student behavior, effective communication for defusing and deescalating disruptive or dangerous behavior, and safe and appropriate use of seclusion and restraint;

▶ an overview of the identification and education of children with disabilities

   OR

▶ completion of North Carolina Effective Teacher Training upon issuance of a Residency License.

Online Licensure System Overview

- https://vo.licensure.ncpublicschools.gov/

- DPI's online licensure system is a one-stop shop for educators, school systems, and the general public to verify North Carolina educators' licenses.

- All applications/requests for new licenses or actions on existing licenses must be made in the online licensure system.

Administrator Access to the Online Licensure Systems

▶ For audit and security reasons, you will need to submit a formal request to Systems Accounting at DPI to gain administrator access to the online licensure system.

▶ The form and directions to where you can request access to this system is located at the following link, https://licsalweb.dpi.state.nc.us/.

▶ Once you submit the form, the IT Department at DPI will create your login account and an email will automatically be generated and sent to you. Please allow 1 to 2 business days for the request to be processed.

❖ *Important: if you already have a personal account to view your individual teaching license on the online licensure system, please make sure you use another email address for your administrator account access.*

  ❖ *Suggestion – use your personal, permanent email address for your individual, personal account and use your work email address for your administrator access account.*

Administrator Authorization

Public Schools of North Carolina
License/Salary

Request for DPI Application Access
(Use this form to request access to specific Web-based applications hosted by DPI)

1. **Mark Requestor Type:** ☐ LEA ☐ Charter School ☐ IHE ☐ Private Schools

2. **Institution Name:** Click here to enter text.

3. **LEA/Charter School Number:** Click here to enter text.

4. **Site Security Officer Information:**

   Name: Click here to enter text. **Phone:** Click here to enter text.

   Email Address: Click here to enter text.

5. **Mark Appropriate Application(s):** ☐ License Salary ☐ Licensure Online

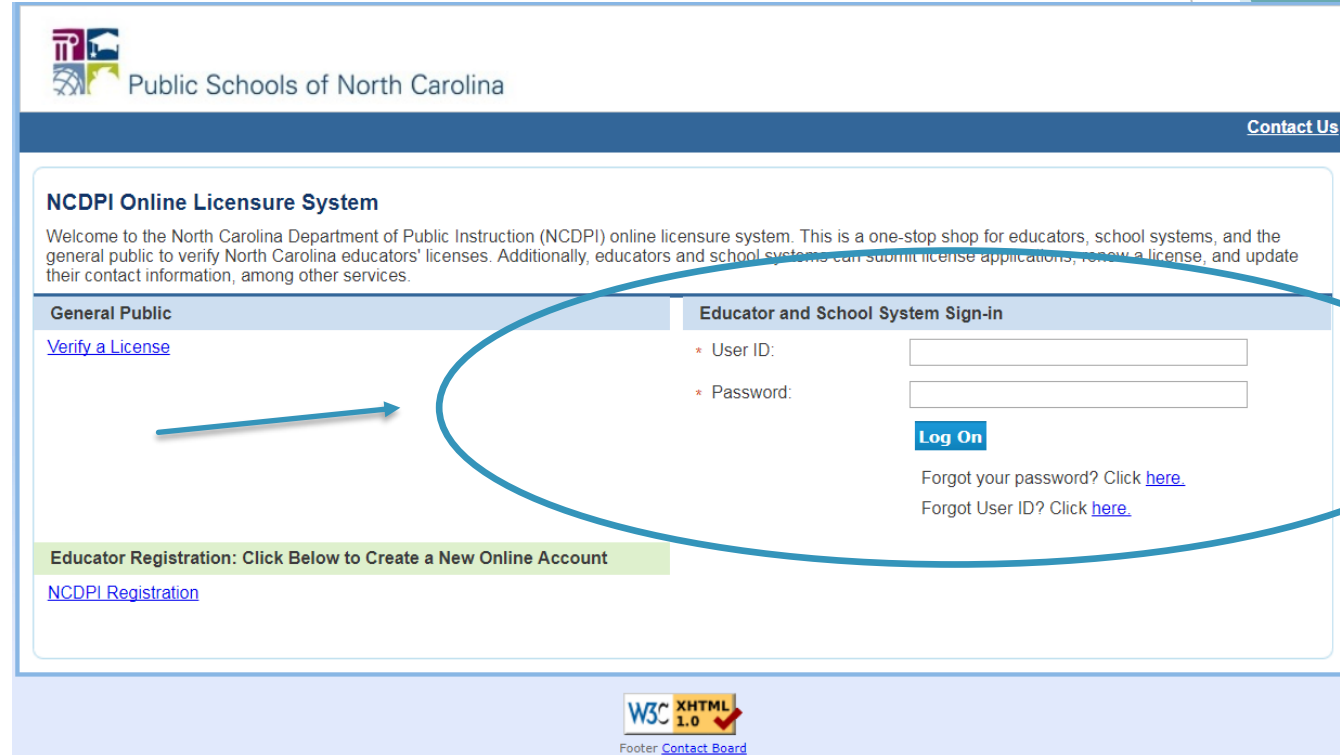| Add/Delete	Last Name	First Name	Email Address	UID or Last 4 of SSN

Return to: systems_accounting@dpi.nc.gov

(DPI Staff Only)

Comments:

Administrator Authorization

Once you have Administrator Access, you will begin using the sign-in screen to log in to access your administrator account for the school system.

LEA Main Menu

- You will use the Maintain Affiliation option to view and manage the affiliation of educators with your school system.

- Individual educators can create an affiliation request which will appear in Pending status until you (as the administrator) confirm or deny the request.

- You may use this screen to un-affiliate educators who are no longer employed with your school.

5-YEAR RENEWALS (and adding experience)

▶ Specific guidance for charter schools regarding automated renewal procedures and adding educator experience is normally sent out via email sometime between mid-April and early May.

▶ This process is tweaked a little every year, so please wait for the guidance before having teachers renew.

Yearly Automatic Processes

Converting Initial (SP1) to a Continuing (SP2) License

▶ To recommend to Continuing (SP1 to SP2), you must provide evidence of 3 years of teaching.

▶ The automated process "Recommend to Continuing" does not allow you to upload a Form E to document the 3 years of experience that is required to convert to a Continuing Professional License, so do not use the automated process to convert.

▶ Instead, please follow these directions during the time that the automated window is open:

  ▶ Select "Process General Applications"

  ▶ Under Renewals and Extensions, select "Recommend to Continuing(SP1 to SP2)"

  ▶ Select the educator's name

  ▶ Follow the prompts and upload the Form E as part of the attachments

  ▶ Submit

Yearly Automatic Processes

Resources for Licensure Training

Online Licensure System

- The RALC website www.ralc.us has short video tutorials for several application processes that can assist you or your educators in making online licensure requests.
  - Go to the News & Resources tab
  - Click on Resources
  - Select NC Department of Public Instruction
    - Select NC DPI Online Licensure System Tutorials
    - Click on School System Tutorials

Individualized, Detailed Licensure Training

- The RALC Director for your region is available to assist you with individualized licensure training. Just send an email to the RALC Director for your region to request training.
- Contact information for the RALC Director in your region is located the RALC website on the contact tab.

Additional Resources

- NC DPI - https://www.dpi.nc.gov/
  - NC State Board of Education - https://stateboard.ncpublicschools.gov/
  - Licensure - https://www.dpi.nc.gov/educators/educators-licensure
    - Forms & Fees - https://www.dpi.nc.gov/educators/educators-licensure/forms-and-faqs
    - Online Licensure System - https://vo.licensure.ncpublicschools.gov/
    - Licensure Request Types Quick Guide
      - https://ralc.us/resources/
        - Click on NC Department of Public Instruction
        - Click on NC DPI Online Licensure System Tutorials
        - Click on pdf link to **Quick Reference Guide: Licensure Request Types**
    - Licensure Crosswalk - https://www.dpi.nc.gov/educators/home-base/powerschool-sis/nc-sis-resources#courses
  - Educator Preparation Programs - https://www.dpi.nc.gov/approved-programs
- Testing Vendor Sites –
  - http://www.nc.nesinc.com
  - http://www.ets.org/praxis/nc/requirements
  - http://www.languagetesting.com
- RALC – www.ralc.us

Questions about Licensure?

Contact one of the following:

▶ Melanie Rackley, *Education Planning and Development Consultant, Office of Charter Schools:* Melanie.Rackley@dpi.nc.gov (W) (984) 236-2712

▶ The RALC Director for your region is available to assist you with licensure questions and individual licensure training.

▶ Please contact the RALC Director assigned to the region your school is located by email.

Catawba RALC
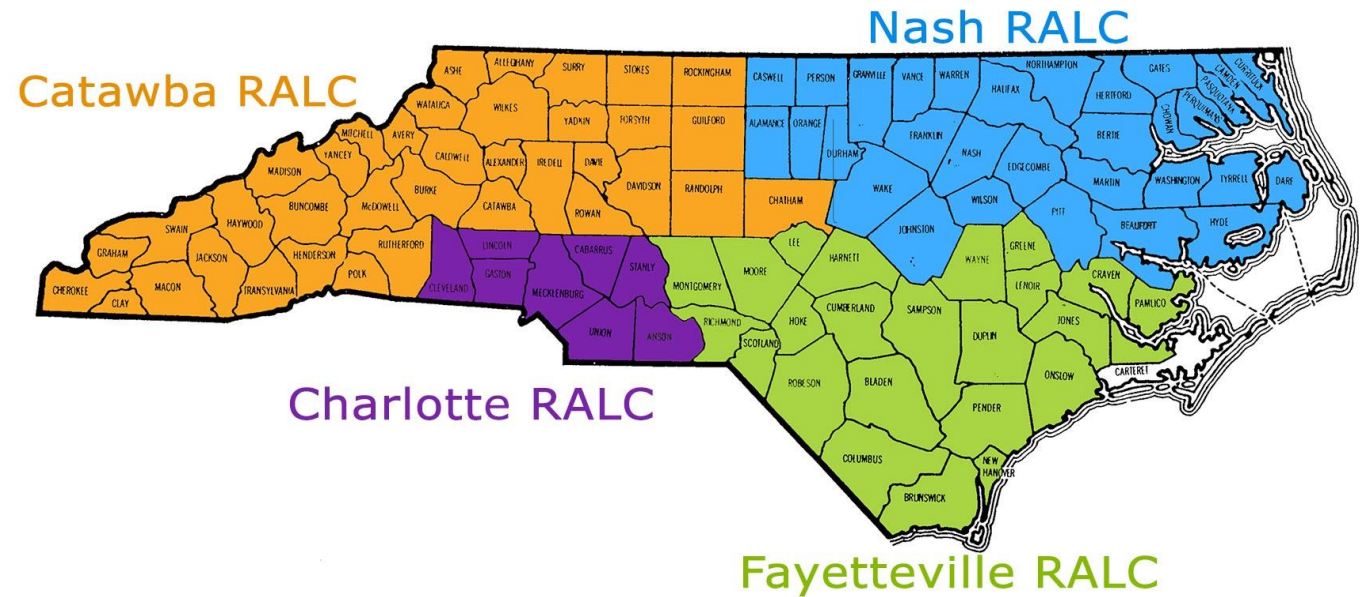*Karoline Fisher, Director*
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fayettevilleralc@gmail.com

Definitions and Acronyms

LICN-001 – General Licensure Requirements - Definitions

- Common definitions used throughout all State Board of Education (SBE) policy:

  - Professional Educator or Educator – An administrator, teacher, or student services personnel

  - Teacher – An individual whose major responsibility is to either teach or directly supervise teaching, as classified by the North Carolina State Board of Education (NCSBE).

  - Student Services Personnel – An individual providing specialized assistance to students, teachers, administrators, or the education program in general, as classified by the NCSBE. Student services personnel include, but are not limited to, individuals employed in school counseling, school social work, school psychology, audiology, speech-language pathology, and media coordination.

  - Administrator – An administrator or supervisor who serves in general and program administrator roles, as classified by the NCSBE. Administrators include, but are not limited to, superintendents, assistant or associate superintendents, principals, assistant principals, or curriculum-instructional specialists.

Education Acronyms

Acronym	Definition
ABC's	Until the end of the 2011-12 school year, the ABCs of Public Education was North Carolina's comprehensive plan to improve public schools. Implemented in the 1996-97 school year, the model focused on schools meeting growth expectations for student achievement as well as on the overall percentage of students who scored at or above grade level. Schools received recognition based on student growth and the percentage of students' scores at or above grade level.
ACRE	Accountability and Curriculum Revision Effort. This describes all of the work performed by the NCDPI to implement the recommendations contained in the State Board of Education's "Framework for Change: The Next Generation of Assessments and Accountability" document. This document describes a new vision of the North Carolina Standard Course of Study, student testing, and district and school accountability.
ACT	American College Test. An assessment taken by students as a precursor to college/university admission.
ADA	Average Daily Attendance, total number of days of attendance for all students divided by the total number of school days in a given period.
ADM	Average Daily Membership. The number of days a student is in membership at a school divided by the number of days in a school month or school year.
AFR	Annual Financial Report, published as statistical data, includes per pupil spending.
AMO	Annual Measurable Objectives. AMO are proficiency targets set by student subgroup at the state level with the goal to reduce by half the percentage of students considered non-proficient in reading and mathematics within six years.

Education Acronyms

Acronym	Definition
AP	Advanced Placement. A program that enables high school students to complete college-level courses for college placement and/or credit.
ARRA	American Recovery and Reinvestment Act of 2009.
AYP	Adequate Yearly Progress. A former measure under No Child Left Behind used by the state to gauge yearly progress of student subgroups toward meeting 100 % proficiency in reading and mathematics. North Carolina received a waiver from the US Department of Education in 2012 to use AMO to gauge student progress toward meeting proficiency goals in reading and mathematics.
BOG3	Beginning of Grade 3. Test taken in English language arts/reading by third grade students starting on the 11th day of the school year and continuing through the 15th day.
BUD	Budget Utilization and Development, software package provided by DPI and used by LEAs to administer their budgets, also used by charter schools to enter federal budgets.
CECAS	Comprehensive Exceptional Children Accountability System. A secure web-based student information system for exceptional children that supports online case management, compliance monitoring, data analysis, and federal and state reporting requirements.
CEDARS	[NC] Common Education Data Analysis & Reporting System. CEDARS is North Carolina's PreK-13 State Longitudinal Data System. Once fully in place (July 2011), CEDARS will enable state, local and federal policymakers and service providers to make data-driven decisions based on analysis of trends and relationships between various educational factors and student performance over time.

Education Acronyms

Acronym	Definition
COA	Uniform Chart of Accounts.
CTE	Career and Technical Education. CTE provides high school students the opportunity to take courses in eight program areas so that they can explore interests and careers while building and strengthening their career-specific knowledge and skills. The eight education program areas are: Agricultural; Business, Finance and Information Technology; Career Development; Family and Consumer Sciences; Health Science; Marketing and Entrepreneurship; Technology Engineering and Design; and Trade and Industrial.
Datafile	Generic term for UERS data files.
DSSF	Disadvantaged Student Supplemental Funding.
ECATS	Exceptional Children Accountability Tracking System. A secure web-based student information system for exceptional children that supports online case management, compliance monitoring, data analysis, and federal and state reporting requirements.
EDDIE	Educational Directory & Demographical Information Exchange. EDDIE is the authoritative source for North Carolina public school information including LEA numbers, school numbers, administrative contacts, school types, grade levels, calendar types, program types and addresses. Information contained in EDDIE is populated by local districts and feeds multiple NCDPI systems including Accountability, NC WISE, and NC School Report Cards, and is used to meet federal reporting requirements. EDDIE replaced the School, Name and Address (SNA) file in April 2010.
edTPA	Performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom

Education Acronyms

Acronym	Definition
EL	An individual whose native language is a language other than English or who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency and who requires a specialized language support program to participate fully in the curriculum and state-wide assessment program.
ELA	English Language Arts. Part of the Common Core curriculum in the NC Standard Course of Study, ELA refers to reading, literature, reading, writing, speaking, and listening.
ELL	English Language Learner. Student whose first language is one other than English and who needs language assistance to participate fully in the regular curriculum.
EOC	End-of-Course tests designed to access the competencies defined by the Standard Course of Study for three mandated courses: Algebra I/Integrated I, English II and Biology. Tests are taken during the last two weeks of school for students on a traditional calendar and the last week of the course for students on a block schedule.
EOG	End-of-Grade tests in reading and mathematics (grades 3-8) and science (grades 5 and 8) that are taken by students during the last three weeks of the school year.
EPP	Educator Preparation Program
ERaCA	Expenditure Reimbursement and Cash Application. The web based system used to reimburse entities that are not LEAs or charter schools for expenditures incurred against federal grants.

Education Acronyms

Acronym	Definition
ESEA	Elementary and Secondary Education Act. This is the principal federal law affecting K-12 education with its longstanding commitment to equal opportunity for all students. The ESEA of 1965 was later amended and reauthorized by the No Child Left Behind (NCLB) Act of 2001. In December of 2015, the ESEA was again amended and reauthorized by the Every Student Succeeds Act (ESSA).
ESL	English as a Second Language. A program model that delivers specialized instruction to students who are learning English as a new language.
ESSA	Every Student Succeeds Act. This is the name of the latest reauthorization of the Elementary and Secondary Education Act of 1965. See ESEA above. The ESSA was signed into law in 2015 and requires each state to create a plan to meet the components of the law.
EVAAS	Education Value Added Assessment System. SAS® EVAAS™ for K-12 is a customized software system available to all NC school districts that provides diagnostic reports quickly to district and school staff. EVAAS tools provide a precise measurement of student progress over time and a reliable diagnosis of opportunities for growth that help to identify which students are at risk for under-achievement. By viewing easy-to-understand charts and graphs accessed via the Web, users can produce reports that predict student success, show the effects of instruction at particular schools, or reveal patterns in subgroup performance.
FBS	Financial and Business Services.
FRL	Free and Reduced Priced Lunch. Children qualify, based upon parent or guardian financial status, to receive either free or reduced priced lunch through a federal governmental program.
FTE	Full Time Equivalent.

Education Acronyms

Acronym	Definition
GDVS	Graduate Data Verification System.
GETC	Governor's Education Transformation Commission. The GETC was established in September 2010 to provide oversight and consultation on the use of state Race to the Top funds.
GRS	Grade, Race and Sex data collected from each school at the end of the first school month.
IAM	Identity and Access Management. An organization's framework to manage electronic or digital identities, including the profiles of people, systems, and services, as well as the use of emerging technologies to control access to the organization's resources.
IDEA	Individuals with Disabilities Education Act. This federal law, reauthorized in 2004, is designed to ensure that all children with disabilities have available to them a free and appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.
IEP	Individualized Education Program. The IEP is a written statement for a student with a disability that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child, and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he or she should be meeting.
IHE	Institute of Higher Education. A college or university offering education beyond grade 12.

Education Acronyms

Acronym	Definition
IPT	IDEA Proficiency Test. Test used to determine the appropriate assessment for limited English proficient students.
IIS	Instructional Improvement System. The IIS provides portals for students, teachers, parents, and school and district administrators to access data and resources to inform decision-making related to instruction, assessment and students' career and college goals.
LEA	Local Education Agency. Synonymous with a local school system or a local school district, indicating that a public board of education or other public authority maintains administrative control of the public schools in a city or county.
LEP	Limited English Proficient. In the ESEA, as amended by the ESSA, the term, 'English learner' replaces the term 'Limited English Proficient' used in section 9101 of the ESEA, as amended by the No Child Left Behind Act (NCLB).
LINQ	Benchmark payroll and accounts payable software provided to charter schools by DPI to meet UERS requirements.
LMS	Learning Management System. A software application that is used to administer, document, track, report and deliver educational courses or training programs.
LOR	Learner Object Repository. A storage site for digital content or "digital library." An LOR lets educators share, manage and use educational resources.

Education Acronyms

Acronym	Definition
MCR	Math Course Rigor. MCR is the percent of students who take and pass the NC Math 3 course prior to graduation. It is a part of the school accountability model.
MFELs	Monitored former English Learners. Students who have excited English Learner (EL) status, but remain in the EL subgroup for four years after the year they exit EL status. MFELs are monitored at the school level to ensure continued adequate English proficiency.
MFR	Monthly Financial Report.
MLD	Membership Last Day, the number of students remaining in membership as of the last day of the school month or academic year.
MSL	Measures of Student Learning. MSL, more often referred to as Common Exams, are assessments district administrators will use to measure student academic growth in subjects not currently assessed with state end-of-grade assessments, end-of-course assessments, or Career and Technical Education post assessments. The assessments' results will not be used for school accountability purposes but instead as one component of teacher evaluations.
MTSS	Multi-tiered framework which promotes school improvement through engaging, research-based academic and behavioral practices. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all.
NAEP	National Assessment of Educational Progress. Also known as the "Nation's Report Card," NAEP assesses the educational achievement of elementary and secondary students in various subject areas. It provides data for comparing the performance of students in North Carolina to that of their peers nationwide.

Education Acronyms

Acronym	Definition
NBPTS	National Board for Professional Teaching Standards.
NCCLAS	The North Carolina Checklist of Academic Standards is an alternate assessment designed to measure grade-level competencies of students identified as limited English proficient and some students with disabilities.
NCDPI	North Carolina Department of Public Instruction. The NCDPI administers the policies adopted by the State Board of Education and offers instructional, financial, technological and personnel support to all public school systems in the state.
NCEES	The North Carolina Educator Evaluation System. A system used to evaluate the performance of all teachers, principals, assistant principals, instructional central office administrators and superintendents in order to promote effective leadership, quality teaching and student learning while enhancing professional practice that leads to improved instruction.
NCEXTEND1	The North Carolina EXTEND1 is an alternate assessment designed to measure the performance of students with significant cognitive disabilities using alternate achievement standards.
NCEXTEND2	The North Carolina EXTEND2 is an alternate assessment designed to measure grade-level competencies of students with disabilities using modified achievement standards in a simplified multiple choice format.
NCFEs	The North Carolina Final Exams. NCFEs are considered standardized artifacts reflective of student growth for participants in the teacher evaluation process.

Education Acronyms

Acronym	Definition
NCID	NCID is the standard identity management and access service provided to state, local, business and citizen users by the Office of Information Technology Services. https://ncid.nc.gov/
NCLB	No Child Left Behind. NCLB is the 2002 reauthorization of the Elementary and Secondary Education Act of 1965 and represents a sweeping change in the federal government's role in local public education. NCLB's primary goal is for all public school children to be proficient or above in reading and mathematics by 2013-14. Title I schools that do not meet certain student achievement standards face sanctions under this law.
NCVPS	North Carolina Virtual Public School. www.ncvps.org/
NC WISE	North Carolina Window of Information for Student Education. This secure web-based tool provides educators with direct and immediate access to a full spectrum of data on a student's entire career in the North Carolina public school system.
NWEA	Northwest Education Association. The association offers a formative assessment item bank that contains more than 70,000 standards-based items for mathematics, English Language Arts, science and social studies, all aligned to the appropriate standards in all 50 states.
OCS	Office of Charter Schools.
OER	Open Educational Resources. Teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others.

Education Acronyms

Acronym	Definition
OLE	Online Learning Exchange. The exchange resides, as the title suggests, online to connect teachers to libraries of subject-specific media assets, editable content, and user-generated materials.
OSBM	Office of State Budget and Management.
PBIS	Positive Behavior Intervention and Support. Positive Behavior Intervention and Support programs are a way to impact school learning environments by establishing and reinforcing clear behavioral expectations in order to support high student performance and to reduce behavioral problems. PBIS site schools work to integrate their Safe Schools Plans, character education efforts and strategies, and discipline efforts in order to make the schools caring and safe communities for learning.
PD	Professional Development. The term refers to skills and knowledge attained for both personal development and career advancement such as continuous courses, workshops, activities and learning objectives aimed at helping professional educators and staff members improve their skills in their fields.
PEP	Personalized Education Plan. An individualized educational plan designed to improve a student's performance to grade-level proficiency.
PLC	Professional Learning Communities. PLCs are defined by collaborative inquiry, shared decision-making and joint planning of instruction among teachers. Teachers are provided structured time to work together in planning instruction, observing each other's classrooms, and sharing feedback.
PMR	Principal's Monthly Report.

Education Acronyms

Acronym	Definition
PPAR	Professional Personnel Activity Report. See SAR.
PPE	Per Pupil Expenditure.
PRC	Program Report Code. Charter school's state PRC is 036. Each federal grant has its own PRC.
PSAT	Pre-Scholastic Assessment Test. Normally taken by high school juniors as a practice test for the SAT. Some schools use the PSAT as a diagnostic tool to identify areas where students may need additional assistance or placement in more rigorous courses.
PSU	Public School Unit – inclusive term to include LEAs, public charter schools, and state and federal schools
RALC	Regional Alternative Licensing Center. RALCs are state approved as of 2001 and began in 2002 to evaluate transcripts and prescribe professional educator's licensure plans of study to obtain a clear teaching license. Required coursework needed to meet the identified competencies on the RALC plans of study may be completed at any regionally accredited college or university. Approved coursework can be found on the RALC website at www.ralc.us. A minimum of one year of successful public school employment in the licensure area in which an applicant receives a plan of study and completes a plan of study is required to obtain a clear professional educator's license.
READY	The READY initiative, which is being implemented in public schools in the 2012-13 school year, focuses not only on student proficiency in foundational subjects but on ensuring students are career and college ready when they graduate high school. The initiative is characterized by a new Standard Course of Study, assessments and accountability model.

Education Acronyms

Acronym	Definition
RESA	Regional Education Service Alliance. These regional alliances (sometimes called consortium) provide staff development, leadership development, technical assistance and help in spreading information related to state initiatives to member public school systems in each of the state's nine geographic regions: Northeast, Southeast, Central Carolina, Sandhills, Piedmont-Triad, Southwest, Northwest, Western and Roanoke River Valley.
RIF	Reduction in Force.
RtA	Read to Achieve. NC state law to ensure every student reads at or above grade level by the end of third grade and progresses in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success.
RtI	Responsiveness to Instruction. RtI is a multi-tiered framework that promotes school improvement through engaging, high quality instruction. North Carolina's RtI employs a team approach to guide educational practices, using a problem-solving model based on data, to address student needs and maximize growth for all.
RttT	Race to the Top. RttT is a federal grant program that supports the efforts of the NCDPI, local school districts and many charter schools to carry out the state's Career & College: Ready, Set, Go! initiative. This bold education reform effort is focused on college- and career-ready standards and assessments, data systems, great teachers and leaders, and school turnarounds. North Carolina is one of 12 recipients of RttT grant awards. Approximately half of the $400 million in RttT funding is being distributed to districts for their own initiatives that support North Carolina's Race to the Top plan through 2014.

Education Acronyms

Acronym	Definition
SAR	School Activity Report. The SAR shows an individual school's full year academic schedule, courses offered, enrollment of classes, length of classes, and staffing of classes. When a school is operating with multiple school calendars that have different numbers of school days, the data has to be submitted via Professional Personnel Activity Report (PPAR) forms.
SAT	The SAT is often taken by high school juniors and seniors as a precursor to college/university admission. It assesses a student's verbal, mathematical and writing skills.
SBE	State Board of Education. The State Board of Education is charged with supervising and administering "the free public school system and the educational funds provided for its support." The Board consists of the Lieutenant Governor, the Treasurer, and eleven members appointed by the Governor and confirmed by the General Assembly in Joint Session.
SBS	School Business Services, a division of FBS.
School Month	20 school days.
School Year	July 1st through June 30th .
SCOS or SCS	(North Carolina) Standard Course of Study. The SCOS is the guiding document outlining what should be taught in North Carolina public school classrooms.

Education Acronyms

Acronym	Definition
SEA	State Education Agency. Federal term for each state education department. SEA is another name for the NCDPI.
SEL	Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (CASEL, 2020)
SFSF	State Fiscal Stabilization Funds.
SIP	School Improvement Plan. A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.
SIS	Student Information System. SIS is a software application educational institutions use to manage student data such as enrollment. Also sometimes called a student information management system (SIMS).
SLC	[North Carolina] Student Learning Conditions [Survey]. This survey provides middle and high school students with the opportunity to express their perceptions regarding the learning environment in their schools. Similar to the NC Teacher Working Conditions Survey, student responses will be utilized for school and district improvement efforts.
SPG	School Performance Grades. School Performance Grades are awarded to schools as defined by G.S.§115C-83.15. A-F letter grades are calculated using achievement, growth, and performance measures.

Education Acronyms

Acronym	Definition
SSO	Single sign-on. This term refers to users logging into several technology tools using one sign-on name and password.
STEM	Science, Technology, Engineering and Mathematics. STEM curriculum emphasizes connections within and between the fields of mathematics and science; integrates technology; introduces and engages students in the engineering design process; cultivates creativity; and develops skills that drive innovation.
TIMS	Transportation Information Management System. The computer system used by North Carolina school districts for routing and scheduling school buses to ensure safe and efficient bus routes.
TIPS	Team Initiated Problem Solving is a model created out of the University of Oregon and University of NC at Charlotte for using data for problem solving and decision making that includes a systematic team process generalize-able across data sets.
Title I	Title I is the largest federal education funding program for schools. Its aim is to help students who are behind academically or at risk of falling behind. School funding is based on the number of low-income children, generally those eligible for the free and reduced price lunch program. Title I used to be known as Chapter I.
Title I A	Federal funding program for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I money supplements state and district funds.
Title III	Title III is the section of the Elementary and Secondary Education Act that provides funding and addresses English language acquisition and standards and accountability requirements for limited English proficient students.

Education Acronyms

Acronym	Definition
Title IX	Title IX of the Educational Amendments of 1972 bans sex discrimination in schools receiving federal funds, whether it is in academics or athletics.
TWC	[North Carolina] Teacher Working Conditions [Survey]. A biennial survey of all North Carolina public schools' licensed staff, the TWC survey provides educators with an opportunity to express their perceptions about working conditions at their schools. Information gathered from the survey is shared with school staff, district administrators, parents and the community for school improvement planning purposes. Survey results are available online at www.ncteachingconditions.org. In addition, the new evaluation instruments for superintendents, principals and teachers use TWC responses to reflect on the presence of working conditions in the school.
USED	United States Education Department. The USED provides federal assistance to state and local agencies primarily responsible for education and works to ensure both equal access (e.g., disadvantaged, disabled, at-risk students) and educational excellence. The department engages in four major types of activities: establishes policies related to federal education funds, administers distribution of funds and monitors their use; collects data and oversees research on America's schools; identifies major issues in education and focuses national attention on them; and enforces federal laws prohibiting discrimination in programs that receive federal funds (USED website).
UERS	Uniform Education Reporting System. Law that requires LEAs and charter schools to submit data in a specific format. Applies to all data, not just financial data.

Education Acronyms

Acronym	Definition
UID	Unique ID, assigns a unique NC WISE ID to every Student who participates in the North Carolina public school system. www.ncpublicschools.org/cedars/uniqueid/student/
WIDA	The WIDA Consortium is an educational consortium of state departments of education that supports academic language development for students who are English Learners. The WIDA suite of assessments are what North Carolina uses to assess and monitor English language proficiency.
Zero-out	Process by which excess state or federal cash, held at the end of the month, is taken back by the state.

Goals and objectives

Why do meetings matter?

NC open meetings law

What makes meetings successful?

Planning for your next meeting

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

Why Do Meetings Matter?

- The charter school board of directors has the public trust to govern and appropriately expend the public funds allotted to the school

- School business **must be discussed and decided in open board meetings**

- Properly conducted board meetings are fundamental to effective school governance

- Minutes of meetings become the legal documentation of the non-profit corporation's decisions

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CHARTER SCHOOLS
NC Department of Public Instruction

How often should you meet?

Board should meet every month, at least, during the start-up phase

Committees should meet additionally between meetings. Committee meetings are subject to NC Open Meetings Law

Boards should meet 10-12 times per year once school begins

Boards shall meet at least 8 times annually

NC Open Meetings Law

NC Open Meetings Law

(NCGS 143-318.10)

Office of
CHARTER SCHOOLS
NC Department of Public Instruction

All board meetings **and** committee meetings must be open to the public and provide appropriate notice in advance of the meeting date, time, and location:

- Regular Meetings: **Seven (7) Days**
- Special-Called Meetings: **Forty-eight 48 Hours (i**ncludes subcommittee meetings)
- Emergency Meetings: **Immediately** after notice is given to all board members

Be cautious of over-using emergency meetings

All meetings must be properly noticed physically at the school and/or on the school's website

Committee meetings are subject to Open Meetings Law

Meeting minutes should be taken and approved at every meeting

Meeting minutes should be kept in a location available to the public (website)

§143-318.11. Closed Session

(a) Permitted Purposes. - It is the policy of this State that closed sessions shall be held only when required to permit a public body to act in the public interest as permitted in this section. **A public body may hold a closed session and exclude the public only when a closed session is required:**

- Closed session procedures:

- There are ten (10) permitted reasons.
    - State the **purpose** of going into closed session **verbally and in the meeting minutes**
    - Closed session discussion must be kept **confidential (there are instances where closed session minutes might be required to be produced)**
    - Maintain **closed session minutes**. Keep these notes separate from open meeting minutes.
    - All voting must take place in **regular open session**

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NC Department of Public Instruction

NC Open Meetings Law – Closed Session

- There are nine (10) legal reasons in NC to go into closed session (pursuant to NCGS 143-318/11):
    - Privileged Information – General Statute 132 (Personnel, Student, Closed Session)
    - Discuss Award or Scholarship
    - Consult with attorney (not about general policy)
    - Expansion (Real estate/business negotiation)
    - Negotiations (terms of employment contracts)
    - Personnel matters
    - Investigate concerns of criminal matters
    - Form emergency plans for response to school violence
    - Briefings from law enforcement (public safety, terrorism, etc.)
    - To view a recording released pursuant to G.S. 132-1.4A.

What do you do if you want to make a decision based on the closed session discussion?

Come out of closed session and vote

Make a motion that **makes clear to the public** what the vote is for.

- Example: Voting 'yes' or 'no' on package A does not tell the public what package A is.

Remember, you must come out of closed session to adjourn the meeting

Can the board make decisions about the school through email?

No

Electronic "discussions" of school business involving several board members could be construed as a meeting and **are in violation of the open meetings law**

You can communicate via email, just communicate individually and avoid a quorum of board members

Do not "reply all" to an email from a board member that discusses school business

What makes meetings successful?

What are the characteristics of a successful board meeting?

Focusing, with intensity, on the mission of the school

Start each meeting by stating the mission

Routinely refer to the board's/school's strategic plan and goals

Evaluate outcomes (student, staff, and board)

Consistently high attendance of members

What are the characteristics of a successful board meeting?

- Has a clearly outlined agenda
- Stays on schedule (starts and ends on time; allows ample time for presentations and discussion)
- Follows Robert's Rules of Order
- Detailed committee reports
- Robust and open discussion
- Students first mindset

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NC Department of Public Instruction

Call to order

Reading of the School's Mission and Conflict of Interest Policy

Approval of Minutes

Public Comment

Approval of Agenda

Officer Reports

Director's report

Special Committee Reports

New Business

Announcements

Adjournment

Parliamentary Procedure

- Remember…
  - The board chair must restate the motions so all members of the board and audience can hear the motion
  - All voting, according to open meeting laws, must be completed in open session
  - Voting cannot take place by secret ballot

Present Motion

Second Motion

Debate and Discuss

Vote on Motion

Record Vote Results

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NC Department of Public Instruction

Committee Structure

- Boards should develop committees to dig deep into specific school issues:
    - Budget and Finance
    - Governance
    - Building/Facilities
    - Strategic Planning
    - Academics/Instruction

- Use your board's expertise/ Committee meetings, agendas, minutes are subject to Open Meetings Law

- Allow in-depth discussions that can then be summarized for the full board

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NC Department of Public Instruction

Meeting Materials and Timelines

- The following materials should be created and included in a board packet for a meeting:
  - Agenda
  - Director/Principal Report
  - Committee Reports
  - Policies, Bylaws, Amendments
  - Reviews/Summaries of Action Items
- Only include documents relevant to the meeting topics being discussed

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NC Department of Public Instruction

Meeting Materials and Timelines

Materials should be prepared by the board chair, committee chairs, and directors

Agendas should be finalized at least 2-3 weeks prior to the meeting and sent to members

All committee reports or other materials should be sent to the board at least 1 week prior to the meeting and sent to members

All reports and presentations should be reviewed by members prior to the meeting

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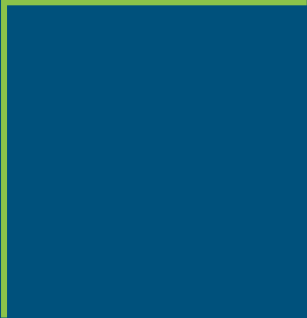
Planning for your Next Meeting

Look at the agenda you have prepared for your next meeting (or start preparing one)

Ask yourselves the following questions:

- Does the agenda follow a clear, outlined structure?
- Is there ample time for discussion?
- Will you have time to review committee reports and materials prior?
- Is every item mission-based?

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NC Department of Public Instruction

Read to Achieve

- Part of the Excellent Public Schools Act - Became law in July, 2012
- Implemented in 2013-2014
- **Goal:** Ensure that every student reads at or above grade level by the end of third grade and continues to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success. (2012-142, s. 7A.1(b).)
- **Purpose:**
  - Ensure that difficulty with reading development is identified as early and possible
  - Students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies
  - Each student and his or her parents or guardian be continuously informed of the student's academic needs and progress.

Key Components:

S6. **Early Grade Reading Proficiency**

S7. Reading Camps, Bonuses and Funding

S8. Digital Children's Reading Initiative

S9. Alternative Assessments

S10. Data Collection

Data Collection

- The charter school shall annually publish on the charter school's website and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:
- The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.
- The number and percentage of third grade students who take and pass an alternative assessment of reading comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.
- The number and percentage of third grade students retained for not demonstrating reading proficiency.
- The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection."

NC Amplify

Amplify.

Programs ⌄   Services   Resources ⌄   Community   Support

US ⌄   Contact Sales   Shop   Login

Welcome, North Carolina educators!

—

North Carolina's Department of Public Instruction (DPI) selected mCLASS DIBELS 8th Edition as the state's K-3 Literacy Assessment. mCLASS is an integrated literacy system based on the Science of Reading. mCLASS has been revised and upgraded from the assessment NC districts have used in the past, based on the latest research and the Science of Reading. It is a valid and reliable assessment, supporting universal literacy screening, screening for risk of dyslexia, and progress monitoring.
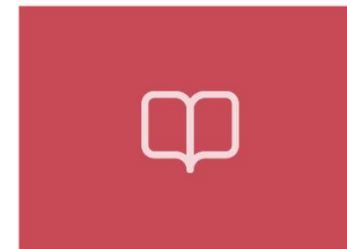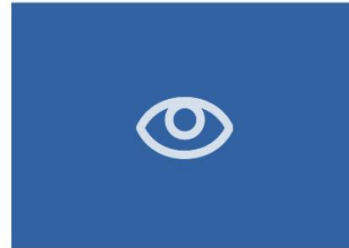
2021-22 Read to Achieve Implementation Guide

NORTH CAROLINA
Read to Achieve
Implementation Guide

October, 2021

READ ★ LEAD ★ SUCCEED
NORTH CAROLINA

North Carolina Department of
PUBLIC INSTRUCTION

Introduction : Read to Achieve Implementation Guide

Section I: Legislative Components

Section II: Science of Reading Overview

Section III: Early Literacy Program & Professional Development

Section IV: Educator Preparation Programs

Section V: Literacy Curriculum and Instruction Aligned to Read to Achieve

Section VI: Literacy Interventions and Individual Reading Plans

Section VII: Reading Camps, Bonuses & Excellent Public Schools Act Funds

Section VIII: Digital Children's Reading Initiative

Section IX: Assessments

Section X: Enhance Data Collection and Reports

Section XI: Glossary

Section XII: Appendices

Digital Children's Reading Initiative

NCDPI Office of Early Learning

Early Literacy

[Science of Reading](#)

Science of Reading Resources

Introduction and instructional resources to support NCDPI's Science of Reading initiative.

Visit the Science of Reading page →

Questions

Tonia Parrish
Section Chief Read to Achieve
tonia.parrish@dpi.nc.gov

Break Time!

Back in 10!

New School - New Vision

Navigate with Home Base

DTL/Home Base Team

Dr.Rob Dietrich - Director Digital Teaching and Learning/Home Base Manager

- Corey McNeill - Digital Learning Systems Consultant

- Justin Conner - PowerSchool Business Manager

- Cami Narron - Education Product Consultant

- Tessa Hine - Home Base Professional Learning

- John Mairs - Home Base Professional Learning

- Yolanda Wilson - Education Program Specialist

- Audrey Long - Education Program Specialist

- Russell Dixon - User Support Analyst

Charting the PSU Path:

HOME BASE

	What is Home Base?	Dr. Rob Dietrich
01	Schoolnet, Canvas, #GoOpenNC, Imagine Math	John Mairs Corey McNeill Dr. Carmella Fair
02	NCEES (Perform Enterprise & Professional Learning) Learning.com	Cami Narron Audrey Long
03	PowerSchool SIS PowerTeacher Pro	Justin Conner Tessa Hine Russell Dixon
	Q&A Wrap Up	Dr. Rob Dietrich

Charting the Home Base PSU Path

What is Home Base?

Home Base is Designed to...

Empower
Teachers

Connect
Parents

Engage
Students

Support
Administrators

Single Sign On Access
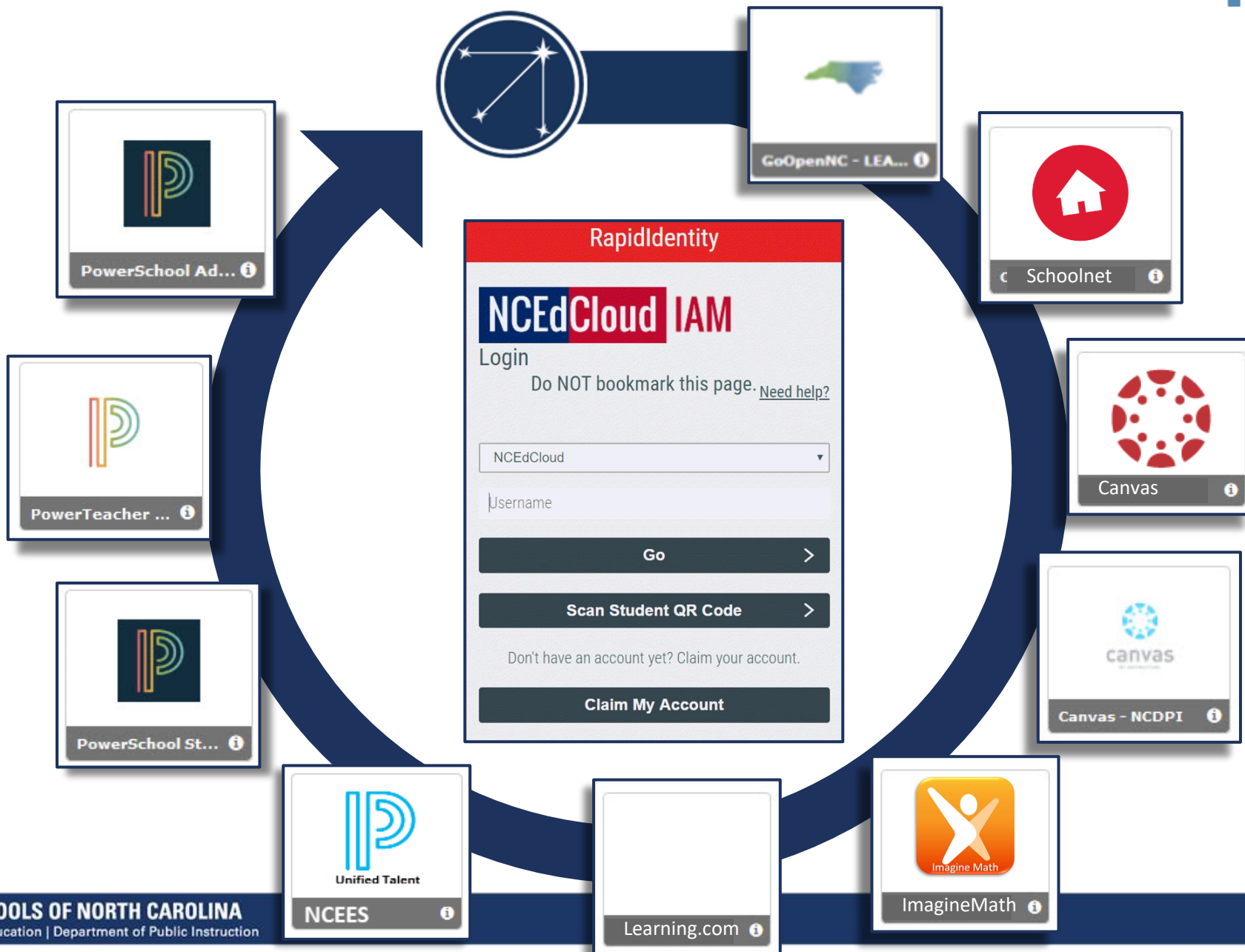
The **NCEdCloud** my.ncedcloud.org **I**dentity and **A**ccess **M**anagement (**IAM**) Service accounts provide teachers, students, and staff with a **single sign-on** to all Home Base applications.

The Value within Home Base

An Ecosystem for Personalized Learning in NC

HOME BASE

PowerSchool
PowerTeacher Pro

Manage school process for attendance, grades & data

Provide real-time feedback to parents, students, and educators

Access to a multi-language parent portal

Schoolnet

Create lessons with digital content and shared resources

Develop and deliver aligned assessments for classroom or benchmark purposes

Analyze data to inform Practice

NC Educator Effectiveness System (NCEES)

Unified Talent

Record and manage NC Educator Evaluation data

Select online courses aligned to meet professional learning needs

With Opt-in, manage local PD learning opportunities

Canvas

Create and manage online course content with intuitive design that is easy for educators

Engage students and teachers through discussion boards and collaboration spaces

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Student Portal
Parent Portal

Student Portal

Evaluation
Professional Learning

Student Portal
Parent Portal
DPI Canvas

The Value within Home Base

An Ecosystem for Personalized Learning in NC

HOME BASE

OER

#GoOpenNC

Find high-quality resources based on standards or search criteria

Contribute to a shared repository of North Carolina made resources

Integrates seamlessly with LMS and IIS systems

Imagine Math

Personalized lesson pathway based on student performance.

Ability for teachers to adjust lessons based on classroom instruction.

Live teacher support for students in the evenings and weekends.

Learning.com

Improve digital literacy by encouraging student growth in computational thinking, digital citizenship and online safety, visual mapping, databases and computer fundamentals.

Digital Literacy Assessments aligned to ISTE standards

#GoOpenNC
NC Standards Aligned

Personalized K-8
Lesson Pathways

Grow K-8 Digital
Literacy Skills

Why Opt In to Home Base?

Opt In to Home Base

Included at no cost:

- IAM, PowerSchool, NCEES (Evaluation Component), #GoOpenNC

Optional components (ADM Based Cost):

- Schoolnet,
- NCEES (*Local Professional Development Office Component*),
- Canvas

Home Base Resources

- Home Base Admin Guide
  - [Link to Guidebook](#)

- Link to Home Base Priorities Padlet
https://bit.ly/NCPYV2022-23
  - enter your questions for Home Base during this presentation.
    - use the + sign to add a comment or question

Charting the Home Base PSU Path

Home Base for Learning

DIGITAL TEACHING AND LEARNING
NC Department of Public Instruction

HOME BASE℠

Schoolnet

Schoolnet is an instructional improvement system designed to facilitate formative and summative assessments and provide educators with immediate performance data that can inform instruction.

- Access to Schoolnet is included in the $1 per ADM opt-in for Home Base

- Students can take assessments online or via paper/pencil

- Schoolnet has over 100,000 assessment items aligned to North Carolina Standard Course of Study, including items in Spanish

  - Over 100 complete, ready-to-use assessments

- Schoolnet has support for read aloud, color contrast, extended time, and line reader accommodations for online testing

- Schoolnet connects to PowerSchool and assessment grades are easily transferred into PowerTeacher Pro

- Schoolnet also offers Canvas integration if your charter will be using Canvas

- Optional add-on: Transcend computer adaptive benchmarking for $4 per 3-8 ADM. *Home Base opt-in required.*

Schoolnet Administrator Information Guide

Canvas

Canvas is a Learning Management System (LMS) that supports the instruction of students in a face to face, blended, or online delivery format.

- Access to Canvas is available via convenience contract.

- Canvas allows rich user collaboration with built in video conferencing and feedback tools.

- Canvas integrates with Google, Microsoft, and many other LTIs for seamless transfer of documents and materials.

- Access to Canvas also includes NC Canvas Commons, a repository of ready to use courses for student instruction and professional learning.

- Canvas Blueprint allows you to easily create and control instructional design with master courses to make it easier for teachers to start teaching with premade content.

- Canvas for Elementary feature creates a digital classroom that reflects the physical classroom experience for elementary students

Canvas Admin Information Guide

#GoOpenNC

#GoOpenNC is a free collaborative platform for North Carolina Educators to find, share, and revise supplemental instructional materials aligned to North Carolina Standard Course of Study.

- Access #GoOpenNC from the NCEdCloud IAM tray.

- Educators can search resources by standard, grade level, subject area, and/or keyword.

- Evaluate resources using North Carolina Quality Review Rubric.

- Collaborate with educators across the state usings hubs and groups.

- #GoOpenNC has an LTI integration for most LMS systems including Canvas and Blackboard

- While #GoOpenNC is free, it is not Google and resources are curated and aligned to NC standards.

#GoOpenNC Admin Information Guide

HOME BASE^{SM}

imagine learning

Imagine Math

Imagine Math

Imagine Math is a supplemental math program for students in K-8 (includes support for Math I content).

- Personalized lesson pathway based on student benchmark results that can be modified by teachers to support classroom instruction.
- On-demand access to live English and Spanish speaking certified math teachers during evenings and weekends.
- Research based program with knowledge base for parents, teachers, and administrators to support student growth.
- Access to Imagine Math is via a convenience price. Let us know if you are interested!!!

How can Home Base support your vision for digital teaching and learning?
Which applications are you interested in learning more about or providing at your school?

Share your priorities

Charting the Home Base PSU Path

Home Base for Leading
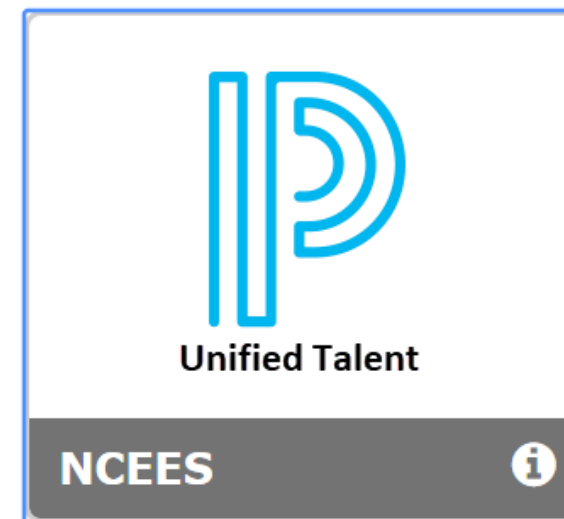
NCEES Evaluation Component

With the North Carolina Educator Effectiveness System staff will

- **ENGAGE:** NCEES provides a platform where all the pieces of a professional development plan can connect with one another including evaluations, observations and improvement plans.

- **LEARN:** Professional Development in NCEES helps Public School Units (PSUs) manage professional development for staff through DPI PD or a Local PD Office (with opt-in) in NCEES.

- **SUPPORT:** NCEES centralizes this information in one place to support teachers, support staff and administrators' professional growth. Track CEUs on staff transcripts.

- **MEASURE:** PSUs utilize NCEES to measure competencies through both professional development plans and staff evaluation plans.

NCEES Admin Information Guide

HOME BASE

Why use the Online Evaluation System?

Students

Educators

Public School Units

State

GOALS
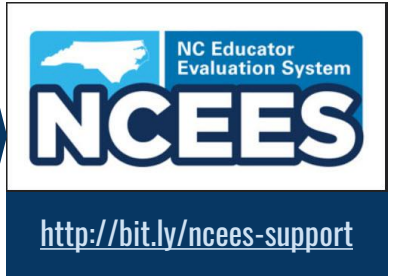
Successful students
Ensure every student is on track to graduate postsecondary and workforce ready.
Increase achievement for all students and close achievement gaps.

Effective teachers and leaders
Effective educator evaluation instruments based on NC teacher standards and NC standards for administrators.
Increase and support the effectiveness of all educators with professional development plans.
Optimize the preparation, retention, and effectiveness of new educators.

Outstanding Public School Units (PSUs)
Increase school and district performance through professional development.
Free access to NCDPI self-paced Canvas and Moodle modules aligned to staff standards and elements.
Dashboards to track standard aligned CEUs through local PD course modules and varied PD opportunities.

State Board of Education Vision
Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

HOME BASE

State Board of Education Mission & Goals

https://stateboard.ncpublicschools.gov/

Mission:

The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

Goals:

- Goal I: Eliminate opportunity gaps by 2025

- Goal 2: Improve school and district performance by 2025

- Goal 3: Increase educator preparedness to meet the needs of every student by 2025

NCEES PD Office Component
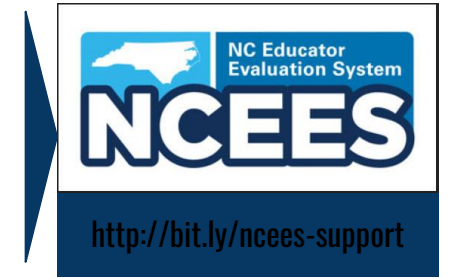
The PD office provides the ability to:

- Create and manage local professional learning opportunities and track CEUs;
- Share local PD/CEU opportunities with other PSUs for regional or shared events.
- Transfer Credit Manager – manages approvals for CEUs earned outside of the district to show on staff transcripts
- PSUs are given access to NCEES Professional Learning PD office component for $1/ADM (this fee also includes access to Schoolnet)

Learning.com (K-8 Digital Learning Initiative)

Learning.com (K-8 Digital Literacy Solution) provides educators with solutions to prepare their students with critical digital skills. Their web-based curriculum targets grades K-12. This curriculum engages students as they learn keyboarding, online safety, applied productivity tools, computational thinking, coding and more.

- **2022 funding initiative within Tier 1 economically distressed counties.**

- **Pricing**: $7.50 per user or $3,200 per building license (whichever is most cost effective); Non-Tier 1 Convenience Contract Pricing - $7.50 per student or $3,200 per site license. Learning.com | NC DPI

- **EasyTech** - a complete online digital literacy curriculum that provides an engaging way to teach essential digital literacy skills through interactive lessons, application exercises, discussions, and quizzes;

- **Digital Literacy Assessment** - assessments that provide real-time data to quickly determine students' grasp of digital literacy concepts. Aligned to ISTE technology standards.

- **Blended Learning Path -** Learning path that includes both teacher-led experiences and graded content.

- **Online Safety & Digital Citizenship** offered in English and Spanish.

- **On-line Training Center** (https://www.learning.com/online-training-center/) - Self-paced learning, updates blog (updated information for learning.com) and community forums. Workshops and a vast array of on-demand resources such as webinars, downloadable recordings, and online content designed to address schools' and districts' unique instructional goals.

- **Support Team** is available weekdays from **7am-6pm EST. Email: support@learning.com**

TIFFANY KINNEY
North Carolina State Program Manager
tkinney@learning.com
O: 503.517.4443

Learning.com

How can Home Base support your goals for Leading administrators, teachers, support staff and students? Which applications are you interested in learning more about or providing at your school?

Share your priorities

Charting the Home Base PSU Path

Home Base Data Logic

PowerSchool SIS

PowerSchool is the official student information system used statewide by the public and charter schools of North Carolina for storing and managing student data. It maintains over 1.5 million student records and provides robust capabilities for educators and administrators to effectively manage school processes. It reinforces personalized learning by offering the ability to tailor a student's instructional path with his or her interests, skills and goals. One of its many great features is the Parent Portal which gives parents and students access to student grades and assignments online. This information is also available through the Parent Portal App for those on the go!

- PowerSchool Features: classroom scenes
- Real-time student data
- On-board scheduling utility
- Attendance tracking
- Special programs
- Student transcripts

- Parent & student portal
- Course request management
- Online course registration
- Enhanced reporting tools for state & federal compliance
- Transportation integration and much, much more!

PowerSchool PowerTeacher Pro

PowerTeacher Pro, PowerSchool's gradebook, is intuitive with robust capabilities. It allows for traditional and standards based grading, and it is mobile friendly!

Use PowerTeacher Pro to:
- Take attendance
- Create assignment categories
- Create assignments
- Score assignments and work with grades
- Calculate and enter Final Grades for storing
- Assess student and class performance
- Refine district-level grading preferences
- Run student reports

PowerTeacher Pro Resources

Available Reports for Teachers
- Progress reports
- Missing and late assignments
- Standards final grades and assignment standards scores
- Grades
- Citizenship
- Category totals
- Assignment scores
- Comments
- Summary of student work to present to parents at conferences or to a principal during a review
- Midterm update for students and parent

HOME BASE

How can Home Base support your needs for managing teacher and student PSU data? Which applications are you interested in learning more about or providing at your school?

Share your priorities

Charting the Home Base PSU Path

Q&A Wrap Up

DIGITAL TEACHING AND LEARNING
NC Department of Public Instruction

HOME BASE

Questions? Contact Us!

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Yolanda Wilson - yolanda.wilson@dpi.nc.gov

EDDIE

Educational Directory & Demographical Information Exchange
Information for Charter Schools

- EDDIE is the authoritative source for school information / data such as:
- School Name, Address, and Mailing Address
- Board Chair, Vice Chair, and Email
- Director / Principal Name and Email
- Accountability / Testing Contacts
- Grade Levels (new schools may need to update yearly as grades are added)
- Website Address
- School Type (Regular, Exceptional Children, Career Technical, Alternative Education)
- Calendar Type (Traditional, Year-Round, etc.)

EDDIE

- EDDIE is used year-round by the public, state legislators, local governments, the federal government, universities, researchers, realtors, journalists, and multiple systems at DPI; Accountability, PowerSchool, NC School Report Cards, etc. and is used to meet federal reporting requirements.

- Charter Schools are responsible for ensuring complete, accurate and current information / data is entered in EDDIE. This is required as part of the Uniform Education Reporting System per 115C-238.29F(f)(2). **Failure to comply can result in being placed on Financial Non Compliance**.

- Every charter school **should have at least one person subscribed to EDDIE at all times. These subscribed users are responsible for keeping your data current.**

EDDIE

- **To update your school's data, you must subscribe to EDDIE using your NCID.**

- If you don't have an NCID, contact the DPI Support Center at 919-716-1840 for assistance. (Don't mention EDDIE, just NCID)

- If one of your EDDIE subscribed users leaves, or is no longer responsible for editing your school's data, please send an email to eddie@dpi.nc.gov to request that their EDDIE account be disabled. Have another staff member subscribe to EDDIE.

- View EDDIE data at http://apps.schools.nc.gov/eddie. Anyone can view EDDIE data, create mailing labels, and run reports without subscribing / logging in.

- For more information about EDDIE, including subscription steps and help documents, visit www.dpi.nc.gov/districts-schools/district-operations/financial-and-business-services/demographics-and-finances/eddie.

- If you have questions concerning EDDIE, please send an email to eddie@dpi.nc.gov.

Enjoy your lunch! We will reconvene in an hour.

NC STATE BOARD OF EDUCATION POLICIES

OFFICE OF CHARTER SCHOOLS

PLANNING YEAR V, JANUARY 2022

CLAIRE JENKINS PORTER

OCS CONSULTANT

LEARNING OUTCOMES:

BOD and school level leadership will be able to **locate** and **interpret** the State Board of Education (SBE) policies related to charter school operational compliance (CHTR series).

BOD and school level leadership will understand other SBE policies which may apply to charters (outside CHTR series), as well as the Rules found in the NC Administrative Code.

PUBLIC SCHOOL EMPLOYEE CHARTER SCHOOLS ADMINISTRATION (CHTR)

SBE policies that specifically relate to charter schools are noted in the **CHTR** series.

Policies are located online: SBE Policy Manual Site

ADDITIONAL REFERENCE MATERIALS

Charter Agreement

General Statute 115C-218 *et seq.*

NC Administrative Code

NC ADMINISTRATIVE CODE

SCAVENGER HUNT ACTIVITY

Directions

- Read each scavenger hunt clue.
- Find the related SBE Policy (online).
- Record the answer and the SBE policy referenced.
- Discuss with your team.

Time Limit: 30 Minutes

PLEASE OPEN A NEW TAB WITH THIS LINK

https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=10399

NOTE YOUR SCHOOL'S NUMBER & ANSWER YOUR QUESTION…..

1. American Leadership Academy Johnston

2. Aspire Trade High School

3. Bonnie Cone Leadership Academy

4. Central Carolina Academy

5. Dogwood Classical Academy

6. Movement Charter School

7. North Oak Academy

8. Oak Hill Academy

9. Revitalize Charter School

10. School of the Arts for Boys (SABA)

11. TMSA Apex

12. Wake Preparatory Academy

SBE POLICY SEARCH

1. Where would I find information about the length of the admissions period? How many days is it?

2. If I want to partner with an EMO/CMO/CSO, do I need to get approval? As an applicant, as an existing charter? Which policies speak to these requirements.

3. Which policy speaks to lines of insurance coverage I would need? Where are the specific lines and coverage amounts found? Can I get more than what is required?

4. Does my Charter renew automatically? How many years can a charter be renewed for? What do I need to do and by which criteria will I be reviewed?

5. I want to change our Bylaws, curriculum, name, and change the length of our school day? Do I need to go through the amendment process to do so? Where do I find this information?

SBE POLICY SEARCH

6. How many years would my school have to have designated as low-performing in order to fall into the category of continuously low-performing? Can my charter be non-renewed or terminated for this?

7. What are the three stages of financial non-compliance? Can my access to funds be frozen? Can I be placed on non-compliance because my staff failed to attend financial training?

8. Can I be placed on Governance non-compliance for failure to maintain student enrollment (80 minimum), failure to have a functioning BOD in place, or failure to maintain certification of at least 50% of teachers in all grades? What additional things might place my school on Governance non-compliance?

9. What happens if my Charter gets revoked? Which policy speaks to this and what are the steps?

10. As a charter, do my students have to take state level tests? Which policy speaks to this and what is the requirement? Where would I find all of the state level test?

11. What criteria would the CSAB and SBE consider if an applicant applied as an accelerated applicant?

12. What factors does the SBE consider in an assumption of an inadequate school? For both the assuming school and the existing school?

REFLECTION

What was *relatively easy* about locating and interpreting SBE policies?

What was most difficult?

How can you *lean on the expertise* of all board members to stay informed on policies and remain in compliance?

What action steps will your board take moving forward to stay informed? Might you carve out professional learning goals and time at each month's BOD meeting?

OTHER APPLICABLE SBE POLICIES

There are other SBE policies that either explicitly mention **charter schools** or are relevant to charters based on the language.

Language may include:
- Public School Unit
- All public schools
- All schools
- Any student(s) attending a public school
- Public school students

OTHER APPLICABLE SBE POLICIES

ACCR-000

ACCT-021

ACCT-038

ATND-000

DROP-000

EXCP-000

LICN series

SHLT-001

SPLN-000

SSCH-006

TEST series

Please note, if a policy is **NOT** mentioned above, this does not necessarily make it non-applicable to charters. Governing boards should research whether other SBE polices are applicable.

QUESTIONS?

Kittrell College - 19__

Our story begins with Mrs. Sallie Baldwin Howard...

Mrs. Howard grew up as a **sharecropper's daughter** in Wilson County, N.C. Although she started school late, she was an avid reader and storyteller by the age of 5. She graduated valedictorian of her Charles H. Darden High School class in 1938; worked as a playwright and actress in the American Negro Theater in Harlem; taught in the New York City public school system and traveled to over 40 countries.

SALLIE B.
HOWARD SCHOOL
OF ARTS & SCIENCE

My Sophomore
year at
Kittrell College
Taken at Wilson, 1942

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B

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"When I Lay Me Down to Die" (My Creed)

By Sallie B. Howard - circa 1948
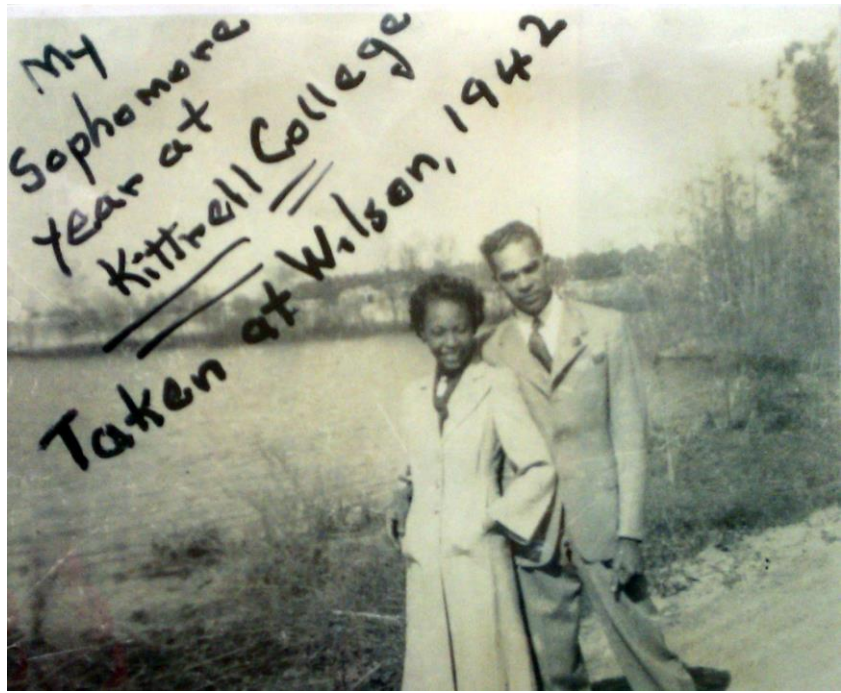
When I lay me down to die,
Have bade farewell this beauteous world
Of valleys green and oceans swirl,
Of fragrant blossoms and birds that sing.
Of happy voices with childlike ring,
Of ecstasy from lover's kiss;
Though ever more I'm done with this,
And my journey through eternity
To the dawn of nothing be:
I shall begin it cheerfully,
If little children let fall a tear
To express the love they bear,
And weep my passing from this earth
Because till death, yea – from birth,
For truth and goodness I have striven
Because of kindness I have given
If they should weep to have me stay
Because I've lighted up their way,
Then happy upon my couch I'll lie
When I lay me down to die.

In 1979, Mrs. Howard retired and returned to Wilson...

She continued her work in the community producing plays and performances for local youth at St. John AME Zion Church. It was at St. John where Mrs. Howard met Dr. JoAnne Woodard who she took under her wing. Soon after, a vision for a new way to serve Wilson's youth was born.

Inspired by Mrs. Howard, Dr. Woodard founded the Youth Enrichment Program in 1989...
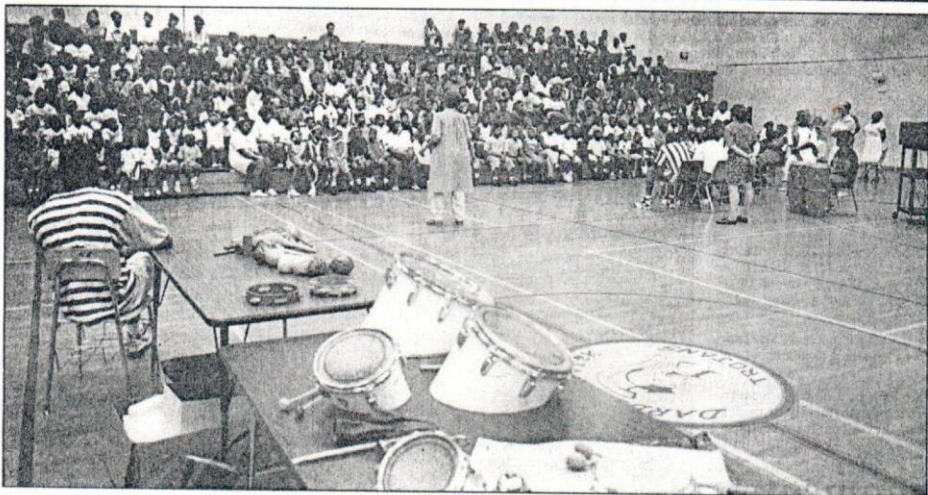
YEP was a summer camp offering educational and extra-curricular activities to local youth. The program was designed to enhance students' self-esteem and encourage academic achievement. YEP served 400 students each year for 8 consecutive summers.

Participants in the Youth Enrichment Program summer camp practice singing songs in Ki-Swahili for commencement exercises at Fike High School tonight.

(Photo by Keith Barnes)

This YEP summer camp 'best ever'

By Deanna Struthers
Daily Times Staff Writer

African-American History lessons and positive role models... left this...

Ms. Woodard attributes the camp's success to "very rich experiences" during field trips taken throughout the course of the five-week...

The trips were designed to educate and make a favorable, lasting impression on the children, exposing them to positive role models...

YOUTH ENRICHMENT PROGRAM

It became clear that YEP needed a permanent year-round presence in the community...

In 1996, YEP applied for and won one of North Carolina's first contracts to operate a public charter school. Thus, in 1997, the Sallie B. Howard School for the Arts & Education was established. The school opened with 283 students in grades K-6.

Our Study Abroad program was inscribed in our charter from the very beginning..

Since 1999, SBHS students have traveled to Egypt, Kenya, Tanzania, every state in Southern Mexico (from Mexico City to Cancun), India, China, Alaska, Australia, Cuba, Dubai and South Africa. This program encourages students to appreciate diversity and to view themselves as global citizens.

HOWARD SCHOOL
OF ARTS & SCIENCE
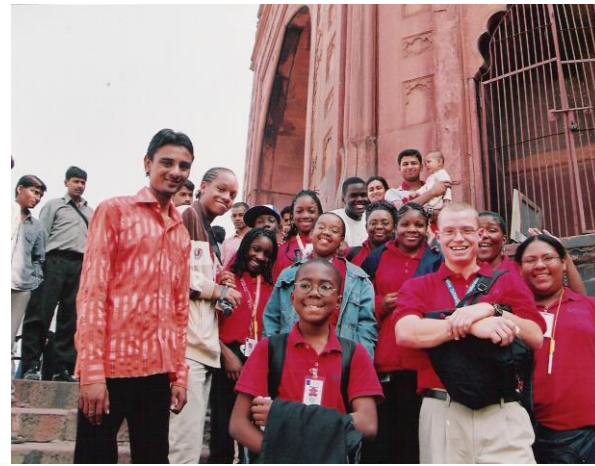
In 2001, we moved into a 76,000 sq ft re-purposed textile factory to accommodate our growing student body...

Today, SBHS is housed in a 125,000 sq ft facility on 9 acres of land. The campus includes 60 classrooms, a 720-seat auditorium, a cafeteria, gym, dance and visual arts studios and a newly-built middle-high school building that features a state-of-the-art biotechnology lab.

Our goal is to instill in every child – privileged or not – that they have greatness in them, and that they can be more than they ever thought they could be -- regardless of their income, race, or circumstance.

SALLIE B. HOWARD SCHOOL OF ARTS & SCIENCE

Our curriculum approach is inspired by Howard Gardner's theory of multiple intelligences, which acknowledges a variety of human abilities…

We engage students through a diverse array of educational experiences – study abroad, fine arts, STEM exposure, an international faculty – to help them build confidence and generate success in their academic journey.

Instructional methods such as chunking, aggressive monitoring, work habits and exit tickets are used in every classroom to develop students' analytical skills.
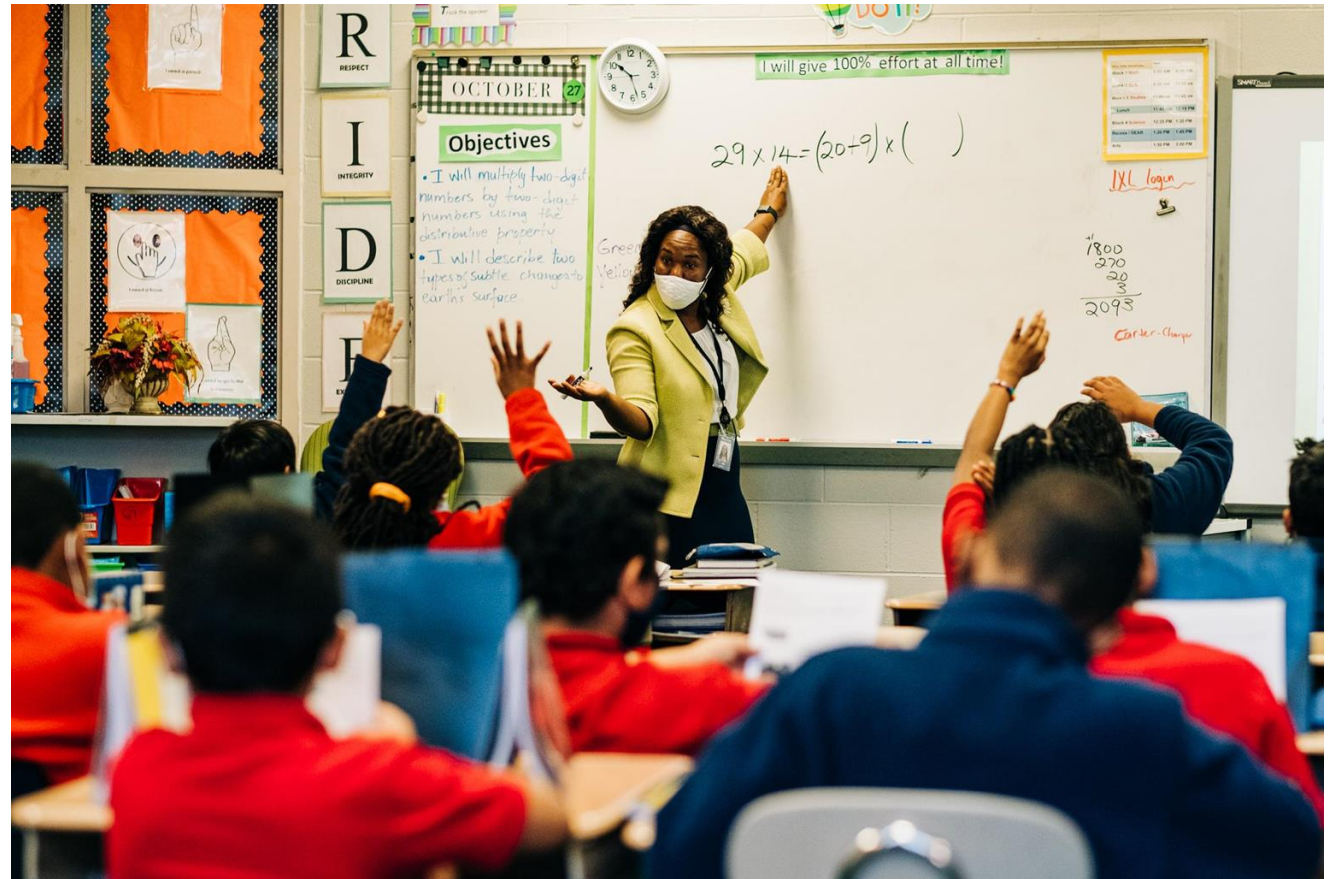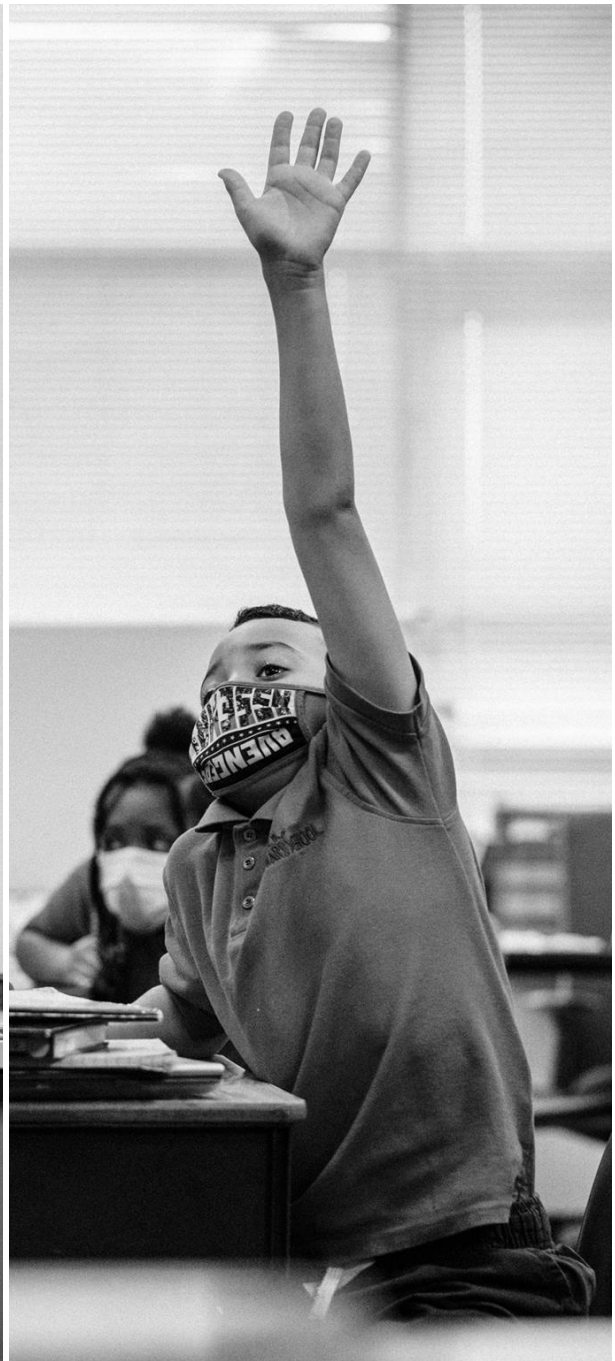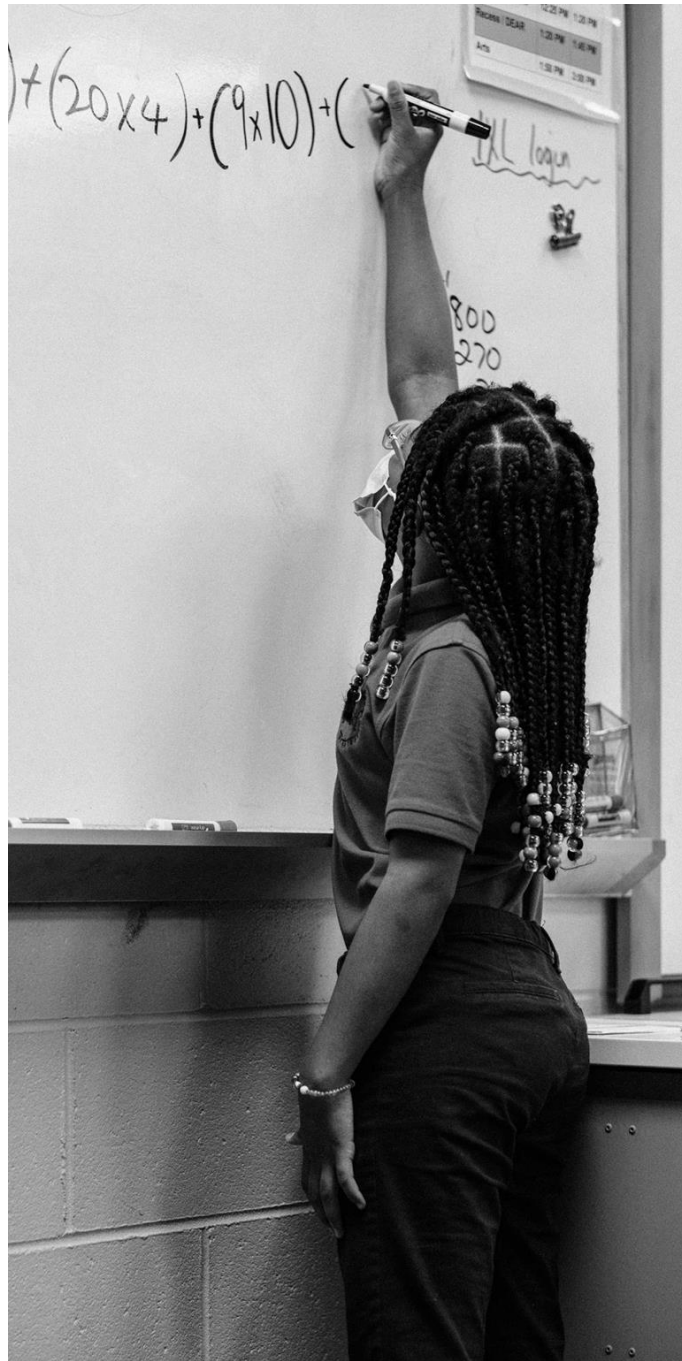
We take pride in the diversity at SBHS..

There are staff from almost every continent -- places like Mexico, Colombia, Jamaica, India, the Philippines, Haiti, Costa Rica, Canada, Guyana, Cuba and many more!

SALLIE B.
HOWARD SCHOOL
OF ARTS & SCIENCE

In 2020, the SBH High School of Arts & Science opened with 61 ninth and tenth grade students. The school offers a pre-professional curriculum including majors in Biotechnology, Dance, Music, Visual Art, and Theatre.

Our fully-equipped biotech training center provides students with skills that will not only prepare them for a lucrative career in NC's biotech industry, but will qualify them for lab tech jobs right out of high school.

In 2021, we were honored with the National Blue Ribbon School Award!

SBH was chosen as an "Exemplary Achievement Gap-Closing School" based on student performance on state exams in pre-covid years (2017, 2018, 2019).

We were the only charter school in NC to receive this award.

We believe that every child has value and is worthy of an education that prepares them for success in life.

www.salliebhowardschool.com

"We want every student to succeed at school and in life."

Casting the Vision

Sallie B. Howard School of Arts & Science

January 19, 2022

Mission

Our work at SBHS centers around making sure that everyone, every student, succeeds at school and in life. That is our mission. That is why we are here.

We know that every child has value and worthy of an education that prepares them for success in life

How Did We Get Here?

An unyielding and unwavering clarity of purpose. Who we are serving and why we are serving students and families historically left out of and neglected in traditional systems of education.

Making a Difference

"I want to be somewhere, work somewhere, where my presence makes a difference in the lives of others. Where if I am not there to do my job, the people I serve will miss out on something important. I have felt in some settings, that my students would be just fine if I am not there. They have all the people and support they need to succeed at school and in life. Where I want to be is in a setting where I matter, my instruction matters, where I am the difference in students learning and mastering lessons, falling in love with learning and see a future for themselves."

Impact of COVID Disruptions

1. 1 ½ years disconnected from students and each other and fearing our own survival; interrupted, disrupted and weakened instruction, resulting in severe learning losses yet to be recovered.

1. Restoring, refocusing, renewing, remembering why we are here – to be the difference in every student succeeding at school and in life – is vitally important in achieving that goal for our students and ourselves.

SALLIE B.
HOWARD SCHOOL
OF ARTS & SCIENCE

We Do This Together - As One Body

- United as one body, one team, on a single mission, a common purpose – to see every student succeed at school and in life.

- You have a head start on fulfilling your mission. You have a talented team of educators and staff who love children, want to see them succeed, and willing to work together to achieve our common goal.

SALLIE B.
HOWARD SCHOOL
of ARTS & SCIENCE

Do This Together - As One Body (cont.)

- You have leaders, coaches, teachers, and staff to support one another in preparing and delivering effective instruction that consistently produce high achievement results for all students when we apply these practices consistently and with fidelity.

- Begin today with instructional leaders giving a deep dive into instructional habits, brain research, and a mindset that when consistently applied in practice with fidelity, will produce higher levels of learning for all students.

- This is only the beginning, not the end, of your journey to 'Excellence Without Excuse'.

SALLIE B.
HOWARD SCHOOL
OF ARTS & SCIENCE

Next up!

- Application/Enrollment reports every month, starting in February through the opening and facility updates.

- March 2022/RTO1 resubmissions- insufficient rating requires a resubmission.

- May 2022 RTO2 due. EC items will be reviewed externally by the EC division.

- June CSAB meeting appearance for all schools.

- Governance Strengthening Exercises: See Epicenter RTO2 and the back of your Planning Year agendas. I hope you have been doing this homework throughout the year

- Mark you calendars for June 8th & 9th; your school leader and one BOD members must attend BOTH days of the New Charter Leaders Institute. **Failure to attend means you will not be recommended for successful completion of the Planning Year.**

Guidelines for CSAB RTO Decision-Making

Issue	Minimum Standard
Enrollment	75% of projected enrollment by June 1st
Facility	• Substantial progress toward attaining Certificate of Occupancy for Educational Use 30 days before opening day • Valid comprehensive contingency plan in place 60 days before opening day
Budget	Valid budget reflecting break-even number by June 1st
RTO Progress Report	<u>All</u> evidence checklist categories rated as emerging or quality (<u>no</u> insufficient ratings)

Public Schools of North Carolina

1