



Central Carolina Regional Educational Service Alliance

Serving School Districts in the Heart of North Carolina

Meeting: Board of Directors

Date: October 27, 2017

Time: 9 a.m. – 1 p.m.

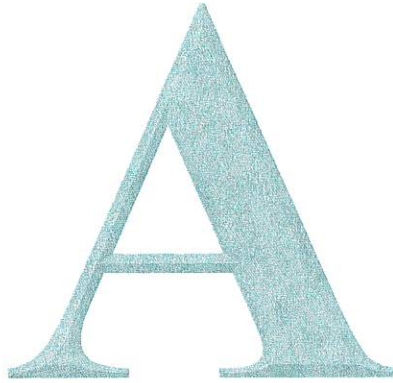
Location: Assembly Hall

Agenda

Time	Agenda Item	Presenter	Notes/Links
8:30	Refreshments and Networking with Colleagues		Come early, beat the traffic and enjoy refreshments and conversation with your colleagues
9:00	Call to Order, Welcome Guests, Announcements, Celebrations	Monica Smith-Woofter	
9:05	Approval of September 29, 2017 Minutes	Monica Smith-Woofter	
9:10	Approval of Financial Report for September 2017	Jim Merrill	
9:15	Update on LATP and other CCRESA programming	Neil Pedersen Lisa Sonricker Tricia Hilliard	<ul style="list-style-type: none"> • LATP • Future-Focused Schools • EdLeader21 • Equity and PD meetings • Book studies • Councils • Collaborative Meetings
9:50	Update from the NC Professional Educator Preparation and Standards Commission (PEPSC)	Patrick Miller	Patrick was elected to chair this commission and the commission has held one meeting thus far. This may have implications for our LATP program.
10:00	Repercussions of class size legislation.	Jim Merrill	Jim will facilitate a discussion of how districts are addressing compliance with the class size legislation. You may also want to discuss Issues around reporting of class size, including the affidavit that you are required to sign.
10:20	Break		

10:35	Discussion of Plans for Legislative Breakfast	Neil Pedersen	Review proposal for holding a legislative breakfast on December 13 th prior to regularly scheduled Board meeting.
11:00	Issues likely to arise during the January session of the General Assembly and other legislative issues	Katherine Joyce	Katherine Joyce, Ex. Director of NCASA, will be joining us to share information that she has on this topic.
11:45	Other Issues board members would like to raise	Monica Smith-Woofter	
12:00	Adjourn to Lunch		Dana will provide a delicious lunch for you. Please stay around and further pursue topics of common interest with your colleagues
1:00	Ending time for lunch		

Next Meeting: December 13, 2017



September 29th Meeting
Minutes

Central Carolina RESA Board of Directors Meeting
7208 Falls of Neuse Rd., Raleigh, NC
September 29, 2017
9:00 a.m. – 12:00 p.m.
Minutes

Board of Directors

Aaron Beaulieu (Durham), Valerie Bridges (Edgecombe), Pascal Mubenga (Franklin), Alisa McLean (Granville), Patrick Miller (Greene), Eric Cunningham (Halifax), Ross Renfrow (Johnston), Shelton Jefferies (NRMPS), Monica Smith-Woofter (Northampton), Todd Wirt (Orange), Amy Seate (Person designee), Ethan Lenker (Pitt), Lowell Rogers (Roanoke Rapids designee), Anthony Jackson (Vance), Linda Mason (Warren designee), Jim Merrill (Wake), and Lane Mills (Wilson).

Affiliate Member Representatives

Marjorie Ringler (ECU) and Barbria Bacon (ESDB).

Special Guests

Deidre Simmons. Maddison & Caison
Amy Simonson, Verity Asset Management

Staff

Neil Pedersen, Dana Stutzman, Lisa Sonricker, and Patricia Hilliard.

Call to Order

President Todd Wirt, called the meeting to order at 9:10 a.m. He welcomed all Board Members and gave special recognition to Dr. Marjorie Ringler from East Carolina University who is now the Interim Chair for the College of Education, Dr. Alisa McLean, the new Superintendent of Granville County Schools, and Aaron Beaulieu, the interim Superintendent for Durham County Schools.

Approval of Minutes

Dr. Wirt asked members to review the minutes from the May 5, 2017 Board of Directors meeting. Patrick Miller moved and Jim Merrill seconded approval of the minutes. The minutes were approved by a unanimous vote.

Approval of Financial Statements

Dr. Merrill, the CCRESA's Secretary/Treasurer, reviewed the financial reports from May and June of the previous fiscal year, noting the healthy status of the CCRESA's bank account due to the grant funding from LATP and DLC. The CCRESA came in at or under budget for all line items for the 2016-2017 Fiscal Year except for the Salary & Benefits line item, which is due to switching to a bi-monthly payroll. The Board was asked to review and approve the 2017-2018 Budget Amendments along with the Financial Reports for July and August. Ross Renfrow moved and Monica Smith-Woofter seconded the motion to approve the May

2017, June 2017, July 2017, and August 2017 Financial Reports, and Budget Amendments. The Reports and Amendments were approved by a unanimous vote.

Review of FY 2017 Audit

Deidra Simmons from the accounting firm Maddison & Caison presented the audit findings to the Board. Overall the CCRESA is in very favorable condition and the audit found all financials to be in good standing, and in accordance with standard accounting principles. One noted deficiency is the segregation of duties, but due to the small size of the CCRESA staff, this deficiency is not able to be overcome. They recommend the Board remain actively involved with the financial affairs of the organization. Ms. Simmons noted that as a non-profit the CCRESA needed to be aware of the Schedule of Functional Expenses. Due to the amount of programming the CCRESA offers, we maintain a healthy distribution of expenses between Program Services and Management, with the focus being on Program Services.

Ms. Simmons also wanted to bring SB 304 to the Board's attention. This law states that every four years the State may require any non-profit to be audited by a state appointed auditor at the non-profit entity's expense.

The CCRESA Audit Committee, Pascal Mubenga, Ross Renfrow, and Shelton Jefferies, reviewed the audit findings in advance of the meeting and found all financials to be in order and did not have any additional recommendations.

Approval of Resolutions on 403(b) Retirement Plan

After the Board approved the 403(b) Retirement Plan during the May 5th Board Meeting, the CCRESA contracted with Amy Simonson of Verity Asset Management to support the implementation of the Plan. The Retirement Plan Committee selected T. Rowe Price as record keeper and third party administrator. The CCRESA contributes 10% to each employee and pays an annual fee to Verity and T. Rowe Price for maintaining the plan.

The Board reviewed the Resolution to adopt a Retirement Plan Committee Charter to perform the responsibilities and duties of the Plan. The initial members of the Committee include the Treasurer, Executive Director (Committee Chair), and Office Manager. It was suggested to amend the resolution to include a member at large appointed annually by the Board. With this amendment, Alisa McLean moved to adopt the Resolution, Monica Smith-Woofter seconded, and the Resolution was approved unanimously.

LATP Program Update

Dr. Pedersen introduced our new employees, Lisa Sonricker, the LATP Program Director, and Dr. Patricia Hilliard, the Lead Instructor. They officially joined the RESA on August 1st and have been hard at work creating curriculum and building relationships with the teachers, mentors, and coaches to ensure a successful launch of the LATP Program.

We have a total of 86 teachers across 11 school districts participating in the first year. The 11 districts are divided into 5 cohorts and will receive 150 hours of face-to-face class time

from Ms. Sonricker, Dr. Hilliard, and a third instructor from Wake County. Participants will also receive an additional 150 hours of mentoring and coaching. Teachers will be responsible for logging their hours in the online system and coaches and mentors will be able to approve the logs.

The CCRESA will be collecting \$4,000 per participant from the school districts and then each participant will repay \$1,000 to the district. The LAMP Program is self-sustaining once we reach 100 participants. The LAMP Grant Funding will be used to cover the shortage this year, but in the future we anticipate having at least 100 participants.

Superintendents inquired about the feasibility next year of a mid-year cohort and of including elementary teachers.

Innovative School District

The NC Innovative School District narrowed the list of low performing schools eligible for the new statewide school district to six. Out of the six schools listed, four are from CCRESA member districts. Superintendent Eric Hall is meeting with district administration and county commissioners of the schools named on the list. Eric Hall will recommend to the State Board of Education in December two schools to be part of the ISD. If an LEA decides to partner with ISD they will give up governance of the school for a minimum of 5-8 years. If they choose not to partner, the school must be closed down. Northampton, Durham, and Nash-Rocky Mount have serious reservations about participating in the ISD.

Principal Salary Schedule

Some state legislators are aware that there are several unintended consequences associated with the new Principal Pay Schedule. There is a sense that there will be some tweaking of the legislation, but no major changes. Action could be taken during an upcoming special session or when the short session is convened in May.

Class Size HB13

There are some rumors circulating that the General Assembly may hold a special session in January to address the hardships of the K-3 class size restrictions. Several districts statewide are submitting information to the General Assembly to show the impact this law would have on their schools. Superintendents are discouraged from sharing emotional opinions about the legislation; however, the General Assembly may be receptive to objective, factual data. It's also acknowledged that parents, teachers, and principals have more sway in this discussion.

The Board discussed trying to schedule a meeting with elected officials that represent our region. A breakfast meeting at the CCRESA with an opportunity for presentations and discussions seems feasible and was supported by the majority of the board. The committee

that was appointed last year to consider such a meeting (Patrick Miller, Dain Butler, and Todd Wirt) will look into the timing of this meeting and report back to the Board.

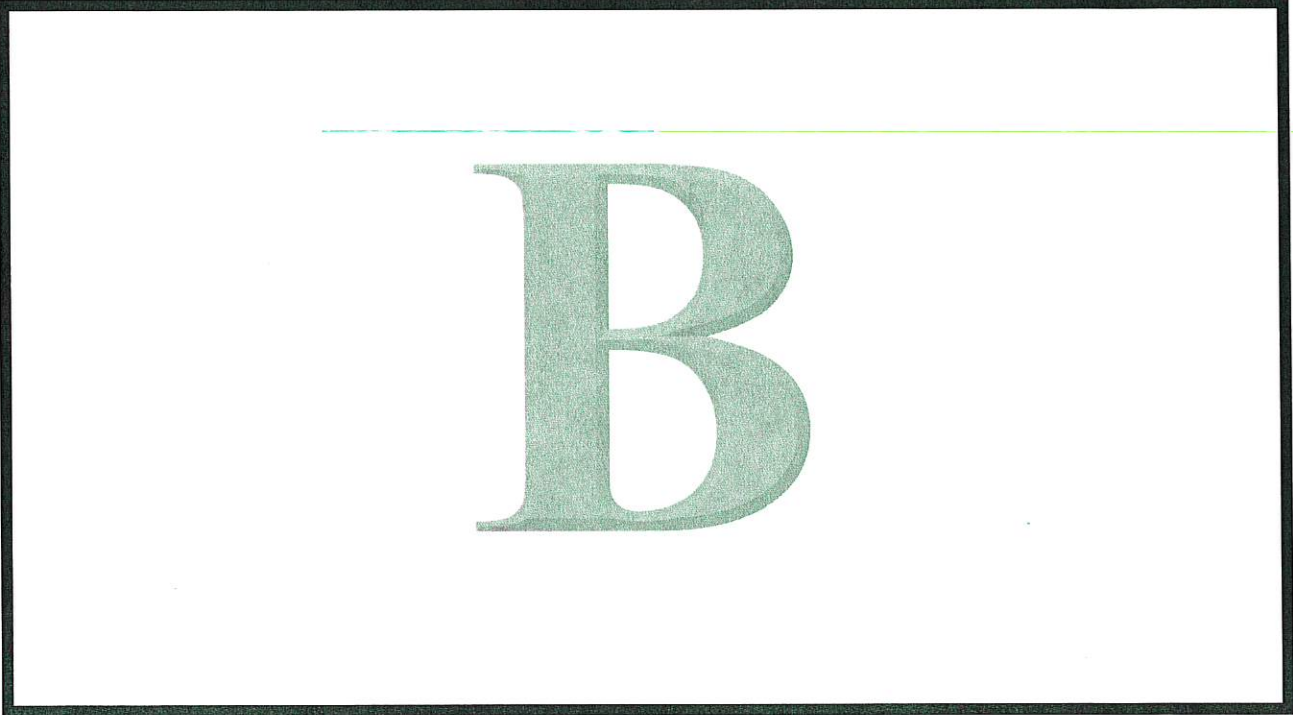
Future-Focused Schools

Dr. Pedersen encouraged Superintendents to send a team or at least one or two representatives to next week's sessions facilitated by Connie Kamm. The session on October 5th is for Instructional Leadership Teams and the one on October 6th is for principals and assistant principals.

The meeting adjourned at 12:00pm.

Respectfully submitted,

Jim Merrill
Treasurer/Secretary



B

Financial Reports



Central Carolina
Regional Educational Service Alliance
Serving School Districts in the Heart of North Carolina

To: CCRESA Board of Directors
From: Jim Merrill
CCRESA Secretary/Treasurer
Date: 10/27/17
Re: September 2017 Financial Report

STATEMENT OF FINANCIAL POSITION

SEPTEMBER

On September 30, 2017 the CCRESA's bank accounts totaled \$867,071.57. We have received all Membership Dues for the 2017-2018 school year, a total of \$241,739.

Outstanding Liabilities amounted to \$10,059.21. The balances in each of our bank accounts at the end of September were as follows:

BB&T Checking	\$559,512.16
CapitalOne 360 Business Account	\$101,404.62
First Internet Bank CD	\$206,154.79

STATEMENT OF ACTIVITY

SEPTEMBER

During the month of September the CCRESA spent \$37,863.52. The breakdown by class is as follows:

DLC	\$0
LATP	\$19,837.05
RESA	\$18,026.47

The following programming was offered:

- September 19th – PIO Council
- September 20th – Principal Council
- September 26th – C&I/Technology Council
- September 28th – HR/Finance Council Joint Meeting
- September 29th – BOD Meeting
- LATP classes, make-up Saturday, and many other meetings and activities

In September we earned \$287.12 through our CapitalOne 360 Business Account and our 36 Month CD with First Internet Bank. Member districts participating in the LAMP Program have been invoiced for the participant and district fees for a total of \$340,000. Program fees were due on October 15, 2017. You will receive an update at the Board meeting regarding the status of the payment of these fees.

BUDGET VS. ACTUALS

No budget lines are overspent, and three months into the current fiscal year, the CCRESA has spent about 12% of its overall budget, a total of \$116,763.80. With the advent of the LAMP grant, our overall budget this year is in excess of \$1.2 million. Below we provide a summary of where we stand at this point in the year.

Traditional RESA Operations

Our spending this year is projected to be very much in line with our budget. A line item that has usually been underspent is Consultant Services; however, at this time approximately \$40,000 of the \$60,438 budgeted is committed for this year, primarily for the ten-day Future-Focused Schools program. As you may recall, because we've been carrying approximately a \$500,000 fund balance forward each year, our budget assumes that expenses will exceed revenues by \$80,000. I expect that the over-expenditure this year will be somewhere between \$60,000 to \$80,000.

Digital Learning Competencies Grant from DPI

We will receive approximately \$44,000 from DPI this year to support programming associated with the DLC grant. We have already spent \$21,994 due to large offerings this summer for teachers. Because enrollment in programs during the year generally fall below DPI projections and money is built into the budget for Dana's and my time, we estimate that we will end the year with a surplus of approximately \$10,000.

Local Alternative Teacher Preparation Program

We have 85 teachers enrolled in the LAMP program for which districts pay the CCRESA \$3000 and teachers pay \$1000. We are billing districts \$4000 and they are recouping \$1000 from teachers, usually through payroll reduction. This arrangement was agreed upon with the district staff. Our budget is based on having an enrollment of 100 teachers; therefore, we are anticipating \$340,000 in revenue rather than \$400,000. The good news is that we received \$300,000 in start-up funds from DPI, and approximately \$100,000 remains uncommitted. We believe we can charge some of the payroll expenses for the two LAMP staff members (who are Wake County Public Schools employees) to the grant, which will make up for the \$60,000 shortfall in revenues. We should be fine for this year; however, it is anticipated that the CCRESA will make a financial contribution to the LAMP program in future years. This has been the thinking all along.

Central Carolina RESA

STATEMENT OF FINANCIAL POSITION

As of September 30, 2017

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
100 BB&T Checking	559,512.16
110 BB&T Money Market	0.00
120 Capital One 360	101,404.62
130 FIB CD	206,154.79
Total Bank Accounts	\$867,071.57
Accounts Receivable	
Accounts Receivable (A/R)	340,000.00
Total Accounts Receivable	\$340,000.00
Other Current Assets	
Prepaid dues - offset	0.00
Sales Tax Receivable	2,222.58
Undeposited Funds	0.00
Total Other Current Assets	\$2,222.58
Total Current Assets	\$1,209,294.15
Fixed Assets	
Accumulated Depreciation	-1,151.01
Computer Equipment	870.00
Meeting Furniture	870.00
Office Furniture	1,365.00
Website	4,500.00
Total Fixed Assets	\$6,453.99
TOTAL ASSETS	\$1,215,748.14
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	2,032.34
Total Accounts Payable	\$2,032.34
Credit Cards	
200 Credit Card - DS	2,274.30
210 Credit Card - NP	451.78
231 Credit Card - LS	71.81
Total Credit Cards	\$2,797.89
Other Current Liabilities	
240 Prepaid Dues	0.00
245 LATP Grant Money	0.00
250 Payroll Liabilities	
Federal Taxes (941/944)	1,188.98
NC Income Tax	540.00

	TOTAL
NC Unemployment Tax	0.00
T. Rowe Price	0.00
Total 250 Payroll Liabilities	1,728.98
Benefits Payable	3,500.00
Direct Deposit Payable	0.00
Total Other Current Liabilities	\$5,228.98
Total Current Liabilities	\$10,059.21
Total Liabilities	\$10,059.21
Equity	
Retained Earnings	450,412.70
Net Revenue	755,276.23
Total Equity	\$1,205,688.93
TOTAL LIABILITIES AND EQUITY	\$1,215,748.14

Central Carolina RESA

STATEMENT OF ACTIVITY BY CLASS

September 2017

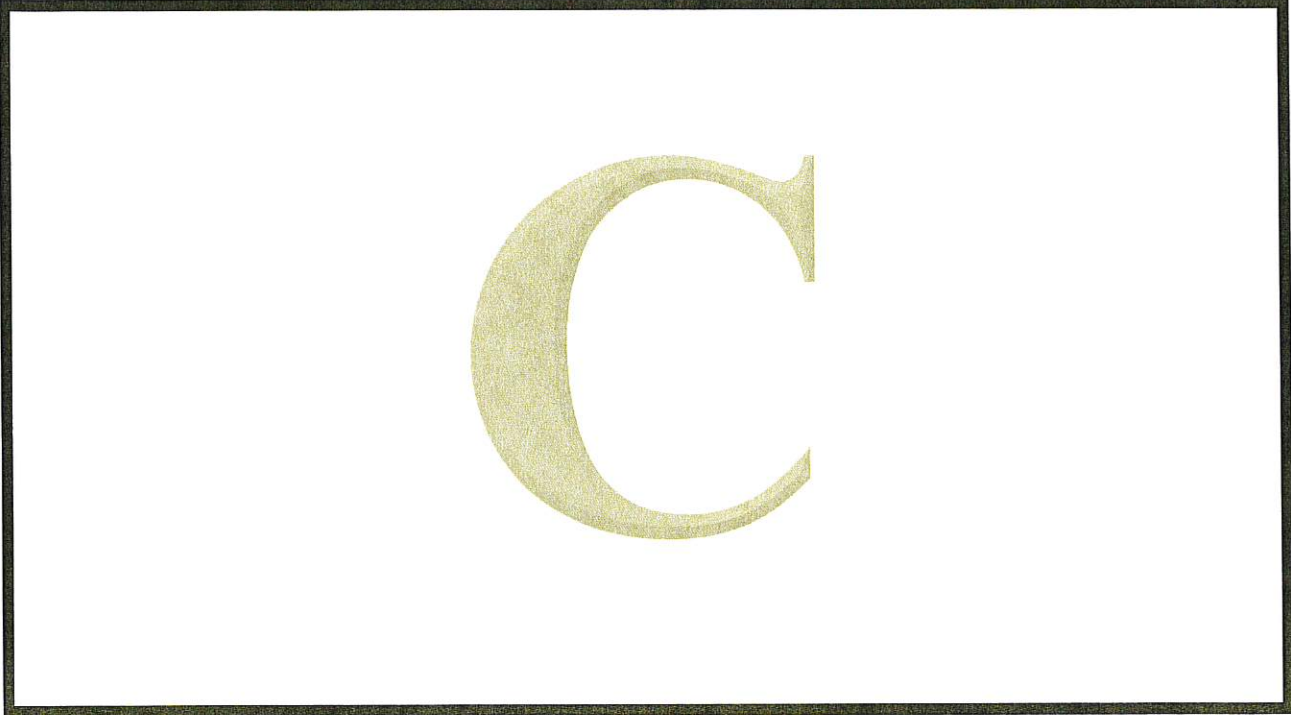
	LATP	RESA	TOTAL
REVENUE			
430 Interest Income		287.12	\$287.12
440 LAMP Program Fees			\$0.00
LAMP - District Fees	255,000.00		\$255,000.00
LAMP - Participant Fees	85,000.00		\$85,000.00
Total 440 LAMP Program Fees	340,000.00		\$340,000.00
450 Sales Tax Reimbursement		755.56	\$755.56
Total Revenue	\$340,000.00	\$1,042.68	\$341,042.68
GROSS PROFIT	\$340,000.00	\$1,042.68	\$341,042.68
EXPENDITURES			
500 Salary & Benefits			\$0.00
Employer Taxes		880.52	\$880.52
Executive Director Compensation		6,333.34	\$6,333.34
Executive Director Retirement Contribution		633.34	\$633.34
Office Manager Compensation		5,176.66	\$5,176.66
Office Manager Retirement Contribution		517.66	\$517.66
Total 500 Salary & Benefits		13,541.52	\$13,541.52
525 Professional Services			\$0.00
Insurance		43.83	\$43.83
Payroll & Accounting		48.00	\$48.00
Total 525 Professional Services		91.83	\$91.83
550 Office Occupancy			\$0.00
Custodial Services		140.00	\$140.00
Recycling		95.80	\$95.80
Rent		1,775.00	\$1,775.00
Total 550 Office Occupancy		2,010.80	\$2,010.80
575 Communications			\$0.00
Gmail/Website		66.66	\$66.66
Telephone/Internet		412.38	\$412.38
Total 575 Communications		479.04	\$479.04
600 Office Supplies & Expenses			\$0.00
Copier Lease		207.81	\$207.81
Supplies & Materials		419.79	\$419.79
Total 600 Office Supplies & Expenses		627.60	\$627.60
625 Professional Development			\$0.00
Food & Beverage		989.02	\$989.02
Staff Travel		224.10	\$224.10
Total 625 Professional Development		1,213.12	\$1,213.12
700 Sales Tax Paid	48.09	61.98	\$110.07
915 LAMP Grant Start-Up Expenses			\$0.00
LATPS - Contracted Services	18,606.00		\$18,606.00
LATPS - Food & Beverage	470.16		\$470.16

	LATP	RESA	TOTAL
LATPS - Supplies	281.91		\$281.91
LATPS - Travel	430.89		\$430.89
Total 915 LATP Grant Start-Up Expenses	19,788.96		\$19,788.96
Bank Charges		0.58	\$0.58
Payroll Expenses			\$0.00
Company Contributions			\$0.00
Retirement		0.00	\$0.00
Total Company Contributions		0.00	\$0.00
Total Payroll Expenses		0.00	\$0.00
Total Expenditures	\$19,837.05	\$18,026.47	\$37,863.52
NET OPERATING REVENUE	\$320,162.95	\$ -16,983.79	\$303,179.16
NET REVENUE	\$320,162.95	\$ -16,983.79	\$303,179.16

Central Carolina RESA
Budget vs. Actuals: 2017-2018 Budget - FY18 P&L
 July 1, 2017 - September 30, 2017

	Total			
	Actual	Budget	over Budget	% of Budget
Revenue				
400 Dues Income	241,739.00	241,739.00	0.00	100.00%
420 Grant Income			0.00	
DLC Grant Funding	21,994.00	43,988.00	-21,994.00	50.00%
LATP Grant Funding	266,092.00	266,092.00	0.00	100.00%
Total 420 Grant Income	\$ 288,086.00	\$ 310,080.00	-\$ 21,994.00	92.91%
430 Interest Income	879.47	4,200.00	-3,320.53	20.94%
440 LATP Program Fees			0.00	
LATP - District Fees	255,000.00	300,000.00	-45,000.00	85.00%
LATP - Participant Fees	85,000.00	100,000.00	-15,000.00	85.00%
Total 440 LATP Program Fees	\$ 340,000.00	\$ 400,000.00	-\$ 60,000.00	85.00%
450 Sales Tax Reimbursement	755.56	2,400.00	-1,644.44	31.48%
460 Rental Fees	580.00		580.00	
Total Revenue	\$ 872,040.03	\$ 958,419.00	-\$ 86,378.97	90.99%
Gross Profit	\$ 872,040.03	\$ 958,419.00	-\$ 86,378.97	90.99%
Expenditures				
500 Salary & Benefits			0.00	
Employer Taxes	2,641.55	11,700.00	-9,058.45	22.58%
Executive Director Compensation	19,000.02	76,000.00	-56,999.98	25.00%
Executive Director Retirement Contribution	1,900.01	7,600.00	-5,699.99	25.00%
Office Manager Compensation	15,529.98	62,120.00	-46,590.02	25.00%
Office Manager Retirement Contribution	1,552.98	6,212.00	-4,659.02	25.00%
Total 500 Salary & Benefits	\$ 40,624.54	\$ 163,632.00	-\$ 123,007.46	24.83%
525 Professional Services			0.00	
Attorney Fees		1,000.00	-1,000.00	0.00%
CPA Firm/Yearly Audit		5,000.00	-5,000.00	0.00%
Financial Management	1,500.00	3,000.00	-1,500.00	50.00%
Insurance	311.36	2,032.00	-1,720.64	15.32%
Payroll & Accounting	134.00	875.00	-741.00	15.31%
Total 525 Professional Services	\$ 1,945.36	\$ 11,907.00	-\$ 9,961.64	16.34%
550 Office Occupancy			0.00	
Custodial Services	560.00	1,680.00	-1,120.00	33.33%
Recycling	191.60	550.00	-358.40	34.84%
Rent	7,100.00	21,300.00	-14,200.00	33.33%
Total 550 Office Occupancy	\$ 7,851.60	\$ 23,530.00	-\$ 15,678.40	33.37%
575 Communications			0.00	
Gmail/Website	103.24	1,520.00	-1,416.76	6.79%
Telephone/Internet	675.41	3,912.00	-3,236.59	17.27%
Total 575 Communications	\$ 778.65	\$ 5,432.00	-\$ 4,653.35	14.33%
600 Office Supplies & Expenses			0.00	
Copier Lease	643.42	2,300.00	-1,656.58	27.97%
Printing	27.27	1,000.00	-972.73	2.73%
Supplies & Materials	934.07	3,000.00	-2,065.93	31.14%
Total 600 Office Supplies & Expenses	\$ 1,604.76	\$ 6,300.00	-\$ 4,695.24	25.47%
625 Professional Development			0.00	
Contracted Consultants		60,438.00	-60,438.00	0.00%
Food & Beverage	1,896.04	25,000.00	-23,103.96	7.58%
Mileage Reimbursement	257.34	500.00	-242.66	51.47%
Registration Fees		1,500.00	-1,500.00	0.00%
Room/Equipment Rental		6,000.00	-6,000.00	0.00%
Staff Travel	257.42	5,000.00	-4,742.58	5.15%

Supplies/Books/Materials	2,680.12	8,000.00	-5,319.88	33.50%
Total 625 Professional Development	\$ 5,090.92	\$ 106,438.00	-\$ 101,347.08	4.78%
650 Capital Outlay			0.00	
Furniture	597.60	3,500.00	-2,902.40	17.07%
Technology		1,000.00	-1,000.00	0.00%
Total 650 Capital Outlay	\$ 597.60	\$ 4,500.00	-\$ 3,902.40	13.28%
700 Sales Tax Paid	-230.65	2,400.00	-2,630.65	-9.61%
900 DPI Programming			0.00	
DLC - Administrative Costs		9,000.00	-9,000.00	0.00%
DLC - Food & Beverage	5,022.90	18,788.00	-13,765.10	26.73%
DLC - Room/Equipment Rental	5,000.00	15,000.00	-10,000.00	33.33%
DLC - Travel/Mileage	62.60	1,200.00	-1,137.40	5.22%
Total 900 DPI Programming	\$ 10,085.50	\$ 43,988.00	-\$ 33,902.50	22.93%
910 LAMP Programming			0.00	
LAMP - Contracted Services		215,750.00	-215,750.00	0.00%
LAMP - Food & Beverage		40,000.00	-40,000.00	0.00%
LAMP - Praxis II Materials & Fees		22,000.00	-22,000.00	0.00%
LAMP - Printing		2,500.00	-2,500.00	0.00%
LAMP - Room/Equipment Rental		12,500.00	-12,500.00	0.00%
LAMP - Supplies		5,000.00	-5,000.00	0.00%
LAMP - Travel/Mileage		19,500.00	-19,500.00	0.00%
Total 910 LAMP Programming	\$ 0.00	\$ 317,250.00	-\$ 317,250.00	0.00%
915 LAMP Grant Start-Up Expenses			0.00	
LATPS - Contracted Services	37,060.00	224,092.00	-187,032.00	16.54%
LATPS - Food & Beverage	470.16	15,000.00	-14,529.84	3.13%
LATPS - Furniture	3,607.87	8,000.00	-4,392.13	45.10%
LATPS - Room/Equipment Rental		5,000.00	-5,000.00	0.00%
LATPS - Supplies	2,738.16	5,000.00	-2,261.84	54.76%
LATPS - Technology	4,027.61	5,000.00	-972.39	80.55%
LATPS - Travel	511.14	4,000.00	-3,488.86	12.78%
Total 915 LAMP Grant Start-Up Expenses	\$ 48,414.94	\$ 266,092.00	-\$ 217,677.06	18.19%
Bank Charges	\$ 0.58			
Total Expenditures	\$ 116,763.80	\$ 951,469.00	-\$ 834,705.20	12.27%
Net Operating Revenue	\$ 755,276.23	\$ 6,950.00	\$ 748,326.23	10867.28%
Net Revenue	\$ 755,276.23	\$ 6,950.00	\$ 748,326.23	10867.28%



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Programming Update



**Central Carolina
Regional Educational Service Alliance**
Serving School Districts in the Heart of North Carolina

TO: Board of Directors
 FROM: Neil Pedersen
 Executive Director
 SUBJ: Update on LATP and Other CCRESA Programming
 DATE: October 27, 2017

Local Alternative Teacher Preparation

Number of LATP teachers by District:

Cohort	District	Teachers	Teachers in Cohort
1	Person	5	34
	Durham	23	
	Granville	6	
2	Roanoke Rapids	2	9
	Warren	2	
	Northampton	1	
	Halifax	4	
3	Johnston	12	13
	Wilson	1	
4	Franklin	4	26
	Wake	22	
5	Pitt	6	6
Total			88

LATP Teachers by Licensure Area:



Curricular plan through December:

Month	Session #	Topic	Contact Hrs
August	Session 1	Introduction to the LAMP Challenging Assumptions, Professionalism, and Strong Start Procedures	6.5
September	Session 2	Emotionally Safe Learning Environments Classroom Structures and Building Relationships	3
	Session 3	Upholding Safe Learning Environments Equitable Teaching Practices & Messaging	3
October	Session 4	Instructional Design Overview & Elements Unpacking Standards and Developing Assessments	3
	Session 5	Instructional Design Framework Scaffolding Learning	3
November	Session 6	Instructional Design Analysis Intentional Planning	2.5
	Session 7	Foundations of Reading for Learning	2.5
December	Session 8	Instructional Design Review Video Reflection and Feedback	2.5

Coaching support:

4-day Cognitive coaching training	RTI Facilitator	July 25-27, December 8
2 days of face-to-face support	RTI Coach	Throughout the year
2 virtual visits	RTI Coach	Throughout the year
Monthly Coach PLCs	LAMP Team	Throughout the year

Payments received:

We have received	\$128,000
Overdue	\$212,000
Not yet billed	\$16,000
Total	\$356,000

Future-Focused Schools

Earlier this month, Connie Kamm delivered two days of high quality professional development that provided a glimpse of where education is heading and how educators and educational systems need to adapt. On the first day, which was for Instructional Leadership Teams, we had 12 teams attending from the following school districts: CHCCS, Durham, Franklin, Granville, Halifax, Johnston, Northampton,

Orange, Person, Pitt, Roanoke Rapids, and Vance. The feedback was very positive and here are quotes from two participants about their “key learnings”:

I thought that the information and activity on Thinking Dynamically, Knowing Others, Caring about Others, and Engaging with Others was very intriguing and informative. Reading the articles gave me food for thought. And the video on Adaptive Mindset was very insightful.

In order for schools to be future-focused, we need to think dynamically, teach students how to know oneself through modeling how to become big thinkers, encourage cultural awareness and empathy for others through caring for others, and improve engaging with others by building connections, and creating a balance with social skills.

On the second day, we had 49 principals (a few assistant principals) attending from 12 different districts. About one-half of the day overlapped with what was shared with the Instructional Leadership Teams and the remainder focused on developing healthy cultures in schools compatible with future-focused schools.

Administrators who missed the first day are welcome to attend the next sessions on December 14-15. Districts that did not participate in the first set of sessions also can attend the next series. We just need to hear from superintendents with a list of participants for the Instructional Leadership Team sessions and/or the principal sessions.

EdLeader21

We now have four districts that have joined EdLeader 21; Wake, Orange, Johnston and Pitt. I attended the EdLeader21 annual conference in early October along with teams from Wake and Orange. I am in the process of convening an EdLeader21 user group to plan how the districts can support each other and, possibly, how to collaborate with non-member districts. I also would point out that the educational philosophy that EdLeader21 promotes is very consistent with that of Connie Kamm; therefore, these programs complement each other. I have included in your packet some examples of the work that EdLeader21 districts have done in defining a profile of a graduate from their schools. EdLeader21 has made a set of tools available to all school districts to use in developing such profiles.

Upcoming Equity and Professional Development Meetings

We have scheduled two opportunities for those who are interested in promoting equity in their districts to come together to become informed about the work that other member districts are doing in this area and, perhaps, to identify one or more initiatives that our RESA could support. The first meeting of the Equity Group is on December 6th. We hope that all of our districts will send at least one staff member so that we can shape the work of this group around member districts’ needs. Interested parties can register on our website (www.ccreesa.net).

Similarly, we will convene staff members from each district who have responsibility for designing and offering professional development on November 16th. The purpose of this group is to share information about how they are approaching PD in their districts and to advise me on what professional development they would like the CCRESA to provide. Again, interested parties should register on our website.

Book Studies

We held our first book study of the year earlier this month. Most of the book study groups are full (approximately 20 participants each). I find that participants really enjoy and value spending a day with colleagues processing a professional book. In many cases they confess that they wouldn't otherwise read a whole book and they indicate that it is rare that they can have such deep and meaningful professional conversations. Below is the schedule for our book studies:

- Drive (Daniel Pink) (October 10)
- Coherence (Michael Fullan) (November 8)
- Learning Transformed (Sheninger and Murray) (December 11)
- Most Likely to Succeed (Wagner and Dintersmith) (February 2)
- Grit (Duckworth) (March 8)
- Decisive (Heath and Heath) (April 26)

Councils

We have six job-alike Councils that meet four to five times during the course of the year. They include the following areas:

- Curriculum and Instruction
- Finance
- Human Resources
- Public Information Officers
- Principals
- Technology

Collaborative Meetings


We believe that it is helpful to our members if we cooperate with DPI, especially the regional office, when it is seeking space and/or support for meetings. We are fortunate to have a quality place for meetings that we are happy to share with staff from our member districts. It also gives good exposure to the CCRESA and, oftentimes, makes it more convenient for our members to attend. Some collaborative meetings that we have held or will hold include:

- DPI – Exceptional Children Team (August 15 and September 12)
- DPI – Teaching Strategies Team (August 16)
- Meeting for IHEs and Coordinators of Initially Licensed Teachers (September 20)
- Region 8 Accountability Group (October 19)
- Advanced EVAAS for Teachers (October 30)
- Digital Learning Competencies (November 9) (grant supported)
- DPI Office of Early Learning holds monthly meetings in our conference room

Leadership for Change Agents

Lynn Williams, a retired principal from WCPSS and a certified VitalSmarts Trainer, is leading a cohort of approximately 20 participants through a three-day program that will enhance their one-on-one and small group communication skills and make them more effective change agents. For the past two years, we have used a book study format for this program.

- Crucial Conversations (October 3)
- Influencer (November 2)
- Crucial Accountability (December 4)



THE CENTRAL CAROLINA RESA PRESENTS A CUSTOMIZED PROFESSIONAL LEARNING SERIES:

DEVELOPING FUTURE- FOCUSED SCHOOLS

THIS SERIES OF INTERACTIVE, RESEARCH-BASED WORKSHOPS GUIDES TEAMS OF EDUCATORS THROUGH THE CHALLENGING CHANGES THAT ARE ESSENTIAL TO TRULY TRANSFORM TEACHING, LEADING, AND LEARNING.

Developing Future-Focused Schools includes a year-long series of learning opportunities that thoughtfully and thoroughly engage educators in reflective dialogue, purposeful reading, careful reflection, and intentional action. This program, designed for principals and instructional leadership teams, is organized in a **five-session** time frame.

On **day one** of each two-day session, members of an **instructional leadership team**, concentrate on changes that need to occur in future-focused schools and classrooms. On **day two** of each two-day session, **principals and assistant principals** concentrate on the actions of effective leaders who guide and support school and classroom change.

Between sessions, the instructional leadership teams and principals are provided with optional **learning experiences** that emphasize application so that in their schools they can effectively use the processes and practices learned.

KAMM SOLUTIONS
Educators • Researchers • Presenters

Our world is changing dramatically and so must our system of educating children for the future.

Following is an **overview of the topics** addressed throughout the **Developing Future-Focused Schools Series**. Click on the title for a link to additional information about the content.



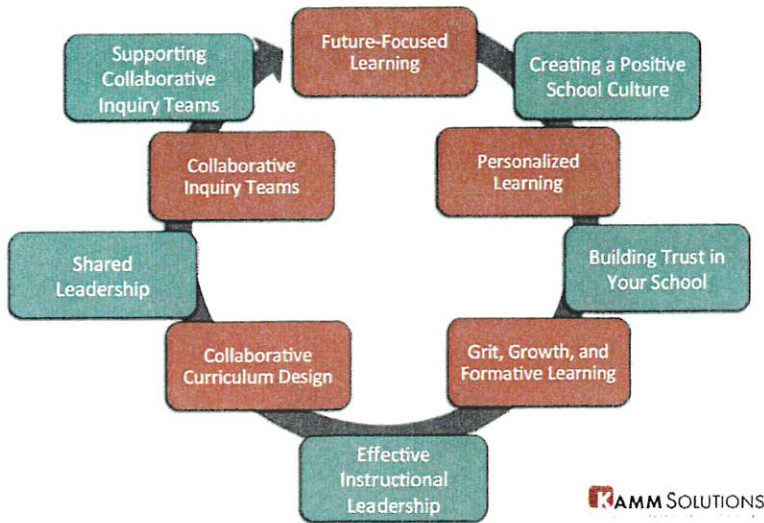
Future-Focused Teaching, Leading, & Learning: This highly interactive program engages educators in a lively dialogue about pivotal transformations occurring in education. By examining key global shifts and innovative schools in action, educators will learn how to develop the following qualities and skills in students that will serve them well in this rapidly changing time: thinking dynamically (critically and creatively), knowing oneself, caring about others, engaging with others.

Personalized Learning: A well-rounded learning experience is pivotal to providing students with the array of future-focused skills they need to be successful in school and in life. The application of personalized learning ensures more holistic learning opportunities. The goal of personalized learning is to increase students' involvement and engagement in their own education while developing skills that are essential to success in any adult setting. In order to do so, teachers provide the flexibility and support necessary for students to master the highest possible standards by tailoring their learning experiences according to their needs and their strengths and by allowing students a voice and a choice in what, how, when, and where they learn. This highly interactive program engages educators in rich dialogue about how to effectively and efficiently implement personalized learning practices in their schools.



kamm solutions.com
info@kamm solutions.com
602-524-0282

DEVELOPING FUTURE-FOCUSED SCHOOLS



Grit, Growth, and Formative Learning: This highly interactive program engages teachers and administrators in lively dialogue about pivotal transformations occurring in education as students become leaders of their own learning and educators become activators of student learning who use assessment, feedback, and metacognition to move learning forward.

The Schedule & Location

The sessions in this series are scheduled from 9 a.m. - 3:30 p.m.

The location is the Assembly Hall at the CCRESA, 7208 Falls of Neuse, Raleigh, N.C.

The Dates

Instructional Leadership Teams

October 5, 2017

December 14, 2017

February 6, 2018

March 19, 2018

April 10, 2018

Principals & Asst. Principals

October 6, 2017

December 15, 2017

February 7, 2018

March 20, 2018

April 11, 2018

Collaborative Curriculum Design (CCD): CCD is an easily replicated model that is comprised of multidisciplinary, problem/solution-based units. Each unit is anchored on a cluster of interdisciplinary learning goals and standards. The units follow a structure of sequences that proceed logically to build a deeper understanding and an authentic application of a topic or problem while stimulating creative and critical thinking.

Collaborative Inquiry Teams: Educator-to-educator collaboration provides pivotal support for professional growth by offering a variety of approaches to assessment analysis and by including multiple methods and strategies to enhance the overall classroom learning experience for students.

Creating a Positive School Culture: A positive school culture that embraces the whole child yields many desirable outcomes for students and educators. In this interactive workshop, educators will learn how to create and sustain a school culture that encourages teachers and administrators to engage in high quality working relationships with one another, to see their work as meaningful, and to share and actualize a collective future-focused vision for the school. As a result, students feel safe and understood and have the space to grow in their learning experiences and perform at their optimum levels.

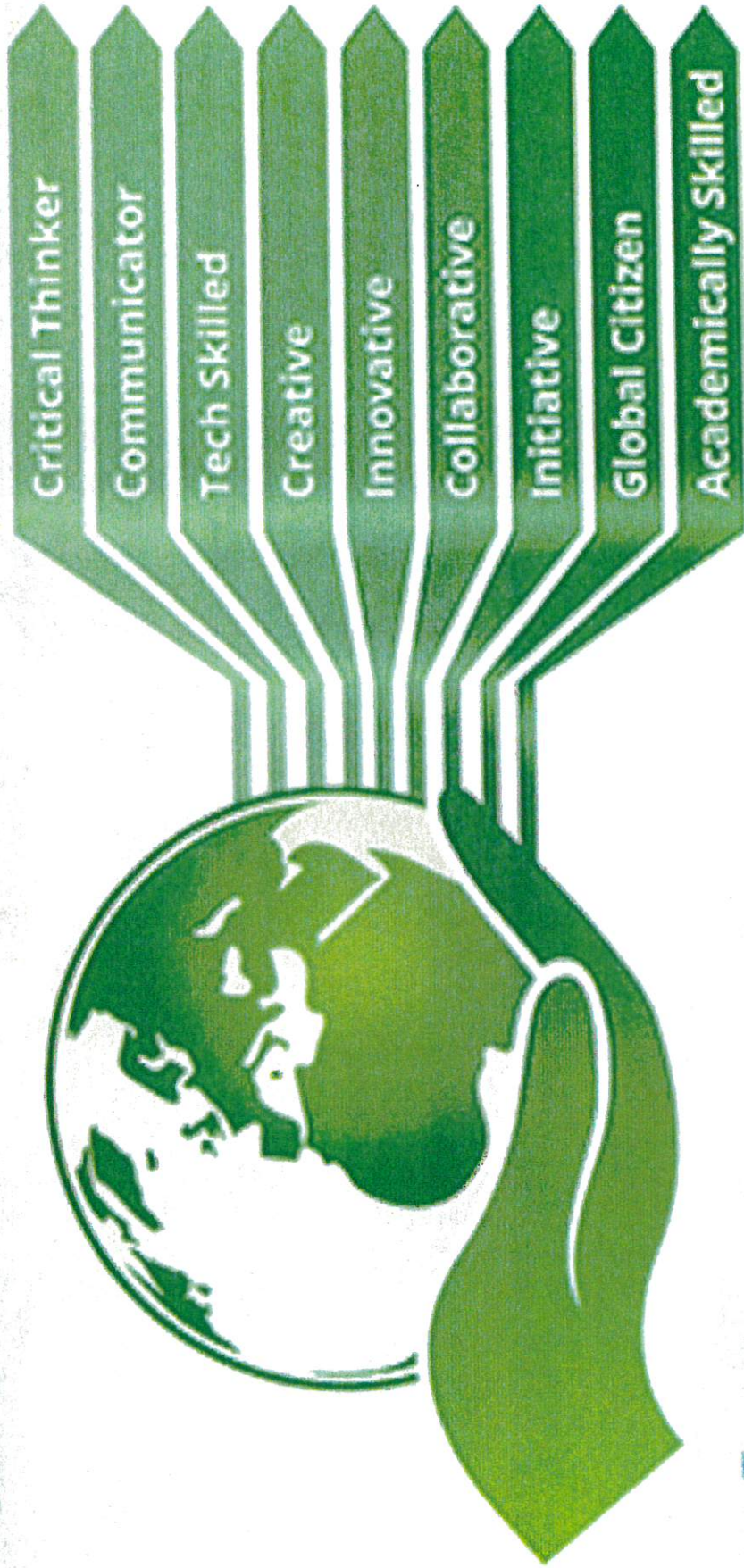
Building Trust in Your Schools: Organizations rely on a culture of trust in order to foster communication and maximize growth. During this interactive workshop, educators will gain foundational skills in thoughtful communication, problem identification, and conflict-resolution that will help to create a trusting, productive culture where all members of the school community thrive.

Effective Instructional Leadership: During this highly interactive workshop, leaders will learn how to mobilize and work with others to achieve shared goals; create a shared sense of purpose and direction; and establish conditions, resources, and processes that enable others to be effective. In addition, educators will examine leading research about the practices of effective instructional leaders

Shared Leadership: Powerful positive change occurs in schools and districts when leadership is shared. In this program, leaders will understand their responsibilities and their important role in building partnerships for leading and improving an educational organization. Participants will learn how to empower others to become leaders who collectively take responsibility for the well-being and improvement efforts of their schools and departments.



Profile of a Career and College Ready Graduate



GREENWICH PUBLIC SCHOOLS
Greenwich, CT



Vision of the Graduate

The Greenwich Public Schools are committed to preparing students to function effectively in an interdependent global community. Therefore, in addition to acquiring a core body of knowledge—which is established in local curricular documents reflecting national and state standards as well as workplace expectations—all students will develop their individual capacities to:



Academic Capacities

- Master a core body of knowledge
- Pose and pursue substantive questions
- Critically interpret, evaluate, and synthesize information
- Explore, define, and solve complex problems
- Generate innovative, creative ideas and products



Personal Capacities

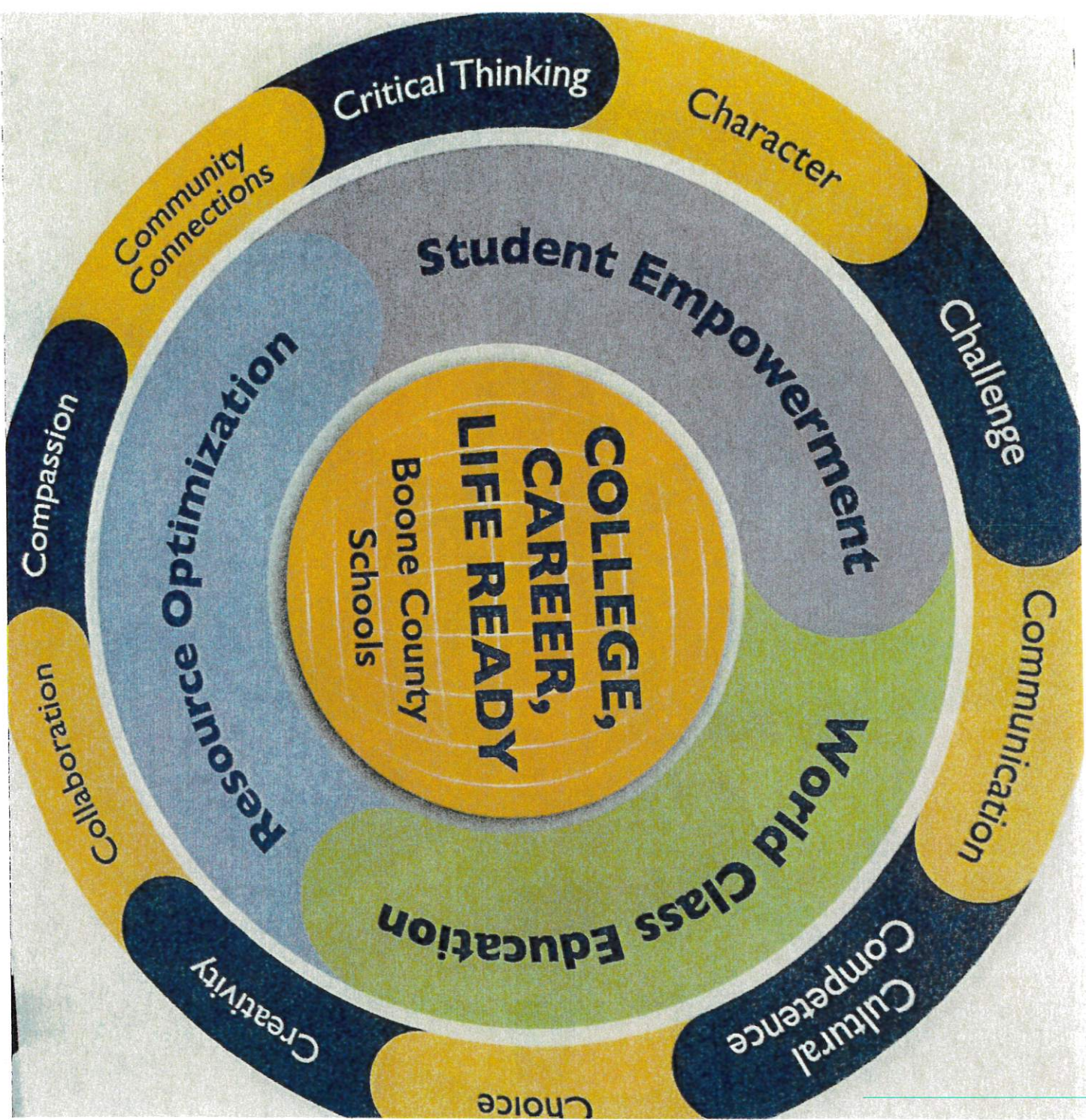
- Be responsible for their own mental and physical health
- Conduct themselves in an ethical and responsible manner
- Recognize and respect other cultural contexts and points of view
- Pursue their unique interests, passions and curiosities
- Respond to failures and successes with reflection and resilience

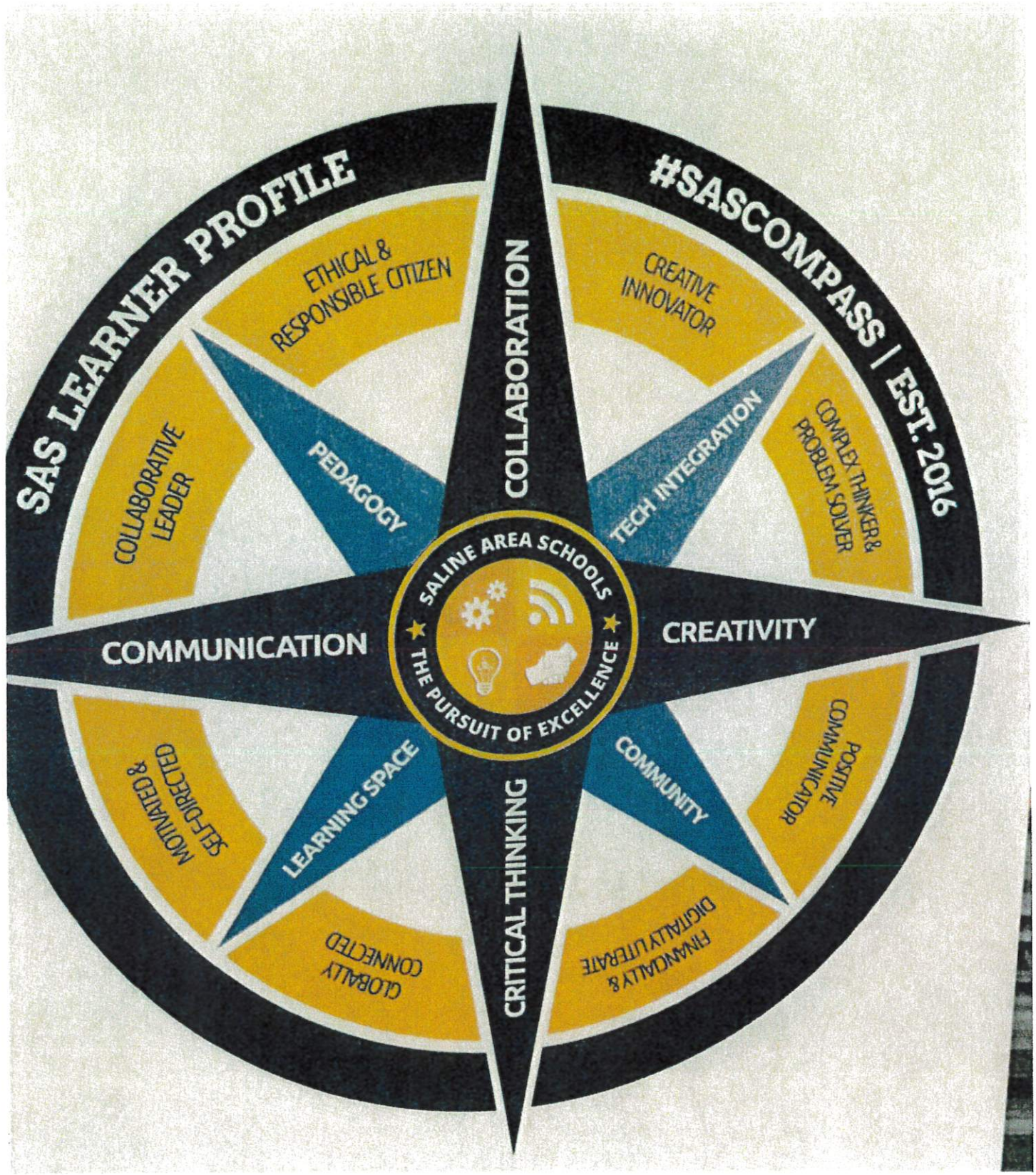


Interpersonal Capacities

- Communicate effectively for a given purpose
- Advocate for ideas, causes, and actions
- Collaborate with others to produce a unified work and/or heightened understanding
- Contribute to community through dialogue, service, and/or leadership

www.greenwickschools.org







PROVIDENCE DAY
SCHOOL

PD PASSPORT

NECESSARY KNOWLEDGE



- > World historical epochs and trends, forces of historical change
- > The impact of geography on the understanding of local, regional, and global issues
- > Ideological paradigms (capitalism, communism, etc.)
- > Economic systems and globalization
- > Political systems (governments) and political change
- > Social structures and social change

- > Cultural expressions through art, literature, and music
- > Major religious orientations
- > Contemporary norms and values of major cultures such as: U.S., China, India, Russia, Iran, South Africa, Nigeria, Israel, Turkey, Germany, Brazil, Mexico, or other important country/cultures
- > Global ecosystems and environmental impact
- > High proficiency in a world language



ESSENTIAL SKILLS

- > Creativity
- > Innovation
- > Critical Thinking
- > Problem Solving
- > Communication
- > Collaboration
- > Information Literacy
- > Media Literacy
- > Information, Communication Technology Literacy

- > Empathy
- > Open-mindedness
- > Humility
- > Confidence
- > Courage
- > Patience
- > Selflessness
- > Self-motivation
- > Respect for self and others
- > Perseverance
- > Conscientiousness
- > Integrity

CHARACTER DISPOSITIONS



EMBARK AS A GLOBAL CITIZEN

- A globally competent PDS graduate will be able to:
- > Investigate and understand different worldviews
 - > Identify and prioritize global issues
 - > Understand the complexity and connection of issues locally, nationally, and globally

- > Appreciate different artistic and aesthetic values of major cultures
- > Develop viable strategies to address local, national, and global problems
- > Identify and utilize human and natural resources in a sustainable way
- > Act purposefully, ethically, and with commitment to improving the lives of others (social responsibility)



The Five Cs

A Profile of a Graduate



Frederick County Public Schools of Virginia

The Five Cs Our Vision

Frederick County Public Schools community embraces a culture of collective responsibility empowering all students to adapt and thrive in a dynamic world. FCPS graduates are prepared to succeed as responsible members of the local and global community.

The Five Cs Our Mission

Frederick County Public Schools community challenges each student to engage in relevant learning experiences encouraging critical thinking, collaboration, communication, creativity, and citizenship.



CRITICAL THINKING

Analyzes and evaluates information and problems to make connections and to deepen thinking across subjects and disciplines



CITIZENSHIP

Actively engages and demonstrates the knowledge and skills to inform, guide and participate positively in the community and the world locally, nationally, globally, and digitally



COMMUNICATION

Effectively articulates, listens, and shares meaning through thoughts, questions, ideas, and solutions in a variety of ways (oral, written, and nonverbal)



CREATIVITY & INNOVATION

Generates or recognizes original ideas, alternatives and connections to develop new solutions in an effort to problem solve and communicate



COLLABORATION

Works together, while valuing individual contributions, talents, and expertise, to complete a task or to progress toward a common goal



The Future-Ready Graduate

College and Career Ready

To become future ready, a student will...

Engage in relevant literacy with proficiency in reading, writing, listening, and speaking.

Employ proficient and responsible use of digital media to effectively communicate, synthesize, and create new knowledge.

Problem solve and critically analyze with determination to take risks, learn from mistakes, and adapt to new thinking.

Determine validity and relevance of informational resources in the development of research skills.

Global Workplace Readiness

To become future ready, a student will...

Connect and correlate knowledge and skills continuously through real-world applications in and across all content areas.

Construct new ideas through original and innovative thinking.

Exhibit vision for personal learning and forward thinking to prepare for the future.

Understand and adapt responsibly to a changing global community.

Show proficiency in personal financial literacy.

Personal Success Readiness

To become future ready, a student will...

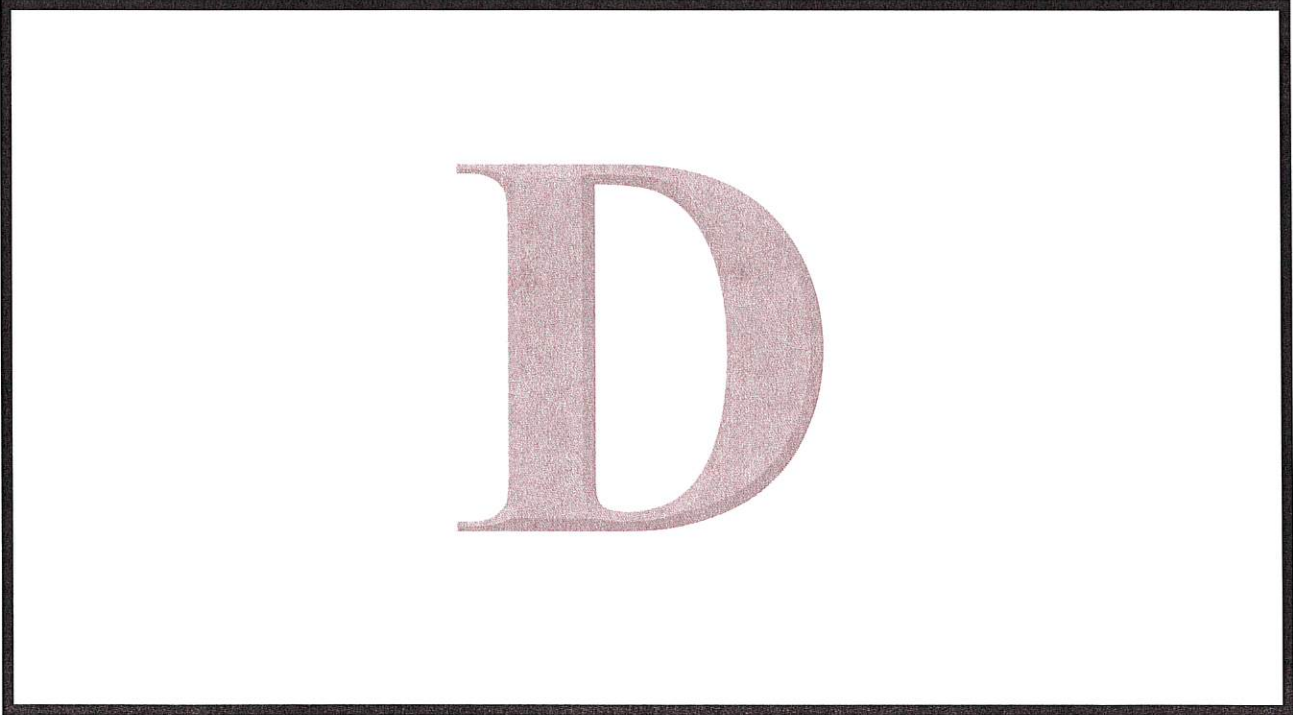
Practice ethical behaviors exhibiting integrity, respect, and commitment within a well-balanced lifestyle.

Show initiative and responsibility through positive actions to express self-motivation, self-discipline, and perseverance.

Communicate effectively and collaborate with others, showing a willingness to connect with individuals of different backgrounds, cultures, and abilities.

Prepare for the unknown by being empowered with tools to face challenges and life-long learning.

Volunteer and participate in community service activities.



D

Class Size Legislation



North Carolina School Superintendents' Association

Jack Hoke, Executive Director
PO Box 6188, Hickory, NC 28603
(828) 320-6767
jackhoke12@gmail.com

October 25, 2017

Mr. Mark Johnson, State Superintendent
Public Schools of North Carolina
6301 Mail Service Center
Raleigh, NC 27 27699-6301

Dear Mr. Johnson,

I would like to thank your staff for hosting a conference call on October 24 regarding K-3 class size legislation. As a follow-up to the phone conference, the Executive Board of the North Carolina School Superintendents' Association is requesting that you delay the submission of the Superintendent Affidavit, as required by G.S. 115C-301(j), and allow the affidavits to be submitted on November 30. This delay will allow superintendents an opportunity to review the class size report and take the appropriate waivers to their local boards of education in the month of November.

The following information is from the Class Size Compliance section of the School Attendance and School Accountability Manual:

- Section II of Class Size Compliance (pg 3) states that a superintendent should report to the board at its next meeting if the district is unable to comply with the law. If the district is unable to do so, then the Board should ask for additional personnel, or submit waivers if this cannot be resolved through reorganization.

As identified in the manual on page 4 describing the waiver process, these actions can take place after the 40th school day. The penalty for failing to comply with the affidavit requirement, as stated on page 5, allows the State Superintendent to impose "the penalty" (which is not defined), if the LEA continues to exceed the class size requirement. This section also states that state funds can be withheld if the superintendent willfully fails to comply. The assumption as stated is that the funds to be withheld are the salaries of superintendents, which are paid by the state. The definition of what is to be considered "willful" is not made clear in the manual. Because attempts to comply through the request of additional personnel or waivers occurs after the 40th day, our Executive Board is requesting the delay of the affidavit submission until November 30, giving LEAs time to comply with the waiver process, and giving DPI time to fully vet the reporting requirements. The goal is to ensure superintendents are not presumed to be willfully failing to comply simply by availing themselves of the waiver process.

I respectfully request on behalf of the Executive Board of the North Carolina School Superintendents' Association, based on the information from the School Attendance and School Accountability Manual, and in order to allow superintendents and school districts adequate time to complete the waiver process, that you establish November 30 as the due date for the affidavit on class size reporting. Thank you very much for your consideration of this request. Please call if you have any questions.

Sincerely,

Jack Hoke, Executive Director



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | Mark Johnson, *Superintendent of Public Instruction*

WWW.NCPUBLICSCHOOLS.ORG

October 16, 2017

Dear Superintendents:

Please find attached an affidavit for your signature pursuant to N.C.G.S. 115C-301(j). In this affidavit, you are attesting that you have complied with the requirements of N.C.G.S. 115C-301(c) through N.C.G.S. 115C-301(g).

For clarity, to provide maximum transparency for class sizes in North Carolina:

- a) you are attesting that you have complied with the maximum class size requirements for all kindergarten through third grade classes or will apply for waivers for any instances in which you do not comply; and
- b) you are attesting that you have complied with the reporting requirements for all classes.

I have fielded multiple concerns from superintendents across North Carolina regarding the letter of the law as applied to K-3 class sizes for program enhancement teachers. These concerns are valid, and I have worked with DPI officials and the General Assembly leadership to provide a solution.

The reporting requirements set forth in S.L. 2017-9 (HB 13) intend to retrieve the best class size data as soon as possible to better inform policy discussions going forward. Educators and school leaders need to focus on student learning in K-3 classrooms, not on strategies to arbitrarily move students and teachers so that a PE, world language, or art class will comply with rules on a spreadsheet. Employing such tactics for classes taught by program enhancement teachers would thwart the objective of gathering accurate class size data for all classes.

For example, one strategy could be requiring K-3 teachers to conduct their planning periods in a gym during PE class to list those teachers as co-instructing that PE class. This would corrupt the data output on the actual student-to-teacher ratio in that PE class in order to technically comply.

Therefore, attached with this affidavit, please find clear instructions on how local boards and superintendents may apply for waivers for K-3 classes taught by program enhancement teachers as defined in N.C.G.S. 115C-301(f)(2)(a). This new waiver application (Waiver Form B) will help you provide DPI the most accurate class size data. If you need to request a waiver for K-3 classes taught by program enhancement teachers, complete one Waiver Form B for all such classes over the maximum in your district. If you need to apply for other K-3 classes, please use Waiver Form A as you have in previous years.

Thank you for everything you do for our students and educators. I look forward to our important work in the policy discussions ahead.

Please contact Alexis Schauss, Director, Division of School Business, at 919-807-3701 if you have questions.

Best,

A handwritten signature in black ink, appearing to read "Mark Johnson".

Mark

OFFICE OF THE NORTH CAROLINA SUPERINTENDENT

Mark Johnson, *Superintendent of Public Instruction* | mark.johnson@dpi.nc.gov
6301 Mail Service Center, Raleigh, North Carolina 27699-6301 | (919) 807-3430 | Fax (919) 807-3445

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

AFFIDAVIT

FOR NORTH CAROLINA STATE BOARD OF EDUCATION PURSUANT TO N.C.G.S. 115C-301(j)

I, _____, first being sworn, attest that:
(Print Name)

1. I am the Superintendent of _____.
(Print Name of Local School Administrative Unit)
2. This affidavit is based on my personal knowledge and upon information made available to me in the performance of my official duties.
3. To the best of my knowledge, after reasonable due diligence and investigation, I have complied with the maximum class size requirements for classes in kindergarten through third grade pursuant to N.C.G.S. § 115C-301(c), as modified by Section 1.(b) of S.L. 2017-9, or I will request a waiver or allotment adjustment pursuant to N.C.G.S. § 115C-301(g) for any kindergarten through third grade class that exceeds the maximum allowable ratios.
4. To the best of my knowledge, after reasonable due diligence and investigation, I have complied with the biannual reporting requirements for all classes pursuant to N.C.G.S. § 115C-301(f).

This the ____ day of _____, 2017.

(Signature of Superintendent)

STATE OF NORTH CAROLINA

COUNTY OF _____,

Sworn to and signed before me
this the ____ day of _____, 20____.

Notary Public

Notary's printed or typed name

My commission expires: _____

[Notary Seal]

Waiver Form A : Individual Class Size Waiver Request

INSTRUCTIONS: Use this form to request class size waivers pursuant to G.S. 115C-301(g). For this waiver application, only one waiver request can be made per application. **For classes taught by program enhancement teachers, please use Waiver Form B.** (Program enhancement teachers are defined in G.S. 115C-301(f)(2)(a) as teachers who teach: arts disciplines, including dance, music, theater, and the visual arts; physical education and health programs; or world languages.)

In accordance with North Carolina State Board of Education Policy, requests for this waiver must be received by the Department of Public Instruction prior to November 30th of the current school year if you have an overage as of the 40th instructional day. Otherwise, you must submit a waiver request when an overage occurs during the year.

Class size waivers are good only for the remainder of the school year for which they are approved. See Chapter Four of the School Attendance and Student Accounting Manual for more information.

School Year: _____ Date of Request: _____

LEA Name: _____ LEA Number: _____

School Name: _____ School Number: _____

Grade Level of Class: _____ Number of Students in Class: _____ Course/Sec.: _____

1. Check the class size exception pursuant to G.S. 115C-301(g):

____ Emergencies, or acts of God that impact the availability of classroom space or facilities.

____ An unanticipated increase in student population of an individual school in excess of two percent (2%) of the average daily membership of that school.

____ Organizational problems in geographically isolated local school administrative units in which the average daily membership is less than one and one-half per square mile.

____ Classes organized for a solitary curricular area.

____ A charter school closure

Note - per State Board of Education policy, a waiver may be approved only if the following are true:

- (1) No individual class size waiver has been requested for that specific school and grade during the previous school year,
- (2) The waiver is for no more than two students above the established class size maximums, and
- (3) The local board cannot organizationally correct the exception.

2. Explain why this class size exception cannot be corrected:

3. What was the membership of this class at Day 20? _____ Day 40? _____
4. Has an individual class size exception waiver been granted for this school during the last two school years? _____

(FOR GRADES K-3 ONLY): Provide the organized structure of the school by listing all individual classes and the number of students in each class

(i.e.: K=19, K=21, K=24, 1st=18, 1st=20, 1st=20, 2nd=22, 2nd=23, 2nd=23, 3rd=23, 3rd=24, etc):

K _____

1st _____

2nd _____

3rd _____

Date of Local Board Approval: _____

Signature of Superintendent: _____

LEA Contact Person: _____ Phone: _____

Questions concerning the completion of this form should be directed to Ozella Wiggins 919.807.3721.

Completed form may be:

Faxed to: 919-807-3723 Attn: Ozella Wiggins

or

Emailed to: ozella.wiggins@dpi.nc.gov

Waiver Form B: Enhancement Curricular Area Class Size Waiver Request

INSTRUCTIONS: Use this form to request class size waivers pursuant to G.S. 115C-301(g)(4) for classes of K-3 students taught by program enhancement teachers. Program enhancement teachers are defined in G.S. 115C-301(f)(2)(a) as teachers who teach: arts disciplines, including dance, music, theater, and the visual arts; physical education and health programs; or world languages.

For this waiver application, multiple class waiver requests may be made under one application.

In accordance with North Carolina State Board of Education Policy, requests for this waiver must be received by the Department of Public Instruction prior to November 30th of the current school year if you have an overage as of the 40th instructional day. Otherwise, you must submit a waiver request when an overage occurs during the year.

Class size waivers are good only for the remainder of the school year for which they are approved. See Chapter Four of the School Attendance and Student Accounting Manual for more information.

School Year: _____ Date of Request: _____

LEA Name: _____ LEA Number: _____

Enhancement Curricular Area(s): _____

***** This application shall apply to program enhancement classes listed in the report required under G.S. 115C-301(f)(1)(c) on individual classes with exceptions. The local superintendent shall review the report for accuracy prior to submission of this application. *****

Date of Local Board Approval: _____

Signature of Superintendent: _____

LEA Contact Person: _____ Phone: _____

Questions concerning the completion of this form should be directed to Ozella Wiggins 919.807.3721.

Completed form may be:

Faxed to: 919-807-3723 Attn: Ozella Wiggins

or

Emailed to: ozella.wiggins@dpi.nc.gov

QUESTIONS COMPILED BY JACK HOKE

Why do we need to complete a waiver for enhancement teachers and have the board approve it if they aren't planning to use enhancement teachers' classes in the reporting?

If they are planning to use the enhancement teachers' classes in the reporting, why aren't exceptional children's classes counted?

How can we be expected to sign an affidavit when the data collection process has been plagued by so many problems - causing us to have so little faith that the reporting will be correct?

How can we be assured that the data collected by DPI is accurate?

Can we (our data managers) have another "preview" of the data collected before the submission date to ensure that the changes and corrections we submitted are reflected in the report?

Can the timeline/due date for reporting be extended until the reporting issues have been ironed out in Raleigh?

How do you address course codes for K-5 enhancement teachers in districts that use "buckets of time" for scheduling? This is the "recommended" way to schedule per DPI. We have situations in which some enhancement teachers will look like they are teaching 60 students at one time.

Why can't the existing SAR (School Activity Report) pull the information needed for this reporting requirement?

If self-contained Exceptional Child class students go out to enhancement classes - this is pushing enhancement classes over the limits. What do we do about these?

The message coming from NCDPI and what is to be reported and what Superintendents' are responsible for are two different things.

The average class size and then the K-3 limitations are two separate reportings and there is confusion on what the requirements actually are?

The NCSBA is saying the enhancement teachers must meet the same requirements for class size – versus average calculations? Does the enhancement class size need to reflect the K-3 class size minimum or the average?

The reporting message out of DPI seems to be different than the initial reporting discussed? Is the data for K-3 class size based on ELA periods?

Can the wording of the affidavit be changed?

How will EC Resource Teachers be handled in the class size reporting?
The code used for EC pull-outs is the same code as the regular instructional code.

How will ESL Teachers be handled in class size reporting?

What do districts do with the buckets of time issue for EC and ESL?



E

Legislative Breakfast



**Central Carolina
Regional Educational Service Alliance**
Serving School Districts in the Heart of North Carolina

TO: Board of Directors

FROM: Neil Pedersen
Executive Director

SUBJ: Proposal for Legislative Breakfast

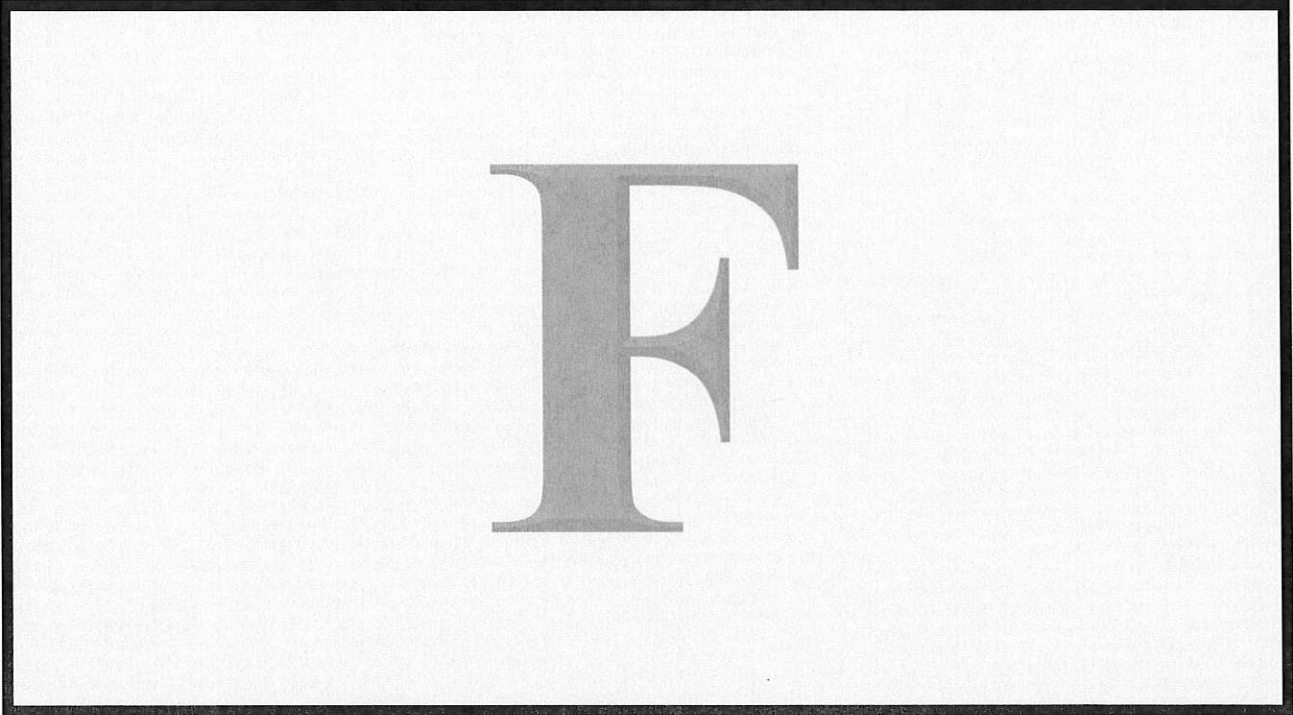
DATE: October 24, 2017

Board members will recall that at your last Board meeting we discussed various alternatives for hosting a meeting with our legislators to provide an opportunity for relationship building and sharing information on issues that may come before them in the upcoming year, particularly in a special January session. After consulting with the ad hoc subcommittee that was convened last year to explore possibilities, we offer the following proposal for your consideration.

On December 13th, the date of your next Board meeting, hold a legislative breakfast starting at 9 a.m. in the Assembly Hall. We will provide a catered buffet breakfast. At about 9:45, we will hold introductions and share information with legislators for approximately 30-45 minutes and will entertain questions and comments during the presentations. The program should wrap up by 10:30. After a brief break, we would hold an abbreviated Board meeting until 11:45.

The December meeting is when we normally invite your administrative assistants to attend with you. We have provided a separate program for them, provided some holiday gifts for them and you, and adjourned to Winston's Grille for lunch. Most of the assistants value and feel appreciated by this tradition, and we don't want to, unintentionally, make them feel otherwise. Consequently, it is proposed that they attend with you, join us for breakfast, stay to listen to the program with the legislators, and then participate in their own program during your regular Board meeting. During the joint portion of the program, superintendents and legislators would sit together, and we would have reserved tables for your administrative assistants so that you are better able to network with legislators. At 11:45 we would reconvene to distribute gifts and send everyone on their way. I suspect that they and you won't want to engage in two meals with the CCRESA in one day.

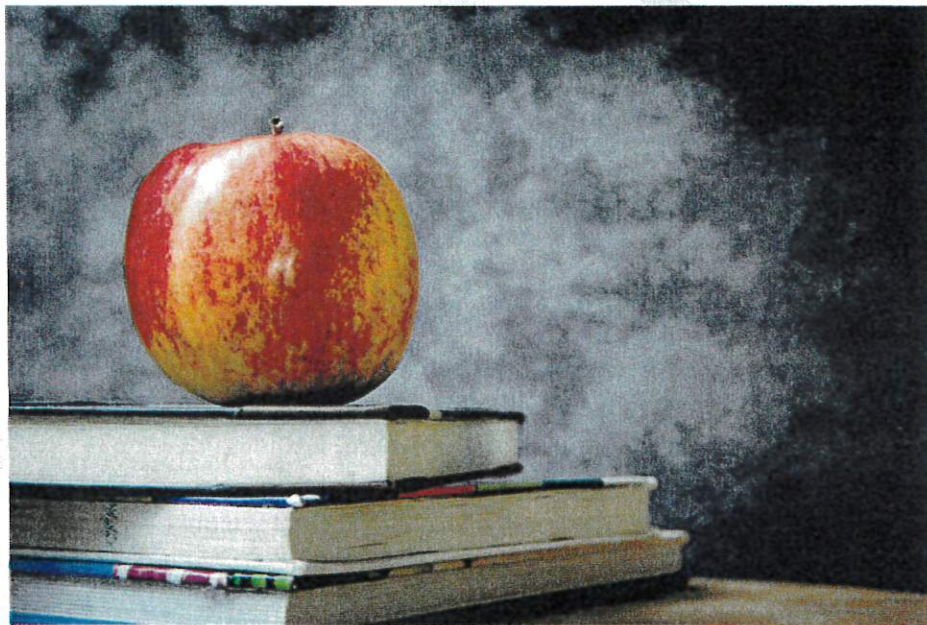
It will be up to each superintendent to invite his or her respective legislators. We can coordinate overlapping regions and provide a standard invitation if you like. Let us know how we can assist you.



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School Funding Formulas

School Funding Formulas



10/20/2017

Recommendations for Moving Forward

The Joint Legislative Task Force on Education Finance Reform has been entrusted with a difficult and important task. This report – developed with the input of a diverse set of stakeholders and experts – contains recommendations to guide the Task Force's work in developing a school finance system that will benefit all of North Carolina's students.

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School Funding Formulas

RECOMMENDATIONS FOR MOVING FORWARD

INTRODUCTION

This report is intended to provide guidance to the North Carolina General Assembly's Joint Legislative Task Force on Education Finance Reform (the Task Force) as it begins the important work of examining North Carolina's school funding formulas. The Task Force has been charged with developing "a new funding model for the elementary and secondary public schools of North Carolina based on a weighted student formula."¹ The recommendations included in this report – developed with the input of district superintendents, finance officers, and school finance experts – will provide the Task Force with vital direction in completing its work.

This report draws upon lessons learned from examining school finance systems in other states. The companion report, *School Funding Formulas: Lessons from NC and Other States*, includes background information on school finance systems and detailed case studies of six states' school finance systems. *Lessons from NC and Other States* identified four major takeaways:

1. Policy decisions matter more than funding models; the purported benefits of weighted student models can similarly be achieved within a resource allocation framework.
2. No state has implemented the clean, simple version of a weighted student formula pushed by advocates.
3. Successful weighted student models require thoughtful analysis and frequent re-evaluation.
4. Overhauling North Carolina's school finance system would create transition costs without obvious benefits.

This report divides recommendations for the Task Force into two sections:

1. Potential modifications that could be made to improve North Carolina's funding system within the existing resource allocation framework; and
2. Criteria to be included should the Task Force recommend transition to a weighted student formula.

The Task Force has been entrusted with a difficult and important task. It is essential they consider the input from the creators of this report. Our state's superintendents and finance officers are best equipped to understand the strengths and weaknesses of the current school finance system, and their support will be critical for the successful implementation of any future modifications to North Carolina's school finance system.

POTENTIAL MODIFICATIONS WITHIN THE RESOURCE ALLOCATION FRAMEWORK

Prior to taking the potentially destabilizing step of overhauling North Carolina's school finance system, the Task Force should first consider potential improvements that could be made within the

¹ S.L. 2017-57, Section 7.23D

existing resource allocation framework. A number of reforms could be made to improve the system's equity, simplicity, transparency, and flexibility.

The Program Evaluation Division's (PED) November 2016 report included a number of potential modifications to individual allotments within the existing resource allocation framework. Unfortunately, most of these recommendations examined the allotment formulas in a vacuum, failing to consider how the changes would impact the adequacy and equity of the overall system. Taken together, PED's recommendations would have had the effect of making North Carolina's school finance system less equitable, shifting money from poorer to richer districts.²

By contrast, the options below could potentially improve the equity, simplicity, transparency and flexibility of North Carolina's school finance system.

Classroom teachers and instructional support

North Carolina's superintendents and finance officers strongly support North Carolina's current model for appropriating classroom teachers and instructional support as position allotments. Position allotments have two major advantages over dollar allotments:

1. The primary benefit of position allotments is that position allotments allow districts to hire the best available teacher candidate without concern for budget implications. The November 2016 PED report noted that the "classroom teacher allotment results in a distribution of resources across LEAs that favors wealthy counties."³ The PED analysis failed, however, to show whether this distribution would be improved if the classroom teacher allotment were converted to a dollar allotment. After all, "teacher sorting" also occurs in states with weighted student formulas.
2. State support for positions funded via dollar allotments tends to erode over time. In every district across North Carolina, state funding of school personnel is viewed as insufficient. As a result, districts supplement state funding by financing additional personnel (23 percent of all personnel) from local or federal funds, which districts use to add personnel where they have the greatest unmet need from state funding alone. The percentage of personnel financed via state funds then becomes a measure of the adequacy of state funding for various personnel types (with a low percent of state funding indicating that state funding is inadequate). North Carolina does an overwhelmingly better job of funding positions via position allotments than dollar allotments, indicating that position allotments are vital for maintaining an adequate number of teachers.

² Kristopher Nordstrom, "NCGA school funding recommendations would shift funding from poor districts to rich districts." *Progressive Pulse*, November 30, 2016, as found at: <http://pulse.ncpolicywatch.org/2016/11/30/ncga-school-funding-recommendations-shift-funding-poor-districts-rich-districts>

³ North Carolina General Assembly Program Evaluation Division, "Allotment-Specific and System-Level Issues Adversely Affect North Carolina's Distribution of K-12 Resources," November 2016, as found at: <http://www.ncleg.net/PED/Reports/2016/K12Funding.html>.

FIGURE 1: PERSONNEL CATEGORIES BY FUNDING SOURCE, FY 16-17

Position Allotments

	State	Federal & Local	% State
Principals	2,389	63	97%
Teachers	81,932	12,372	87%
Assistant Principals	2,172	766	74%
Instructional Support	11,072	4,488	71%

Dollar Allotments

	State	Federal & Local	% State
Teacher Assistants	15,720	5,908	73%
Noninstructional Support	19,909	15,465	56%
Central Office Admin.	921	976	49%

Policymakers could improve the equity and flexibility of the classroom teacher allotment by increasing the differential between the maximum district-average class size and the maximum individual class size. Such a change would permit districts to target small class-size reduction for at-risk students without increasing class sizes on average. Further, the class-size policy should be clarified to include self-contained classes for exceptional children.

Enhancement teachers

In order to ensure school districts can meet mandated class-size requirements while simultaneously delivering vital enhancement courses such as art, music, physical education, and technology, the General Assembly should create a new allotment that ensures these subjects can be provided to all students in accordance with North Carolina’s Basic Education Program.⁴ In developing the allotment, the General Assembly should consider the staffing of positions required on a per-school basis to provide students a well-rounded education in accordance with the state’s Basic Education Plan.

A new allotment for enhancement teachers should not supplant other public school funding or be funded by cuts to other allotments.

Children with disabilities

The General Assembly should consider any recommendations made by the EC Funding Stakeholders – a collaborative effort of district finance officers, charter school coordinators, exceptional children directors, the Department of Public Instruction, General Assembly members, and other stakeholders – that is developing a series of recommendations to modify the children with disabilities formula. These recommendations include options for lifting the children with disabilities funding cap and differentiating funding based on the specific interventions provided to disabled students.

⁴ See G.S. 115C-81.(a1).

School based administrators

Funding for principals would greatly be simplified by re-linking the principal salary schedule to the teacher and assistant principal salary schedules, with the lowest principal pay salary above the highest teacher and assistant principal salaries. Performance pay could be provided as increments above the salary schedule, as is currently done for teachers with National Board Certification.

Policymakers should consider the potentially positive impact of transitioning to principal incentives based on student need rather than student performance could have on funding equity.

Low wealth

The low wealth formula is arguably North Carolina's most complex allotment formula. It could be simplified by eliminating the portion of allotment eligibility determined by the density of taxable land in a county. This factor is not related to a county's ability to generate adequate local per-pupil revenues. Instead, eligibility should be determined 50 percent on adjusted property values, and 50 percent on per-capita income levels.

Policymakers may consider additional study of eligibility criteria to ensure eligibility factors correlate with local revenue capacity. It is not clear that the formula's eligibility criteria are aligned with local revenue capacity.

If any modifications are made, it is important for the General Assembly to continue the low wealth allotment's effort-based funding and maintenance-of-effort requirements. While these elements add complexity to the formula, they provide important incentives for local governments to supplement state spending on schools.

Teacher assistants

Policymakers could improve flexibility by removing the restriction on using teacher assistant funds on class-size reduction that was imposed as part of the 2015 budget bill.⁵

At-risk & disadvantaged student supplemental funding (DSSF)

The at-risk and DSSF allotments address the same general cost factor: the number of low-income students at-risk for academic failure. These two allotments could be combined into one formula, marginally simplifying North Carolina's funding system. Policymakers may consider the example of California, which provides supplemental funding for at-risk students on the basis of both headcount and the concentration of at-risk students in the district. Such a formula recognizes that both the number and concentration of at-risk students raise instructional costs for districts.

If these allotments were combined, it is important to:

- Preserve districts' ability to carry over funds for summer school programs
- Allow funds to be used for teacher salary supplements
- Hold districts harmless from reductions in funding

Central office

⁵ S.L. 2015-241, Section 8.47

Because of the extensive budget cuts to the central office allotment, the funding distribution is no longer related to a formula. Policymakers should consider developing a new formula that provides a base level of funding to allow each district to hire the personnel necessary to successfully operate a small school system, with additional amounts being distributed on the basis of district size. Funding should be sufficient to ensure no district funding is reduced due to a change in formula.

Academically or intellectually gifted

If all academically or intellectually gifted students are appropriately served, districts should be permitted to use these funds for other purposes, thereby improving funding flexibility.

Limited English proficiency

Policymakers should consider three changes to the limited English proficiency allotment:

1. Restore flexibility to allow limited English proficiency funds to be used for other purposes, if necessary.
2. Consider the impact of eliminating the concentration factor, and replacing it with one that provides additional funding based on the number of languages primarily spoken by a district's English language learners.
3. Eliminate the funding cap to allow districts with high concentrations of English language learners to better leverage more restrictive federal funds.

Textbooks & supplies

Because the textbook and supplies allotments are both distributed on a dollar-per-student basis, they could be combined to marginally improve the simplicity of North Carolina's school funding system. If these allotments are combined, school districts should retain authority to expend these funds on textbooks, supplies, equipment, technology, and digital resources. Additionally, school districts should retain the authority to carry-over funds to make school book purchases in years of more expensive textbook adoptions. Of course, such flexibility is of limited utility unless policymakers also address adequacy of funding these allotments.

Charter schools

Currently, funding for new charter schools and enrollment growth of existing charter schools is provided by reducing funding from traditional school districts. Frequently, the predicted charter enrollment falls short of initial expectations, requiring mid-year budget adjustments returning funds to the traditional school districts. This system harms budget stability, and frequently forces districts to hire additional teachers after the start of the school year when fewer high-quality candidates are available.⁶ Instead, the state should fund new and growing charters via a direct allotment, just as is done for traditional public schools. This reform would improve budget stability and transparency.

Other considerations

⁶ See for example: Andrew Dunn, "Charlotte-area charter school enrollment falls well below projections," *Charlotte Observer*, November 10, 2014, as found at:

<http://www.charlotteobserver.com/news/local/education/article9230489.html>

Additional reforms could improve North Carolina's school finance system. The 2014 budget bill modified the starting point for the state budget by no longer automatically including funding for public school enrollment growth. The General Assembly could improve budget stability and facilitate school districts' long-term planning by restoring public school enrollment growth to the base budget definition.

Unlike public school enrollment, the base budget includes automatic funding increases for the Opportunity Scholarship program. If policymakers are unwilling to restore public school enrollment growth to the base budget, they should eliminate statutory funding increases for the Opportunity Scholarship program. Eliminating the statutory increases for the program would improve the adequacy of funding for North Carolina's public schools.

Finally, the new policy eliminating retiree healthcare benefits for new hires beginning January 2021 will inequitably impact school district budgets. Districts with many teachers entering retirement and those with higher turnover will be required to divert funds from other purposes to recruit new hires.

NECESSARY CRITERIA FOR ANY WEIGHTED STUDENT SYSTEM

This report does not advocate for converting North Carolina's school finance system to a weighted student model. Absent a rigorous examination of the equity and adequacy of North Carolina's school finance system, such a major transformation may have unintended consequences and negatively impact the state's students. Regardless, the Task Force is required to recommend radically altering North Carolina's school finance system. It is important that the Task Force consider the following criteria when evaluating any recommendations related to implementing a weighted student funding model.

Hold-harmless

North Carolina's school districts have been struggling to maintain high standards in an environment of tightened budgets. Despite increases in nominal budget levels, school districts have fewer real resources than prior to the start of the Great Recession. As a result, it is vital that any legislative proposal includes provisions to ensure no district receives a lesser amount of funding under any newly-proposed finance system.

Hold-harmless funding would likely require substantial new investment from the General Assembly. For example, the recommended changes to individual allotments proposed in PED's November 2016 report would have required approximately \$90 million of hold-harmless funding.⁷ A complete overhaul of North Carolina's funding system would likely be even more costly.

Maintenance of position allotments

School finance officers are overwhelmingly in favor of maintaining position allotments for school building administrators (i.e., principals and assistant principals), classroom teachers, and instructional support personnel (i.e., nurses, librarians, guidance counselors, etc.).

⁷ Kris Nordstrom, "NCGA school funding recommendations would shift funding from poor districts to rich districts," *Progressive Pulse*, November 30, 2016, as found at: <http://pulse.ncpolicywatch.org/2016/11/30/ncga-school-funding-recommendations-shift-funding-poor-districts-rich-districts/#sthash.XHAqSPjB.O1ghkoyX.dpbs>

The primary benefit of position allotments is that they allow districts to hire the best available teacher candidate without concern for budget implications. Additionally, the state has historically done a better job maintaining funding support for position allotments than for dollar allotments. As Figure 1 shows, North Carolina does an overwhelmingly better job of funding positions via position allotments than dollar allotments.

Policymakers may consider looking at Tennessee, which utilizes position allotments within a weighted student framework.

Adequate level of base funding

Adequacy refers to whether available funding is sufficient to enable every school district to provide each student an equal opportunity to successfully meet state standards for college or career readiness. Adequacy tells us what it costs to have high-quality curriculum – taught by effective teachers, utilizing the necessary textbooks and supplies – in a supportive learning environment that would allow all students to graduate from high school ready for college or a career.

Without adequate funding, not even the most perfect school funding formula will allow schools to meet the needs of all students. While North Carolina has never conducted an adequacy study, there is strong evidence that the main barrier preventing all students from meeting state standards is a lack of funding.

Calculating the appropriate level of base funding is the most crucial step in creating a weighted student funding formula. Without adequate base funding, schools will be unable to meet the needs of their students. The Task Force should engage with independent researchers to examine North Carolina's funding adequacy using estimates derived from multiple adequacy models. Such an exercise will create a shared funding goal for the state. Absent an adequate, carefully-determined base level of funding, any weighted student formula will fail North Carolina's students.

Include student weights for major cost drivers

At minimum, a weighted student formula must include additional weights for students with the following characteristics:

- Low-income/at-risk
- Children with disabilities
- English language learners

In each case, the Task Force will need to carefully determine the **eligibility criteria** for each category, as well as the **appropriate weight** for each category.

1. **Eligibility criteria:** The Task Force should conduct a statistical analysis of all student demographics to determine which student characteristics are associated with lower student performance. For example, recent research has shown that crude measures of student income such as free or reduced lunch eligibility tend to mask the size of the achievement gap between high-income and low-income students.⁸ This research implies that states should develop better data on family income and differentiate funding to better target

⁸ Susan Dynarski, "Why American Schools are Even More Unequal Than We Thought," *New York Times*, August 12, 2016, as found at: <https://www.nytimes.com/2016/08/14/upshot/why-american-schools-are-even-more-unequal-than-we-thought.html>

students with the greatest need. Similarly, further statistical analysis of student characteristics associated with student achievement gaps would likely provide support to the differentiation of children with disabilities funding on the basis of specific interventions provided to disabled students.

2. **Determining appropriate weighting levels:** The Task Force should avoid basing appropriate weighting levels simply off what other states are doing. After all, other states continue to fail to educate their low-income, disabled, and English language learners up to state standards. There may be rare exceptions, but for the most part, weights provided by other states are insufficient to close achievement gaps. Instead, the Task Force should use statistical or cost-function models examining national data to determine the additional funding levels required to eliminate achievement gaps.

Maintaining certain categorical funding

Costs for certain activities do not neatly correspond to a funding model driven mostly by the number of students. The Task Force should consider preserving the following funding streams as separate allotments outside of any proposed weighted student formula:

- Central office
- Child and family support teams
- Cooperative innovative high schools
- School bus replacement
- School connectivity
- Transportation

Protection for districts with declining enrollment

One disadvantage of weighted student models is that they disadvantage districts with declining enrollment. By allocating all funds on a per-student basis, weighted student formulas fail to recognize that districts have certain fixed costs that do not change when enrollment decreases. Additionally, many weighted student formulas fail to include hold-harmless funding that allows districts an additional year of funding to manage the transition to lower budget levels associated with declining enrollment.

In the past school year, 85 of North Carolina's 115 school districts experienced a drop in year-over-year enrollment. Therefore, it is important that any weighted student proposal include protections for districts with declining enrollment. In particular, any proposed weighted student funding system in North Carolina should include both:

1. Categorical funding for fixed costs that falls outside of the weighted student formula; and
2. Hold-harmless funding for districts that experience year-over-year decreases in student funding (i.e., continue the practice of funding districts based on the higher of current year or prior year enrollment).

Statutory requirement to annually adjust base funding

In states with weighted student funding formulas, funding can quickly become inadequate unless base funding levels are annually increased in accordance with the inflationary pressures facing school systems. Examination of other states' funding systems shows that state legislators often fail to account for inflation as part of the annual appropriations process.

Any Task Force recommendations should include a statutory requirement to annually increase base funding levels in accordance with the inflationary pressures facing North Carolina's schools. The Task Force should not rely on common measures of inflation such as the Consumer Price Index (CPI), but instead look at alternative or custom measures where the basket of goods more closely approximates school district expenditures. For example, the vast majority of school expenditures is on wages and benefits of college-educated labor. The Task Force may consider annual base adjustments based on the change in wages of college-educated workers in North Carolina. Such a measure would help maintain funding adequacy while allowing districts to offer teacher salaries that would maintain competitiveness with compensation in other industries.

Statutory requirement to continually evaluate student weights

One shortcoming common with other states' weighted student formulas is the lack of systemic evaluation of the appropriateness of weighted student levels. There are no states that systematically and regularly examine the appropriateness of the weights used in their formula to provide supplemental student-based funding. As a result, major achievement gaps persist for children with disabilities, low-income students, and English language learners.

North Carolina could substantially improve on other states' weighted student formulas by developing a process to quantitatively analyze the formula's weights. Weights are intended to provide districts the resources necessary to close achievement gaps. Therefore, if achievement gaps persist for specific subgroups, the state should increase the weight for that subgroup.

For example, the state could require in statute that weights are re-assessed every two years. The assessment would look at various measures of student achievement, such as end-of-grade and end-of-course tests. Unless achievement gaps are decreasing across a majority of measures, the statute could require the General Assembly to increase the weight for a given subgroup of students. Such a measure would be the first of its kind in the nation, and substantially improve funding equity for often over-looked subgroups of students with limited political power.

Provide weighted student funding in one program report code (PRC)

One benefit of weighted student formulas is that funding is provided to districts in one lump sum, with districts given the authority to determine how best to spend these funds.⁹ If North Carolina were to transition to a weighted student model, funds (other than categorical funding) should be provided through a single PRC. Districts should be permitted to spend these funds on all allowable educational expenditures to best meet their students' unique needs.

Comprehensive re-examination of school finance system every 10 years

Other states' school finance systems show that even the best-designed funding formulas require periodic review and adjustment. For example, Maryland requires its school finance system to be re-examined every 10 years. If a new school finance system is implemented in North Carolina, policymakers should require additional study after a 10-year period. This study should include a broad range of school finance experts and stakeholders to assess the extent to which the formula is meeting North Carolina's goal of creating a school finance system that is adequate, equitable, and transparent.

Provide districts with the time, resources, and training necessary to implement major changes

Adjusted for inflation, state funding for central office administration is 40 percent below the level provided in FY 95-96.¹⁰ Administrative responsibilities have continued to increase over this period.

⁹ Of course, the same degree of spending flexibility can also be provided within a resource allocation model if policy permits the free transfer of funds between allotments.

Administrative budget restrictions create barriers to quickly and successfully pivoting from a resource allocation model to a weighted student model. If the Task Force recommends a transition to a weighted student model, the plan must also include measures to provide districts with the time, training, and resources to ensure a smooth and successful transition.

¹⁰ Kris Nordstrom, "House and Senate's draconian central office cuts would disproportionately harm poor, rural school districts," *Progressive Pulse*, June 13, 2017, as found at: <http://pulse.ncpolicywatch.org/2017/06/13/house-senates-draconian-central-office-cuts-disproportionately-harm-poor-rural-school-districts/#sthash.dYP424MP.dpbs>