

## Weekly Message for January 3-6, 2006

Colleagues,

Happy New Year! I trust that your holiday break was refreshing and that you had an opportunity to spend some quality time with family and friends. I'm sure that the New Year will present us with new challenges as it relates to human resources matters, and I'm confident that you are well prepared and capable of managing the issues that will surface. January also signals the beginning of the recruiting season for most of you. I hope that your efforts will be fruitful and that you recruit the brightest and the best teachers for our children.

Here's the latest\*

**1. CAREER TEACHER (TENURE) STATUS REMINDER:** Just a reminder to personnel administrators of key dates in the career teacher process. These dates are identified in G.S. 115C-325 and requires strict adherence. It is not too early to begin formulating your list(s) of tenure-eligible teachers. All career or tenure decisions must be made and the affected teachers notified in writing on or before June 15. Additionally, the local board of education must be notified of the names of those eligible for career status AT LEAST 30 DAYS prior to any board action granting career status (115C-325(c)(2a)).

**2. REEMPLOYED RETIREE POLICY:** Just another reminder concerning the reemployment of retirees. Retirees with an effective retirement date of November 1, 2005 and after must have a 6-month break in service before being reemployed. During the 6-month break, the retiree shall not work in any capacity with an entity that participates in the Teachers' and State Employees' Retirement System including part-time, temporary, substitute, part-time tutor, or contractor service. Being reemployed during the 6-month break violates the definition of "Retirement" and the retiree will be required to repay all retirement benefits received, and begin a new 6-month break requirement. Call us if you have questions concerning this policy.

**3. SPRING PANC - APRIL 3-5, 2006:** The PANC Steering Committee will meet on January 20, 2005, to plan and format the upcoming Spring Conference. The Spring PANC will be held at the Hilton Wilmington Riverside, Wilmington, NC. We hope to have the registration website available shortly after this meeting. The Spring Conference is where we recognize retired/retiring personnel administrators. If you are retiring or have retired recently or you know of a retirement since our last conference, please get those names to the steering committee. If you have ideas or suggestions for the conference, get them to your district representative. The planning is already taking on the characteristics of another dynamic conference. Don't miss it.

**4. STATE BOARD MEETING:** The State Board of Education will hold its first meeting of the New Year on Wednesday and Thursday, Jan. 4-5, in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh. Agenda items include the continuation of last month's Issues Session on reading and literacy programs and issues in North Carolina public schools. The Board also is expected to take action on calendar bill waivers requested by local districts for educational purposes, a revision of Praxis I testing requirement for admission to teacher education programs and renewal recommendations for charter schools. In addition, Board members will also discuss options for growth models for determining adequate yearly progress and a revision of the school counselor job description. The complete agenda is available online at [http://www.ncpublicschools.org/sbe\\_meetings/index.html](http://www.ncpublicschools.org/sbe_meetings/index.html) by clicking on the appropriate link. As a reminder, the monthly State Board of Education meetings are audio streamed. To listen, please go online to [http://www.ncpublicschools.org/sbe\\_meetings/](http://www.ncpublicschools.org/sbe_meetings/) and scroll to the Live Audio Stream links.

**5. STATE BOARD OF EDUCATION HAS NEW ADVISORS FOR 2006:** When the State Board of Education begins its 2006 meeting schedule next week, it will have the benefit of two new advisors: Ben Curtis, a senior at Grimsley Senior High School in Guilford County, and L. Stanley Haywood, a member of the Asheboro City Schools' Board of Education. To read more, please go to the NCDPI Web site at <http://www.ncpublicschools.org> and click on the appropriate link under "News."

**6. SBE AD HOC COMMITTEE ON SCHOOL LEADERSHIP TO MEET:** The State Board of Education's Ad Hoc Committee on School Leadership will meet on Thursday, Jan. 5, from noon - 4 p.m., at the Center for School Leadership Development, 140 Friday Center Drive, Chapel Hill. The Committee's mission is to review current university-based school leadership training programs and other non-university administrator training programs, and their effectiveness in developing the skills and competencies needed to administer 21st century schools. For more information, please contact Jane Worsham, State Board of Education, 919/807-3400, or by email, [jworsham@dpi.state.nc.us](mailto:jworsham@dpi.state.nc.us).

**7. ADVISORY COMMISSION ON RAISING ACHIEVEMENT AND CLOSING GAPS TO MEET:** The Advisory Commission on Raising Achievement and Closing Gaps will meet Wednesday, Jan. 11, from 9 a.m. to 3 p.m., in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh. Agenda items include comments from new Commission Chair Joe Johnson, and discussions of the Friendly Critic Report and future directions of the Commission. For more information, please contact Mary Anne Tharin at 919/807-3658, or by email, [mtharin@dpi.state.nc.us](mailto:mtharin@dpi.state.nc.us).

**8. SBE AD HOC RIGOR, RELEVANCE AND RELATIONSHIPS COMMITTEE TO MEET:** The State Board of Education's Ad Hoc Rigor, Relevance and Relationships Committee will meet Thursday, Jan. 12, from 10 a.m.-noon, in the 7th Floor Board Lounge, Education Building, 301 N. Wilmington Street, Raleigh. Committee members will discuss how to improve the rigor of the mathematics courses in the career pathways to prepare students for the 21st century. Consultants also will present an update on math courses and course code issues that have been discussed in recent meetings. For more information, please contact Betsy West, State Board of Education, 919/807-3405, or by email, [bwest@dpi.state.nc.us](mailto:bwest@dpi.state.nc.us).

**9. RETIREMENT CONFERENCES SCHEDULED:** The Retirement Systems Division will conduct retirement conferences for employees in the Teachers' and State Employees' Retirement System and the Local Governmental Employees' Retirement System in locations throughout the State from January through March 2006. The conferences serve as an orientation for new employees, and as planning sessions for employees closer to retirement age. Registration is not required. Additional conferences will be scheduled later this year.

DATE:

LOCATION:

January 17, 2006

N.C. DEPARTMENT OF TRANSPORTATION  
Highway Building Auditorium (Downtown)  
New Bern Avenue  
Raleigh, NC

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

January 23, 2006

EAST MOORESVILLE INTERMEDIATE SCHOOL  
1711 Landis Hwy  
 Mooresville, NC

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

February 15, 2006

TOWN OF FARMVILLE  
Upstairs Courtroom  
3672 North Main Street  
Farmville, NC 27828

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

February 16, 2006 PUBLIC WORKS COMMISSION  
Conference Room  
955 Old Wilmington Rd  
Fayetteville, NC

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

March 8, 2006 UNC WILMINGTON  
Cameron School of Business Room 105  
601 S College Road  
Wilmington, NC

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

March 15, 2006 WAKE TECH COMMUNITY COLLEGE  
Student Services Building Conference Center  
9101 Fayetteville Road  
Raleigh, NC

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

March 31, 2006 HAYWOOD COMMUNITY COLLEGE  
Student Services Building Auditorium  
185 Freedlander Drive  
Clyde, NC

Teachers' and State Employees' Retirement System - 9:30 AM  
Local Governmental Employees' Retirement System - 1:30 PM

## **10. ARTICLES OF INTEREST:**

### **CONGRESS UTTERLY FAILS IN ITS COMMITMENT TO AMERICA'S SCHOOLCHILDREN:**

This week, in a flurry of end-of-session votes, the U.S. House and Senate approved several education-related matters, including a 1 percent cut in funds for public education, and the creation of a private school voucher program within a hurricane relief plan. These measures, instead of being voted on openly and honestly on their own merits, were attached to the Defense Appropriations bill. "This has been a year of great challenges for our nation, from war to devastating hurricanes," writes Joan Schmidt, president of National School Boards Association. "But meeting those challenges fully

and effectively requires our elected leaders in Congress to do their part. That means fulfilling promises to adequately fund critical programs like No Child Left Behind and special education, and maintaining a commitment to put public schools first. Yet when it comes to public education, the actions of Congress, particularly in the final days of this session, have been abysmal. The nation's defense bill, which includes funding for our troops during a time of war, should never have been used as a cover to enact bad legislation for our public schools. But that is precisely what Congress has done."

<http://www.nsba.org/site/doc.asp?TRACKID=&VID=2&CID=90&DID=37523>

#### FUNDING GAP 2005: MOST STATES SHORTCHANGE POOR & MINORITY STUDENTS:

Most states significantly shortchange poor and minority children when it comes to funding the schools they attend, according to a new report by the Education Trust. Nationally, we spend about \$900 less per pupil on students educated in our nation's poorest school districts than those educated in the wealthiest. Worst yet, in some states, this funding gap exceeds \$1,000 per pupil. The problem is widespread. In 27 of 49 states studied, the school districts serving the highest concentrations of poor students spend less per pupil than the lowest-poverty districts. The dollar figures in this analysis were not adjusted for the extra costs of educating low-income students. The Education Trust also analyzed funding data by applying a widely used 40-percent adjustment to account for the additional costs of educating low-income students. When this adjustment is applied, the funding gap between high- and low-poverty districts grows to more than \$1,400 per student, and the number of states with funding inequities increases to 38 states. Under-funding is also pervasive in districts educating the most minority students: In 30 states, the school districts serving concentrations of minority students spend less per pupil than the districts that educate few children of color; when the numbers are adjusted to account for the extra costs of educating the low-income students these districts serve, 35 states have minority funding gaps. This annual analysis of school funding focuses on the money that state and local governments provide to school districts by looking at data for the 2002-03 school year, the latest year for which such financial data are available. The report focuses on state and local policies because these jurisdictions, rather than the federal government, control more than 90 percent of the dollars received by public schools, and they bear the lion's share of the responsibility to close these gaps. The Education Trust report acknowledged that providing more money to schools does not, by itself, guarantee gains in student achievement. Rather, the money must be spent wisely on resources proven to increase student learning, such as hiring qualified teachers and providing extra support to struggling students.

<http://www2.edtrust.org/EdTrust/Press+Room/Funding+Gap+2005.htm>

#### SCHOOLS OF THE 1950s ARE SHOWING THEIR AGE:

The elementary schools built in the 1950s and '60s for the baby boomers are, like their original students, showing their age. The average age of a public school in the Northeast is 46, according to the National Center for Education Statistics. Many buildings have been kept in good repair by custodial staff, but many schools have leaky roofs, worn carpets, poor ventilation, dim lighting, plumbing that could allow lead in

drinking water, and little or no accessibility for students in wheelchairs. Then there is the problem of overcrowding. Fixing one problem can lead to another. Asbestos is in the ceilings of schools, which becomes an issue when crews need to repair roof leaks. As Lisa Keen reports, politicians are more interested in the cheapest fix of renovating schools rather than replacing them.

[http://www.boston.com/news/local/articles/2005/12/18/schools\\_of\\_the\\_50s\\_are\\_showing\\_their\\_age/](http://www.boston.com/news/local/articles/2005/12/18/schools_of_the_50s_are_showing_their_age/)

#### DO BRIGHTER WALLS MAKE BRIGHTER STUDENTS?

A project to spruce up dreary hallways at inner city schools is based on a simple idea: Bright walls make for brighter students. Publicolor, a program in which students are permitted to paint over the industrial shades of their schools' interiors, is credited by school officials with lowering dropout rates, decreasing discipline problems and increasing attendance. Ruth Lande Shuman, an industrial designer who created the program, said Publicolor has far surpassed her expectations and won over once skeptical city school officials. "They didn't understand that schools are not meant to look like prisons," Shuman said. "I was, frankly, horrified by how hostile these schools looked and felt." Shuman began simply, by providing paint and brushes to students and letting them transform drab walls and doorways into colorful entrances and pathways that set them apart in blighted neighborhoods. Over the years, she has created educational programs to accompany the painting tasks so that students who found themselves taking a new interest in their schools could take a new interest in their studies, too. Soon, the organization was providing tutoring, career counseling and college preparation lessons, along with arranging summer internships and jobs.

<http://www.cnn.com/2005/EDUCATION/12/19/paint.in.schools.ap/index.html>

#### GETTING OFF THE HAMSTER WHEEL OF REFORM (PDF File):

Even with all the external elements of school reform in place, educators can end up spinning their wheels, says consultant Grace Sammon in this recent article from Principal Leadership. Sammon argues that "to make progress, schools must identify their nonnegotiable key elements and use the habits of highly effective schools to turn reform plans into school practice." She begins with a real-life anecdote of a high school where everything to support reform is in place -- grants, a redesigned school building, a supportive administration, and an engaged leadership committee. "We continued to rehash old decisions; brought new folks up-to-date; and rethought, rediscussed, and refought old battles. We fretted about football teams and chorus more than the students' needs and the quality of instruction. We had not gotten to the deeper discussions about academic achievement, professional community, and data-driven decisions. We were running in place, not making progress. If I closed my eyes, I could almost hear the hamster wheel spinning."

<http://www.teacherleaders.org/misc/hamsterwheel.pdf>

## TUTORS: ARE THEY WORTH THE COST?

Indiana schools have spent millions since 2003 on private tutoring to raise the test scores of struggling students, yet no one can tell whether all the extra lessons are making a difference. The programs, which have grown in response to federal rules designed to help low-performing students, are so lucrative for tutoring groups that some in Indianapolis offered \$100 gift cards for perfect attendance to help recruit students. State officials had to set a limit to keep the incentives from spiraling upward, reports Kim Hooper. Education leaders admit they struggle to monitor the tutoring groups. But parents find the promise of free lessons for their children a powerful draw. Tutoring is mandated by the federal No Child Left Behind Act, which seeks to narrow the gap in how much is learned between more affluent, mostly white students and their low-income peers, who are disproportionately minorities. The tutoring must be offered for free to students in struggling schools, but students are not required to attend. Most schools end up using federal money to pay for the tutoring instead of using it in other areas permitted under federal rules. On the state and national levels, no one tracks school spending on the tutoring industry, which analysts predict could become a \$2 billion-a-year venture. Despite the money and the students in need, no uniform way exists to measure how well tutoring programs work. Programs must be certified by the state, but there are few requirements to meet -- for example, instructors do not need to be licensed teachers.

<http://www.indystar.com/apps/pbcs.dll/article?AID=/20051219/NEWS01/512190413/1006>

## 11. GRANT INFORMATION AND FUNDING:

### NEW LEADERS FOR NEW SCHOOLS SEEK CANDIDATES TO BECOME URBAN SCHOOL PRINCIPALS:

New Leaders for New Schools is currently accepting applications for candidates who meet our 10 selection criteria (see website) and want to lead change for children in low income communities by becoming urban public school principals. Candidates should have a record of success in leading adults, an expertise in K-12 teaching and learning, a relentless drive to lead an excellent urban school, and most importantly, an unyielding belief in the potential of every child to achieve academically at high levels. Eligibility: a minimum of 2-3 years of successful K-12 instruction experience; a teaching certificate preferred. Deadline: March 1, 2006.

<http://www.nlms.org/NLWeb/Leader.jsp>

### RECOGNIZING A TEACHER WHO OVERCOMES ADVERSITY:

Christopher Columbus Fellowship Foundation Freida J. Riley Teacher Award annually recognizes an American teacher who overcomes adversity or makes an enormous sacrifice in order to positively impact students. It is given in honor of teacher Freida J. Riley who died of Hodgkin's disease at the age of 31. Maximum Award: \$10,000. Eligibility: full-time teachers (grades K-12), in any accredited U.S. public, private, or charter school. Deadline: March 1, 2006.

<http://nmoe.org/riley/>

## STATE FARM CHARITABLE CONTRIBUTIONS TO TEACHER EXCELLENCE PROGRAMS:

The State Farm Companies Foundation makes charitable contributions to teacher excellence programs that improve teacher quality, service-learning programs that integrate core classroom curriculum with service to the community, and programs that incorporate the Baldrige criteria (for information, see website) into education systems to improve overall effectiveness. Maximum Award: Varies. Eligibility: nonprofit, tax-exempt organizations under Section 501(c)(3) of the U.S. Internal Revenue Code, Canadian charitable organizations, and educational institutions. Deadline: January 15, 2006.

<http://www.statefarm.com/foundati/foundati.htm>

## THE NEA FOUNDATION:

Grants are provided for the purpose of engaging in high-quality professional development or implementing project-based learning and break-the-mold innovations that raise student achievement. Maximum Award: \$5,000. Eligibility: public school teachers, public school education support professionals, and faculty and staff in public higher education institutions. Deadline: February 1, 2006.

<http://www.neafoundation.org/grants.htm>

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Weekly Message for January 17-20, 2006

Colleagues,

How 'bout them Panthers? (I'm actually a Redskins fan, but Oh well!) We have another chance to cheer for the home team as the Panthers seem to be unstoppable. Maybe this is the Super Bowl year...GO PANTHERS!! I hope that your holiday break was an enjoyable one and that you participated in one of the many activities in your community commemorating the life and legacy of Dr. Martin Luther King, Jr. Dr King's legacy should continue to challenge all of us to do our part in making our neighborhoods and communities better places to live.

It has been an extremely busy time for the School Personnel Support staff. Several issues are requiring our immediate attention. One of the issues is retirement. I will address retirement in more detail in a separate email. I will state now however, that the return to work provisions for retirees is an issue that needs your critical review and compliance. You need to have the most accurate and up to date information regarding reemployment to assist retirees in making return to work decisions.

I'll use this space to make you aware of the WeSave Discount Savings Program. WeSave is a discount savings program for public employees. Attached to this message is an introductory letter about the program. In order to ensure that all your employees are able to participate, I need to know the number of employees in your schools. This includes all employees (both certified and classified). This number also needs to reflect the percentage of growth expected for the 2006-07 school year. The numbers are to ensure that you receive an appropriate amount of WeSave Cards that are part of this program. Please provide this information to me via email no later than Wednesday, January 25, 2006. Thanks!

Here's the latest\*

**1. PERSONNEL ADMINISTRATORS OF NC (PANC) CONFERENCE:** The Spring PANC Conference will be held April 3-5, 2006, at the Hilton Wilmington Riverside., Wilmington, NC. The on-line registration site will be available within the next two weeks. Hotel registration should be available early next week. We'll keep you posted.

**2. PANC STEERING COMMITTEE MEETING:** The PANC Steering Committee will meet on January 20, 2006, at the conference site to plan for the Spring PANC Conference. As a reminder, if you are retiring or know of a personnel administrator who has retired since our last conference, please submit the names to the committee so that we can recognize them at the conference. You can submit the names to Bob McGrattan at [ROBERT.MCGRATTAN@asheville.k12.nc.us](mailto:ROBERT.MCGRATTAN@asheville.k12.nc.us).

**3. ADMINISTRATIVE CONTRACTS:** It's not too early to begin the conversation about administrative contracts. G.S. 115C-287.1 addresses administrative contracts. Administrators, whose contracts will end on June 30, must be notified of a non-renewal of the contract decision by May 1. This notification must be in writing. Refer to G.S. 115C-287.2(d) for full details.

**4. TEACHER EVALUATIONS:** G.S. 115C-333 requires four observations and a summative evaluation for teachers who have not attained career status. One observation is by a peer and the remainder by the principal or the principal's designee. If problems are identified in the observations, corrective actions should be promptly initiated. If the performance is below standard or unsatisfactory on an evaluation, the teacher must be placed on an action plan, in the event the superintendent does not recommend dismissal, demotion, or non-renewal.

**5. INITIAL LICENSURE ANNUAL REPORT:** On January 5, The State Board of Education approved a new format for the Initial Licensure Annual Report. This new format focuses on retention and efforts to support beginning teachers. You will be receiving information from the Regional Teacher on Loan. This new report will be for the 2005-2006 school year and is due to DPI October 1, 2006. If you have questions, please contact Gayenell Gull at [ggull@dpi.state.nc.us](mailto:ggull@dpi.state.nc.us) or 919-807-3377.

#### **6. STATE BOARD OF EDUCATION ISSUES CEU RULES FOR SCHOOL**

**ADMINISTRATORS:** The SBE recently issued regulations that require principals to obtain professional development aimed specifically at ways to attract and keep high-quality teachers. The exact wording of the new regulation is as follows: "School administrators must earn at least five renewal credits during each renewal cycle focused on the principal's role in teacher effectiveness, teacher evaluations, teacher support programs, teacher leadership, teacher empowerment, and teacher retention. This requirement for school administrators applies to individuals renewing their licenses on or after July 1, 2007." (Go to <http://sbepolicy.dpi.state.nc.us/> to read the full text.) Participants in many of PEP's current programs, including the March teacher retention conference (see above), the School Administrators as Instructional Leadership (SAIL) program, and the Principals' Summer Institute (see below), are eligible for CEU credits in these content areas.

**7. WESAVE DISCOUNT SAVINGS PROGRAM:** WeSave is a discount savings program for public employees. Attached to this message is an introductory letter about the program. In order to ensure that all your employees are able to participate, I need to know the number of employees in your schools. This includes all employees (both certified and classified). This number also needs to reflect the percentage of growth

expected for the 2006-07 school year. The numbers are to ensure that you receive an appropriate amount of WeSave Cards that are part of this program. Please provide this information to me via email no later than Wednesday, January 25, 2006.

**8. STATE BOARD MEETING HIGHLIGHTS:** Board members continued their issues session on Reading/Literacy Programs and Issues in North Carolina Public Schools by hearing what is happening at the elementary, middle and high school grade levels. Members approved calendar bill waivers for educational purposes and district-wide waivers due to inclement weather, a revision of the Praxis I testing requirement for admission to teacher education programs and revision of requirements for pre-service training of prospective teachers and lateral entry teachers to include positive management of student behavior and the safe and appropriate use of seclusion and restraint. Board members discussed options for growth models in determining AYP and a new policy that would limit the amount of time schools may devote to practice tests and restrict the timing and frequency of field tests. Board members also were introduced to the new NCVirtual Executive Director Bruce Friend. Complete Board highlights are posted online at <http://www.ncpublicschools.org/sbehighlights>.

**9. GOV. EASLEY PROCLAIMS JANUARY AS MENTORING MONTH:** Gov. Mike Easley has proclaimed January as Mentoring Month to emphasize the importance of mentoring, to recognize those already involved in mentoring and to recruit new mentors for youth in North Carolina. The theme for this year's national observance is "Share What You Know. Mentor a Child." North Carolina's third annual "Thank Your Mentor Day" will be held on Jan. 25, when citizens are urged to thank and honor those who have encouraged and guided them by contacting their mentors directly, sending their mentor an e-card, becoming mentors themselves or posting a tribute to their mentor on the campaign Web site, [www.whomentoreyou.org](http://www.whomentoreyou.org).

**10. NATIONAL SCHOOL COUNSELING WEEK:** National School Counseling Week is Feb. 6-10 and schools nationwide will celebrate its theme, "School Counselors: Changing Lives, Building Futures." School counselors are actively committed to helping students reach their full potential and explore their abilities, strengths, interests, and talents. School counselors also help parents focus on ways to further the educational, personal and social growth of their children and work with teachers and other educators to help students explore their potential and set goals for themselves. For more information, please visit the American School Counselor Association's Web site at <http://www.schoolcounselor.org/>.

**11. WORDS TO THE WISE NEWSLETTER:** The Words to the WISE newsletter is back with all the latest information about NC WISE. In this issue, educators can learn more about the new Athletic Eligibility Module, how EDI streamlines the college application process for students, SAR and tips for its compilation, what's new with the Web-Based Training lessons and the latest information for the NC Symposium. To read more, visit the NC WISE Web site at [http://www.ncwise.org/newsletter/wise\\_newsletter\\_12\\_20\\_05.pdf](http://www.ncwise.org/newsletter/wise_newsletter_12_20_05.pdf).

**12. IDENTITY THEFT PROTECTION ACT:** Please review the attached memorandum to Finance Officers and Workers' Compensation Administrators from Eileen Townsend concerning Identity Theft Protection Act - instructions/recommendations for Social Security Number on Workers' Compensation Form 19. If you have questions contact Eileen Townsend at [etownsen@dpi.state.nc.us](mailto:etownsen@dpi.state.nc.us).

**13. REGISTER NOW FOR PEP'S SPRING SCHOOL LAW ACADEMY:** April 4-6, 2006 (Day 1 Personnel Issues from 8 a.m. to 5 p.m.)

Need a primer on school law? Sign up for all or part of PEP's April 4-6, 2006, School Law Academy, a two-and-one-half-day intensive and practical review of need-to-know school law issues. On Day 1 we'll consider employment issues (cost: \$125). On Day 2 we'll consider student issues (cost: \$125). On Day 3 (morning only), we'll consider operational and other issues (cost: \$75). If you register for the entire academy, you will receive a discount (total cost: \$250) plus a free 2006 subscription to PEP's online, searchable, legal treatise, /Education Law in North Carolina/ (/ELNC/). (Training to use /ELNC/ will be available at the Academy.) North Carolina public school principals and assistant principals receive priority registration status through February 14. CEU credits are available. For more information and to register, visit <http://www.ncpep.org/content.php/programs/sla/index.htm>.

**14. SCHOLARSHIP INFORMATION UPDATED:** Several scholarship programs are available in North Carolina to assist those who wish to enter the teaching field. Visit <http://www.ncpublicschools.org/scholarships/> for details, application instructions and deadlines, and more.

**15. PROFESSIONAL DEVELOPMENT KICKS OFF 2006 WITH SEVERAL NEW RESOURCES:** Find current, relevant literature summaries provided by DPI's monthly Professional Development Book Club. Visit <http://www.ncpublicschools.org/profdev/resources/bookclub/> for a new summary or to review the archives. Also added to the Professional Development site is the new Best Practices section. Learn the techniques and tactics that are leading the way in this area. Click on <http://www.ncpublicschools.org/profdev/resources/bestpractices/> to

learn more. Finally, the December 2005 newsletter, "Culture: Attitudes That Support or Sabotage Professional Growth and Development," is now available online. Visit <http://www.ncpublicschools.org/profdev/newsletter/2005/> to read this and past issues.

## **16. ARTICLES OF INTEREST:**

### **DOES YOUR DISTRICT OFFICE NEED ITS OWN DEVELOPMENT OFFICE?**

Over the past few years, budget shortfalls have forced many school boards to make tough decisions about what education programs must go, rather than about what new programs to support. At the same time, these districts are attempting to raise test scores to meet the demands of the No Child Left Behind Act, which often requires the kind of specialized programs they've just cut. Is there any way around this classic Catch 22? In this article, Gary Frye reports on the rise of independent local education foundations and school district development offices to support student needs. Frye outlines the rationale for raising additional funds from non-tax sources. In addition, he highlights his own grant writing efforts that led to \$1.3 million in grants last year alone. In his view, establishing a grant-writing function in a school district is a key strategy for increasing funds dramatically without increasing taxes.

<http://www.asbj.com/2005/12/1205ASBJfrye.pdf>

### **ADVERTISERS CATCH THE SCHOOL BUS:**

School districts desperate to plug budget holes are turning their buses into billboards for soft drinks, credit unions and car dealerships. Advertisements have popped up on buses in Arizona and Massachusetts. New ones are set to appear in Michigan and Colorado. Dozens more districts from Florida to Pennsylvania may join them. "This will spread across the nation, because there's so much money that will come into schools as a result of doing this," says Daniel Shearer, director of transportation at the Scottsdale Unified School District. The Arizona city just outside Phoenix began displaying ads on the sides of its buses last December. Advertisers include real estate agencies, a local toy store and an ambulance company. The district anticipates the ads will bring in \$300,000 this year and up to \$900,000 in a few years. But some consumer groups and parents are alarmed. They say America's children -- already bombarded by ads -- shouldn't become captive audiences on their way to and from school. "It teaches children that \* they're for sale," says Gary Ruskin, executive director of the consumer group Commercial Alert. "They're just a bunch of sardines packed in a bus being sold to an advertiser." Such arguments haven't swayed many districts, reports Emily Bazar.

[http://www.usatoday.com/printedition/news/20051227/a\\_schoolbusads27.art.htm](http://www.usatoday.com/printedition/news/20051227/a_schoolbusads27.art.htm).

### **RIGOR ON TRIAL:**

Rigor, it seems, is the new reform de jour, writes Tony Wagner. As a nation, we appear to have come to a consensus that all children deserve a "challenging and rigorous" education. The problem is, we have no common agreement about what constitutes "rigor." Is it rigorous to require all students to take a college-prep

curriculum, including advanced math? Are high school Advanced Placement courses the new standard for rigor, as many are now suggesting? Rigor in the classroom, Wagner has discovered, is invariably tied to the larger questions of what society will demand of students when they graduate, what it means to be an educated adult, and how the skills needed for work, citizenship, and continuous learning have changed fundamentally in the last quarter-century. The lesson learned is that rigor has less to do with how demanding the material the teacher covers is than with what competencies students have mastered as a result of a lesson. Students chosen at random were questioned to determine not only the level of rigor in the class, but also the extent to which there was evidence of the other two R's of relevance and respectful relationships, essential elements in motivating students to want to achieve rigor. The seven questions that emerged from this work are the following: (1) What is the purpose of this lesson? (2) Why is this important to learn? (3) In what ways am I challenged to think in this lesson? (4) How will I apply, assess, or communicate what I've learned? (5) How will I know how good my work is and how I can improve it? (6) Do I feel respected by other students in this class? (7) Do I feel respected by the teacher in this class?

<http://www.edweek.org/ew/articles/2006/01/11/18wagner.h25.html>

#### NEW DISCUSSION GUIDE FOR "MAKING SCHOOLS WORK":

A new discussion guide and DVD of excerpts drawn from the PBS prime-time special, "Making Schools Work with Hendrik Smith," will be available in February 2006 and free-of-charge (except shipping). The documentary showed models of successful educational reform from elementary through high school. All are widely used across the U.S. or throughout entire school districts. In all, two million students were reached by these reforms. The discussion guide (and DVD of excerpts from the show) is designed to stimulate public discussion of effective techniques and crucial issues of educational reform. It is intended for teachers, parents, principals, administrators and anyone interested in improving public schools. The topics addressed in the guide include: Are Prescriptive Strategies a Good Idea? How Can Power Sharing Help School Reform? Can All Kids Really Learn? How Do We Combat the Dropout Problem? How Can You Hook Teens on School? How Do We Lift the Quality of Teaching? Testing: Why and Who Is It For? Equity: How Do We Level The Playing Field? Why Is Consensus So Important? If you are interested in ordering a free copy of the guide and DVD, please contact Jenny Smith at 508-430-0897 or [JennySmi@aol.com](mailto:JennySmi@aol.com).

<http://www.pbs.org/makingschoolswork/>

#### TEACHER PROFESSIONAL DEVELOPMENT: WHAT TEACHERS, PRINCIPALS & DISTRICT STAFF REPORT:

This report uses data from the 1999-2000 Schools and Staffing Survey to address how teacher professional development was organized and managed, what kinds of activities were available to teachers, and which ones they participated in. Major topics covered include planning and implementation of professional development, selection and evaluation of professional development activities and support for teacher professional

development. In 1999-2000 most schools (92 percent) provided their teachers with time for professional development during regular contract hours. According to district staff, primary responsibility for deciding the content of professional development activities rests most commonly with district staff or principals rather than teachers or outside providers. In each topic area, more than one-half of all teachers who had participated thought that the activities were very useful.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006305>

## **17. GRANT INFORMATION:**

### **OUTSTANDING SOCIAL STUDIES TEACHER OF THE YEAR:**

These awards recognize exceptional classroom social studies teachers for grades K-6, 5-8, and 7-12 who teach social studies regularly and systematically in elementary, and at least half time in middle or junior high, and high school settings. Maximum Award: \$2,500. Eligibility: Anyone may nominate. Self nominations will be accepted. NCSS Membership is required. Deadline: April 1, 2006.

<http://www.socialstudies.org/awards/teaching/>

### **GRANTS FOR IN-SCHOOL MUSIC PROJECTS:**

The Mockingbird Foundation is offering grants for in-school music projects that promote creative expression through music, encouraging applications associated with diverse or unusual musical styles, genres, forms, and philosophies. Maximum Award: \$5,000. Eligibility: non-profit organizations, public schools. Deadline: February 1, 2006.

<http://www.mockingbirdfoundation.org/funding/guidelines.html>

### **NEA FINE ARTS GRANTS:**

On behalf of the National Education Association (NEA), The NEA Foundation offers NEA Fine Arts grants to NEA members. Available to elementary (grades K-6) school art specialists through local NEA affiliates, the grants allow fine arts educators to create and implement programs that promote learning among students at risk of school failure. Deadline: February 1, 2006.

<http://www.neafoundation.org/programs/finearts.htm>

### **THE NEA FOUNDATION:**

Grants are provided for the purpose of engaging in high-quality professional development or implementing project-based learning and break-the-mold innovations that raise student achievement. Maximum Award: \$5,000. Eligibility: public school teachers, public school education support professionals, and faculty and staff in public higher education institutions. Deadline: February 1, 2006.

<http://www.neafoundation.org/grants.htm>

**CIVICONNECTIONS PROGRAM:**

The National Council for the Social Studies (NCSS) CiviConnections program links local historical inquiry with community service-learning activities nationwide in 3rd-12th grade classrooms. CiviConnections projects during the 2006/07 school year will focus on: Poverty, Health Care, Discrimination, or the Environment. Maximum Award: \$7,500. Eligibility: teams of three teachers from grades 3-12 in the same public school district with membership in NCSS or agreeing to join if selected; must partner with at least one local community agency and meet certain other requirements (see website). Deadline: February 24, 2006.

<http://www.civiconnections.org/>

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## Weekly Message for January 30 - February 3, 2006

Colleagues,

This is Super Bowl week and I hope your favorite team plays up to your expectations on Sunday. The recruiting season is in sight as some of you have already begun your "road trips" to bring the best and brightest to your districts. I wish you much success in your recruiting efforts.

Here's the latest\*

**1. STATE BOARD TO MEET:** The State Board of Education will meet Wednesday and Thursday, Feb. 1-2, in the Education Building, Raleigh. Agenda items include the continuation of last month's Issues Session on reading and literacy programs and issues in North Carolina public schools. The Board also is expected to take action on options for growth models for determining AYP and calendar exemption requests under the Innovative Education Initiatives Act. In addition, Board members will discuss middle and high school mathematics recommendations and its 2006-07 supplemental budget request. The complete agenda is available online at [http://www.ncpublicschools.org/sbe\\_meetings/index.html](http://www.ncpublicschools.org/sbe_meetings/index.html) by clicking on the appropriate link. As a reminder, the monthly State Board of Education meetings are audio streamed. To listen, please go online to [http://www.ncpublicschools.org/sbe\\_meetings/](http://www.ncpublicschools.org/sbe_meetings/) and scroll to the Live Audio Stream links.

### **2. STATE BOARD MEETING HIGHLIGHTS IMPACTING HUMAN RESOURCES:**

The following issues were approved at the January 2006 board meeting:

- Revision of Praxis I Testing Requirement for Admission to Teacher Education
- Revision of Requirements for Pre-service Training of Prospective Teachers and Lateral Entry Teachers
- Revision of Initial Licensure Program Annual Report
- Report on Best Practices Regarding Teacher Planning Time

For full details visit:

<http://www.ncpublicschools.org/sbehighlights/2006/01highlights.html> or  
[http://www.ncpublicschools.org/sbe\\_meetings/0601/0601\\_QP.pdf](http://www.ncpublicschools.org/sbe_meetings/0601/0601_QP.pdf)

### **3. SBE AD HOC RIGOR, RELEVANCE AND RELATIONSHIPS COMMITTEE**

**MEETING SUMMARY:** At its Jan. 12 meeting, the R3 committee received and approved recommendations from Department of Public Instruction (DPI) high school and middle school math consultants. Department staff members were instructed to prepare the recommendations for inclusion in the February State Board meeting materials. Consultant presentations included recommendations to clarify and provide guidance regarding the awarding of units of credit for specified math courses in high

school and guidance for middle school students selected to take Algebra I. DPI staff also presented a recommended timeline for implementing the default Standard Course of Study. This item will be added to the SBE February agenda as an information item. A concerned parent attended the meeting and shared thoughts with the committee on the current math requirements for the university/college preparatory course of study students. Committee Chair Kathy Taft reassured the parent that the R3 committee will be making a series of policy recommendations to the State Board as its work proceeds and that concerns expressed at the R3 meeting will likely become part of future discussions of the R3 committee.

**4. BUDGET PLANNING INFORMATION:** Over the next few months LEAs will be developing local budgets. Planning Allotments will be distributed in February. Based on the General Assembly's action last summer the following rates are to be used in planning for the 2006-07 budget:

Retirement rate - 6.82%  
Hospital Insurance - \$3,854

Salary Changes: The Governor announced his intent to get teacher salaries to the national average. To do that, his office projected a need for a 5% annual increase. So, we are expecting a step + 3% for people paid on the teacher salary schedule. We are guessing that everyone else would get the 3% portion. We will let you know when we receive more specific information regarding salaries.

Reminder:

In addition to the 5% noted above, don't forget to incorporate the additional \$750 salary increase for your local teachers, instructional support, assistant principals and principals. The funding given to you this year from state funds for your locally certified personnel will not be available to you next fiscal year.

Should you have any questions regarding this information, please feel free to contact Paul LeSieur at (919) 807-3701 or [plesieur@dpi.state.nc.us](mailto:plesieur@dpi.state.nc.us).

**5. ORBIT OPENS FOR BUSINESS:** State Treasurer Richard H. Moore Invites Retirees to Try New Web-Based System. North Carolina's retired public employees can now login to ORBIT, a web-based system that provides virtually full access to their personal retirement accounts. By visiting [www.myncretirement.com](http://www.myncretirement.com) or <http://www.myncretirement.com/>, retirees can conduct secure transactions, like changing an address, printing a new 1099R tax document, or requesting an income verification letter, online 24 hours a day. Personal account information such as tax withholdings, benefit payment deductions, earnable allowance, direct deposit information and current benefit payment history is also available.

ORBIT, an acronym for Online Retirement Benefits through Integrated Technology, is a secure system protected by advanced data encryption tools. When first using ORBIT, retirees will register a confidential user ID and password to be entered whenever viewing their personal information. The ORBIT registration process requires key pieces of information only the retiree should know. Once logged-in to ORBIT, retirees will be able to view their payment history, tax documents, direct deposit instructions and much more. The personal information available through ORBIT will be updated real time to provide retirees with the most accurate data possible.

ORBIT is a multi-year project that is on-time and on-budget. This project will move the Retirement Systems Division decades forward by replacing technology installed during the 1970s with state-of-the-art tools. The building of ORBIT will end with the launch of similar online services for active employees and government employers in May 2007. ORBIT is the latest in a series of significant customer service improvements implemented under Treasurer Moore's leadership. For retirees without Internet access, Retirement Systems Division staff will continue to be available to answer calls and letters. Retirees can reach the Division toll-free at 1-877-733-4191 or 919-733-4191 (in the Raleigh area).

**6. 2006 AMERICAN STARS OF TEACHING:** The U.S. Department of Education is honoring outstanding classroom teachers through its American Stars of Teaching program. The Department's Teacher-to-Teacher Initiative is seeking nominations and information about teachers who are improving student achievement, using innovative strategies in the classroom, and making a difference in the lives of their students. Teachers across all grade levels and disciplines will be honored this fall as 2006 American Stars of Teaching. Parents, students, colleagues, school administrators and others can nominate an exemplary teacher who they believe has the qualities to be an American Star of Teaching. One teacher will be recognized from each state. To learn more, or to nominate a teacher to become an American Star of Teaching, please visit the Teacher-to-Teacher Initiative Web site at <http://www.ed.gov/teachers/how/tools/initiative/index.html>. All nominations must be received by April 15.

**7. NEW PROFESSIONAL DEVELOPMENT RESOURCES ADD ZING TO PRESENTATIONS:** When you present information to a group, do you achieve the impact you want? Are you connecting with participants? The tips and tools available on the Professional Development Web site can help you plan a powerful presentation. After utilizing these tips, you will be able to communicate with confidence and with the assurance that your participants' learning needs are met. Visit <http://www.ncpublicschools.org/profdev/presentation/> to learn more.

## **8. NCLB SUPPLEMENTAL SERVICE PROVIDERS' APPLICATION DEADLINE**

**EXTENDED:** For 2006-07, the N.C. Department of Public Instruction is using a different application and timeline to select Supplemental Educational Service (SES) providers. Application submissions will be accepted through Feb. 28. Applications must be received by 5 p.m. on the closing date. Providers will be approved by the State Board of Education and notified in June. Visit <http://www.ncpublicschools.org/nclb/ses/providers/> to access the application and to learn more.

## **9. ARTICLES ON INTEREST:**

### STATES SPEND MORE ON MEDICAID THAN EDUCATION:

States now spend more on health care for the poor than they do on elementary and secondary education, a policy group said in its annual review of efforts to deal with the growing problem of the uninsured. The states spent 21.9% of their revenue on Medicaid in fiscal year 2004. Elementary and second education consumed about 21.5% of states' budgets. Higher education came in at a distant third, 10.5%. "Today, Medicaid accounts for the largest and fastest growing category of state expenditures," said the State Coverage Initiatives program, which provides technical support to help states broaden health insurance coverage. The increase in Medicaid costs for the states stems from the continued decline in employer-sponsored health insurance, the report said. Medicaid generally covers children who lost access to employer-sponsored coverage, but those programs often don't cover adults who have lost such coverage. [http://www.usatoday.com/news/washington/2006-01-19-medicaid\\_x.htm](http://www.usatoday.com/news/washington/2006-01-19-medicaid_x.htm).

### STUDENTS TELL WHY THEIR SCHOOL LIBRARY MEDIA CENTERS "ROCK":

Funding from the New York Life Foundation allowed Public Education Network (PEN) and its member local education funds (LEFs) in Minneapolis, San Francisco and Tampa to update and refurbish library media centers in four high schools. The Revitalizing High School Libraries (RHSL) initiative has increased the number of students reading more for fun as well as for class. Survey results suggest that students are talking more about books and reading with family and friends. These behaviors are strongly associated with higher reading and academic achievement. This pilot program has invested in computer technology, revised collections, revamped library design, and extended hours of school library operation facilitating use before school, during school (including lunch hour), and after school. Grantee sites report greater student access to media centers with current materials that supplement core subject areas and that are of interest to students. Library media center specialists purchase high-interest books that are appropriate for a variety of reading levels. As a result, many students across all schools report increased reading levels, and especially greater comprehension and use of new vocabulary.

[http://www.publiceducation.org/pdf/Publications/High\\_School/Adolescents\\_Read2.pdf](http://www.publiceducation.org/pdf/Publications/High_School/Adolescents_Read2.pdf)

## THE 2006 FEDERAL EDUCATION BUDGET IS NOT SO ROSY:

The federal budget is final and it does not please the education community, writes David A. DeSchryver. The FY 2006 budget provides the first cut in federal education spending in over a decade and it terminates many state-based programs that were not deemed to be effective. Overall, the Department of Education will receive \$56.5 billion in discretionary for FY 2006, which began Oct. 1, which is \$59 million less than it received in 2005. Education technology did not avoid the knife. The program lost \$221 million from FY 2005, yet that is, oddly, good news for many in the sector. Early in the year the program faced termination, but for some fierce lobbying (making it clear that it is difficult to have a data driven technology culture without technology funding) the entire program would have vanished. Other programs did not fare as well. Forty eight programs will be eliminated and their funds will be used to buttress other areas and absorb the loss. There are, however, some bright points. First, Congress did make an exceptional effort to accommodate the needs of the states and districts rampaged by hurricane Katrina by providing more than \$253 million through the Hurricane Education Recovery Act. Poverty and special education programs also received a boost. The federal Title I program will increase by \$603 million and funding for disabled students will increase \$508 million to \$11.1 billion. All considered, it is unfortunate that such a cornerstone of the Bush Administration did not receive the attention it deserves, but that was the case for most non-defense programs in the 2006 federal budget.

[http://www.thedoylereport.com/default\\_article.aspx?page\\_id=spotlight&id=1391](http://www.thedoylereport.com/default_article.aspx?page_id=spotlight&id=1391)

## SURVIVAL SPANISH FOR SCHOOL ADMINISTRATORS:

"Eighty Fort Worth school district professionals [are] taking a free course being offered through a \$20,000 grant from the Texas Christian University Strategic Initiatives Fund. When district officials announced the free classes, the response was overwhelming; 400 people applied for the available slots in 'Survival Spanish for School Administrators.' 'The classes filled up in an hour,' said Charles Hoffman, the district's executive director for student and social services. 'People see the need to be able to communicate with Spanish speakers in the district.' Hoffman said the classes will help district employees establish better rapport with the Spanish-speaking community ... About 43,000 Hispanic children make up 54 percent of the district's student population and half of them speak Spanish at home, district officials said. A desire to communicate with newly arrived Spanish-speaking immigrant students and their parents is why many educators joined the class. 'We have a lot of parents who primarily speak Spanish,' said Cheryl Chappell, a teaching assistant from Monnig Middle School. 'We always have to have an interpreter.' The 12-hour program is geared specifically for the K-through-12 learning environment. Classes are being held on the TCU campus and at the district's Professional Development Center. More classes will be held later this year."

<http://www.dfw.com/mld/dfw/news/13669935.htm>

#### THE NEW FUNDAMENTALS OF LEADERSHIP:

Most people will agree that principals are the most important leaders in our school system, writes Mike Schmoker. Most will also agree that effective leadership in schools is still dismayingly, exceedingly rare. The key to improving school leadership begins with demystifying it. We must clarify the most high-leverage routines and procedures for bringing effective leadership within reach of "average" human beings. To do this, leadership must be redefined around professional learning communities: team-based, cooperative arrangements between instructors and administrators. At the heart of such professional learning communities is a commitment to having all teachers meet regularly with their colleagues for two primary purposes: 1) to determine, in common, the essential standards they will teach in each course on a common schedule; and 2) to prepare lessons and units together, assess their impact on student learning, and refine their instruction on the basis of these assessment results. If administrators focus on and coordinate such work, we will see record proportions of "average" human beings become highly successful school leaders.

<http://www.sedl.org/pubs/sedl-letter/>

#### HOMELAND SECURITY TO LAUNCH PREPAREDNESS PROGRAM AIMED AT KIDS:

After more than a year of delays, the Department of Homeland Security says it plans to launch a preparedness program next month aimed at alerting and preparing children for natural disasters. The program, called Ready Kids, is scheduled to roll out with TV ads, school programs and other events. "Ready Kids is a tool for parents and teachers to use to be able to speak to their students and children about how to be prepared for any type of disaster," said DHS spokeswoman Joanna Gonzalez. Gonzalez said the program will include age-appropriate activities and lessons on preparedness. FEMA, an agency within the DHS, already has a program preparing children for disasters. "FEMA for Kids" ([www.fema.gov/kids](http://www.fema.gov/kids)) includes a pudgy and nervous-looking airplane leaking a trail of smoke, a hermit crab mascot named "Herman," and a song with a rap beat: "Disaster \* it can happen anywhere, But we've got a few tips, so you can be prepared, For floods, tornadoes, or even a 'quake, You've got to be ready -- so your heart don't break."

<http://www.cnn.com/2006/EDUCATION/01/20/ready.kids.ap/index.html>

#### PARENTS DEMANDING THAT SCHOOL BE OUT FOR THE SUMMER:

The pressures of federally mandated exams have pushed public schools in Florida and in several other states to begin classes weeks earlier than usual to squeeze in more days of instruction before the critical tests, sometimes striking August entirely from vacation calendars and devoting the month, traditionally left open for childhood leisure, to class time. But a widespread backlash, led by disgruntled parents organized into loosely affiliated Save Our Summers groups across the country, is underway. Legislators in Florida, Georgia, Tennessee, Alabama, and Pennsylvania are weighing bills this year that would peg school start dates to Labor Day. North Carolina, Texas, Minnesota, and Wisconsin passed similar measures in recent years. The issue is one of the most controversial aspects in the ongoing debate over the exams used to comply

with the No Child Left Behind law, leading to widening opposition and adding to the litany of complaints about the side effects of what critics call high-stakes testing. Public schools in Florida, reports Peter Whoriskey, began classes at the beginning of August, essentially wiping out a month many had counted on for a spell of unhurried pleasure. Sherry Sturner, a mother of two in Miami-Dade County, had been looking forward to a family reunion up north and time at the swimming pool. But the new schedule did not accommodate them. "It just felt so out of whack," said Sturner, who created a Save Our Summers group to shift the school calendar back. "Every year, the schools were taking another week out of our summers. It was hot. So I said, 'You know what? I've had enough.' "

[http://www.boston.com/news/education/k\\_12/articles/2006/01/23/parents\\_demanding\\_that\\_school\\_be\\_out\\_for\\_summer/](http://www.boston.com/news/education/k_12/articles/2006/01/23/parents_demanding_that_school_be_out_for_summer/)

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## Weekly Message for February 13-17, 2006

Colleagues,

Winter is slowly making its presence known throughout the state. Colder temperatures and snow in some areas reminds us that the cold and flu season accompanies this change in climate conditions. Take the necessary precautions to guard yourselves against the flu and cold viruses.

I am pleased to announce that we have a new staff member in School Personnel Support. Joan Crump is our new personnel analyst. She comes to us from the NC Treasurer Department. We invite you to join us in welcoming her to our team.

This weekly message contains a few recurring themes that I think are important to you at this time. Issues such as retirement and employing school administrators are always helpful to discuss and are included in this week's issue. Please call or email if you have questions.

I still need LEAs to respond to the request for the number of employees in your systems for the WeSave program. I've extended the request for this information. Please read the WeSave item in this issue.

Stay warm and I hope you have a great week!

Here's the latest\*

**1. WELCOME OUR NEW STAFF MEMBER:** Please join us in welcoming Joan Crump to our staff. Joan comes to us from the NC Department of State Treasurer. She previously worked with IBM. She has extensive experience and background in human resources administration. She replaces Jeanne Burton. Joan will be with us at the PANC conference in April. She can be reached at 919-807-3366 or [jcrump@dpi.state.nc.us](mailto:jcrump@dpi.state.nc.us).

**2. FEBRUARY STATE BOARD HIGHLIGHTS ONLINE:** At the February Board meeting, members approved an option for a growth model for determining Adequate Yearly Progress. This option will now be submitted to the U.S. Department of Education for its consideration as one of the 10 pilots to be selected this year. In other action, the Board approved exemption requests under the Innovative Education Initiatives Act and technology plans for 89 school systems and nine charter schools. Board members also discussed items to be included in their 2006-07 Supplemental Budget request and three recommendations to enhance mathematics rigor at the middle and high school levels. Complete Board highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link.

**3. STATE BOARD ACTION ON HUMAN RESOURCES ISSUES:** The following link contains human resources issues approved by the SBE at the February meeting. [http://www.ncpublicschools.org/sbe\\_meetings/0602/0602\\_QP.pdf](http://www.ncpublicschools.org/sbe_meetings/0602/0602_QP.pdf)

**4. SPRING PANC CONFERENCE:** On-line registration is now available for the Spring PANC Conference to be held April 3-5, 2006, at the Hilton Wilmington Riverside, Wilmington, NC, at <http://www.ncpublicschools.org/panc/spring/>. Hotel reservations are available at [http://www.hilton.com/en/hi/groups/private\\_groups/ilmnchf\\_psn/index.jhtml](http://www.hilton.com/en/hi/groups/private_groups/ilmnchf_psn/index.jhtml). We encourage you to register and make hotel accommodations early. We look forward to seeing you in Wilmington.

**5. EMPLOYMENT OF SCHOOL ADMINISTRATORS:** Just a reminder concerning the employment of school administrators. The initial contract between a school administrator and a local board of education shall be for two to four years, ending on June 30 of the final 12 months of the contract. In the case of a subsequent contract between a principal or assistant principal and a local board of education, the contract shall be for a term of four years (G.S. 115C-287.1(b)).

**6. REEMPLOYED RETIREES EXEMPT FROM THE EARNINGS CAP:** One of the requirements for a retiree to be reemployed as a teacher under this provision is a 6-month break in service immediately preceding the effective date of reemployment. There are reports of retirees being asked to fill other vacancies right before they are reemployed to teach exempt from the earnings cap. Please be aware that reemployment in a capacity other than "employed to teach" (i.e., substitute, temporary, interim) prior to being reemployed to teach, interrupts the 6-month break in service required to be employed exempt from the earnings cap. Subsequently, the 6-month break period begins again at the ending of the latest employment assignment.

**7. CAP ON REEMPLOYMENT EARNINGS INCREASED:** The Board of Trustees governing the state and local government retirement systems has increased the reemployment earnings cap by 3.4 percent to \$26,280.00. The increase applies to retirees who are reemployed between Jan. 1, 2006 and Dec. 31, 2006. North Carolina law permits retirees of the state and local government retirement systems to return to work with a government entity who participates in the same retirement system from which they retired (in positions not requiring membership) with certain earnings restrictions. Retirees in these circumstances cannot annually earn more than 50 percent of their last 12 months compensation or the earnings cap of \$26,280.00, whichever is higher. The earnings cap increases each year in alignment with the

federal consumer price index. The official memorandum describing the earnings cap increase is attached.

Retirees who exceed the annual earnings requirement will have their retirement benefit suspended based on statutory requirements. Health insurance coverage provided for by the Teachers' and State Employees' Retirement System also is suspended if retirees exceed annual earnings restrictions.

**8. WE SAVE PROGRAM:** WeSave is a discount savings program for public employees. In an earlier message, I requested that you provide me with the number of employees in your schools. This includes all employees (both certified and classified). This number also needs to reflect the percentage of growth expected for the 2006-07 school year. The numbers are to ensure that you receive an appropriate amount of WeSave Cards that are part of this program. If you have not provided this information, please do so via email to me no later than Friday, February 17, 2006. Thanks!  
[lsimmons@dpi.state.nc.us](mailto:lsimmons@dpi.state.nc.us)

**9. NC WISE UPDATE FROM NC DPI:** On Feb. 2, IBM notified the State Board that it has decided to end its participation in the NC WISE project. We are committed to assuring an integrated, centralized and seamless student information system (NC WISE) for all 115 school districts and all charter schools as authorized by the General Assembly and directed by the State Board of Education (SBE Policy EEO-C-018). A detailed transition plan has been developed to complete NC WISE and its deployment statewide. The Department of Public Instruction (DPI) and State Information Technology Services (ITS) have begun to expand technical capacity in order to see this project to completion.

The first priority is to continue current levels of support to the local school districts and charter schools across North Carolina. For those that have already converted to NC WISE, users should see continued improvements in NC WISE. The SIMS system will continue to be supported until all school systems and charter schools are converted to NC WISE.

**10. GARLAND NAMED SBE EXECUTIVE DIRECTOR:** Dr. Rebecca Garland, Associate Superintendent of Curriculum and Instruction with Orange County Schools, is the new Executive Director of the State Board of Education. Garland previously served as the assistant director of the Board from 1998 until 2002. She will begin her new position April 1. To read more, please go to the NCDPI Web site at <http://www.ncpublicschools.org> and click on the appropriate link under "News."

**11. JANUARY WORDS TO THE WISE ONLINE:** The January edition of the Words to the Wise newsletter is now available online. In this issue you can read about the import and export procedures for USDDC, learn about the new ACC Data and Test files, find out what's new in SIMS, and learn how to register for the NC WISE Symposium. To read or download the newsletter, just go online to [http://www.ncwise.org/newsletter/wise\\_newsletter\\_01\\_27\\_06.pdf](http://www.ncwise.org/newsletter/wise_newsletter_01_27_06.pdf).

**12. NC WISE SYMPOSIUM:** The 2006 NC WISE Symposium will provide an opportunity to address questions and concerns. Symposium sessions include the LEA Coordinator's Update on Monday, Feb. 20 from 2-5 p.m. and the Overview and Update of NC WISE sessions scheduled for Tuesday, Feb. 21 at 4 p.m. and Wednesday, Feb. 22, at 9:30 a.m. Finally, those who are interested in learning more about AAL and its plans for eSIS may attend two sessions hosted by AAL. The first AAL session is an open-panel discussion with AAL leadership scheduled for Monday, Feb. 20 at 10:30 a.m. The second AAL session is a discussion about the future direction of eSIS scheduled for Tuesday, Feb. 21, at 10:30 a.m. Options are being explored for providing recordings of these sessions through the NC WISE Web site for those who are unable to attend the Symposium.

**13. 2006 ABSTINENCE EDUCATION REGIONAL WORKSHOPS:** The NCDPI is sponsoring a one-day workshop on effectively teaching abstinence education. Workshop topics address what you can and cannot teach in the classroom, how to access new data and effective classroom activities. Workshop dates are as follows: Feb. 20, Holiday Inn Asheville Biltmore East, Feb. 21, Holiday Inn Express Greensboro East, and Feb. 22, Holiday Inn Express East (Greenville). There is a limit of 60 abstinence educators per site. Registration is \$25 and is non-refundable. Registration information is available online at <http://www.nchealthyschools.org/abstinence/workshop/>. If you have any questions, please contact Sarah Langer, NCDPI, 919/807-3867, or by email, [slanger@dpi.state.nc.us](mailto:slanger@dpi.state.nc.us).

**14. INFORMATION SESSIONS ON 2006-07 ONLINE COURSES:** Each year, LEARN NC hosts teleconferences for individuals who are interested in learning more about online courses offered through LEARN NC. These information sessions are conducted by phone and include a LEARN NC staff member and one or more instructors of the online course subjects listed for that day. Teleconferences generally last 30-45 minutes and include a 10-15 presentation by the instructor and time for students, parents, facilitators, guidance counselors and principals to ask questions. Schools must register in advance for teleconferences. For the full schedule of teleconferences and registration information, please visit <http://www.learnnc.org/announcements/34>.

**15. SUPER SAFE SCHOOLS ANNOUNCED:** Thanks to their efforts to provide students and staff with a safe learning environment, 43 schools in 22 school districts were recently designated "2005-06 Super Safe Schools" at the 2006 Safe Schools and Character Education Conference. To find out which schools received this honor, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

## **16. ARTICLES OF INTEREST:**

### **BUSH BUDGET CUTS EDUCATION BY 5.5%:**

President Bush proposed shrinking federal spending on education by more \$3 billion in his new budget proposal, but he also wants to launch new initiatives to strengthen math and science achievement and reform America's high schools. The largest source of federal education aid to states, the \$12.7 billion Title I program for low-income students, would receive no new funding under the president's proposed budget for fiscal year 2007. Title I accounts for about half of federal spending to implement the 2002 federal No Child Left Behind (NCLB) Act, which aims to close achievement gaps and get all students to read and do math at grade level by 2014. The overall federal education budget would be cut by \$3.1 billion, or 5.5 percent from 2006 levels. Much of the cuts would come from scrapping 42 education programs totaling \$3.5 billion, including programs for the arts, state grants for vocational education, Perkins loans for low-income college students and the Even Start literacy program for poor families. Kavan Peterson reports that Congress rejected cutting most of these programs when Bush requested their elimination last year. Congress cut only five of the 48 programs Bush slated for elimination in last year's budget proposal.

<http://www.stateline.org/live/ViewPage.action?siteNodeId=136&languageId=1&contentId=86486>

### **INCREASE IN CHILD POVERTY IS NOTED:**

After nearly a decade of decline, the number of children living in low-income families has been steadily increasing, a pattern that began in 2000. This data book provides national and 50-state trend data on the characteristics of low-income children over the past decade: parental education, parental employment, marital status, family structure, race and ethnicity, age distribution, parental nativity, home ownership, residential mobility, type of residential area, and region of residence.

[http://nccp.org/pub\\_nst06.html](http://nccp.org/pub_nst06.html)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Weekly Message for February 27 - March 3, 2006

Colleagues,

It's beginning to look a lot like\*.

Do you believe this weather we're having? The year is off to a fast start and before you know it, another school year will come to an end. Recruiting, calendars, budgets, testing and the like, dominates your attention during this time of year. I hope the news that I'll share with you concerning the State Health Plan will get you through these demanding times. The following information is provided by the State Health Plan:

FROM THE OFFICE OF GEORGE C. STOKES, EXECUTIVE ADMINISTRATOR, NORTH CAROLINA STATE HEALTH PLAN:

"I am very pleased to inform you that at today's State Health Plan Board of Trustees meeting, we announced that a new Preferred Provider Organization (PPO) will be available as a choice for state employees, teachers and other eligible members effective October 1, 2006. The attached media release will provide you with information about the features of the State Health Plan's PPO and the significant savings for NC taxpayers and state employees and their families.

Please share this news. Additional information is posted on our Web site at <<http://www.statehealthplan.state.nc.us/>> [www.statehealthplan.state.nc.us](http://www.statehealthplan.state.nc.us). Updates will be provided in the coming weeks, along with confirmation of the Open Enrollment process."

I encourage you to share and disseminate this information to all of your employees.

If you have not provided me with the number of employees in your system, please do so NLT Friday, March 3, 2006. After this date I will submit the information I have to the WeSave Program Coordinator. My goal is to submit the information for all LEAs' at the same time to ensure efficiency in your receiving the cards and other program information. Your assistance is greatly appreciated.

Here's the latest\*

**1. SPRING PANC CONFERENCE:** On-line registration is now available for the Spring PANC Conference to be held April 3-5, 2006, at the Hilton Wilmington Riverside, Wilmington, NC, at <http://www.ncpublicschools.org/panc/spring/>. Hotel reservations are available at [http://www.hilton.com/en/hi/groups/private\\_groups/ilmnchf\\_psn/index.jhtml](http://www.hilton.com/en/hi/groups/private_groups/ilmnchf_psn/index.jhtml). We encourage you to register and make hotel accommodations early. We look forward to seeing you in Wilmington.

**2. STATE BOARD SCHEDULES MARCH MEETING:** The State Board of Education's March meeting will be held Wednesday and Thursday, March 1-2, 2006, in the 7th Floor Board Room, Education Building, Raleigh. Agenda items include issues sessions on science programs and issues in North Carolina public schools and the Board's 2006-07 Supplement Budget Request. The Board is expected to take action on middle and high school mathematics recommendations and discuss alternative learning programs and schools' standards. In addition, the Board will receive for information the 2004-05 Annual Dropout Data report and study of suspensions and expulsions. The full agenda is available on the State Board of Education's Web site at [http://www.ncpublicschools.org/sbe\\_meetings/index.html](http://www.ncpublicschools.org/sbe_meetings/index.html) by clicking on the appropriate link.

**3. NC WISE/SIMS INFORMATION PORTAL ONLINE:** The NC WISE/SIMS Information Portal is now online at <http://ncwisebbs.ncwise.org> for personnel in the NC WISE and SIMS communities. The Information Portal is a message board where users can ask questions and share information such as solutions to problems, files, scripts and macros. Users may register for the Information Portal by accessing the Register link on the Information Portals home page. We recommend that users subscribe with their email address. Once registered, users will have full access to the Portal and its files.

\* Before using the Information Portal we recommend that users read the manual for the software at <http://www.phpbb.com/support/guide/#section4>. In addition, users should also review the rules and policies before using the Information Portal.

**4. NATIONAL BOARD NEWS:** National Board Certification Online Application Process for 2006-07 Candidates - North Carolina teachers planning to seek National Board Certification should complete the online application at [www.nbpts.org](http://www.nbpts.org) and then complete the online application for North Carolina funding. Guidelines for applying for National Board Certification in North Carolina can be accessed at <http://www.ncpublicschools.org/nbpts/apply.html> by clicking on the appropriate link. Initial NBC candidates will pay a \$65 processing charge to NBPTS before they submit their application. North Carolina pays the assessment fee of \$2,500 for all candidates who meet the eligibility criteria. The North Carolina funding application window for 2006-07 candidates pursuing National Board Certification is March 1-Oct. 31.

National Board Certification Professional Leave Days - Candidates who received state funding to pursue National Board Certification are eligible to receive up to three professional leave days to work on the portfolio and/or take the assessment center test. Your school system's finance officer has the necessary information to process the leave request correctly.

Become a National Board Assessor - The National Board for Professional Teaching Standards is accepting applications from those National Board Certified teachers who are interested in becoming assessors. You can read more about the scoring process,

scoring sights, and timeframe for assessing at the NBPTS Web site available at <http://www.nbpts.org/standards/assessors.cfm>.

For more information on National Board Certification, please contact Deanna Harris, NCDPI Center for Recruitment and Retention, 919/807-3358, or by email, [dharris@dpi.state.nc.us](mailto:dharris@dpi.state.nc.us).

**5. NASA MISSION EDUCATOR FELLOWSHIP OPPORTUNITY:** NASA is recruiting 30 practicing teachers or teacher trainers to become the next cadre of MESSENGER Educator Fellows. These Fellows help bring the excitement of this challenging mission to classrooms nationwide by training teachers on the Solar System-focused education materials written in support of the mission. The Fellowship includes an all-expense paid five-day training workshop in Washington, DC, in June 2006. Applications are due March 31. For more information, please go online to <http://btc.montana.edu/messenger/teachers/fellows.php> or contact MESSENGER Educator Fellowship Coordinator Ken Pulkkinen via email at [messenger@usra.edu](mailto:messenger@usra.edu) or by phone, 202-689-1238.

**6. TAX DEDUCTION HELPS OFFSET CLASSROOM COSTS:** Teachers and other educators can deduct up to \$250 spent last year to buy classroom supplies. The deduction can be claimed directly on Form 1040 or Form 1040A. In the past, these costs could be claimed only if they were included as miscellaneous itemized deductions on Schedule A. Even then, the expenses were useless unless they and all other allowable costs totaled at least 2 percent of the filer's adjusted gross income. The deduction is not limited to teachers. The Internal Revenue Service says you can take the deduction if, for the tax year, you were employed at a state-approved public school system as a teacher, instructor, counselor, principal or aide. To read more, please go online to <http://biz.yahoo.com/brn/060213/9760.html?v=1>.

**7. LEARN NC FEBRUARY UPDATE:** Learn NC's February update is now online and includes such items as AP Study Skills Courses to be Offered This Spring; Curriculum Compacting, For Beginning Teachers: Tips for Classroom Management and Ongoing Assessment, Online CEU Courses Open for Enrollment, Model Lesson Plans, and The Year of the Museum. Check it out at [www.learnnc.org](http://www.learnnc.org).

## 8. ARTICLES OF INTEREST:

### RECRUITING & RETAINING HIGHLY ACCOMPLISHED TEACHERS TO HIGH-NEEDS SCHOOLS:

Every Child Deserves Our Best published by the North Carolina Association of Educators, the National Education Association, and the Center for Teaching Quality, is the result of a first-of-its-kind policy summit held in Greensboro, North Carolina on August 17, 2005. Nearly 600 of the state's National Board Certified Teachers, administrators, and policymakers participated in a day-long conversation to discuss proactive ways to recruit and retain accomplished teachers for hard-to-staff schools. After the summit, National Board participants continued their dialogue via an interactive listserv, sponsored by the Center for Teaching Quality. The report, written by Barnett Berry and North Carolina teacher leaders, Bill Ferriter, Carolyn Banks, and Kathy Drew, draws on research evidence as well as the "on-the-ground" expertise and ideas of NBCTs from the summit and the listserv and offers a blueprint for attracting accomplished teachers to high-needs schools throughout the state, and supporting them in their teaching. CTQ will be assisting the NEA in similar efforts in five other states - Florida, Ohio, Oklahoma, South Carolina, and Washington.

Read the Report: <http://www.teachingquality.org/pdfs/ncnbctrecs.pdf>

### WEBCAST ON TEACHER DISTRIBUTION:

CTQ and Executive Director Eric Hirsch are pleased to participate in an upcoming Webcast of the National Comprehensive Center for Teacher Quality on the topic of equitable distribution of teachers. The live Webcast, to be held on March 30, 2006, will explore promising solutions to the challenges associated with the equitable distribution of teachers. Hirsch will have a pre-Webcast presentation available online beginning March 27th. The pre-Webcast will provide background information regarding teacher recruitment and retention to prepare participants for the live Webcast on March 30th.

Read more about the Webcast at <http://www.ncctq.org/webcasts/equitable/>.

### NATIONAL GOVERNORS ASSOCIATION POLICY BRIEF:

The National Governors Association recently published a policy brief <http://www.nga.org/portal/site/nga/menuitem.9123e83a1f6786440ddcbeeb501010a0/?vgnnextoid=24462d3fe9e27010VgnVCM1000001a01010aRCRD> from the Center for Teaching Quality outlining several state strategies for recruiting and retaining teachers, and some of them are trying particularly to help hard-to-staff schools. The brief describes promising practices for governors to consider in meeting the needs of chronically hard-to-staff schools.

Read the Policy Brief at <http://www.teachingquality.org/pdfs/ngarecruitretain.pdf>.

### DUKE UNIVERSITY TO OFFER FREE GRADUATE DEGREES TO LOCAL TEACHERS:

[http://dwb.newsobserver.com/news/ncwire\\_news/story/2900150p-9354763c.html](http://dwb.newsobserver.com/news/ncwire_news/story/2900150p-9354763c.html)

20 STATES ASK FOR FLEXIBILITY IN SCHOOL LAW:

[http://www.nytimes.com/2006/02/22/education/22testing.html?\\_r=2&oref=slogin&oref=slogin](http://www.nytimes.com/2006/02/22/education/22testing.html?_r=2&oref=slogin&oref=slogin)

BUS DRIVERS: AMERICA'S NEW TERROR-FIGHTERS:

The war on terror has a new front line, reports Ben Feller -- the school bus line. Financed by the Homeland Security Department, school bus drivers are being trained to watch for potential terrorists, people who may be casing their routes or plotting to blow up their buses. Designers of the School Bus Watch program want to turn 600,000 bus drivers into an army of observers, like a counterterrorism watch on wheels. Already mindful of motorists with road rage and kids with weapons, bus drivers are now being warned of far more grisly scenarios. Like this one: terrorists monitor a punctual driver for weeks, then hijack a bus and load the friendly yellow vehicle with enough explosives to take down a building. An alert school bus driver could foil that plan, security expert Jeffrey Beatty recently told a class of 250 of drivers in Norfolk, Va. After all, bus drivers cover millions of miles of roads. They know the towns, the kids, the parents. "The terrorist is not going to be able to do some of their casing and rehearsal activity without being detected by one of you," said Beatty, an anti-terrorism veteran of the CIA, FBI and the Army's Delta Force. The more people watching, he told the drivers, the safer the community will be.

<http://www.concordmonitor.com/apps/pbcs.dll/article?AID=/20060218/REPOSITORY/602180333/1013/NEWS03>

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## Weekly Message for March 13-17, 2006

Colleagues,

Larry is meeting in the in the Southwest to discuss retirement issues.

He asked that we forward the Personnel Update to you.

Joe Parry-Hill

**1. STATE BOARD OF EDUCATION MEETING HIGHLIGHTS:** At their March meeting, State Board of Education members approved academic achievement cut scores for the NC Tests of Computer Skills. Board members received the 2004-05 Dropout Data Event Report and Annual Study of Suspensions and Expulsions. Board members heard a presentation on the state's science programs during its Issues Session and discussed a policy for defining NCLB sanctions for districts in LEA School Improvement. Complete Board Highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link.

The State Board of Education will meet via conference call on Tuesday, March 14, beginning at 2 p.m. The primary purpose of this meeting is to act on the 2006-07 Supplemental Budget Request. Questions regarding this meeting should be directed to NCDPI's Communications Division at 919/807-3450.

The State Board of Education's Ad Hoc Rigor, Relevance and Relationships Committee will meet on Monday, March 27, from 10 a.m.-noon, at the Koury Convention Center/Sheraton Four Seasons, Greensboro. For more information, please contact Betsy West, State Board of Education, 919/807-3405, or by email, [bwest@dpi.state.nc.us](mailto:bwest@dpi.state.nc.us).

The State Board of Education's next scheduled meeting is April 5-6, 2006

**2. SPRING PANC CONFERENCE:** On-line registration is available for the Spring PANC Conference to be held April 3-5, 2006, at the Hilton Wilmington Riverside, Wilmington, NC, at [www.ncpublicschools.org/panc/spring/](http://www.ncpublicschools.org/panc/spring/). Hotel reservations are available at [www.hilton.com/en/hi/groups/private\\_groups/ilmnchf\\_psn/index.jhtml](http://www.hilton.com/en/hi/groups/private_groups/ilmnchf_psn/index.jhtml). We look forward to seeing you in Wilmington.

**3. NC SCHOOL LAW PUBLICATION AT DPI:** North Carolina Public School Laws: LexisNexis Edition (New). Contains statutes, case notes and opinions of the Attorney General (through the 2005 session). This edition includes statutes other than 115C. Available in hard copy or CD-Rom with search engine. SL102, \$28.00 (hard copy) SL109, \$18.00 (CD-Rom with search engine) To order, please call 800.663.1250 or visit Publication Sales on the Web at [www.ncpublicschools.org/publications/](http://www.ncpublicschools.org/publications/).

**4. MARCH 12-18 IS SEVERE WEATHER AWARENESS WEEK:** On Wednesday, March 15, at 9:15 a.m., the National Weather Service will issue a Required Weekly Test over the NOAA weather radio system. This will serve as a signal for schools to begin their tornado drill. The drill will conclude when participants complete their drill activities. No all-clear message will be issued. If there is any possibility of foul weather on March 16, the drill will be held on Friday, March 17.

**5. FY 2005 UNIFORM CHART OF ACCOUNTS ON-LINE:** The FY 2005 Uniform Chart of Accounts is available on the website. Printed copies of the COA are not being mailed to the LEAs. If you have questions about the COA email Roxanne Bernard at [rbernard@dpi.state.nc.us](mailto:rbernard@dpi.state.nc.us).

**6. NCASBO CALENDAR BILL AND DPI REPORTS PRESENTATIONS ON-LINE:** The Calendar Bill and DPI Reports Power Point Presentation was given by Ally Barfield at the NCASBO conference 2/27/06 and 3/1/06. The Presentation is broken into 2 Parts: "Payroll Considerations for 21.5 Calendar and mid-year salary increase" and "DPI Reports Overview with MFR Q & A". Both presentations are posted on the FBS home page, [www.ncpublicschools.org/fbs/](http://www.ncpublicschools.org/fbs/), under "What's New" and on the Presentations page, [www.ncpublicschools.org/fbs/present.htm](http://www.ncpublicschools.org/fbs/present.htm), under Conferences. Additionally, "DPI Reports Overview with MFR Q & A" is listed under UERS on the Presentations page and "Payroll Considerations for 21.5 Calendar and mid-year salary increase" is listed on the calendar bill information page which is on the Legislative Issues page.

**7. NCWISE/SIMS INFORMATION PORTAL:** The NC WISE/SIMS Information Portal is now online at <http://ncwisebbs.ncwise.org> for personnel in the NC WISE and SIMS communities. The Information Portal is a message board where users can ask questions and share information such as solutions to problems, files, scripts and macros. Users may register for the Information Portal by accessing the Register link on the Information Portals home page. Once registered, users have full access to the Portal and its files. Portal users can read the manual for the software at [www.phpbb.com/support/guide/#section4](http://www.phpbb.com/support/guide/#section4). If you would like to learn more about the NC WISE project please visit [www.ncwise.org](http://www.ncwise.org)

## **8. ARTICLES OF INTEREST:**

### TEACHER RETENTION AND TURNOVER:

Depriest, J. "OPINION: Let's keep experienced teachers in the classroom,"  
[http://www.charlotte.com/mld/observer/news/local/states/north\\_carolina/counties/gaston/13948514.htm](http://www.charlotte.com/mld/observer/news/local/states/north_carolina/counties/gaston/13948514.htm)

Charlotte Observer, February 24, 2006.

University of North Carolina, Greensboro. "Wachovia, UNCG to help schools retain new teachers."

<http://www.uncg.edu/ure/news/stories/2006/Feb/wachovia022106.htm>

Press release, February 21, 2006.

Wootson, Jr., C. "With teachers aging, county fears shortage,"

[http://www.charlotte.com/mld/observer/news/local/states/north\\_carolina/counties/gaston/13909892.htm](http://www.charlotte.com/mld/observer/news/local/states/north_carolina/counties/gaston/13909892.htm)

The Charlotte Observer, February 19, 2006.

Smolowitz, P. "Teacher rewards spread thin,"

<http://www.charlotte.com/mld/observer/news/local/13958783.htm>

Charlotte Observer, February 25, 2006.

Nayor, E. "New land trust program could draw new teachers,"

<http://www.sun-herald.com/NewsArchive2/030106/tp3ch8.htm?date=030106&story=tp3ch8.htm>

The (Charlotte, SC) Sun-Herald, March 1, 2006.

Duke University and Durham Public Schools team up to support and retain local teachers. New initiatives include full tuition and support for master's degree program, intensive Spanish-language instruction, and teacher mentoring.

Duke University. "Durham Public Schools, Duke announce three new initiatives to support teaching."

[http://www.dukenews.duke.edu/2006/02/Durham\\_public\\_schools.html](http://www.dukenews.duke.edu/2006/02/Durham_public_schools.html)

News release, February 22, 2006.

Hannah-Jones, N. "Duke sets out on teacher mission,"

<http://www.newsobserver.com/102/story/410279.html>

The (Raleigh, NC) News & Observer, February 22, 2006.

Bonner, P. "Duke aids public schools teacher training,"

<http://www.herald-sun.com/durham/4-705080.html>

The (Durham, NC) Herald-Sun, February 23, 2006.

TEACHER PREPARATION:

Stancill, J. "Tough task set for teacher training,"  
<http://www.newsobserver.com/102/story/402424.html>  
The (Raleigh, NC) News & Observer, February 20, 2006.

News & Observer editorial staff. "OPINION: Teaching deficit,"  
<http://www.newsobserver.com/579/story/409759.html>  
The (Raleigh, NC) News & Observer, February 21, 2006.

Associated Press. "N.C. teacher shortages addressed,"  
<http://www.myrtlebeachonline.com/mld/myrtlebeachonline/news/local/13922593.htm>  
The (Myrtle Beach, SC) Sun-News, February 21, 2006.

Charlotte Observer editorial staff. "OPINION: Wanted: Leadership,"  
<http://www.charlotte.com/mld/observer/news/opinion/13939022.htm>  
Charlotte Observer, February 23, 2006.

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## Weekly Message for March 27-31, 2006

Colleagues,

The NCAA Men's Basketball Tournament's "Final Four" match-ups have been determined. Despite the fact that NC teams didn't make it to this year's finals, the run to the Final Four has been an exciting display of hardwood talent not seen in many years.

We are in our final run to the PANC Spring Conference. The Steering Committee met last week to finalize program and conference site details. This should be another outstanding conference. We'll see you in Wilmington.

Here's the latest\*

**1. PANC SPRING CONFERENCE:** April 3-5, 2006, Hilton Wilmington Riverside, Wilmington, NC. Be there!!

**2. \*\*US CENSUS BUREAU SURVEY ON NON-PROFESSIONAL PERSONNEL:**

Attached is the annual survey from the US Census Bureau. This survey requests data by LEA for one pay period on employment, gross pay and part-time hours paid for the pay period that includes the date March 12, 2006. Please complete the attached form and send back to Information Analysis and Reporting by April 7, 2006. DPI will submit all forms from the LEAs to US Census Bureau. This form replaced form 510. Open this form with adobe reader.

Return to:

Financial and Business Services  
Attn: Muhammad Mannan  
6334 Mail Center  
Raleigh NC 27699-6334

Or Fax to 919.807.3723

If you have any questions, please contact Muhammad Mannan at 919.807.3756. His email address is [mmannan@dpi.state.nc.us](mailto:mmannan@dpi.state.nc.us).

**3. EXCITING NEWS ABOUT NC RETIREMENT SYSTEMS:** Recently, the Wall Street Journal named North Carolina as having the second best-funded public pension system in the United States, a powerful statement about financial health of our retirement systems. Share the attached letter from NC State Treasurer, Richard Moore with your employees.

#### **4. PROFESSIONAL DEVELOPMENT OPPORTUNITY FOR HIGH SCHOOL SOCIAL STUDIES TEACHERS: AFRICAN AMERICAN STUDIES:**

The NCDPI in conjunction with the National Humanities Center will sponsor a two-day professional development opportunity for high school social studies teachers on African American Studies: 1865-1917. This two-day workshop, which is scheduled for April 5-6 is designed for educators who teach the high school elective course African American Studies, and other social studies educators who have an interest in expanding their knowledge of events, issues and contributions related to African Americans. Space will be limited to the first 20 paid registrants. For more information, including workshop registration forms, please go online to <http://community.learnnc.org/dpi/socialstudies>. Questions regarding the workshop should be directed to Steven Weber via [sweber@dpi.state.nc.us](mailto:sweber@dpi.state.nc.us) or by phone at 919.807.3828.

**5. SPOTLIGHT TURNS TOWARD PROFESSIONAL DEVELOPMENT:** The Office of Professional Development recently released a tutorial that offers an introduction to the North Carolina Professional Development Standards. This tutorial is best suited for individuals or small groups. Visit [www.ncpublicschools.org/profdev/guidelines/tutorial/](http://www.ncpublicschools.org/profdev/guidelines/tutorial/) to access this important tool. Also, don't miss the most recent issue of the Professional Development newsletter. "The Power and Practice of Reflection" is now available online at [www.ncpublicschools.org/profdev/newsletter/](http://www.ncpublicschools.org/profdev/newsletter/).

**6. SAS IN-SCHOOL UPDATE:** Educators can get the most out of Curriculum Pathways® through face-to-face, on-site training. Whether you're a teacher, technology facilitator, school library media coordinator, administrator or consultant, consultants come to you with a customized plan to meet your needs. Find out more at [www.sasinschool.com/support/pages/onsite\\_training.shtml](http://www.sasinschool.com/support/pages/onsite_training.shtml). Did you know that NCDPI offers online learning via its eBistro site at [www.landmark-project.com/ebistro/](http://www.landmark-project.com/ebistro/)? Look for an eBistro module, Investigating Curriculum Pathways, to debut this spring.

**7. PRESERVE AMERICA HISTORY TEACHER OF THE YEAR AWARD:** The Gilder Lehrman Institute of American History and Preserve America announce the third annual Preserve America History Teacher of the Year Award, which honors outstanding teachers of American history across the country. One North Carolina educator will be selected as the 2006 state winner. For additional guidelines and application information, please go online to [www.ncpublicschools.org/curriculum/socialstudies/](http://www.ncpublicschools.org/curriculum/socialstudies/). The application deadline is April 28. For questions regarding this program, please contact Steven Weber at [sweber@dpi.state.nc.us](mailto:sweber@dpi.state.nc.us) or 919.807.3828, or Judy McInnis at [jmcinnis@dpi.state.nc.us](mailto:jmcinnis@dpi.state.nc.us) or 919.807.3924.

**8. APRIL 2006 IS ALCOHOL AWARENESS MONTH:** The US Department of Labor's Working Partners for an Alcohol- and Drug-Free Workplace Program is pleased to provide information about National Alcohol Awareness Month, occurring in April 2006. National Alcohol Awareness Month represents an opportune time for employers, their service providers and other organizations to take steps to educate employees, job seekers and the community about the problems associated with alcohol use--both on and off the job. Visit "Employers Encouraged to Recognize April as Alcohol Awareness Month" at [www.dol.gov/asp/programs/drugs/said/whatsnew2006-04.htm](http://www.dol.gov/asp/programs/drugs/said/whatsnew2006-04.htm) to learn how to participate.

For more information about the impact alcohol has on the workplace and steps that can be taken to minimize the risks of alcohol use, please visit "Ensuring Solutions to Alcohol Problems" [www.dol.gov/cgi-bin/leave-dol.asp?exiturl=http://www.ensuringsolutions.org/&exitTitle=Ensuring%20Solutions%20to%20Alcohol%20Problems](http://www.dol.gov/cgi-bin/leave-dol.asp?exiturl=http://www.ensuringsolutions.org/&exitTitle=Ensuring%20Solutions%20to%20Alcohol%20Problems) and "Working Partners for an Alcohol- and Drug-Free Workplace" [www.dol.gov/workingpartners](http://www.dol.gov/workingpartners).

#### **9. NEW IN PUBLICATIONS AT NCDPI:**

North Carolina Public School Laws: LexisNexis Edition (New) Statutes, case notes and opinions of the Attorney General (through the 2005 session). This edition includes statutes other than 115C. Available in hard copy or CD-Rom with search engine.  
SL102, \$28.00 (hard copy)  
SL109, \$18.00 (CD-Rom with search engine)

To order, please call 800.663.1250 or visit Publication Sales on the Web at [www.ncpublicschools.org/publications/](http://www.ncpublicschools.org/publications/).

**10. NEW TEXTBOOK SITE LAUNCHED:** Have you ever wondered how textbooks are selected for public schools? Or how publishers get their books considered by the Textbook Commission? Find answers to these questions by visiting the redesigned Textbook Adoptions Services Web site. With a new look and user-friendly navigation, visitors can access a wealth of information pertaining to textbook adoption. Visit [www.ncpublicschools.org/textbook/](http://www.ncpublicschools.org/textbook/) today and bookmark this site for future reference!

#### **11. ARTICLES OF INTEREST:**

THE STATE OF PRESCHOOL: 2005 STATE PRESCHOOL YEARBOOK:

The annual report on state preschool initiatives shows that state-funded programs increased enrollment by more than 100,000 4-year-olds from 2002 to 2005, but state spending per child is down and enrollment actually declined in 11 states. The yearbook ranks all 50 states on access to, resources for and quality of state preschool initiatives

in the 2004-2005 school. When the National Institute for Early Education Research (NIEER) began reporting on state-funded preschool programs for 2002, 38 states were funding programs and enrolling 700,000 3- and 4-year old-children. By '05, those states served more than 800,000 children. "This represents an astounding jump of 16 percent enrollment during those four years," said NIEER Director W. Steven Barnett. "When '06 is reported, a new program in Florida will likely add another 100,000 4-year-olds to the total." However, 12 states had no state-funded preschool programs and over the four-year period, funding shortfalls produced enrollment declines in 11 states. "Clearly, these states do not yet treat prekindergarten as real education to be delivered in good and bad financial times," Barnett said.

<http://nieer.org/yearbook/>

#### TEACHERS TEACHING TEACHERS:

In recent years, the No Child Left Behind (NCLB) legislation has pushed administrators to grab quick solutions to get a fast "bump" in their test scores. Instead of taking the time to build teacher capacity by improving instruction or creating schools as learning communities where teachers have opportunities to have honest discussions about classroom practice, share successful lessons and strategies, or examine student work together, more and more administrators opt for what Linda Christensen calls "boxed" professional development -- from fill-in-the-blank writing curricula to "stick-the-kid-on-the-computer" reading and math programs. When high school language arts teachers in Portland, Oregon were asked by the Professional Development Committee -- a group founded by the school district and the Portland Association of Teachers -- which professional development programs had the greatest impact on their students' learning, they overwhelmingly named the Portland Writing Project, the Summer Literacy Curriculum Camp, and the Professional Development Days - which were all led by classroom teachers. Teachers stated that these three programs were practical and related specifically to their content. The programs gave them models of new strategies and curricula, hands-on practice, and time for collaboration and implementation. Teachers also said they appreciated the support of ongoing professional development, instead of the one-shot variety. The top-down approach of telling teachers what to do without engaging them in active learning is as ineffective in professional development as it is in the classroom.

[www.rethinkingschools.org/archive/20\\_02/ttt202.shtml](http://www.rethinkingschools.org/archive/20_02/ttt202.shtml)

#### TEACHING AT RISK: PROGRESS & POTHOLE:

Our schools are only as good as their teachers. The Teaching Commission has released a final report urging state and local leaders to go "far further, far faster" in transforming the teaching profession. "If teaching remains a second-rate profession, America's economy will be driven by second-rate skills," said former IBM Chairman Louis V. Gerstner, Jr. "We can wake up today -- or we can have a rude awakening sooner than we think." Due to the urgency of the challenge of improving America's skills in an increasingly competitive global economy, this new report gives state, local and federal leaders disappointing grades for their work in four crucial areas: (1) Transforming

Teacher Compensation; (2) Reinventing Teacher Preparation; (3) Overhauling Licensing and Certification; and (4) Strengthening Leadership and Support.  
[www.theteachingcommission.org/press/2006\\_03\\_22\\_pr.html](http://www.theteachingcommission.org/press/2006_03_22_pr.html)

#### SCHOOLS ENCOURAGED TO TAKE BIRD FLU SERIOUSLY:

The nation's schools, recognized incubators of respiratory diseases among children, are being told to plan for the possibility of an outbreak of bird flu. Federal health leaders say it is not alarmist or premature for schools to make preparations, such as finding ways to teach kids even if they've all been sent home. School boards and superintendents have gotten used to emergency planning for student violence, terrorism or severe weather. Pandemic preparation, though, is a new one. Who coordinates decisions on closing schools or quarantining kids? If classes shut down for weeks, how will a district keep kids from falling behind? Who will keep the payroll running, or ease the fear of parents, or provide food to children who count on school meals? "Those are the kinds of issues that I don't think people have spent a lot of time talking about yet," said Stephen Bounds, director of legal and policy services for the Maryland Association of School Boards. "But if New Orleans and Katrina taught us nothing else, it taught us you need to be thinking about things ahead of time -- and preparing for the worst," Bounds said. The urgency is about bird flu, the name for the deadly H5N1 strain of the avian flu. The government has created checklists on preparation and response steps, specialized for preschools, grade schools, high schools and colleges. The dominant theme is the need for coordination among local, state and federal officials. Some of the advice is common sense, like urging students to wash their hands and cover their mouths when they cough or sneeze to keep infection from spreading. Other steps would take schools considerable time to figure out, such as legal and communication issues.

[www.cnn.com/2006/EDUCATION/03/22/schools.birdflu.ap/index.html](http://www.cnn.com/2006/EDUCATION/03/22/schools.birdflu.ap/index.html)

#### 12. GRANT INFORMATION:

"Christa McAuliffe Reach for the Stars Award:"

National Council for the Social Studies Christa McAuliffe Reach for the Stars Award aims to help a social studies educator make his or her dream of innovative social studies a reality. Grants will be given to assist classroom teachers in: 1) developing and implementing imaginative, innovative, and illustrative social studies teaching strategies; and 2) supporting student implementation of innovative social studies, citizenship projects, field experiences, and community connections.

Maximum Award: \$1,500. Eligibility: Full-time social studies teachers or social studies teacher educators currently engaged with K-12 students; NCSS membership required.

Deadline: May 1, 2006.

[www.socialstudies.org/awards/grants/mcauliffe/](http://www.socialstudies.org/awards/grants/mcauliffe/)

"The Horace Mann Scholarship Program for Educators:"

The Horace Mann Scholarship Program for Educators is offering scholarships for public and private school educators to take college courses. Maximum Award: \$5,000.

Eligibility: Educators must be employed by a U.S. public or private school district or U.S. public or private college or university at the time of application and at the time the scholarship is awarded, and must have at least two years teaching experience.

Program is not open to residents of Hawaii, New Jersey and New York. Deadline: May 16, 2006. [www.horacemann.com/educator-resources/educator-scholarship-program.html](http://www.horacemann.com/educator-resources/educator-scholarship-program.html)

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## Weekly Message for April 10-14, 2006

Colleagues,

Larry Simmons is out of the office, so I am providing a brief weekly message.

The Spring Personnel Administrators' of NC Meeting in Wilmington was a success. It was well attended and useful information was provided on legislation and public school finance, licensure, contracts, and retirement. The group was addressed by Senator Walter H. Dalton who took questions on a number of public school concerns.

At the conclusion of her presentation on legislation and trends in education finance, Linda Suggs was recognized for her service to education and to PANC. She asked that I share a message of appreciation with PANC members. Linda wrote,

Please send this message of appreciation to PANC members. I want them to know how very much I appreciate the beautiful silver bracelet and music box they presented to me at the PANC conference. They will be cherished reminders of the wonderful personnel administrators in this state. No other group has meant as much to me for the last 20 years. Names and faces have changed, but the commitment and professionalism of PANC members has never changed - except to grow stronger. I have always admired and appreciated the hard work of these dedicated administrators. I hope our paths will cross often in the years ahead. I deeply appreciate the honor PANC bestowed on me, and wish all of them and all of you all the best in everything you do. Most sincerely,

Linda Suggs

### **1. ED OVERSIGHT SPECIAL RETIREMENT COMMITTEE MEETING 4/10/2006:**

The Ed Oversight Committee, which is looking into possible changes in the language of the retirement statutes, met 4/10/2006. Philip Price (DPI) worked with Leslie Winner (UNC), Kennon Briggs (DCC), and Thomas H. Wright (OSP) to identify possible modifications in the language to help institute a better policy for allowing retired employees to return to work. Recently, they met with other education support groups to try to develop language that met the needs of all parties. The proposed changes were presented to the committee by Leslie Winner. After discussion debate, the Committee requested drafting of proposals in the categories:

Group One: Subject to the earnings cap proposed changes:

- Add a limit of 60% of pay in any given month with an exception for temporary or interim employment.
- Establish a "normal" (legally permissible) retirement age and service after which no break in service is required and pre-termination agreements are permitted.
- For those less than the "normal" retirement age require a 25 working day break in service with no pre-termination agreements.

Group Two: University and Community College faculty proposed changes:

- Permit establishment of a phased retirement program for those who have reached the "normal" retirement age.

Group Three: Public school teachers exempt from the earnings cap proposed changes:

- a. Reduce the 6-month required break to 91 days (reflected the longest break between school terms in the last 10 years). No change was made in the 11.7% requirement; however, legislative staff was asked to return with a clearer explanation of what the actual costs.
- b. Important change that makes clear that provides that only one 6-month waiting period is required for teachers to be employed to teach exempt from the earnings cap. (Currently a 6-month break must immediately precede the exempt employment.)
- c. A proposed provision to permit substituting several days per week during the break in service was dropped. The AG's Office felt that this was not allowable per IRS requirements.
- d. The Committee decided to take more time for the development of possible incentives for teachers to postpone retirement.

In addition, the Committee discussed the issues related to retiring, joining another company, and returning (w/ that company) to work within a school system or State agency. They requested that the AG's Office present the legal issues around this process (which has been ruled illegal during the 'wait' period).

At the Committee's request, Philip Price presented:

- Information on the average length of break between school terms over the last 10 years. The survey data from LEAs indicated that the minimum break was 42 days (required by law) and the maximum was 91. The 91 is a high number because it occurred during the transition to a new calendar law. The more realistic maximum number is 77 days.
- Information was presented regarding the average break in service for the teachers returning exempt from the cap. This average is 12.23 months (ranging from 6 months to 10 years).

The next meeting of the Ed Oversight Retirement Committee meeting will be Monday, April 17, 2006 at 4:00 pm.

**2. FAQ ON PROFESSIONAL DEVELOPMENT:** Answers to questions on professional development for Vendors. How does North Carolina define professional development? Are there standards? Answers to these and other questions related to providing professional training for North Carolina's teachers are now online. Visit [www.ncpublicschools.org/profdev/faq/vendors/](http://www.ncpublicschools.org/profdev/faq/vendors/) and click on the appropriate link to access the new Frequently Asked Questions resource designed just for vendors. Also,

don't miss the April issue of the Professional Development newsletter, "Who's Accountable," which is now available online at [www.ncpublicschools.org/profdev/newsletter/](http://www.ncpublicschools.org/profdev/newsletter/).

**3. CONTENT STANDARDS ONLINE:** The No Child Left Behind Act requires that all students, including those with the most significant cognitive disabilities, have access to the NC Standard Course of Study at grade level. The online resources available at [www.ncpublicschools.org/curriculum/ncecs](http://www.ncpublicschools.org/curriculum/ncecs) provide entry point extensions so that all students can have meaningful and functional access to grade level standards. These should be used to develop goals, activities and materials for students with the most significant cognitive disabilities. Also available is a presentation on how to use the extended content standards that may assist the process of developing goals, activities and materials. Visit <http://newdev.www.ncpublicschools.org/ec/> and click on the appropriate link for this tool.

**4. STATE HEALTH PLAN PPO INFO ONLINE:** The North Carolina State Health Plan announced on February 28, 2006 that a new Preferred Provider Organization (PPO) will be available as a choice for state employees, teachers and other eligible members effective October 1, 2006. The Plan's Board of Trustees approved a PPO contract with Blue Cross and Blue Shield of North Carolina to provide the physician and hospital network to the State Health Plan. There is only one Open Enrollment. It begins May 22 and ends June 30, 2006. If you have any questions regarding the PPO information, see [www.statehealthplan.state.nc.us/PPO/PPO\\_Overview.html](http://www.statehealthplan.state.nc.us/PPO/PPO_Overview.html) or call the customer hotline at 1.800.422.4658. Health Benefits Representatives may e-mail [HBR\\_StatePPO@bcbsnc.com](mailto:HBR_StatePPO@bcbsnc.com).

#### **5. REGISTRATION IS OPEN FOR PROGRAMS:**

##### **PEP'S SUMMER RESOURCE MANAGEMENT ACADEMY**

Principals and assistant principals are eligible to attend this first-of-its-kind PEP event, which will explain the overall school-budgeting process and include sessions on individual school accounting, flexibility with funds, and maximizing resources. Dates: August 4-6, 2006. Cost \$125. For more information and to register, visit [www.ncpep.org/content.php/programs/rma/index.htm](http://www.ncpep.org/content.php/programs/rma/index.htm).

##### **REGISTRATION IS OPEN FOR PEP'S SUMMER SURVIVAL SCHOOL FOR NEW PRINCIPALS**

If you know educators who may be appointed to their first principalships at the end of this school year, please forward this listserv announcement to them and tell them about PEP's Survival School for New Principals, a "crash course" in the fundamentals of leadership for folks who will take the reins of a school for the first time in the fall. This unique PEP event costs \$99 per participant and convenes in August and October in

Chapel Hill. Visit [www.ncpep.org/content.php/programs/ssnp/index.htm](http://www.ncpep.org/content.php/programs/ssnp/index.htm) for more information and to register.

FOR INFORMATION ON ALL CURRENT PEP PROGRAMS PLEASE VISIT [www.ncpep.org/content.php/registration/index.php](http://www.ncpep.org/content.php/registration/index.php).

**6. TEACHER WORKING CONDITIONS SURVEY:** The 2006 Teacher Working Conditions Survey is ready for the taking until May 1 at [www.northcarolinatwc.org/login/](http://www.northcarolinatwc.org/login/). This evaluation is an important source of information for individual school leaders, policy makers, and professional development providers. Administrators are encouraged to complete the survey themselves and to urge the teachers in their schools to complete it.

#### 7. ARTICLES OF INTEREST:

--Associated Press. "State's teachers to be surveyed," [www.newsobserver.com/102/story/421694.html](http://www.newsobserver.com/102/story/421694.html)  
The (Raleigh, NC) News & Observer, March 25, 2006.

--Associated Press. "N.C. survey seeks teachers' opinions," [www.charlotte.com/mld/observer/news/local/14183539.htm](http://www.charlotte.com/mld/observer/news/local/14183539.htm)  
The Charlotte Observer, March 25, 2006.

--Associated Press. "State to survey teachers on working conditions," [www.herald-sun.com/state/6-716594.html](http://www.herald-sun.com/state/6-716594.html)  
The (Durham, NC) Herald-Sun, March 24, 2006.

--Fernandez, J. "Plan would reward teachers (who serve) at poor schools," [www.news-record.com/apps/pbcs.dll/article?AID=/20060404/NEWSREC0101/604030327](http://www.news-record.com/apps/pbcs.dll/article?AID=/20060404/NEWSREC0101/604030327)  
The (Greensboro, NC) News-Record, April 4, 2006.

--Bethea, A. "State leader likens performance of some schools to child abuse" [www.charlotte.com/mld/charlotte/living/education/14238663.htm](http://www.charlotte.com/mld/charlotte/living/education/14238663.htm)  
The Charlotte Observer, April 1, 2006

--For a detailed listing of EXISTING GRANT OPPORTUNITIES (updated each week), visit: [www.publiceducation.org/newsblast\\_grants.asp](http://www.publiceducation.org/newsblast_grants.asp)

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## Weekly Message for April 24-28, 2006

Colleagues,

This is my first contact with you since the Spring PANC Conference. Again, the PANC Steering Committee did an outstanding job resulting in a dynamic conference. Thanks to all of you who were in attendance and thanks for your inputs on the conference evaluation sheets. The new PANC President, Dr. Barbara Armstrong, has already engaged the steering committee in planning for our fall conference, October 2-4, 2006. We look forward to Barbara's leadership and we look forward to seeing you in Asheville.

The New Personnel Administrator's Orientation will be held in conjunction with the Financial and Business Services (FBS) Conference, July 27-28, 2006, at the Sheraton Imperial Hotel and Convention Center, Research Triangle Park. Registration information and an agenda is forthcoming. In this venue, conferees can partake of the most current financial and human resources information in a single conference. We think this approach will be most beneficial especially in light of the price of gas.

Some of you have received information from State Benefits Direct, concerning life insurance. State Benefits Direct is a vendor offering supplemental insurance benefits to public school employees. This is one of the WeSave byproducts. Participation is strictly voluntary. More information can be found at [www.StateBenefitsDirect.com](http://www.StateBenefitsDirect.com) or you may call 1-800-614-8962.

I've included (in an attachment) information from the NC State Health Plan concerning the new NC SmartChoice Preferred Provider Organization (PPO). It is lengthy, but informative. Please ensure the widest dissemination of this information.

Here's the latest\*

**1. WHAT'S NEW ON THE WEB: 2003 Math Sample Test Information Now Online** Effective with the 2005-06 school year, the North Carolina End-of-Grade (EOG) mathematics tests will measure the goals and objectives as specified in the 2003 North Carolina Mathematics Standard Course of Study. The 2003 released items for Math EOG tests for grades 3-5 (as well as 6-8) are now available. To access, visit [www.ncpublicschools.org/accountability/testing/eog/math/](http://www.ncpublicschools.org/accountability/testing/eog/math/) and click on "Sample Test Items - based on the 2003 Standard Course of Study are under development" then click on the appropriate grade level.

**2. SPRING EDITION OF MAKING THE GRADE AVAILABLE:** From laptops to LCDs, technology is an important tool used by educators to engage students in the learning process. "Making the Grade: Technology in Education" explores how teachers use technology and how parents can support a child's interest in the use of technology to boost learning and build skills for the future. Visit [www.ncpublicschools.org/student\\_promotion/making\\_grade.html](http://www.ncpublicschools.org/student_promotion/making_grade.html) and click on the appropriate link to learn more.

**3. 2006 SUMMER INSTITUTES PLANNED:** Information about the Exceptional Children Division's 2006 Summer Institutes is now online. Visit the following link for all the details. [www.ncpublicschools.org/ec/specialprograms/training/summerinstitutes/](http://www.ncpublicschools.org/ec/specialprograms/training/summerinstitutes/)

**4. CONNECTING THE VILLAGE MEETING SET:** The Raising Achievement and Closing Gaps Section will hold a statewide meeting to bring together faith-based and community-based organizations, state and local agencies, state and federal education grant recipients and community members. Connecting the Village will provide valuable information including locating funding sources, ways to address bullying and gang violence and communicating with hard-to-reach parents. The deadline to register is April 25. For more information and registration instructions, please visit [www.ncpublicschools.org/schoolimprovement/closingthegap/connect/](http://www.ncpublicschools.org/schoolimprovement/closingthegap/connect/) .

**5. TITLE I SCHOOL LISTS FOR 2005-06:** The listing of Title I schools for 2005-06 is online as part of the No Child Left Behind site. Visit [www.ncpublicschools.org/nclb/title1/schools/information/2005-06/](http://www.ncpublicschools.org/nclb/title1/schools/information/2005-06/) to view or download this information.

**6. NEW IN PUBLICATIONS AT NCDPI:** To order, please call 800.663.1250 or visit Publication Sales on the Web at [www.ncpublicschools.org/publications/](http://www.ncpublicschools.org/publications/) .  
SCHOOL BUS SAFE DRIVING CERTIFICATE (UPDATED): A certificate designed to recognize school bus drivers for their safe driving record. A-7, 2006, \$10.00 per pack (100 certificates per pack)

## 7. ARTICLES OF INTEREST:

TEACHER QUALITY NUMBERS IN; STATES AWAIT THEIR FATE:

[www.cnn.com/2006/EDUCATION/04/13/teacher.quality.ap/index.html](http://www.cnn.com/2006/EDUCATION/04/13/teacher.quality.ap/index.html)

LOCAL EDUCATION FUND TACKLES EDUCATION ISSUES:

Conservatives and liberals can agree on this: Children with engaged parents have a much better chance of succeeding in school than those who do not. The work of the Charlotte Advocates for Education's Parent Leadership Network shows how. This project is providing the parent advantage all schools need, but too many lack. The nonprofit education advocacy group has trained dozens of parents to forge this crucial link with schools in Charlotte-Mecklenburg. Margaret Carnes, Advocates for Education's managing director of the advocacy group, says the ultimate goal is to arm parents with information they need to demand substantive change and accountability from schools. It has already gotten many parents involved in schools in broader and more sophisticated ways. Business leaders have recognized its value. The Wachovia Foundation has given three-year \$450,000 grant to support the program. Officials said its work not only builds parent leaders but helps schools retain teachers. Parent involvement is increasingly important in CMS as the student population becomes more diverse -- with more limited English speakers and more of them poor. Growing numbers of parents, for cultural or work reasons, now have weak relations with their children's schools. The parents who have been trained so far range across ethnic, racial and socioeconomic lines. They are involved in a variety of school programs -- from helping Spanish-speaking students learn English and their parents get information to providing data to tackle school academic and image problems. And they want to help schools across the district. The program is modeled after Kentucky's Commonwealth Institute for Parent Leadership, which has trained more than 1,000 parents in the last eight years to combat the achievement gap and other issues.

[www.charlotte.com/mld/charlotte/living/education/14365804.htm](http://www.charlotte.com/mld/charlotte/living/education/14365804.htm)

WHEN STATES -- AND MAYORS -- TAKE OVER SCHOOLS:

When public schools fail for years, or even decades, to meet the minimum requirements for educating their students, it's natural for politicians to want to step in and take bold action. These efforts represent two prongs of a policy approach that's been running through urban education for more than 15 years -- states taking over, mayors taking over. Each of these approaches has its own lessons and pitfalls for lawmakers and politicians who watch from the sidelines and think they can do a better job, reports Steve Drummond. In many ways, a takeover by the state makes sense. After all, in the past half-century, states have contributed a growing share of the money that goes into local school districts. By the end of the 1990s, nearly half the states had passed laws allowing state intervention in troubled districts. But no sooner did some of these states get into the business of running a messed-up school district than they sought to get out. As it turns out, it's not so easy to manage hundreds of employees and educate thousands of children from far away in the state capitol. And often, people in those

schools didn't want them taken over. Residents of predominantly minority communities often resent what they perceive as meddling from legislatures dominated by white people. And though it sounds appealing to "clean house" by getting rid of principals, teachers and administrators, it's not as if there is a pool of talented people just sitting around waiting to replace those who were dismissed. The mayors have done pretty well in getting the books and infrastructure in order. They have cleaned up the finances and made sure that the toilets flush, the roofs don't leak and the textbooks show up on time at the start of the school year. That's no small accomplishment. In many of these districts, such seemingly obvious problems had gone unfixed for years. But the real test is student achievement, and there's little research so far to show how well takeovers work. Nevertheless, there's some evidence that the mayors have had some success in the short term, but long term success remains elusive.

[www.npr.org/templates/story/story.php?storyId=5347765](http://www.npr.org/templates/story/story.php?storyId=5347765)

#### TEACHERS SCRAMBLE TO DOCUMENT COMPETENCY:

John Fergus has been a history teacher for nearly a decade. He has a master's degree in secondary education, is enrolled in a doctoral program, and has taken classes that allow him to teach advanced placement courses at Revere High School. But despite his years of experience and extensive course work, Fergus, 40, has yet to prove to state education officials that he is a highly qualified teacher as required under the federal No Child Left Behind Act of 2001. The law demands that states prove by June 30 that all teachers in core subjects -- such as math, science, English, social studies, foreign language, and history -- have mastered their topics, or risk losing federal education money.

[www.boston.com/news/education/k\\_12/articles/2006/04/20/making\\_the\\_grade/](http://www.boston.com/news/education/k_12/articles/2006/04/20/making_the_grade/)

## **8. GRANT INFORMATION:**

#### FELLOWSHIPS TO SEND TEACHERS AND ADMINISTRATORS TO KOREA:

The Institute of International Education's Korean Studies Workshop will send U.S. secondary school teachers and administrators to Korea for a 12-day workshop. The Workshop is designed to enhance mutual understanding between the people of Korea and the United States by inviting certain U.S. educators to visit Korea and then share their experiences with fellow Americans upon their return. The workshop will include lectures, tours to cultural and industrial sites, and meetings with Korean educators and students. Maximum Award: fully funded 12-day tour. Eligibility: 6th thru 12th grade social studies teachers, secondary school principals and assistant principals, and curriculum coordinators and textbook writers with influence over social studies curriculum. Deadline: May 4, 2006. [www.iie.org/programs/ksw](http://www.iie.org/programs/ksw)

RECOGNIZING EXTRAORDINARY GOOD DONE FOR CHILDREN:

Each year the World of Children presents awards to ordinary people who have done extraordinary good on behalf of the health, education, and well-being of children.

Maximum Award: \$50,000. Eligibility: person nominated must have full knowledge that he or she is being nominated and must be available in November to participate in World of Children event held in New York City. Deadline: June 9, 2006.

[www.worldofchildren.org/NOMINATE\\_Selection\\_process.htm](http://www.worldofchildren.org/NOMINATE_Selection_process.htm)

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## Weekly Message for May 8-12, 2006

Colleagues,

Another school year is coming to a close and I know most of you are dealing with staffing and other HR related issues that are keeping you quite busy. Some of you have asked about the issue concerning paraprofessionals and the NCLB requirements. As of this writing, paraprofessionals in Title I programs are still expected to meet requirements by June 30, 2006.

The New Personnel Administrators' Orientation will be held in conjunction with the Financial and Business Services (FBS) Conference, scheduled for July 27-28, 2006. There will be a single conference registration fee and you will be able to attend any of the scheduled sessions. We expect to have registration information and the conference agenda available within the next few weeks.

Take a stress break and don't let the pressures of the day control your attitude. You should decide the kind of day you're going to have.

Here's the latest\*

**1. NEW PERSONNEL ADMINISTRATORS' ORIENTATION:** The New Personnel Administrators' Orientation will be held in conjunction with the Financial and Business Services (FBS) Conference, July 27-28, 2006, at the Sheraton Imperial Hotel and Convention Center, Research Triangle Park. Registration information and an agenda are forthcoming. In this venue, conferees can partake of the most current financial and human resources information in a single conference. There will be a single registration and fee, and attendees can attend any of the sessions.

**2. 2006-2007 SUPPLEMENTAL BUDGET REQUESTS:** Attached for your information is a letter dated March 14, 2006 to Governor Michael F. Easley from the State Board of Education Chairman, Howard N. Lee and State Superintendent, June St. Clair Atkinson. The letter is regarding the 2006-2007 supplemental budget. Also attached is a list of the priority supplemental items.

**3. REMINDER - US CENSUS BUREAU SURVEY ON NON PROFESSIONAL PERSONNEL:** You should give immediate attention to this survey if it has not been completed by your LEA. We have only received 53 of the 155 LEAs' survey. We have attached the annual survey from the US Census Bureau. This survey requests data by LEA for one pay period on employment, gross pay and part-time hours paid for the pay period that includes the date March 12, 2006. Please complete the attached form and return to Information Analysis and Reporting immediately. DPI will submit all forms

from the LEAs to the US Census Bureau. This form replaced form 510. You can open this form with adobe reader.

Return to:

Financial Business Services  
Attn: Muhammad Mannan  
6334 Mail Center  
Raleigh NC 27699-6334

Or Fax to 919.807.3723

If you have any questions, please contact Muhammad Mannan at 919.807.3756. His email address is [mmannan@dpi.state.nc.us](mailto:mmannan@dpi.state.nc.us).

**4. REMINDER - MANDATORY LEGISLATIVE SURVEY:** Please see the attached file that lists the LEAs that have responded to the following legislative survey, and those who have not responded as of 9:00 AM on May 5th. If you have not responded, please do so by 5:00 PM on May 10th. DPI is required to have ALL LEAs respond. (NOTE: Finance Officers should have received this item for action.)

DPI is also required by legislation to report to the State Board of Education the use of At Risk/Alternative Schools (PRC 068/069) and Improving Student Accountability (PRC 072) allotments, and how the use of these funds impacted student achievement. We have been able to provide summary reporting of how these funds were expended, but we can not report on for what purpose these funds were expended. For example, were teachers employed to reduce class size, provide remediation, etc. We are requesting that you complete a survey that will provide us the information we need to report to the State Board. The survey can be found at [www.ncpublicschools.org/fbs/](http://www.ncpublicschools.org/fbs/) under "What's New." Online are 3 documents to help you with this request:

1. Instructions
2. 2004-05 PRCs 068/069 and 072 expenditure report
3. March 31st 2006 PRCs 068/069 and 072 expenditure report

**5. 2006 MIDDLE MATH SUMMER INSTITUTES:** The NCDPI Division of Middle Grades Education Mathematics and Science Section in partnership with the North Carolina Mathematics and Science Education Network will offer Middle Math Summer Institutes at eight locations statewide. Middle Math Summer Institutes are two days in length and provide grade level institutes focused on content knowledge, effective teaching strategies and assessment methods that align with student academic performance standards in North Carolina. For more information, including dates and locations for the workshops and how to register, please go online to [www.unc.edu/depts/cmse](http://www.unc.edu/depts/cmse) or contact Elizabeth Murray at [emurray@dpi.state.nc.us](mailto:emurray@dpi.state.nc.us) or 919.807.3936. The registration deadline is May 15, 2006.

**6. ELEMENTARY SCHOOL CONFERENCE TO BE HELD IN OCTOBER:** The NC Association of Elementary Educators will be hosting the third annual Elementary School Conference to on Oct. 9-10, 2006, at the Sheraton Imperial Hotel, Research Triangle Park. For more information, including registration and call for program proposal forms (must be postmarked by June 16, 2006), please visit [www.ncelementary.org](http://www.ncelementary.org).

**7. HIGH SCHOOL COURSES OFFERED ONLINE FROM NC DPI/DISTANCE LEARNING:** If your high school would like to participate in the Online High School Courses Program, 2006-2007, you may begin the process by completing the Memorandum of Understanding (MOU) and faxing it as indicated on the form. This applies to all high schools that plan to participate in the online distance learning program. Upon receipt of your fully completed MOU, your designated facilitator will receive an ID and password by email for accessing the registration system. Online registration will begin soon. A complete online course list and the MOU are on the distance learning Web site [www.ncpublicschools.org/distancelearning](http://www.ncpublicschools.org/distancelearning) or you can contact [sscott@dpi.state.nc.us](mailto:sscott@dpi.state.nc.us) with questions.

**8. SEVERAL RESOURCES ADDED ADDRESSING CONSOLIDATED MONITORING:** The state will conduct consolidated monitoring visits for Title I, Title V, Comprehensive School Reform, Homeless, Migrant, Neglected and Delinquent, and the Rural Education Achievement Program in 13 school districts in 2005-06. The purpose of consolidated monitoring is to decrease the number of monitoring visits and to improve interpretation and alignment of all federal programs since multiple programs are targeting the same students. Visit [www.ncpublicschools.org/schoolimprovement/comped/monitoring/](http://www.ncpublicschools.org/schoolimprovement/comped/monitoring/) to access monitoring instruments, checklists and reports that are provided to assist school districts in preparing for a monitoring visit.

**9. 2006-07 GRANT APPLICATIONS ONLINE:** Title I, Part A focuses nearly \$170 million on the most economically disadvantaged schools, with over 1,000 schools participating. Participating schools use these funds to help participating students meet state standards in reading, writing and mathematics. Title V, Innovative Programs is a block grant that provides extensive flexibility to school systems. Details and applications for both grants are now online. Visit [www.ncpublicschools.org/schoolimprovement/comped/grants/](http://www.ncpublicschools.org/schoolimprovement/comped/grants/) and click on the appropriate links to learn more.

**10. PROFESSIONAL DEVELOPMENT BOOK CLUB ADDS NEW TITLE:** The professional development book club is highlighting "The Principal as Professional Development Leader." This book guides readers through a step-by-step process to formulate, implement and evaluate long-term professional development. For more information about this month's selection, visit [www.ncpublicschools.org/profdev/resources/bookclub/](http://www.ncpublicschools.org/profdev/resources/bookclub/).

**11. PEP E-LAW UPDATE, VOL. 06-4 (SPECIAL LEANDRO UPDATE)**

May 8, 2006

Nearly twelve years after successfully intervening as plaintiffs in the long-running Leandro lawsuit, five urban school districts have informed Judge Howard Manning that they are now dropping out of the litigation, saying it is no longer worth the cost.

To view PEP's summary, please visit the following site:

[www.ncpep.org/content.php/law/elist06-4.htm](http://www.ncpep.org/content.php/law/elist06-4.htm)

Subscribe to this listserv, PEP's Cyber e-Law listserv, and/or PEP's program announcement listserv: [www.ncpep.org/content.php/registration/listserv.php](http://www.ncpep.org/content.php/registration/listserv.php)

View more information about PEP's Legal Services (e.g., programs, publications, consulting information): [www.ncpep.org/content.php/law/index.htm](http://www.ncpep.org/content.php/law/index.htm)

Learn more about PEP's professional development programs and services for N.C. school administrators: [www.ncpep.org/content.php/index.htm](http://www.ncpep.org/content.php/index.htm)

**12. ARTICLES OF INTEREST:**

**NO MORE NAPS IN KINDERGARTEN: ACADEMIC DEMANDS PUSH OUT SHUT-EYE:**

For decades, boys and girls have arrived at kindergarten with a must-have from the supply list: A comfy mat for nap time. Today, they can leave their tiny mats at home, reports Gail Smith-Arrants. Across the nation, academic pressures in public schools are getting pushed down to kindergarten. Not even 5-year-olds have time for naps anymore. The national move away from naptime and to making kindergarten a more studious environment can come at a price, some educators say. Young children can be hurried into academics too soon, they worry. Today's on-the-go kindergarten is not the one that baby boomers, or even some boomers' children, remember. "Kindergarten has experienced the greatest change of any grade level in the system," said Susan Allred. "We went from spending a semester playing in kitchen centers to actually teaching them to read and write." Instead of naps, some teachers ask children to rest their heads on their desks for about 20 minutes. They use the time to work one-on-one with students who need extra help.

[www.charlotte.com/mld/charlotte/living/education/14470220.htm](http://www.charlotte.com/mld/charlotte/living/education/14470220.htm)

#### A PORTRAIT OF AMERICA'S TEACHERS:

According to research from various sources, today's teachers are primarily white, female, married, religious, and on average are 43 years old. More than half hold at least a master's degree. Forty-five years ago, in 1961, only 23 percent held advanced degrees. Additionally, 21st century teachers: (1) Spend an average of 50 hours per week on all teaching duties, including noncompensated school-related activities such as grading papers, bus duty and club advising; (2) Teach an average of 21 pupils (elementary). Secondary schoolteachers have an average class size of 28 pupils; (3) Spend an average of \$443 per year of their own money to meet the needs of their students. Elementary teachers spend about \$498 per year. Secondary teachers spend about \$386. Teachers of color spend about \$470 per year, more than the \$434 spent by white teachers. (4) Make an average starting salary of \$31,704 per year, not including supplemental pay for extra duties. (5) Enter the teaching profession to help shape the next generation. Nearly three out of four (73%) enter teaching because of their desire to work with young people. And nearly seven out of 10 teachers (68%) cite it as the reason for remaining in the profession.

[www.nea.org/newsreleases/2006/nr060502.html](http://www.nea.org/newsreleases/2006/nr060502.html)

#### TOP FIVE SPECIAL EDUCATION ISSUES:

Thirty years ago, Congress announced that more than half of American children with disabilities were not receiving appropriate educational services. Today, American schools have a world-class system for differentiating instruction for all students, regardless of cognitive, emotional or physical limitations. That's quite an accomplishment, and something about which educators should be proud. Alas, there's a rub, reports Pamela Wheaton Schorr. While children with disabilities are now welcomed into classrooms with open arms, it can be hard to find educators embracing the kind of frank discussions that normally accompany such a sea change in instruction. Whether it's because teachers and administrators are all leery of being called prejudiced, embarrassed about some of their past policies or simply too overwhelmed with day-to-day work to get their arms around the bigger issues, the result is the same: There are a number of seemingly insurmountable challenges in special education, and not much is being said about them: (1) Not all special ed students have gotten the education they deserve; (2) Special education teachers are often considered second-class citizens; (3) Special education paperwork overwhelms teachers and administrators; (4) A disproportionate number of children of color end up in special education; and (5) Numbers of special-ed students grow as number of dollars shrink.

[www2.districtadministration.com/viewarticle.aspx?articleid=153](http://www2.districtadministration.com/viewarticle.aspx?articleid=153)

## YOUNG ADULTS ILL-INFORMED ABOUT THE PEOPLE, PLACES & CULTURES OF THE WORLD:

Even with ongoing news coverage of the war in Iraq, the aftermath of natural disasters in far-flung regions, and the globalization of the marketplace, young adults in the United States appear isolated, uninformed, and indifferent when it comes to the world's people, places, and cultures, according to a new survey of Americans' geographic knowledge. The latest geographic-literacy study by the National Geographic Education Foundation concludes that too many young adults lack basic knowledge of the world, leaving them essentially unprepared for living in an increasingly global society. And few understand the importance of such skills or deem them essential, reports Kathleen Kennedy Manzo. "Most young [American] adults between the ages of 18 and 24 demonstrate a limited understanding of the world beyond their country's borders, and they place insufficient importance on the basic geographic skills that might enhance their knowledge," says the study. Six in 10 respondents, for example, could not find Iraq on a map of the Middle East, most did not know that Indonesia is a predominantly Muslim nation, and only one-fourth knew that Mandarin Chinese -- not English -- is the most widely spoken native language in the world. Indeed, less than a year after Hurricane Katrina ravaged New Orleans, just two-thirds of those polled could find Louisiana on a map. About half could locate New York state.

[www.edweek.org/ew/articles/2006/05/02/34geog\\_web.h25.html](http://www.edweek.org/ew/articles/2006/05/02/34geog_web.h25.html)

## NEARLY ALL SODA SALES TO SCHOOLS TO END:

The nation's largest beverage distributors have agreed to halt nearly all sales of sodas to public schools -- a step that will remove the sugary, caloric drinks from vending machines and cafeterias around the country. Under the agreement, the companies also have agreed to sell only water, unsweetened juice and low-fat milks to elementary and middle schools. Diet sodas would be sold only to high schools. "I don't think anyone should underestimate the influence this agreement will have," said Susan Neely, president and CEO of the American Beverage Association, which has signed onto the deal. "I think other people are going to want to follow this agreement because it just makes sense." The agreement should reach an estimated 87 percent of the public and private school drink market, Neely said. Industry giants Cadbury Schweppes PLC, Coca-Cola Co. and PepsiCo Inc. and the ABA have signed on. Officials said they hope companies representing the other 13 percent of the market would follow suit. The Alliance for a Healthier Generation, a collaboration between the William J. Clinton Foundation and the American Heart Association, helped broker the deal.

<http://news.moneycentral.msn.com/provider/providerarticle.asp?Feed=AP&Date=20060503&ID=5690001>

#### STUDENT-BUILT VEHICLES GET 1,000 PLUS MILES PER GALLONS:

The 11th annual IMSTEA Super Mileage Challenge was recently held at Indianapolis Raceway Park. The Stock Class winner was Mater Dei High School of Evansville, Ind., at 1,242.76 MPG, and the Unlimited Class winner was William Henry Harrison High School of Lafayette, Ind., at 1,060.30 MPG. The students build their own cars under the supervision of a faculty member. They are responsible for the design and construction of the car and for raising all funds needed for the project. Engines are furnished by Briggs & Stratton Corp., but all other items must be either purchased or donated by sponsors. The students learn not only the technical and scientific aspects of building a high mileage car, they also learn how to work as a team and solve complex problems.

[www.rensselaerrepUBLICAN.com/articles/2006/04/28/news/community/community02.txt](http://www.rensselaerrepUBLICAN.com/articles/2006/04/28/news/community/community02.txt)

#### STOPPING THE REVOLVING DOOR OF TEACHER TURNOVER:

In August 2004, New York City launched possibly the largest, most aggressive overhaul of teacher induction in the country. Recognizing, as in many urban school systems, that new teachers were leaving the city schools faster than they could be replaced, the NYC Department of Education (DOE), the United Federation of Teachers (UFT), and the New Teacher Center at the University of California, Santa Cruz (NTC) joined forces to implement a \$36 million program that would change the way new teachers are supported throughout the city. This policy paper describes the parameters of the project, assessing successes and challenges. It highlights six key lessons from their work: (1) Build political will for reform of inductions systems; (2) Ensure all mentoring programs develop and maintain a high-quality selection process; (3) Identify and support successful program standards; (4) Align mentoring program and general induction activities with district and regional programs related to teacher development; (5) Address systemic and infrastructure issues that impact new teachers; and (6) Leverage systems change by building on mentor skills, knowledge, and experience.

[www.newteachercenter.org/nyc\\_policy\\_paper.php](http://www.newteachercenter.org/nyc_policy_paper.php)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Weekly Message for May 22-26, 2006

Colleagues,

Unfortunately, I must begin the weekly update with some sad news. I've been informed that Diane Kent-Parker, Wake County Schools Human Resources, passed away this past weekend. I have no other details at this time, but will try to keep you informed as much as possible about funeral arrangements. Please keep her family in your prayers and thoughts as they experience this most difficult time of bereavement.

I know it seems that I talk a lot about reemploying retirees, but it's important that I have this conversation with you to keep you advised of the return-to-work provisions, and how inappropriately administering these provisions can adversely impact retirees' benefits. Retirees with effective retirement dates of November 1, 2005, and after, must complete a six-month break in service, before being reemployed in any capacity. Allowing a retiree to "volunteer", that is, to continue working in the same capacity as he/she was before retiring, and not being paid for such services, during the six-month break, is inconsistent with the intent of the law. A retiree, who is volunteering to perform the same type of services he or she is typically employed to perform, is not volunteering, even if he/she is not being paid. I strongly urge you to not allow this practice when filling vacant positions. When an employee retires, the position once held by that employee is vacant. Vacant positions are not typically filled with volunteers.

Beginning July 1, 2006, retirees employed subject to the earnings cap, must be employed in consideration of the fact, that a retiree cannot be employed in a permanent full-time status. Permanent full-time status (at least 30 hours per week), renders the employee eligible to make retirement contributions. A retiree cannot receive retirement benefits and contribute to the retirement system simultaneously. Therefore, when considering employing retirees who are subject to the earnings cap in full-time vacancies, please be reminded that these retirees must be employed less than 30 hours per week (29.99 hours per week). It is the employment status rather than the position that determines how to reemploy the retiree.

A retiree employed to teach exempt from the earnings cap, must be employed in permanent status greater than 50% of the work week (at least 20 hours per week), and the LEA is responsible for contributing 11.7% of the earned salary to the retirement system. Remember, in addition to the break period, in order for a retiree to be reemployed exempt from the earnings cap, he/she must be employed to teach.

The revised Benefits and Employment Policy Manual will include the above and other pertinent issues. We expect the revised edition to be available within two weeks. We are available to answer all your return-to-work questions. If in doubt about any reemployment issue, don't hesitate to call Joan Crump, Joe Parry-Hill or me.

Here's the latest\*

**1. LEARN AND SERVE REQUEST FOR PROPOSALS:** The 2006-2009 grant cycle for the Learn and Serve America Program is in full swing. This program is built around service learning that demonstrates the effectiveness of teaching and learning through meaningful service and engagement with the community. Information about the Learn and Serve program as well as the Requests for Proposals (RFPs) is now online at [www.ncpublicschools.org/service\\_learn/](http://www.ncpublicschools.org/service_learn/). The deadline for RFPs is 5 p.m., June 30. For additional information, please contact Carolyn Foxx, Coordinator of Special Projects at 919.807.3919 or [cfoxx@dpi.state.nc.us](mailto:cfoxx@dpi.state.nc.us).

**2. FEDERAL PROGRAMS SITE NOW ONLINE:** The Federal Programs site is a new resource where educators, parents and citizens can go to find specific information and resources for the broad range of federal programs impacting public schools. Visit [www.ncpublicschools.org/federalprograms/](http://www.ncpublicschools.org/federalprograms/) to learn more.

**3. MAY ISSUE OF NC NCLB NEWS AVAILABLE:** Don't miss the May installment of NC NCLB News. This issue addresses NCEXTEND2, standards setting for new tests, Ed-Flex reauthorization, compensatory monitoring visit results, school recognition and personnel appointments. To read more, visit [www.ncpublicschools.org/nclb/](http://www.ncpublicschools.org/nclb/) and click on the appropriate link.

**4. THE WEIRDO (NEW):** Written by a team of eighth-grade teachers, this document is an interdisciplinary unit based on the novel, "The Weirdo," written by North Carolina native Theodore Taylor. The novel's story takes place in the Great Dismal Swamp and connects nicely to eighth grade hydrological studies, methodology of scientific field studies and reading in the content area of science. Social studies, mathematics and guidance activities also are included. This is a second edition that has been "modernized" with the addition of Web sites, more direct instruction in language arts and on intent to bring out the lessons of this novel.  
SC 145, 2006, \$5.50

**5. PERSONAL FINANCIAL LITERACY: ACTIVITIES AND TEACHING STRATEGIES FOR SECONDARY SOCIAL STUDIES (NEW):** This document provides educators with a foundation for teaching personal financial literacy to high school students. Educators will find lessons and units of study on economic basics, taxing and spending, money management, savings and investment, credit, insurance and banking which will enhance student understanding of key economic concepts.  
SO 142, 2006, \$9.00

**6. FACTS AND FIGURES (REVISED):** A pamphlet containing 2005-06 statistics on students, teachers and other personnel, and financial information. (Limit 10 per order)  
FR 101, 2006, \$Free

**7. ELA TEACHER HANDBOOK GRADES 3-5 (NEW):** The Grades 3-5 English Language Arts Teacher Handbook provides information teachers need to effectively teach the English Language Arts Standard Course of Study for grades three through five. The answers to the following three questions will include practical suggestions to help students move toward reading and writing proficiency.

- What can a teacher do that will have the greatest impact on students' learning?
- How can a teacher fit everything in -- Over the year, throughout the day, and during the literacy block?
- How can a teacher be sure that the students are mastering the NC Standard Course of Study objectives?

In addition, the Teacher Handbook appendices contain charts which list each English Language Arts competency objective for a particular grade (grades 3-5) and specific, detailed, bulleted lists that answer the following questions:

- How might a teacher teach this objective?
- How might a student demonstrate mastery of this objective?

IS 164, 2006, Hardcopy version, \$7.00

IS 165, 2006, CD version, \$7.00

**8. NOTE TO ALL LEAS REGARDING CENTRAL OFFICE MOVES:** Please contact the DPI help desk at 919.807.4357 or email the DPI help desk at [help@dpi.state.nc.us](mailto:help@dpi.state.nc.us) prior to moving your AS/400 to another location, as the SIPS SNA communications line has to be relocated. It takes 30 to 45 days to install a new circuit and DPI needs to submit a relocation request early enough to eliminate or reduce down time for data transmissions.

**9. HURRICANE PREPAREDNESS TIPS AVAILABLE ONLINE:** Hurricane Season officially begins June 1st and continues through the end of November. Before disaster strikes, being Pro-Active can reduce loss and speed recovery. The School Insurance Section urges you and your Maintenance Directors to visit our Web Site - NEWS - link, [www.ncpublicschools.org/fbs/insurance/weather.html](http://www.ncpublicschools.org/fbs/insurance/weather.html), for Hurricane Preparedness Tips.

## ARTICLES OF INTEREST:

### TEACHER RETIRES AFTER 69 YEARS OF CLASSROOM TEACHING:

Hazel Haley, at 89 the longest-serving public-school teacher in Florida -- and, as far as anyone knows, in the country -- is retiring after 69 years, 67 of them at one school, 54 in a single book-crammed, pink classroom. A few years ago, the Florida Legislature ruled school districts could hang on to veteran teachers, but now time has run out, and Miss Haley must go. Through the years, Miss Haley has taught an estimated 13,500 students, including Lawton Chiles, Florida's late governor and former U.S. senator. But he was no more adorable or beloved than anyone in this semester's three senior honors English classes. Here are a few things to remember about Miss Haley: She was a student here herself, graduating in 1933. She has never married and lives alone, but every student she has ever taught is dearly regarded as "my child." She drives to school in Earl, her 1988 Grand Marquis. She is a lifelong Anglophile and will happily show off letters from Margaret Thatcher and the Queen. An accomplished motivational speaker, she believes that life is a series of little joys.

[www.miami.com/mld/miamiherald/living/education/14587725.htm](http://www.miami.com/mld/miamiherald/living/education/14587725.htm)

### HOW STATES INFLATE THEIR PROGRESS UNDER NCLB:

Critics on both the Left and the Right have charged that the No Child Left Behind Act tramples states' rights by imposing a federally mandated, one-size-fits-all accountability system on the nation's diverse states and schools. In truth, NCLB gives states wide discretion to define what students must learn, how that knowledge should be tested, and what test scores constitute "proficiency." As a result, states are largely free to define the terms of their own educational success. Unfortunately, according to a new report by Kevin Carey of Education Sector, many states have taken advantage of this autonomy to make their educational performance look much better than it really is. In March 2006, states submitted annual reports to the U.S. Department of Education detailing their progress under NCLB. For every measure, the pattern was the same: a significant number of states used their standard-setting flexibility to inflate the progress that their schools are making and thus minimize the number of schools facing scrutiny under the law. With the approval of the U.S. Department of Education, many states are reporting educational results under NCLB that defy reality and common sense. In so doing, they are undermining the effectiveness of the law. The large variance in data reported by states that have set high standards compared to states with low standards undermines the credibility of NCLB by creating significant and seemingly arbitrary differences in how the law impacts students and educators from state to state.

[www.educationsector.org/analysis/analysis\\_show.htm?doc\\_id=373044](http://www.educationsector.org/analysis/analysis_show.htm?doc_id=373044)

## CLASSROOM CONFIDENTIAL: POLICING PHYSICAL CONTACT BETWEEN TEACHERS & STUDENTS:

Administrators and school boards, spooked by a spate of high-profile school sex scandals and fearful of lawsuits, have begun cracking down on student-teacher relationships, despite charges from critics that they are succumbing to unwarranted sexual hysteria. This new censoriousness may protect students from inappropriate behavior, although the question of whether abuse itself is on the rise is hotly disputed, writes Sarah Karnasiewicz. Many teachers and educational advocates worry that such changes also prevent teachers from reaching out to students – and ultimately create a stifling climate that gets in the way of engaged education. The article includes this icky quote, "\*the message is not just no sex, it's no touching -- because there is a point at which a handshake becomes a hug, which becomes a fondle, which becomes an opportunity to cop a feel. There is always a place where the line becomes blurry and so the smart teachers just don't even go near it." There is an element to education, especially at the high school level and beyond that, at its best, is fundamentally intimate. When we talk about teachers who "make a difference," they are usually not the people who barricade themselves behind their desks, and something essential is lost when all personal contact between teachers and students is ruled off-limits. The cases that make the news are black and white. But the dilemma lies in the gray areas where parents and educators face a collision of two positive imperatives, between the desire to protect their children from a small risk of sexual abuse and the desire to allow great teachers to do their jobs well.

[www.salon.com/mwt/feature/2006/04/27/teacher\\_student/index\\_np.html](http://www.salon.com/mwt/feature/2006/04/27/teacher_student/index_np.html)

## SOME SCHOOLS CANCEL FRIDAYS DUE TO FUEL COSTS:

Sharply higher fuel prices have prompted a growing number of school districts to save money by shortening the school week to four days. School systems in such remote, sparsely populated areas, where school bus routes can stretch across many miles and take hours to complete, say far higher transport and other energy-related expenses are squeezing already shrinking budgets. The number of states sanctioning districts with four-day school weeks has at least doubled since a survey by the National School Boards Association in 2003 showed nine states and roughly a hundred districts adopting the measure. To meet state guidelines for the minimum number of class hours, districts on a reduced weekly schedule have extended the school day by more than an hour. Districts that have opted for shorter weeks say the total number of instruction hours remains basically the same despite what appears to be a total weekly reduction in school time of at least an hour. The hour or so difference is the time students would spend at recess and lunch, activities not tallied as educational hours. Critics say the measure places a burden on working families and that lengthening the school day without a corresponding change in teaching style may affect performance, particularly in younger students.

[www.cnn.com/2006/EDUCATION/05/18/schools.fridays.reut/index.html](http://www.cnn.com/2006/EDUCATION/05/18/schools.fridays.reut/index.html)

### "In-Service Training Grants for Mathematics Teachers"

National Council of Teachers of Mathematics School In-Service Training Grants for Grades K-5 Teachers and Grades 6-8 Teachers provide financial assistance to schools for in-service education in mathematics. Maximum Award: \$4,000. Eligibility: schools with a current NCTM K-8 school membership. Deadline: November 3, 2006.

[www.nctm.org/about/met/olander3.htm](http://www.nctm.org/about/met/olander3.htm) (K-5)

[www.nctm.org/about/met/olander.htm](http://www.nctm.org/about/met/olander.htm) (6-8)

### "Mathematics Classroom-Based Research Grants"

National Council of Teachers of Mathematics Classroom-Based Research Grants for Grades K-12 Teachers are to support and encourage classroom-based research in pre-college mathematics education in collaboration with college or university mathematics educators. Maximum Award: \$8,000. Eligibility: The applicant must be a current NCTM member or teach at a school having a current K-8 NCTM school membership. The college or university mathematics educator must be a member of the NCTM. Deadline: November 3, 2006.

[www.nctm.org/about/met/begle.htm](http://www.nctm.org/about/met/begle.htm)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Human Resources Administrators Update for June 12-16, 2006

Colleagues,

As you are aware, the Financial & Business Services (FBS)/New Personnel Administrators' Orientation (NPAO) will be held July 27-28, 2006, at the Sheraton Imperial Hotel and Convention Center, Research Triangle Park. The agenda for the New Personnel Orientation is as follows:

July 27 - 7:30-3:00 - On-site Registration

9:45-9:55 - Continental Breakfast

8:30-9:40 - Administrator Contracts, Tenure, At-Will Employment  
Robert Joyce, Institute of Government

9:45-9:55 - Break

10:00-11:55 - Administrator Contracts, Tenure, At-Will Employment (Con't)

12:00-12:50 - Lunch

12:50-1:30 - Special Guest Speaker

1:40-2:40 - School Personnel Support Update  
Larry Simmons

2:45-2:55 - Break

3:00-4:00 - Licensure Update  
Dr. Kathy Sullivan

4:15-5:15 - PANC Steering Committee

July 28 - 7:30-9:00 - On-site Registration

7:30-8:30 - Breakfast Buffet

8:45-9:45 - Fair Labor Standards Act  
Randy Bazemore

9:45-10:00 - Break

10:00-11:00 - Family Medical Leave Act  
Jim Taylor

11:00-12:00 - School Personnel Update  
Larry Simmons

This agenda only addresses the NPAO sessions. All of the NPAO sessions will be held in the Auditorium, Room 150. The FBS Conference agenda includes sessions on Short/Long-Term Disability, Title I Monitoring, HRMS Update, Federal Grants Basics, Superintendents' Update, Budget Recap/Allotments, NCWise, NCASBO Finance Academy, Worker's Compensation, and other sessions that you can attend. Mark your calendars now and plan to attend this conference. Conference, registration, and hotel information is available on our web site at [www.ncpublicschools.org/fbs/](http://www.ncpublicschools.org/fbs/).

Here's the latest\*

**1. HIGHLIGHTS OF STATE BOARD PLANNING RETREAT/JUNE MEETING:** The State Board of Education held a planning retreat last week to discuss 21st century learning and North Carolina public schools. This discussion provided Board members time to consider priorities that should be used to flush out the conceptual framework they approved in May. At their regular monthly board meeting held Thursday, members received a presentation on the turnaround plan for low-performing high schools, approved a policy defining No Child Left Behind corrective actions for districts in LEA improvement, alignment of licensing years with experience credit years and a revision of the school counselor job description. Members also discussed licensing requirements for international teachers and Praxis testing requirements for Exceptional Children's License areas. Complete State Board highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link.

**2. PROPOSED HOUSE BUDGET:** The following documents regarding the 2006-07 proposed House budget are attached to this message:

- Comparison of FY 2006-07 Proposed Budgets
- House Budget Summary
- House Appropriations Subcommittee on Education Public Schools Provisions FY 06-07
- Teacher Salary Schedule

All of the above information will be made available on the [FBS website](#) under "What's New".

**3. 2006 TEACHER WORKING CONDITIONS SURVEY RESULTS ANNOUNCED:** Gov. Mike Easley last week announced that individual school and district results for the 2006 North Carolina Teacher Working Conditions Survey were available online at [www.northcarolinatwc.org](http://www.northcarolinatwc.org). With more than 75,600 teachers and administrators from across the state participating, North Carolina achieved its highest statewide response rate since the first survey was given in 2002. Eighty-five percent of North Carolina schools achieved at least a 40 percent response, which is required for an individual school to have valid data to use in improvement planning. The primary concern for teachers is the time they need to do their jobs well. Many teachers reported this as the most important factor in promoting student learning, yet it was the area with the lowest satisfaction level. Teachers also view school leadership as an essential element of school success and teacher retention.

**4. GRANT TO CONTINUE HIGH SCHOOL REFORM EFFORTS:** North Carolina recently received a \$10.4 million grant from the Bill & Melinda Gates Foundation to expand the state's high school reform efforts. This grant is in addition to the original \$11 million investment made by the foundation in August 2003, which is being used to develop new, smaller high schools in North Carolina. Nine million dollars of the grant will be used to plan and open additional redesigned high schools as part of the N.C. New Schools Project, which focuses on the creation of small, economic-development themed high schools. The new schools will emphasize innovative instructional practices and strong student support to better prepare students for college and skilled careers. The remaining \$1.4 million will support the development of additional Learn and Earn early college high schools. Learn and Earn schools provide students with an opportunity to graduate in five years with a high school diploma and either an associate's degree or two years of college credit.

**5. UNC-G RECEIVES PLANNING GRANT TO CREATE STATE'S FIRST VIRTUAL LEARN AND EARN HIGH SCHOOL:** UNC-Greensboro was recently awarded a \$40,000 "iSchool" planning grant for the creation of the state's first virtual Learn and Earn early college high school. UNC-Greensboro's "iSchool" provides high school juniors and seniors the opportunity to take college courses online or in classrooms at their high school campuses and receive both high school and college credit. This school year, 888 students from 21 high schools were enrolled in 1,752 "iSchool" courses, and 92 percent of students reported that they successfully transferred the online courses for college credit.

**6. TEACH ONLINE IN 2006-07:** Do you have an innovative approach to the classroom? Are you looking for new challenges to extend your understanding of the teaching process? In partnership with the NCDPI, LEARN NC is looking for part-time online instructors in the following areas: AP English Language and Composition, AP Government and Politics, AP World History, e-Commerce I, and Principles of Business and Personal Finance. Teaching online is an exciting new way of reaching students across the state and offering flexibility to administrators and counselors while continuing to teach at your school during the day. Applicants should be North Carolina certified, have two years experience teaching the course for which they apply and have attended appropriate College Board Institutes for AP courses. If interested, please send a resume to Ross White at [ross@learnnc.org](mailto:ross@learnnc.org) no later than June 30.

## **7. NCAE SPONSORS NATIONAL BOARD CERTIFICATION SUPPORT SESSION:**

NCAE will hold its annual Summer Seminar for National Board Certification Support on June 19-21 at the NCAE Center, Raleigh. This three-day workshop will help teachers get started on the National Board process, the Assessment Center, and/or NBC Renewal. Registration costs are \$75 for NCAE members and \$275 for non-NCAE members and must be received by June 16. The seminar begins at noon on Monday with registration and concludes mid-day on Wednesday. The deadline to register is June 16. For lodging, please contact The Brownstone Holiday Inn Hotel, 1707 Hillsborough Street, Raleigh, 919.828.0811. The registration form is available online at [www.ncae.org/pod/workshops/0607nbcworkshops.pdf](http://www.ncae.org/pod/workshops/0607nbcworkshops.pdf).

**8. NC TEXTBOOK COMMISSION TO MEET:** The North Carolina Textbook Commission will hold its 2006 Publishers' Hearings on June 15-16 at the Holiday Inn Brownstone Hotel, 1707 Hillsborough Street, Raleigh. The purpose of the meeting is to review the 2006 textbook adoption cycle and provide an opportunity for publishers to present and ask questions. For additional information, please contact Charlotte Hughes, Curriculum and School Reform Services, NCDPI, 919.807.3443, or by email, [chughes@dpi.state.nc.us](mailto:chughes@dpi.state.nc.us).

## **9. ARTICLES OF INTEREST:**

### SCHOOL BUS RIDERS CAPTIVE AUDIENCE FOR ADVERTISERS:

BusRadio, a start-up company in Massachusetts, wants to pipe into school buses around the country a private radio network that plays music, public-service announcements, contests and, of course, ads, aimed at kids as they travel to and from school. In an hour's broadcast, 44 minutes will be devoted to music and news, six minutes to public-safety announcements, two to contests and eight to advertising. On most commercial radio stations, there is usually 10 to 12 minutes, sometimes more, of advertising. BusRadio says pilot tests have shown that students behave better when its programs are on. Noise is reduced, and students are more likely to remain in their seats and more willing to follow school rules. "It's using the compulsory education law to compel kids to listen to ads," said Gary Ruskin, executive director of the public advocacy group Commercial Alert. "Its justification is it makes kids quiet. So what? They'd be quiet if we gave them cigarettes, but that doesn't mean we should." Ruskin said he is also concerned about personal data the company will collect, particularly as kids go online to respond to contests and promotions. "Who gets the children's personal information?" he asked. Daniel Broughton, a pediatrician at the Mayo Clinic, said he was concerned that advertising "in this situation takes on the air of being official." That was one of the concerns many parents and advertising critics had when schools accepted free television and satellite dishes in exchange for free programming, including ads, from Channel One. The prestigious Institute of Medicine, part of the National Academies, has said that schools should strive to be "as advertising-free as possible."

<http://news.publiceducation.org/t/4307/194606/34/0/>

## JUSTICES TO RULE ON RACE & EDUCATION

The Supreme Court has agreed to consider an issue of enormous importance to parents and educators across the country: the extent to which public school administrators can use racial factors in assigning children to schools. The court accepted cases from Seattle and Louisville for its next term. The school districts in both cities defeated challenges to their assignment procedures in the lower courts. "Looming in the background of this is the constitutionality of affirmative action," said Davison Douglas, a law professor at William and Mary. "This is huge." In addition to the inherent interest in the cases, there is the added suspense created by the presence of two new members of the high court, Chief Justice John G. Roberts Jr. and Justice Samuel A. Alito Jr., whose conclusions on race-related matters will be eagerly awaited. The court ruled three years ago that colleges and universities can take race into consideration when selecting their student bodies. Now it will decide whether the same logic ought to apply to public elementary and high schools. The ruling on colleges and universities was written by Justice Sandra Day O'Connor who has since retired. Seattle school administrators have wrestled for decades with the de facto segregation that tends to mirror the housing patterns of white, black and Asian families in the community. Students can pick among high schools. But since some schools have more applicants than they can handle, the district relies on tie-breakers, including whether a sibling attends a certain school, distance from a prospective student's home and race, to decide who gets into the over-subscribed schools. A group called Parents Involved in Community Schools sued in 2000, contending that it was unfair for the school district to consider race.

<http://news.publiceducation.org/t/4307/194606/36/0/>

## JUDGE SAYS STUDENTS DON'T NEED OK TO SKIP PLEDGE:

A federal judge has declared a state law requiring students to stand for the Pledge of Allegiance unconstitutional, stating it violated the rights of a Palm Beach County student who sued the state last year. U.S. District Judge Kenneth L. Ryskamp also ruled unconstitutional the provision of the 1942 Florida law requiring students to obtain permission from their parents to be excused from reciting the pledge. The American Civil Liberties Union cheered Ryskamp's decision as a landmark ruling that upholds all Florida students' free speech rights, reports Rani Gupta. "The highest tradition of being an American is freedom of thought and freedom of speech," said ACLU attorney James Green. "Freedom of speech includes the right to speak and the right not to speak, and not to be forced to speak in a certain way." But conservative legislators decried the decision, which they said was an assault by "liberal" and "activist" judges on the beliefs of the majority. State Sen. Mike Fasano called the decision "ludicrous." Fasano this year spearheaded an unsuccessful attempt to ask Florida voters to decide whether the state constitution should require students to stand and recite the pledge. Students would have needed a parent's permission to be excused. "What a federal judge has done is taken away patriotism from our schools," Fasano said.

<http://news.publiceducation.org/t/4307/194606/40/0/>

### SCHOOL SIZE & ITS RELATIONSHIP TO STUDENT OUTCOMES & SCHOOL CLIMATE:

Ken Stevenson reviews eight school size studies performed by doctoral students and graduate faculty at the University of South Carolina. These studies examine the relationship of South Carolina school size to academic achievement and to costs per student at all grade span groupings, including elementary, middle, and high school. The studies are categorized by grade span covered, and their methodology and findings summarized. Results of the studies are varied and sometimes contradictory, and additional issues arise such as poverty, differing results in grade spans, cost versus outcomes, middle and elementary school climate factors, and variance of the South Carolina findings from those in other states. Smaller middle schools appeared to produce better student outcomes, and where larger elementary and high schools appear to perform better, there is evidence that results vary dramatically depending on the children served. Includes 23 references.

<http://news.publiceducation.org/t/4307/194606/41/0/>

### IS THERE LIGHT AT THE END OF THE TEACHER PIPELINE?:

California's once-celebrated "teacher pipeline" is drying up while, by the mid-2010s, school districts' scramble for teachers will peak. "This is not an urban problem. In fact, it's an issue that every district in the state is likely to face," said Center for the Future of Teaching and Learning Executive Director Margaret Gaston. It's also a national trend. The National Center for Education Information says 40 percent of America's public school teachers plan to leave the profession in the next five years. The number of candidates who took the California Basic Educational Skills Test, the initial threshold to the teaching profession here, has fallen precipitously -- from more than 129,000 at its peak in 2001-02 to fewer than 78,000 in 2004-05, according to the Commission on Teacher Credentialing. And teacher recruits at California's universities and colleges are harder to find than they used to be. Increasingly, though, teachers are filtering into the profession through university or district internships, which allow individuals to complete their teacher preparation coursework on the job with mentoring and support from colleges, universities or through school districts. Nevertheless, the challenges that new teachers encounter once they're on the job are daunting, and the level of support and professional development they receive can vary greatly

<http://news.publiceducation.org/t/4307/194606/47/0/>

### MANDATORY SUMMER SCHOOL FOR ST. LOUIS NINTH GRADERS:

The St. Louis school system expects nearly three-thousand freshmen to enter high school this fall, but first most of them have to attend summer school. Superintendent Creg Williams called for the first-ever mandatory summer school for eighth graders. He says poor test scores are the reason. The mandatory program will emphasis reading, math and other learning skills. It's based in part on a successful summer session at the city's top high school. Metro High School is nationally recognized as one of America's best schools. Students must take a test to get in. And they must attend a special summer session before their freshman year. Students at Metro and other schools who are reading at grade level or better are also required to attend summer school, but they

will take other classes. The mandatory session was prompted by a recent study which showed that 73-percent of the current freshmen are not ready academically for 10th grade.

<http://news.publiceducation.org/t/4307/194606/48/0/>

Jack Kent Cooke Foundation Innovation Fund:

The Jack Kent Cooke Foundation Innovation Fund provides one-time grants to spark the creation or expansion of innovative education programs focusing on a particular field each year. The 2007 Innovation Fund seeks proposals in two areas: 1) International educational experiences occurring outside the United States, and 2) Foreign language immersion programs located in the United States or abroad.

Maximum Award: \$150,000. Eligibility: Programs must serve at least in part low- to moderate-income U.S. high school students who are high-achieving or have exceptional potential. Deadline: June 29, 2006.

<http://news.publiceducation.org/t/4307/194606/49/0/>

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Human Resources Administrators' Update for June 19-23, 2006

Colleagues,

Hope you're having a great day!!

I know it's a busy time for you, so I'll make this a short update.

Here's the latest...

**1. HOUSE BUDGET SUMMARY:** The House Budget Summary and Comparison of FY 2006-07 proposed Budgets are attached for your review. This information is also available on the [FBS website](#) under "What's New".

**2. NEW TITLE I FISCAL GUIDANCE RELEASED (ATTACHED):** Last month, the US Department of Education released the final version of its Title I Fiscal guidance. This guidance addresses maintenance of effort, comparability, supplement not supplant, carryover, consolidating funds in Schoolwide programs, and grantback requirements. Of particular interest is the section on record keeping requirements in a Schoolwide program - specifically, what time and effort records need to be kept by employees paid with federal funds. The guidance enumerates three scenarios that apply in a Schoolwide:

- 1) If the LEA operating the Schoolwide program consolidates federal, state, and local funds into "a single account," then no time and effort records are required. HOWEVER, we are not aware of any districts that literally combine federal funds into a single account in Schoolwide programs, so this scenario does not apply to our schools.
- 2) If the LEA does not consolidate federal funds in a Schoolwide, then federally-paid employees who work 100% on the Schoolwide plan must keep semi-annual certifications.
- 3) If the LEA does not consolidate federal funds in a Schoolwide, then federally-paid employees who work both on the Schoolwide plan and on a cost objective not included in the Schoolwide plan would need to maintain monthly Personnel Activity Reports (PARs).

In addition, PLEASE NOTE that Reading First funds may NOT be consolidated in a schoolwide program.

The full text of the guidance is attached for your reference, and is also available at [www.ed.gov/programs/titleiparta/fiscalguid.doc](http://www.ed.gov/programs/titleiparta/fiscalguid.doc).

### 3. ARTICLES OF INTEREST:

New! From EDUCATION WEEK: "Diplomas Count"

"Diplomas Count," the first in a new annual series from EDUCATION WEEK, finds large gaps in graduation rates across racial and ethnic groups, and by gender.

The report, released Tuesday, June 20, 2006, provides detailed data on graduation rates for the 2002-03 school year, the most recent data available, for all 50 states and the District of Columbia, and in the nation's 50 largest school districts. Read the report here: <http://enews.edweek.org/GoNow/a15864a149004a328440673a2>

#### BEWARE OF NORTH CAROLINA TEST SCORES

Are we really being honest with ourselves and with our students about how well they are achieving and learning what they need to learn? The Hoover Institute is a public policy research center affiliated with Stanford University. One of the areas continually researched by its scholars is public K-12 education. Results of their findings about public education are published in Education Next. In the summer issue of this publication, results of a study by Paul E. Peterson and Frederick M. Hess are presented. The researchers looked state by state at the difference between the percentage of its students the state touts to be proficient based on its own testing program and the percentage of students found to be "proficient" based upon the National Assessment of Educational Progress (NAEP) test. NC received an "F" based upon the huge difference between these two percentages. In this Charlotte Observer editorial, Margaret Carnes, managing director of Charlotte Advocates for Education, a local education fund, suggests that educators and school reform advocates may be guilty of false advertising when touting large percentages of K-12 students being proficient.

<http://news.publiceducation.org/t/4602/194606/62/0/>

#### HOW POOR & MINORITY STUDENTS ARE SHORTCHANGED ON TEACHER QUALITY

A comprehensive study by The Education Trust has finally proven what anecdotal evidence has long suggested: Poorly qualified teachers drag down student achievement. The study demonstrated that elementary and high school students -- even those in middle- and upper-income families -- post higher scores on state exams and are more prepared for college if they attend schools where teacher quality is ranked high. Low-income and minority children benefit the most from good teachers, the study found. In Illinois' poorest elementary schools with low-teacher quality, the average pass rate on state tests was 31%. But in similar low-income schools with higher-ranked teachers, the rate jumped to 43%. The researchers evaluated teachers in Illinois, Wisconsin and Ohio, ranking schools according to a teacher quality score. In Illinois, that score was determined by five factors: the average college entrance exam score of all teachers in the school; results on the teacher licensing test of basic skills; a national ranking of college attended; years of experience; and number of teachers with provisional credentials. All of the state's 3,800 public schools were evaluated.

<http://news.publiceducation.org/t/4602/194606/65/0/>

#### **4. GRANT INFORMATION:**

Grants for Professional Development:

The NEA Foundation Learning and Leading grants are provided to individuals to fund participation in high-quality professional development experiences, such as summer institutes or action research and to groups fund collegial study, including study groups, action research, lesson study, or mentoring experiences for faculty or staff new to an assignment. Maximum Award: \$2,000. Eligibility: K-12 public school teachers, public school education support professionals, and faculty and staff in public higher education institutions. Deadline: October 15, 2006.

<http://news.publiceducation.org/t/4602/194606/76/0/>

Larry M. Simmons, Section Chief  
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919.807.3364

## **Human Resource Administrators Newsletter for July 17-21, 2006**

Colleagues,

As the legislative session draws closer to an end, we'll try to keep you posted on any legislation impacting public schools. House Bill (HB) 1151, Planning Time & Duty-Free Lunch for Teachers passed the Senate last Wednesday. The bill requires each school's School Improvement Team to work toward providing at least 5 hours of planning time per week per teacher, and duty-free lunch periods. I plan to provide more details of this bill at the New Personnel Administrators' Orientation. I'll also include the updates on our web page after the conference. As you are probably aware, HB 1910, Retirees Returning to Work, has stalled, at least for the current legislative session. The current retired employees' return-to-work provisions are still in effect. I hope to have some supplemental information regarding the current provisions at the orientation.

I've included a link to the agenda for the Summer FBS/New Personnel Administrators' Conference in this newsletter. Keep in mind that the New Personnel Administrators' sessions are not limited to new administrators. Conferees can pick and choose the sessions they want to attend in FBS and/or New Personnel. We look forward to seeing you next week.

Here's the latest\*

**1. NEW PERSONNEL ADMINSTRATORS/FINANCIAL AND BUSINES SERVICES CONFERENCE, JULY 27-28, 2006:** The Office of Financial and Business Services will conduct its annual conference at the Sheraton Imperial Hotel and Convention Center, Research Triangle Park. The New Personnel Administrators' Orientation will be a part of this conference. The conference will provide essential information about new and continuing financial and personnel policies that impact local education agencies and charter schools. On-line registration for the FBS Summer Conference will close on July 20, 2006. After that date you will have to register on site. Conference information, including the agenda is on our web site at [www.ncpublicschools.org/fbs/](http://www.ncpublicschools.org/fbs/) under What's New?

If you have questions contact Doris McCain at 919.807.3700 or [dmccain@dpi.state.nc.us](mailto:dmccain@dpi.state.nc.us).

**2. LOCAL REPORTING OF PRELIMINARY ADEQUATE YEARLY PROGRESS (AYP):** Local reporting of preliminary AYP under No Child Left Behind (NCLB), initially scheduled for July 17, has been delayed until 2 p.m., July 18. This delay is necessary because final approval of North Carolina's NCLB Workbook has not been granted by the U.S. Department of Education at this time. Elements of this workbook have a significant impact on the programming necessary to generate AYP results for individual

schools. The US Department of Education has indicated that North Carolina should receive verbal approval of its workbook in time for a Tuesday, July 18, 2006 release.

On Tuesday, local school districts will release AYP results for their individual schools. The results for elementary and middle schools will be based only on reading. AYP status based on mathematics will not be available until October 5. Results for high schools will be based on reading and mathematics. New mathematics assessments in grades 3-8 are the reason for the delay in mathematics reporting in these grade spans.

The Department of Public Instruction will provide a central Web page that provides links to each local school district's AYP reports. That site will be located at [www.ncpublicschools.org/nclb/abcayp/ayp/](http://www.ncpublicschools.org/nclb/abcayp/ayp/).

**3. 2006-07 SALARY SCHEDULES:** The 2006-07 Salary Schedules have all been posted on the DPI website under "What's New" at [www.ncpublicschools.org/salary\\_admin/salinfo.htm](http://www.ncpublicschools.org/salary_admin/salinfo.htm).

Note: In order to be consistent with the Teachers and Instructional Support Schedules a 30+ step was added to the School Psychologist Schedule. All other changes have been made to the schedules and they are correct. If you have questions please contact Alexis Schauss at 919.807.3708 or [aschauss@dpi.state.nc.us](mailto:aschauss@dpi.state.nc.us).

**4. STATE BOARD MEETING HIGHLIGHTS:** At the July 6, 2006, State Board of Education teleconference meeting, members approved a District Assistance Model designed to provide varying degrees of support, guidance and services to school districts; exemption requests made by New Hanover, Rutherford and Swain County Schools under the Innovative Education Initiatives Act; and Praxis testing requirements for Exceptional Children's License Areas. Board members also continued their discussion on licensing requirements for international teachers, received an update on high school turnaround assessment team activities and discussed their sixth strategic priority addressing 21st century learning skills. Complete highlights of the Board's meeting are posted online at [www.ncpublicschools.org/sbehighlights/](http://www.ncpublicschools.org/sbehighlights/).

**5. NC NBCT LISTSERV:** All National Board Certified teachers are encouraged to sign up for the NCDPI's NC NBCT listserv. Information, including educational opportunities for teachers, updates on National Board Certification and other items of interest, will be sent once or twice a month. NBCTs can subscribe by sending an email message to [join-nbct@lists.dpi.state.nc.us](mailto:join-nbct@lists.dpi.state.nc.us).

**6. EXCEPTIONAL CHILDREN CONFERENCE TO BE HELD IN NOVEMBER:** Mark your calendars for Nov. 6-8 and plan to attend North Carolina's 56th Annual Conference on Exceptional Children. The conference will be held at the Sheraton Hotel/Koury Convention Center, Greensboro. Registration information will be sent in August in addition to being available online at [www.ncpublicschools.org/ec/conference/](http://www.ncpublicschools.org/ec/conference/).

**7. NORTH CAROLINA COUNCIL ON ECONOMIC EDUCATION SPONSORS**

**WORKSHOPS:** The North Carolina Council on Economic Education (NCCEE) is sponsoring free workshops covering economic education and financial literacy. Subjects include Financial Fitness for Life, Civics and Economics, Virtual Economics 3.0, Mathematics and Economics, Thinking Globally and more. For information on all available workshops and programs, please visit the NCEE Web site at [www.ncee.net/](http://www.ncee.net/). To schedule a workshop at your school, please contact Sandy Wheat, North Carolina Council on Economic Education, 866.606.2233 or by email, [swheat@ncee.org](mailto:swheat@ncee.org).

**8. ARTICLES OF INTEREST:**

NC HOUSE PASSES RESOLUTION ASKING FEDERAL GOVERNMENT FOR MORE NCLB FUNDING:

The state House has approved a resolution criticizing President Bush and Congress for cuts in spending this year for the federal government's two biggest K-12 education funding categories, No Child Left Behind and special education, reports the News and Observer. North Carolina is projected to receive \$12 million less for the next school year than it received last year. Federal education spending next year for the state is estimated at \$833 million. House Resolution 1811, which passed 100-3, urges Bush and Congress to increase federal support for public education. House members' calls for increased flexibility in meeting the rules should be granted in any year that federal funding is decreased so states do not have to spend their resources or local money on federally required activities that are not proven.

For a copy of the resolution, go to [www.ncleg.net/](http://www.ncleg.net/) and enter H1811 in the Bill Look Up.

NCLB UPDATE:

By July 1, the Department had notified all 50 states, the District of Columbia, and Puerto Rico of the status of their standards and assessment system under the No Child Left Behind Act. Four states (Maryland, Oklahoma, Tennessee, and West Virginia) received "full approval," six states (Arizona, Delaware, Indiana, North Carolina, South Carolina, and Utah) received "full approval with recommendations," and four states (Alaska, Connecticut, Louisiana, and Massachusetts) received "approval expected" from a team of experts using a peer review process (see [www.ed.gov/admins/lead/account/peerreview/](http://www.ed.gov/admins/lead/account/peerreview/) for the components). Most of the remaining states received "approval pending, no withholding" designations, indicating they are missing one or two of the fundamental components and, to avoid sanction,

must provide (within 25 days) a plan and timeline for meeting those components by the end of the 2006-07 school year. However, eight states received "approval pending, withholding funds" designations for missing three or more components, and two states received "not approved" designations because they "will not be able to administer a fully approved assessment in the 2006-07 school year." These 10 states have 20 days to respond to the findings. Otherwise, the agency is prepared to redistribute 10-25 percent of their Title I, Part A administrative funds directly to school districts. Also, states that are not in full compliance may not apply for additional flexibility under the law. FOR MORE INFORMATION, PLEASE GO TO [www.ed.gov/admins/lead/account/nclbfinalassess/](http://www.ed.gov/admins/lead/account/nclbfinalassess/).

Meanwhile, July 7 was the deadline for all states to submit revised plans for meeting the No Child Left Behind Act goal of having all core academic subject classes taught by Highly Qualified Teachers. During the week of July 24, state-level practitioners and teacher quality experts will peer review each state's plan and evaluate how successfully it addresses the remaining challenges in reaching the 100 percent goal. FOR MORE INFORMATION, PLEASE GO TO [www.ed.gov/programs/teacherqual/hqtltr/](http://www.ed.gov/programs/teacherqual/hqtltr/).  
[www.ed.gov/nclb/](http://www.ed.gov/nclb/)

#### VETERANS USE MILITARY EXPERIENCE WHEN TEACHING KIDS:

A growing number of troops returning from combat are trading the battlefield for the classroom. They are drawn to teaching by a credo they picked up in the military: Help the ones who follow behind. Troops to Teachers, whose mantra is "proud to serve again," offers a \$5,000 stipend, plus another \$10,000 if graduates choose to teach in poorer areas. The program was created in 1994, but was dormant for six years until Congress reauthorized spending in 2001 to help lure the type of "highly qualified" teachers required by the No Child Left Behind Act. The program has produced 9,000 teachers nationally. More than 75 percent are still teaching -- a rate that far outpaces traditional teacher retention of less than 50 percent, according to a 2002 University of Pennsylvania study cited by the group. While men and minorities are underrepresented in the national applicant pool of teachers -- only 18 percent male, and 15 percent minority -- military teachers placed by Troops to Teachers are overwhelmingly men; about 37 percent are minorities. According to Jesse Harlan Alderman, school officials cite maturity and effective discipline techniques as unique skills that veterans bring to the job.

<http://news.publiceducation.org/t/5032/194606/109/0/>

#### TEACHERS SELL THEIR LESSON PLANS ONLINE:

Teachers are selling their original lectures, course outlines and study guides to other teachers through a new Web site launched by New York entrepreneur Paul Edelman. The site, [teacherspayteachers.com](http://teacherspayteachers.com), aims to be an eBay for educators. For a \$29.95 yearly fee, sellers can post their work and set their prices. Buyers rate the products. Lots of Web sites offer lesson plans that can be purchased or downloaded for free. Yet Edelman says they don't cover a fraction of what teachers themselves have come up with. By offering them a way to make a buck, the 33-year-old former teacher says he's

found a niche. He's banking on it. Edelman cashed in his retirement fund and maxed his credit cards to launch the business in April. He keeps 15 percent of every sale, but he knows the only way he will really make money is by getting "teacher-authors" to pay the membership fee. So far, he's recruited about 80. That includes eight former state teachers of the year who got free lifetime memberships. Need a lesson about the history of China? How about a way to teach the Industrial Revolution through documentary photography? Or a manual for organizing a poetry slam? They're all for sale. Many of the items go for only a dollar or so.

<http://news.publiceducation.org/t/5032/194606/124/0/>

#### **BATTLING BINGE DRINKING: HELPING TO SAVE LIVES:**

In the hours before her death, Sam Spady hopped between parties. The homecoming queen, class president, cheerleading captain and honor student in high school drank 30 to 40 beers and shots over an 11-hour period. Then friends left her alone in an empty room to sleep it off. Later, a student found her dead. She is one of an estimated 1,400 college students between the ages of 18 and 24 who die from alcohol-related incidents each year, according to the National Institute of Alcohol Abuse and Alcoholism. A new documentary examines the drink-until-you-blackout campus culture and its dangers. The producers and parents hope to distribute the film to high schools, colleges, church groups and families.

<http://news.publiceducation.org/t/5032/194606/114/0/>

#### **GEARING UP FOR THE SCHOOL YEAR:**

No matter how much or how little experience a teacher has in the classroom, getting ready for a new school year takes a lot of work, says this article in Education Update ("Get Ready, Get Set," August 2000). Middle school teacher Dorleen Kauffman believes it's critical for new teachers "to have a relationship with an experienced teacher in their field who can help them not be so overwhelmed at the beginning.

<http://news.publiceducation.org/t/5468/194606/159/0/>

## **9. GRANTS:**

#### **GRANTS TO IMPROVE FAMILY LITERACY:**

The Barbara Bush Foundation for Family Literacy's grant-making program for 2007 seeks to develop or expand projects that are designed to support the development of literacy skills for adult primary care givers and their children. Maximum Award: \$65,000. Eligibility: organizations with current nonprofit or public status that have been in existence for two or more years as of the date of the application. Deadline: September 8, 2006.

<http://news.publiceducation.org/t/5468/194606/161/0/>

GRANTS FOR SUCCESSFUL INTERACTIVE TEACHING PROGRAMS:

The Best Buy te@ch program rewards schools for successful interactive programs they have launched using available technology. Winning te@ch programs focus on kids using technology to learn standards-based curriculum, rather than on teaching students to use technology or educators using technology that children aren't able to use hands-on. Maximum Award: \$2,500. Eligibility: Accredited K-12 public, private, parochial, and nonprofit charter schools located within a 50-mile radius of a Best Buy store. Deadline: September 30, 2006.

<http://news.publiceducation.org/t/5468/194606/162/0/>

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Human Resource Administrators For August 7-11, 2006

Colleagues,

It was good seeing you at the FBS/New Personnel Administrators' Conference. I apologize for my absence on Thursday. I had an emergency situation with my brother in Atlanta, GA. I'm pleased to report that he is doing remarkably better and I am appreciative of your concerns and prayers. I am truly proud and thankful to our team, Joe, Joan and Sonya, who stepped in and carried my share of the load in my absence\*thank you!!!

We are in the early stages of planning for 3 or 4 (based on demand) regional-based TPAI-R Train-the-Trainer Sessions. These training sessions are designed to train as many evaluators as possible, who can then train other evaluators in your districts. More information on the sessions will be forthcoming.

Please remember to advise your new employees hired on or after October 1, 2006, that in order to qualify for benefits under the major medical plan at retirement on a noncontributory basis; the employee must have at least 20 years of retirement benefit service credit (SB 837).

[www.ncga.state.nc.us/Sessions/2005/Bills/Senate/HTML/S837v5.html](http://www.ncga.state.nc.us/Sessions/2005/Bills/Senate/HTML/S837v5.html)

The draft changes to the Benefits and Employment Policy Manual we discussed at the conference has been presented to the State Board as a discussion item for August and for action at the September meeting.

[www.ncpublicschools.org/sbe\\_meetings/0608/0608\\_eeo/eeo/0608eeo05.pdf](http://www.ncpublicschools.org/sbe_meetings/0608/0608_eeo/eeo/0608eeo05.pdf)

Here's the latest\*

**1. FALL PANC CONFERENCE:** Plans are already underway for the Fall PANC Conference, October 3-4, 2006, at the Renaissance Asheville Hotel, Asheville, NC. On-line registration will be available shortly. You can however, make your room reservations now by calling the Renaissance at 828-252-8211. A block of rooms have been allocated for PANC so be sure to mention PANC when making your reservations.

**2. SALARY Q&A EFFECTIVE JULY 1, 2006:** Attached is a "questions and answers" for the legislative salary increases. Additional questions can be directed to Alexis Schauss [aschauss@dpi.state.nc.us](mailto:aschauss@dpi.state.nc.us).

**3. SB 837: MAJOR MEDICAL PLAN COVERAGE AT RETIREMENT:** As mentioned earlier in this memo, it is important that you incorporate into your new employee orientation the implications of SB 837. As it pertains to public school employees, this bill states that for employees first hired on or after October 1, 2006, future medical plan coverage as retirees is subject to a requirement that these retirees have 20 or more years of retirement service credit in order to be covered under the major medical plan, on a noncontributory basis. In other words, when an employee who was first hired on or after October 1, 2006 retires, he/she must have 20 years of retirement service credit in order to receive benefits from the major medical plan without any out of pocket premium payments.

Retired public school employees, and active employees hired before October 1, 2006, are not affected by this bill. They will continue to receive benefits from the major medical plan on a noncontributory basis.

Additionally, public school employees who have 10 but less than 20 years of retirement service credit upon retirement, and were employed on or after October 1, 2006, shall be eligible for coverage under the major medical plan on a partially contributory basis. The State will pay 50% of the noncontributory premiums and the individual retiree pays the balance of the total noncontributory premiums not paid by the State.

**4. DPI PARTNERS WITH LEARN NC TO OFFER FREE ONLINE PROFESSIONAL DEVELOPMENT:** The Department of Public Instruction has partnered with LEARN NC to offer North Carolina teachers free online professional development courses. Enrollment is now open for courses developed and taught by expert instructors whose advanced course work and/or research expertise in the content area set them apart from other teacher-trainers. Visit [www.ncpublicschools.org/profdev/online/](http://www.ncpublicschools.org/profdev/online/) for more information.

**5. REPORTING WORK-RELATED INJURIES:** Effective August 1, 2006, please be advised that your LEA is responsible to provide an injured employee with a Form 18, "Notice of Accident to Employer and Claim of Employee."

Each LEA continues to be responsible to complete Form 19, "Employer's Report of Employee's Injury or Occupational Disease." Upon completion, give injured employee a completed Form 19 along with a blank Form 18. You may want to note on completed Form 19 that Form 18 was given to employee. Initial and date form for your protection.

Please provide this information to your Workers' Compensation Administrator or the individual responsible for completion of Form 19.

You may contact Eileen Townsend at 919-807-3522 for additional information.  
Email: [etownsen@dpi.state.nc.us](mailto:etownsen@dpi.state.nc.us).

**6. PEP E-LAW SPECIAL UPDATE:** Public Official Immunity, Vol. 06-6, August 2, 2006

View the Update: [www.ncpep.org/law/elaw06-6.htm](http://www.ncpep.org/law/elaw06-6.htm). If you have difficulty, please contact: [clott@northcarolina.edu](mailto:clott@northcarolina.edu).

**7. The Statistical Profile 2006** has been posted to the FBS website at [www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2006profile.pdf](http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2006profile.pdf).

### **ARTICLES OF INTEREST:**

Charlotte-Mecklenburg, NC school board vows to support superintendent if involuntary teacher transfers to low-performing schools become necessary. At present, the superintendent only expects to reassign some principals during 2006-07

- Doss Helms, A., & Smolowitz, P. "Teacher transfers win board support," [www.charlotte.com/mld/charlotte/living/education/15156419.htm](http://www.charlotte.com/mld/charlotte/living/education/15156419.htm)  
Charlotte Observer, July 30, 2006.
- Doss Helms, A. "Gorman: Some principals likely to be reassigned," [www.charlotte.com/mld/charlotte/living/education/15185636.htm](http://www.charlotte.com/mld/charlotte/living/education/15185636.htm)  
Charlotte Observer, August 3, 2006.

Teacher preparation, higher ed

News 14 Carolina staff: "ECU helping North Carolina teacher shortage," [http://rdu.news14.com/content/school\\_news/?ArID=88514&SecID=136](http://rdu.news14.com/content/school_news/?ArID=88514&SecID=136)  
News 14 Carolina (Raleigh, NC), August 1, 2006.

### **PUBLIC VS PRIVATE SCHOOL REPORT**

Public schools perform favorably with private schools when students' income and socioeconomic status are taken into account, according to a new report from the U.S. Education Department. The findings counter a popularly held notion, that private schools outperform public schools. The report has generated controversy due to what some call its overly low-key release, reports Claudio Sanchez. That spurred critics to charge that the Bush administration, long a supporter of private alternatives to public schools, was playing politics by burying data it doesn't like. Secretary of Education Margaret Spellings calls her critics' charges ridiculous, saying the administration strongly supports public education. But, she says, the administration also believes parents should have choices.

[www.npr.org/templates/story/story.php?storyId=5584516](http://www.npr.org/templates/story/story.php?storyId=5584516)

## BILL GATES, THE NATION'S SUPERINTENDENT OF SCHOOLS?

Warren Buffett's gift of \$31 billion to the Bill and Melinda Gates Foundation will double the foundation's assets, bringing it to more than \$60 billion, and will increase its annual giving to nearly \$3 billion. Never before has an individual given such a large amount of money to someone else's foundation, writes Diane Ravitch. Never before has a private foundation had assets of this dimension. Never before has any individual or foundation had so much power to direct the course of American education, which is one of the primary interests of the Gates Foundation. Educators are waiting with bated breath to see which direction this multibillion-dollar behemoth will take. When judged by their influence on education, foundations have a decidedly mixed record. With the ability to hand out more than \$1 billion or more every year to U.S. educators without any external review, the Gates Foundation looms larger in the eyes of school leaders than even the U.S. Department of Education, which, by comparison, has only about \$20 million in truly discretionary funds. The department may have sticks, but the foundation has almost all the carrots. In light of the size of the foundation's endowment, Bill Gates is now the nation's superintendent of schools. He can support whatever he wants, based on any theory or philosophy that appeals to him.

[www.latimes.com/news/opinion/la-op\\_ravitch30jul30,0,4493353.story?coll=la-opinion-rightrail](http://www.latimes.com/news/opinion/la-op_ravitch30jul30,0,4493353.story?coll=la-opinion-rightrail)

Joe Parry-Hill, Personnel Analyst  
NC DPI School Personnel Support Section  
919-807-3368

**Human Resource Administrators'  
Bi-Weekly Newsletter  
August 21, 2006**

Colleagues,

The 2006-07 school year has begun for some systems and others are days away from opening. I wish you much success as you take on yet another challenge of staffing our schools with quality professionals. Thanks for all you do in providing our children with the best human resources available to help prepare them for the future.

Your careful attention in applying the provisions for reemploying retirees is critical not only to your staffing needs, but especially for the retiree. Reemploying a retiree in the appropriate employment status is crucial to the retiree's eligibility for receiving retirement benefits. Remember, only classroom teachers are eligible to be employed exempt from an earnings cap. Retirees who are reemployed as administrators, media specialists, psychologists, directors, supervisors, counselors, etc., are not eligible for exempt from the earnings cap employment. Please contact us if you have questions concerning reemploying retirees.

The weekly newsletter will now become a standard bi-weekly publication. Of course, we will keep you informed as necessary on all pertinent matters. The bi-weekly format allows us time to compile and synthesize information to best meet your needs. We are available to meet with you at your regional PANC sessions or at other arranged venues. We look forward to serving your needs.

Best wishes for a successful school year!

Here's the latest\*

**1. PERSONNEL ADMINISTRATORS OF NORTH CAROLINA (PANC)**

**CONFERENCE:** October 2-4, 2006, at the Renaissance Asheville Hotel, Asheville, NC. On-line registration is now available. To register go to [www.ncpublicschools.org/panc/](http://www.ncpublicschools.org/panc/). The Steering Committee is sponsoring the "Downtown Asheville Trolley Tour" and needs to know in advance who wants to participate. Please indicate your preference for the tour when you register for the conference. A choice menu is included on the registration page. Please indicate your preference. Make your room reservations now by calling the Renaissance at 828-252-8211. A block of rooms have been allocated for PANC so be sure to mention PANC when making your reservations. Reservations need to be made by September 12, 2006 to ensure the PANC rate.

**2. SENATE BILL 837 (SB 837) - MAJOR MEDICAL PLAN:** SB 837 requires that employees first hired on and after October 1, 2006, have upon retirement, 20 or more years of retirement service credit in order to be covered under the Major Medical plan on a noncontributory basis. The legislation also provides that employees with 10 but less than 20 years of retirement service credit shall be eligible for coverage under the Major Medical Plan on a partially contributory basis, provided that the employee were first hired on or after October 1, 2006.

There is some ambiguity in the interpretation or the meaning of "first hired" as used in this legislation. While I have reminded you to inform any new hires of this provision, I'm still seeking legislative interpretation and intent of this language. In the interim, I suggest you apply the new hire status to all new October 1, 2006 and later employees, until the interpretation is rendered.

**3. BASIC PILOT PROGRAM:** SB 1523, 2006 Technical Corrections Act, Section 23.1(a) and (b) requires LEAs to use the Basic Pilot Program for verification of the legal status of newly hired employees. A few weeks ago, I polled the field to determine if any of you were using the Basic Pilot Program. No LEA in the response group was using nor was any LEA familiar with the Basic Pilot Program.

The Basic Pilot Program allows employers to verify the employment eligibility of their newly hired employees. It involves verification checks of the Social Security Administration and the Department of Homeland Security databases, using a web-based access method. With respect to public schools, LEAs must participate in the Basic Pilot Program for the verification of the legal status of newly hired employees hired on or after March 1, 2007. LEAs are required to use the Basic Pilot Program software to verify the legal status or authorization status to work in the United States, after hiring the individual as an employee. This is not to be used as a criminal background check nor as a pre-screen process. It appears that the implementation of the program is a simple download from the internet with an automated instructional. The logistics are just now being worked out and should be available shortly. I'll keep you informed.

**4. REPORTING WORK-RELATED INJURIES:** Effective August 1, 2006, please be advised that your LEA is responsible to provide an injured employee with a Form 18, "Notice of Accident to Employer and Claim of Employee." Each LEA continues to be responsible to complete Form 19, "Employer's Report of Employee's Injury or Occupational Disease." Upon completion, give injured employee a completed Form 19 along with a blank Form 18. You may want to note on completed Form 19 that Form 18 was given to employee. Initial and date form for your protection. Please provide this information to your Workers' Compensation Administrator or the individual responsible for completion of Form 19s. You may contact Eileen Townsend at 919-807-3522 for additional information. Email: [etownsen@dpi.state.nc.us](mailto:etownsen@dpi.state.nc.us).

## **5. NC SOCIETY FOR HUMAN RESOURCES MANAGEMENT ANNUAL (NC SHRM)**

**CONFERENCE:** The Triangle Society for Human Resources Management is hosting the Annual NC SHRM, September 17-19, 2006, at the Marriott Civic Center, Durham, NC. Click on the following link for details. [www.revitalizehr.org/about.html](http://www.revitalizehr.org/about.html)

## **6. ARTICLES OF INTEREST:**

LIVE WEB CHAT: New Directions in Achievement

WHEN: Wed., Aug. 23, 3 p.m. - 4 p.m., Eastern time.

To complement its recently published Achievement Issue, Teacher Magazine will host this live chat on creative ways to boost student achievement. Our guest for the chat will be Marty Mentzer, a physical education teacher at Supply Elementary School in North Carolina who has created a unique language-arts program that mixes poetry with basketball. The program, which includes acting out classic poems and interspersing reading with play, has markedly sharpened kids' concentration, and has become a model for movement-based learning initiatives at other schools.

"This program integrates and permeates all levels of reading, writing, social studies, science, and art," says Donna Michaux, a teacher at Southport Elementary School, east of Supply, who has adapted aspects of Mentzer's program in her own classes. "Their critical-thinking skills and problem-solving capabilities are improved. There is strong evidence that this program assists students with positive end-of-grade test results."

Please join us for this important discussion:

<http://enews.edweek.org/GoNow/a15864a151728a328440673a2>

About the Guest:

Marty Mentzer, a 16 year teaching veteran, is a physical education teacher at Supply Elementary School in Supply, North Carolina. She created a movement-poetry master's degree curriculum in adapted physical education for herself at East Carolina University. She was Teacher of the Year at Supply Elementary in 2004-05, and she is the recipient of an Innovation Grant from the National Education Association.

For more information on Marty Mentzer and the Basketball Poets program, read "Full Court Verse," from the August/September issue of TEACHER MAGAZINE:

<http://enews.edweek.org/GoNow/a15864a151728a328440673a0>

#### STATES SHIRKING ORDER TO DISTRIBUTE QUALITY TEACHERS:

Most states have shirked the law by failing to ensure that poor and minority students get their fair share of qualified teachers, a new analysis contends. The No Child Left Behind law says underprivileged and minority kids should not have a larger share of teachers who are unqualified, inexperienced or teaching unfamiliar topics. It puts the responsibility on states to figure out how to do that. States are falling far short on the promise, according to a study released by The Education Trust, a group that advocates for poor and minority kids. It is based on a review of new plans from every state and the District of Columbia. "What we found gives cause for grave concern," said Heather Peske, one of the authors. The report contends that states handed in vastly incomplete data, weak strategies for fixing inequities across schools, and goals so vague they can't even be measured. All of it undermines the national effort to improve achievement, the report suggests. The Education Department took heat, too. The report blames the agency for giving poor guidance to the states and for essentially ignoring the teacher-equity issue for four years.

[www.usatoday.com/news/education/2006-08-10-nclb-teachers\\_x.htm](http://www.usatoday.com/news/education/2006-08-10-nclb-teachers_x.htm)

#### WEEK OF THE CLASSROOM TEACHER & WORLD TEACHER'S DAY:

Every year, the Association for Childhood Education International (ACEI) encourages communities to honor the professionalism and dedication of their teachers. ACEI is preparing for its annual celebration of the Week of the Classroom Teacher (October 1-7) and UNESCO's World Teachers' Day (October 5). These are important celebrations that acknowledge the contributions teachers make to education. It is an opportunity to relay the message that teachers are valuable professionals whose work and dedication directly influence the future of the world. ACEI encourages students, parents, school administrators, and communities to honor the professionalism and dedication of their teachers. A detailed planning guide filled with tips, suggestions and sample materials to help honor neighborhood classroom teachers is available:

[www.acei.org/wcthp.htm](http://www.acei.org/wcthp.htm)

#### BETTER SCHOOLS FOR KIDS IN POVERTY:

History demonstrates that separate-but-equal schools for the affluent and the underprivileged have not worked, certainly not for the poor, anyway. The No Child Left Behind law was designed to reduce achievement gaps between the haves and have-nots and to raise overall achievement, but in the years since its enactment, the poor continue to lag. Just like the farmer who learned that weighing his cattle did not make them heavier, politicians are learning that testing alone will not close achievement gaps or increase overall test scores. The No Child law established a goal of making all public-school children "proficient" in reading and math by 2014. But educators are at a loss as to how the achievement gap can be narrowed, much less eliminated, because research shows a four-year gap in achievement between the low-end and high-end socioeconomic groups. According to William Bainbridge, a large part of this problem is

the result of uncontrolled immigration. A recent report from Richard D. Kahlenberg of the Century Foundation suggests that the No Child law should be amended to create opportunities for low-income students to attend high-quality, middle-class public schools. He points out that research long has found this to be the single-most-promising step for raising achievement of children from poor families. Lessons can be learned from a small but growing number of school districts, from Wake County, N.C., to San Francisco and from Cambridge, Mass., to LaCrosse, Wis., that are integrating students of various socioeconomic levels.

[www.dispatch.com/editorials-story.php?story=dispatch/2006/07/22/20060722-A8-00.htm](http://www.dispatch.com/editorials-story.php?story=dispatch/2006/07/22/20060722-A8-00.htm)

#### BACK TO SCHOOL: EDUCATION BY THE NUMBERS:

Read this quick primer of statistics on U.S. schools.

(1) Racial and ethnic makeup of public schools in 2004:

- 57 percent white,
- 16 percent black,
- 19 percent Hispanic,
- 7 percent other.

(2) Public school enrollment Pre-K-12 in 2006: 49 million.

(3) Average 2005 annual salaries of teachers in public schools: \$47,750.

(4) Sources of public spending on schools in 2003:

- Federal: 8.5 percent;
- States: 48.7 percent;
- Local: 42.8 percent.

(5) Total 2003 education spending nationally: \$450 billion.

[http://seattlepi.nwsourc.com/national/1110AP\\_School\\_Statistics.html](http://seattlepi.nwsourc.com/national/1110AP_School_Statistics.html)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## Human Resource Administrators' Newsletter September 11, 2006

Colleagues,

Final plans are underway for the upcoming Fall PANC Conference. The PANC Steering Committee has planned another outstanding conference. On-line registration is still available. After registering on-line, your registration fee must be mailed to the PANC Treasurer, Teresa Shipman. Her mailing information is available on the registration web site. Bring some extra business cards with you for networking and some special surprises.

Here's the latest\*

### **1. FALL PERSONNEL ADMINISTRATORS' OF NC (PANC) CONFERENCE:**

Register now for the Fall PANC Conference, October 2-4, 2006, at the Renaissance Asheville Hotel, Asheville, NC. The online registration is available at [www.ncpublicschools.org/panc/](http://www.ncpublicschools.org/panc/). Don't forget to mail your registration fee to the PANC Treasurer. Please be reminded that September 12, 2006, is the cutoff for the PANC room rates at the Renaissance. Reservations made after this date are subject to availability and increased rates. Make your reservations now. We're looking forward to seeing you in Asheville.

**2. 2006-07 BENEFITS AND EMPLOYMENT POLICY MANUAL:** The 2006-07 Public Schools Benefits and Employment Policy Manual is now available on-line. Included in the manual is a summary of the revisions. Of particular note for Personnel Administrators is the section on "Definitions." Please call us if you have questions. [www.ncpublicschools.org/fbs/personnel/benefits/](http://www.ncpublicschools.org/fbs/personnel/benefits/)

### **3. PRE-K-K TEACHER PERFORMANCE APPRAISAL INSTRUMENT**

**(PKKTPAI):** At the September 2006 State Board of Education Meeting, the Board approved an optional appraisal instrument for PreK-K teachers. The PKKTPAI does not replace nor supersedes the TPAI-R. LEAs can choose to use/adopt the PKKTPAI as the formal instrument for pre-k and kindergarten teachers. The Office of School Readiness is currently developing the training associated with this instrument.

[www.ncpublicschools.org/sbe\\_meetings/0608/0608\\_qp/qp/0608qp06.pdf](http://www.ncpublicschools.org/sbe_meetings/0608/0608_qp/qp/0608qp06.pdf)

**4. INITIAL LICENSURE PROGRAM REPORT (ILP):** The ILP report is due on or before October 1, 2006. If you have questions concerning the report, contact Danny Holloman at [dholloman@dpi.state.nc.us](mailto:dholloman@dpi.state.nc.us).

**5. CHANGING TAX STATUS ON UNEMPLOYMENT CHARGES:** Attached is a letter from Eileen Townsend, Section Chief, Insurance, concerning unemployment tax status issues. If you have any questions or concerns, you can contact Ms. Townsend at 919.807.3522 or [etownsend@dpi.state.nc.us](mailto:etownsend@dpi.state.nc.us).

**6. EDUCATORS/STUDENTS ENCOURAGED TO RECITE PREAMBLE ON CONSTITUTION DAY:** Teachers are reminded that if their schools receive federal dollars they are required to teach about the Constitution on Sept. 17, the day the document was adopted in 1787. The purpose of this day is to foster a deeper reverence for and a better understanding of the U.S. Constitution. This year, educators are being encouraged to lead students in reciting the preamble to the US Constitution. General Colin Powell will lead the country in a coordinated, nationwide recitation of the preamble on Monday, September 18, 2006 at 2 p.m. Educators and students can participate by viewing the live ceremony online or by downloading General Powell's recitation on video for use in your school. Educators also may want to do public readings and/or hold class discussions. Since September 17 falls on a Sunday, it is acceptable to hold this celebration on Friday, September 15, or on Monday, September 18. For more information, please go online to [www.constitutionday.com](http://www.constitutionday.com).

**7. USDA AWARDS \$1 MILLION GRANT TO THE NC DEPARTMENT OF PUBLIC INSTRUCTION:** Special Program will Promote Fresh Fruit and Vegetable Consumption - Thanks to a \$1 million grant from the United States Department of Agriculture (USDA), students in 25 elementary schools will be able to participate this year in the USDA Fresh Fruit and Vegetable Program. This is the third consecutive year North Carolina has been awarded the opportunity to participate in the USDA Fresh Fruit and Vegetable Program, which promotes increasing student consumption of fresh fruits and vegetables. To find out which schools will participate, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**8. REGISTER NOW FOR PEP'S 2006 STATEWIDE LEADERSHIP CONFERENCE - "ESSENTIAL SKILLS FOR TODAY'S SCHOOL LEADERS":** Unlike past editions of this annual gathering, which focused on a single theme, this year's will feature a number of "threads" dedicated to essential skills necessary to the success of modern principals in today's high-pressure education environment: Safe Schools, Closing the Gap, External Influences on Students, Accountability, Globalization, Elections and Politics, and Managing Resources. Education consultant and author Dr. Marsha L. Tate will present the keynote address based on her bestselling book "Worksheets Don't Grow Dendrites." Among the conference's two dozen other notable educators from North Carolina

and across the nation will be Bill Bond, who was principal of Heath High School in Paducah, Kentucky in 1997 when a student opened fire at an informal prayer meeting in the school's lobby, killing three and injuring five other students; and Eleanor Rodriguez of the National Council on Educating Black Children, who will present lessons from her book "What Is It About Me You Can't Teach?: An Instructional Guide for the Urban Educator." Space is limited, so be sure to register early at [www.ncpep.org/content.php/programs/lcsi/index.php](http://www.ncpep.org/content.php/programs/lcsi/index.php) .

Cost: \$195 per participant

Dates: November 6-8, 2006

Venue: Sheraton Imperial Hotel, RTP, NC

**9. PEP'S ANNUAL FALL SCHOOL LAW UPDATE:** Convenes immediately before and in the same location as PEP's 2006 Statewide Leadership Conference (see below). Learn about the latest developments in education law, court cases from North Carolina and around the country that affect schools and school administrators, and new and revised state laws and regulations issued by the NC General Assembly in its recently concluded legislative session. For more information and/or to register, visit

[www.ncpep.org/content.php/programs/lu/index.htm](http://www.ncpep.org/content.php/programs/lu/index.htm).

Cost: \$75

Date: November 6, 2006

Venue: Sheraton Imperial Hotel, RTP, NC

FOR INFORMATION AND TO REGISTER FOR ALL CURRENT PEP PROGRAMS PLEASE VISIT [www.ncpep.org/content.php/registration/index.php](http://www.ncpep.org/content.php/registration/index.php).

**10. NEW CHARTER SCHOOL RESOURCE AVAILABLE:** Have you ever wondered how charter schools operate or how to enroll your child in a charter school? A new presentation provides an overview and answers some of the questions parents or community members may have about charter schools. Visit [www.ncpublicschools.org/charterschools/resources/](http://www.ncpublicschools.org/charterschools/resources/) and click on the appropriate link to learn more.

**11. LATEST EDITION OF NC NCLB NEWS POSTED:** Key articles in this August 2006 edition of "NC NCLB News" focus on the impact of AYP results for schools and districts, NCLB and ABCs changes for North Carolina and changes and timelines for implementation of the supplemental educational services program. Visit [www.ncpublicschools.org/nclb/news/](http://www.ncpublicschools.org/nclb/news/) to access NC NCLB News.

## **12. SUPPLEMENTAL EDUCATIONAL SERVICES RESOURCES NOW**

**ONLINE:** A new eight-minute movie, "Supplemental Educational Services (SES) Under NCLB," provides an overview of SES and how the process works for Title I schools that must offer this service. This movie was designed for central office and school staff and parents. Visit [www.ncpublicschools.org/newsroom/topics/](http://www.ncpublicschools.org/newsroom/topics/) for more details. Also online, the "SES Timeline and Checklist" provides a guide to the actions necessary during the course of a year to fulfill SES obligations. This checklist was created with school districts and administrators in mind. Visit [www.ncpublicschools.org/nclb/sample/ses/](http://www.ncpublicschools.org/nclb/sample/ses/) to access this useful outline as well as other recently-developed SES sample materials.

**13. 2006-07 LEAS WITH CALENDAR WAIVERS:** The 2006-07 LEAs with Calendar Waivers listing is available at [www.ncpublicschools.org/docs/fbs/accounting/calendar/waivers.pdf](http://www.ncpublicschools.org/docs/fbs/accounting/calendar/waivers.pdf). This is a complete listing of LEAs who have received approval for LEA-wide waivers of the August 25th start date and the June 10th end date at the January 2006 SBE meeting. If you have any questions, contact Kendall Jordan at [kjordan@dpi.state.nc.us](mailto:kjordan@dpi.state.nc.us) or 919.807.3734.

**14. 10-YEAR CLOSING HISTORY:** The 10 Year Closing History report is now available at [www.ncpublicschools.org/docs/fbs/accounting/calendar/closinghistory.pdf](http://www.ncpublicschools.org/docs/fbs/accounting/calendar/closinghistory.pdf). This report details the number of days for LEA school closings from 1996-97 to 2005-06. If you have any questions, contact Kendall Jordan at [kjordan@dpi.state.nc.us](mailto:kjordan@dpi.state.nc.us) or 919.807.3734.

**15. TOP OF THE SCALE BONUS:** Several LEAs continue to have questions about the Top of the Scale Bonus pay for Principals and Assistant Principals. Attached is the Q&A on this topic. If your questions are not addressed please contact Alexis Schauss at [aschauss@dpi.state.nc.us](mailto:aschauss@dpi.state.nc.us) or 919.807.3708.

## **16. ARTICLES OF INTEREST:**

CMS OVERHAULS ONE TEACHER PROGRAM:

[www.news14charlotte.com/content/top\\_stories/default.asp?ArID=124952](http://www.news14charlotte.com/content/top_stories/default.asp?ArID=124952)

HOMES COULD BE A LURE FOR TEACHERS:

[www.newsobserver.com/102/story/477785.html](http://www.newsobserver.com/102/story/477785.html)

TIS THE SEASON TO BE HUMAN:

[www.humancapitalmag.com/DigiHC/page29.asp](http://www.humancapitalmag.com/DigiHC/page29.asp)

#### HANDLING EMPLOYEE GRIPES ON THE INTERNET:

[www.humancapitalmag.com/DigiHC/page14.asp](http://www.humancapitalmag.com/DigiHC/page14.asp)

#### CAN A STRUGGLING SCHOOL BE THE BEST FOR YOUR CHILD?:

Many parents are left with a choice about where they send their child to school, and, for some, a painful moral dilemma: Do we risk our children's education in hopes of bettering a struggling neighborhood school? Or do we find the best school and risk appearing elitist or even racist? In this article, Peter Smolowitz tells the story of Pamela Grundy, who chose to send her son to one of Charlotte's most struggling schools. Middle-class families -- white and black -- avoid Shamrock for its high poverty rate. The school also has test scores so chronically low that parents can demand transfers for their children. Even affluent students in such classrooms typically lag behind their peers. A year ago, Grundy and her husband, Peter Wong, chose the school. Then they began recruiting neighbors. If even a few of the families sent their kids to Shamrock, Grundy thought, they could help reverse the school's image. And a coming change to the school might be her best chance. This week, Shamrock launches a magnet program for gifted students. Similar efforts have led middle-class parents to pick high-poverty schools, confident their kids will be pushed to excel.

[www.charlotte.com/mld/charlotte/living/education/15316977.htm](http://www.charlotte.com/mld/charlotte/living/education/15316977.htm)

#### IN SCHOOLS ACROSS THE U.S. THE MELTING POT OVERFLOWS:

Some 55 million youngsters are enrolling for classes in the nation's schools this fall, making this the largest group of students in America's history and, in ethnic terms, the most dazzlingly diverse since waves of European immigrants washed through the public schools a century ago. Millions of baby boomers and foreign-born parents are enrolling their children, sending a demographic bulge through the schools that is driving a surge in classroom construction. It is also causing thousands of districts to hire additional qualified teachers at a time when the Bush administration is trying to increase teacher qualifications across the board. Many school systems have begun recruiting overseas for instructors in hard-to-staff subjects like special education and advanced math, reports Sam Dillon. If trends continue as they have for 30 years, minority students appear likely to outnumber white students within a decade or so. In six states -- California, Hawaii, Louisiana, Mississippi, New Mexico and Texas -- they already do.

[www.nytimes.com/2006/08/27/education/27education.html](http://www.nytimes.com/2006/08/27/education/27education.html)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
919.807.3364

## **Human Resource Administrators**

Bi-Weekly Newsletter

September 25, 2006

Colleagues,

Fall is rapidly approaching and so is our Fall PANC Conference. We look forward to seeing you October 2-4, 2006, at the Renaissance Asheville Hotel. The on-line registration option is now closed. You can however, still register at the Renaissance. The PANC Steering Committee has planned another dynamic conference. Hope to see you there!

Because of the upcoming conference, this newsletter is somewhat brief. We'll cover several issues at the conference and I'll ensure that those who are unable to attend will have access to my update via our website. The entire School Personnel Support Section will be attending the PANC Conference.

At the September State Board of Education meeting, the Board selected Rockingham, Columbus and Bertie County Schools to participate in the Salary Supplement for Math and Science Teachers Pilot Program. During the short session of the General Assembly, legislators appropriated funds in the amount of \$515,000 for a pilot program providing for a salary supplement for newly hired teachers of mathematics or science at the middle or high school level.

In selecting the LEAs, the legislation required the Board to target low-performing units and to take geographical diversity into account. To reach this objective, the following factors were used:

1. Consider only LEAs with a low wealth percentage (per the low wealth supplement funding allotment) of less than 80%. This step reduced the eligible LEAs from 115 to 37.
2. Examine the scores on middle school Math, Algebra I and Biology for the 37 remaining LEAs. Select only the LEAs with a system wide proficiency score of these tests of less than 70%. This step reduced the eligible LEAs from 37 to 20.
3. Because the teachers must be placed in a low performing school, select only LEAs with a middle or high school with a composite score of less than 60%. This step reduced the eligible LEAs from 20 to 13.
4. Of the remaining 13 eligible LEAs, identify 3, considering geographical diversity, that being interpreted as different geographical regions of the state.

The pilot program provides for a salary supplement of \$15,000 for up to 10 newly hired teachers at the middle or high school level who have non-provisional certification in and are teaching math/science courses in middle or high schools.

Congratulations to these systems and best wishes for a successful pilot.

Here's the latest\*

**1. FALL PANIC CONFERENCE:** October 2-4, 2006, Renaissance Asheville Hotel, Asheville, NC.

**2. ADVISORY COMMISSION ON RAISING ACHIEVEMENT AND CLOSING GAPS TO MEET:** The N.C. Advisory Commission on Raising Achievement and Closing Gaps will meet Wednesday, Sept. 27, from 9 a.m.-3 p.m., in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh. Agenda items include a discussion of short and long-range goals and re-establishment of target goal subcommittees, and an update of activities of NCDPI's Raising Achievement and Closing Gaps Section. For more information, please contact Mary Anne Tharin at 919.807.3658, or by email, [mtharin@dpi.state.nc.us](mailto:mtharin@dpi.state.nc.us).

#### **ARTICLES OF INTEREST:**

##### **SCHOOLS STUMBLE OVER PLEDGE OF ALLEGIANCE:**

Students returning to schools across North Carolina this year have been surprised by a daily practice that many of their parents never knew had faded: reciting the Pledge of Allegiance. A new state law requiring schools to schedule time each day for students to recite the pledge has revived a tradition right out of a Norman Rockwell painting. But some schools are scrambling to complete that picture by finding flags for every classroom, and some students are questioning the value of a daily repetition as an act of patriotism. Teachers in some schools were unprepared for the change and unsure of what directions to give students, reports Todd Silberman. "We've been pledging to the flag even without the flags," said Tom Humble, principal of Raleigh Charter High School. Humble said some teachers had put up pictures of the flag, and at least one downloaded an image onto his computer. North Carolina is now one of 37 states that require schools to include the pledge in their daily schedules, according to the National Conference of State Legislatures. Six other states have made the practice optional. Until this year, North Carolina law only "encouraged" schools to display flags in classrooms and recite the pledge. Many states have added or strengthened the requirement since the terrorist attacks of Sept. 11, 2001, said Sara Vitaska, a policy associate with the conference.

[www.newsobserver.com/146/story/484343.html](http://www.newsobserver.com/146/story/484343.html)

#### HONORING EXEMPLARY ELEMENTARY AND MIDDLE SCHOOL PRINCIPALS:

The National Distinguished Principals Program is an annual event to honor exemplary elementary and middle school principals who set the pace, character, and quality of the education children receive during their early school years. The recognition afforded by the NDP designation instills pride in principals' accomplishments and reinforces their continued leadership in helping children develop a lifelong love of learning. Maximum Award: participation in a two-day event and culminating award banquet. Eligibility: principals of public, private, and overseas schools K-8. Deadline: nomination forms for 2007 now available. [www.naesp.org/ContentLoad.do?contentId=924](http://www.naesp.org/ContentLoad.do?contentId=924)

#### GRANTS:

National Science Teachers Association (NSTA) New Teacher Scholarship:  
[www.edweek.org/ew/section/grants/grant\\_info.html?grant\\_id=3445](http://www.edweek.org/ew/section/grants/grant_info.html?grant_id=3445)

National Science Teachers Association (NSTA) Sylvia Shugrue Award for Elementary School Teachers:  
[www.edweek.org/ew/section/grants/grant\\_info.html?grant\\_id=3444](http://www.edweek.org/ew/section/grants/grant_info.html?grant_id=3444)  
[www.nsta.org/main/pdfs/awards/Shugrue.pdf](http://www.nsta.org/main/pdfs/awards/Shugrue.pdf)

Larry M. Simmons, Section Chief  
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**Human Resource Administrators  
B-Weekly Newsletter  
October 16-27, 2006**

Colleagues,

Larry Simmons is attending a leadership conference and asked that I send the following update.

It was great to see so many of you at the Fall PANC Conference at the Renaissance Asheville Hotel. The Conference was very successful. We are asking the presenters if their presentation is available and we will be putting those on-line on the School Personnel Support web-site.

Here's the latest\*

**1. NATIONAL SCHOOL BUS SAFETY WEEK:** October 15-21 is National School Bus Safety Week. Read all about it at [www.ncbussafety.org/](http://www.ncbussafety.org/). Contact Derek Graham at 919.807.3571 with questions.

**2. OCTOBER STATE BOARD HIGHLIGHTS ARE ONLINE:** At their meeting October 3-5, Board members approved the 2005-06 High Schools ABCs results and the list of high schools receiving assistance teams, nutrition standards for elementary schools, graduation project professional development and a pilot for Web-based project management software, and revocation procedures for John H. Baker Charter High School. Board members also discussed setting mathematics achievement levels for grades 3-8, the annual teacher turnover report and technology requirements for new school construction. Complete Board highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link. The State Board next meets November 1-2, 2006.

**3. SBE AD HOC RIGOR RELEVANCE & RELATIONSHIPS COMMITTEE MEETING SUMMARY:** The SBE Ad Hoc Rigor, Relevance, and Relationships Committee met on Oct 3, 2006. Items of discussion included an update of the American Diploma Project (ADP), the Graduation Project, the Agricultural Education Alternative Assessment and the birth date cutoff for starting school. The committee discussed the possibility of North Carolina joining a multi-state Algebra II test initiative, and DPI consultants provided updates on ADP's review of North Carolina's English/Language Arts and Math standards. The committee decided to forward a funding request to the Board for professional development and project management software to implement the Graduation Project pilot. It was recommended that a working session on default curriculum convene in the

near future. A time line and status report on the alternative assessment field test for agricultural education was provided to the committee. Committee members will receive additional information on the birth date cutoff for starting school at their next scheduled.

#### **4. DEADLINE TO APPLY FOR 2006-07 NATIONAL BOARD**

**CERTIFICATION FUNDING:** North Carolina teachers planning to seek National Board Certification should complete the online application at [www.nbpts.org](http://www.nbpts.org) and then complete the online application for North Carolina funding by Oct. 31. Guidelines for applying for National Board Certification in North Carolina can be accessed at [www.ncpublicschools.org/nbpts/apply.html](http://www.ncpublicschools.org/nbpts/apply.html). Initial NBC candidates will pay a \$65 processing charge to NBPTS before they submit their application. North Carolina pays the assessment fee of \$2,500 for all candidates who meet the eligibility criteria.

**5. 2006 REPORT ON EDUCATION LEGISLATION:** The 2006 Session of the General Assembly Report on Education Legislation is now available online at [www.ncpublicschools.org/legislative/index?view=legislature](http://www.ncpublicschools.org/legislative/index?view=legislature) by clicking on the 2006 Session Report link under State Resources. If you need additional legislative information or would like a hard copy of the 2006 Session report, please contact Rita Joyner, State Board Legislative Liaison, at [rjoyner@dpi.state.nc.us](mailto:rjoyner@dpi.state.nc.us) or 919.807.4035.

#### **6. GRANT SUPPORT FOR MATH, SCIENCE & TECHNOLOGY PROJECTS:**

The Burroughs Wellcome Fund is partnering with DonorsChoose to promote mathematics, science, and technology projects in North Carolina public schools. A grant for \$25,000 has been made available to support mathematics, science, and technology projects, with priority given to hands-on, inquiry-based proposals, submitted from Title 1 schools. If you have an innovative mathematics, science or technology project, please submit your proposal to DonorsChoose at [www.donorschoose.org](http://www.donorschoose.org) as you normally would. DonorsChoose will determine if it fits the Burroughs Wellcome Fund criteria. If it doesn't, it can be funded through the site's regular funding channels. In order to be considered for the Burroughs Wellcome Fund grant, proposals should be submitted by Dec. 31, 2006.

#### **7. TEACHING FELLOWS SCHOLARSHIP APPLICATION AVAILABLE**

**ONLINE:** The North Carolina Teaching Fellows Commission recently announced that the application for the 2006-07 North Carolina Teaching Fellows Scholarship/Loan Program is now available online at [www.teachingfellows.org](http://www.teachingfellows.org) for

high school seniors. Each Teaching Fellow receives a \$26,000 scholarship loan from the state, payable in \$6,500 annual increments. The full loan is forgiven after the Fellow has completed four years of teaching in North Carolina public schools. The deadline to return completed applications to the Fellows Liaison Counselor in the high school is Oct. 20. Additional program information also is available on the Teacher Fellow Web site.

## **8. BUSINESS EDUCATION TECHNOLOGY ALLIANCE JOINT MEETING**

**SCHEDULED:** Lt. Gov. Beverly Perdue, Rep. Joe Tolson and Sen. Vernon Malone will co-chair a joint meeting of the Business Education Technology Alliance, School Technology Commission and the Joint Technology Oversight on Wednesday, Oct 18, 2006, from 9 a.m.-noon, at Nortel, RTP. For more information, please contact Myra Best at 919.832.7215, or by email, [bestmyra@bellsouth.net](mailto:bestmyra@bellsouth.net), or Tim Crowley at 919.733.0098.

**9. CHILD NUTRITION:** The NC Department of Public Instruction encourages school administrators to create an environment where students learn to make healthful lifestyle choices that promote optimal growth and development and contribute to academic success. To achieve a healthier school environment, the department recommends limiting all beverages available on campus during the school day to the following items:

- Milk containing 1% or less fat (flavored or unflavored)
- Bottled water
- Bottled flavored water
- Beverages that contain 50% or more fruit juice
- Beverages containing no more than 20 calories per serving (serving not defined, so container may contain more than one serving)
- Diet carbonated beverages (may not be during breakfast and lunch periods)
- Isotonic sports beverages or caloric equivalent (available in high schools only)

These recommendations apply to all areas throughout the school campus and include the Child Nutrition Program, school vending, school stores and other venues where beverages are available to students. The above recommendations are more stringent than current General Statute (GS 115C-264.2) as they eliminate regular soft drinks throughout the instructional day. No portion sizes are included in the current recommendations.

These recommendations do not apply to areas on campus where students are not permitted, such as the teacher's lounge or other areas that are available for adult use only. The recommendations do not apply to evening or weekend

events such as athletic events or other school functions outside the instructional day.

Please remember that Federal law prohibits the sale of any food or beverage in competition with the school breakfast or lunch programs, so vending machines operated by the schools must be turned off during the breakfast and lunch periods. Vending machines operated by the Child Nutrition Program may be operational throughout the day since they only vend "allowable" foods and beverages to students.

If an individual or group is selling any food or beverages to students in venues including, but not limited to, vending machines, school stores, fund raisers, or other conditions under which foods and/or beverages are sold, then all revenues from the sale of these items must, by law, accrue to the Child Nutrition program until the end of the lunch period. This condition means the revenues from the sale of any food or beverage sold to students from 12:01 AM through the time the school cafeteria closes for the day MUST accrue to the Child Nutrition Program.

Something else to keep in mind... only the local Board of Education may enter into contracts that legally or financially bind the school into an agreement. School personnel (Principals, Teachers, Coaches, etc.) may not enter into service agreements or contracts directly with vendors, unless authority to do so is appropriately delegated by the local Board of Education. The NC School Boards Association will be addressing this issue in an upcoming policy communication which will include model policy language for local Boards of Education to consider that will help clarify this matter. If an individual faculty or staff member enters into such a contract or written or verbal agreement with a vendor, without local Board approval, the individual could be held personally financially liable for the agreement.

If you have questions, please contact the NC Department of Public Instruction at 919.807.3506.

**10. PEP'S ANNUAL FALL SCHOOL LAW UPDATE:** Learn about the latest developments in education law, court cases from North Carolina and around the country that affect schools and school administrators, and new and revised state laws and regulations issued by the NC General Assembly in its recently concluded legislative session. Date: November 6, 2006, Cost: \$75, Venue: Sheraton Imperial Conference Center, RTP, NC

For more information and/or to register, visit

[www.ncpep.org/content.php/programs/lu/index.htm](http://www.ncpep.org/content.php/programs/lu/index.htm)

## ARTICLES OF INTEREST:

### LOCAL EDUCATION FUNDS: LEADING TRANSFORMATION IN PUBLIC EDUCATION

Public Education Network invites you to register to attend PEN's 2006 annual conference, November 12-14, in Washington, DC. Join the debate on transformation in public education and discover how community-based strategies can strengthen teaching, close the achievement gap, and build public involvement in large-scale school system reform. Keynote presenters include Madeleine Albright, the first female U.S. Secretary of State and a best-selling author, and Geoffrey Canada, named one of "America's Best Leaders" by U.S. News and World Report and an expert on issues concerning violence, children and community redevelopment. For more information about the conference and to register, visit:

[www.publiceducation.org/events.asp](http://www.publiceducation.org/events.asp)

### THE NEED FOR A COMPREHENSIVE PERSONAL FINANCE CURRICULUM

Staggering personal debt, skyrocketing bankruptcies, and the elimination of pension plans have imperiled the nation's economic and social security, and called into question the ability of American consumers to manage their financial destiny. In light of this grave threat to individuals, families, and the country as a whole, a national call for states to establish financial education as a core academic subject in all grades -- from Kindergarten through graduation - has been made by the National Association of State Boards of Education (NASBE). Knowledge of savings, credit, money management and investing is necessary these days to make proper financial decisions. Vanishing pensions have transferred responsibility (and risk) for retirement savings to individuals. This is the most visible evidence of the overall push for the public to take greater personal control over their financial security. Unfortunately, many individuals lack a basic understanding of how to adequately manage their earnings, their debt, or their retirement planning. \$1.7 trillion in personal debt and a negative national savings rate indicate the country is on an unsustainable and potentially catastrophic fiscal path that can only be avoided with more prudent and informed consumer choices, beginning with financially literate students.

[http://nasbe.org/financial\\_literacy.pdf](http://nasbe.org/financial_literacy.pdf)

### MAKING CHILDREN SUCCESSFUL IN THE EARLY YEARS OF SCHOOL

A student's entire journey along the educational spectrum is affected by what occurs -- and, crucially, by what does not occur -- before the age of eight or nine. Yet early learning has never received the attention it deserves and needs. In his latest book, education expert Gene Maeroff takes a hard look at early learning and the primary grades of schooling. "Building Blocks" describes PK-3 -- a concrete and groundbreaking strategy for improving early education. Filled with colorful descriptions and anecdotes from Maeroff's visits to schools around

the country, "Building Blocks" creates a rich portrait of education in America, ranging from math lessons imported from Singapore in Massachusetts to serious but joyful kindergartens in California. He speaks of the need for schools to prepare for the burgeoning enrollment of youngsters from immigrant families and for all children to acquire the habits and dispositions that will make them committed and productive students. Maeroff issues a call to action for policy makers and parents alike.

[www.fcd-us.org/PDFs/MaeroffPlainDealer.pdf](http://www.fcd-us.org/PDFs/MaeroffPlainDealer.pdf)

[www.genemaeroff.com](http://www.genemaeroff.com)

NATIONAL BULLYING AWARENESS PREVENTION WEEK IS OCTOBER 22-28  
Sponsored by the PACER Center and cosponsored by the National Coalition for Parent Involvement in Education, National Education Association, and National PTA, National Bullying Prevention Awareness Week is Oct. 22-28, 2006. PACER Center encourages you to help promote this important week in the following ways: (1) Promote the website below as a bullying prevention resource for elementary-age children, including those with disabilities; (2) Download and share a colorful poster promoting National Bullying Prevention Awareness Week.; (3) Read "Bullying Fast Facts"; and (4) Let the public hear the message, "Bullying is never okay. What can you do to stop it?"

[www.pacerkidsagainstbullying.org](http://www.pacerkidsagainstbullying.org)

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NC DPI School Personnel Support Section  
919-807-3368

## Human Resources Administrators' Newsletter

October 30, 2006

Colleagues,

Can you believe that we're approaching the end of another year? It's amazing how time flies. Fall/Winter recruiting will soon begin and I hope that you are successful in recruiting the best talent to your systems.

Some of you have inquired about the WeSave Cards that were to be distributed to LEAs. I have been in contact with the coordinators of the program who have assured me that the cards will be delivered, but I was not able to get a date certain for delivery. I'll keep you informed.

Have a great day!!

**1. STATE BOARD SCHEDULES NOVEMBER MEETING:** The State Board of Education will meet Wednesday and Thursday, November 1-2, 2006, in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh. Action items for this month's meeting include the 2005-06 Elementary and Middle School ABCs/AYP report and 2006-07 Assistance Program; changes in high school AYP results, LEA Improvement and Title I School Improvement; the Board's 2007-09 Biennial Budget process; and technology guidelines for new school construction. Discussion items include a time line for implementing a default curriculum and a discussion of federal Perkins Law Requirements and Changes. Board members also will receive the 2005-06 Annual Report of School Crime and Violence. The full agenda is available on the State Board of Education's Web site at [http://www.ncpublicschools.org/sbe\\_meetings/](http://www.ncpublicschools.org/sbe_meetings/) by clicking on the appropriate link. Monthly State Board of Education meetings are audio streamed for those who can't attend. To listen to the sessions, please go online to [www.ncpublicschools.org/SBE\\_meetings/](http://www.ncpublicschools.org/SBE_meetings/) and scroll to the Live Audio Stream links.

**2. MEDIA BRIEFING SCHEDULED TO DISCUSS 2005-06 ABCS/AYP K-8 RESULTS:** State Superintendent June Atkinson and State Board of Education Chairman Howard Lee will hold a media briefing on Wednesday, Nov. 1, 2006, to discuss K-8 school performance on the 2005-06 ABCs/AYP accountability report. The briefing will be held at 9:30 a.m. in Room 224 of the Education Building, 301 N. Wilmington Street, Raleigh. The State Board is expected to have approved the results earlier that morning.

As with the ABCs results for high schools released in October, the results for elementary and middle schools will be based on new ABCs growth formulas, which raise standards for meeting academic growth targets. The new formulas were developed after the General Assembly directed the State Board of Education to complete a thorough evaluation of the ABCs standards. This evaluation highlights

reasons for re-developing the ABCs formulas based on more recent growth rates and on lessons learned from a decade of experience with a statewide accountability model.

In addition, elementary and middle schools' mathematics results will reflect higher proficiency standards for the state's new end-of-grade mathematics assessments that were approved by State Board members in October. As a result of the new proficiency standards, the state's standards more closely align with proficiency standards of the National Assessment of Educational Progress and are more challenging in preparing students for the 21st century.

The ABCs of Public Education is North Carolina's primary school improvement program. Its goals are to provide strong local school accountability, an emphasis on mastery of basic subjects and as much local decision making as possible.

The ABCs report will be available online Nov. 1 at 9 a.m. at <http://abcs.ncpublicschools.org> in addition to the news release and other information. For more information, please contact the NCDPI's Communications division at 919.807.3450.

**3. FINANCIAL AND BUSINESS SERVICES RESOURCES AVAILABLE ON THE WEB:** The latest version of the Uniform Chart of Accounts, which details the minimum requirements for account code structure for all local school administrative units, is now available. The online version ([www.ncpublicschools.org/fbs/finance/reporting/](http://www.ncpublicschools.org/fbs/finance/reporting/)) allows visitors to access, search and print the Chart of Accounts. Hard copies are available for purchase through DPI Publications ([www.ncpublicschools.org/publications/](http://www.ncpublicschools.org/publications/)).

Also available from Financial and Business Services is the document Attachment "A", which lists budget codes and their required licensure areas for salary calculation purposes. Attachment "A" ([www.ncpublicschools.org/fbs/finance/salary/](http://www.ncpublicschools.org/fbs/finance/salary/)) is used by administrative staff in the LEAs for coding personnel in the school systems.

If you have any questions pertaining to Attachment "A", please contact Angela McNeill at 919.807.3736, or email [amcneill@dpi.state.nc.us](mailto:amcneill@dpi.state.nc.us), or Roxane Bernard at 919.807.3725 or email [rbernard@dpi.state.nc.us](mailto:rbernard@dpi.state.nc.us).

**4. HRMS USERS CONFERENCE:** The North Carolina Department of Public Instruction will be hosting the third annual HRMS User Conference at the Koury Convention Center in Greensboro, December 10-12, 2006. The conference will bring users together to gain more detailed knowledge of the system, participate in discussions, and learn how about how other school systems approach HR tasks using HRMS.

This year's conference will be one and a half days, and will concentrate on new features added to the product over the last year. We promise there will be plenty of choices for everyone, beginners or advanced. Registration is Sunday afternoon, and sessions start Monday morning. The conference concludes with a luncheon on Tuesday, in time for some holiday shopping at the adjacent Four Seasons Town Center (mall). The conference is open to all employees within the schools system, including charter schools. We encourage you to bring a full complement of your HR staff, hiring agents, and LEA leadership.

Conference Registration information should be entered on-line through the registration link <http://149.168.35.13/hrms/usercon.nsf/RegistrationForm>. (Please use Internet Explorer when you submit the registration form.) Once you submit the registration form, the payment form will appear. Please send a check or voucher to NCDPI within two weeks of registering. Receipts for conference payment will be available for pickup at the conference at the event registration desk.

Costs: Register by November 14th to save \$25 and make sure you receive a conference tote bag! The early registration fee is \$150 per person for registrations postmarked by November 14, 2006. After November 14, the fee is \$175 per person. Registration covers all sessions, breaks, and scheduled meals for the entire conference. We will order enough conference tote bags for those who register early. If there are any left, we will distribute them to those who register late. (Room reservations should be made by November 10.)

**5. PRINCIPALS' EXECUTIVE PROGRAM (PEP) FALL LAW UPDATE:** This half-day program, held in conjunction with PEP's annual Leadership Conference for School Administrators, informs school leaders about recent developments in school law. The program includes presentations by PEP staff and other attorneys regarding changes in school laws enacted during the most recent session of the North Carolina General Assembly, noteworthy recent state and federal case law, and other relevant topics of interest. For more information contact Sheila Brooks at [shbrooks@northcarolina.edu](mailto:shbrooks@northcarolina.edu).

**6. STONE NAMED 2006 MILKEN FAMILY FOUNDATION NATIONAL EDUCATOR:** Congratulations to Tanglewood Elementary School (Public Schools of Robeson County) third grade teacher Kristen Stone who was named North Carolina's 2006 Milken Family Foundation National Educator. Stone received an unrestricted check in the amount of \$25,000 and an all-expense paid trip to Los Angeles, Calif., in April where she will attend the annual Milken National Education Conference and network with past recipients. To read more about her selection, please go online to [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**7. REGISTRATION OPEN FOR RAISING ACHIEVEMENT AND CLOSING GAPS CONFERENCE:** Local educators are invited to attend the eleventh annual Raising Achievement and Closing Gaps Conference to be held March 26-28, 2007, at the Sheraton Four Seasons/Joseph F. Koury Convention Center, Greensboro. You can register online at [www.ncpublicschools.org/racg/conference](http://www.ncpublicschools.org/racg/conference) by clicking on the appropriate link. The registration fee is \$115 per person. For additional information, please go online to [www.ncpublicschools.org/racg/conference](http://www.ncpublicschools.org/racg/conference) or call the RACG Conference Hotline at 919.807.3844.

**8. MORE MANDARIN CHINESE LANGUAGE CLASSES TO BE OFFERED:** More high school students across North Carolina will be able to take Mandarin Chinese language and culture classes, thanks to a new federal grant awarded to the NCDPI. Level I and II Chinese classes will be developed as distance learning in Year 1 with course offerings planned in Year 2. There is an increased demand for Chinese language instruction due to national attention on critical languages, the impact of China in the global marketplace, and the increase of Chinese speakers in North Carolina. For more information, please contact Helga Fasciano, Curriculum and School Reform Services, NCDPI, 919.807.3865 or by email, [hfascian@dpi.state.nc.us](mailto:hfacian@dpi.state.nc.us).

**9. NOVEMBER FITNESS CALENDAR ACTIVITIES:** "Be Thankful" is the theme of the National Association for Sport and Physical Education's (NASPE) November Fitness Calendar. Published in English and Spanish, the fitness calendar is one of many popular items featured this month in the Teacher's Toolbox. Don't miss the fall bulletin board, turkey toss, puzzle, and much more. For all of these great resources, visit [www.aahperd.org/naspe/template.cfm?template=teachers\\_toolbox\\_nov06.html](http://www.aahperd.org/naspe/template.cfm?template=teachers_toolbox_nov06.html).

**10. NATIONAL STUDENT/PARENT MOCK ELECTION:** The National Student/Parent Mock Election, the nation's largest voter education project, will be held Thursday, Nov 2, 2006. On this day, votes will be cast on state and national issues that concern Americans the most and on national candidates. Educators and parents can enroll at [www.nationalmockelection.org](http://www.nationalmockelection.org), by mail to the National Student/Parent Mock Election, P.O. Box 36653, Tucson, AZ 85704; by fax to 520/742-3553; or by phone 520.877.VOTE (8683). Free K-12 curriculum materials are available online at the above address or by contacting Gloria Kirshner, President, National Student/Parent Mock Election, at [nspme@aol.com](mailto:nspme@aol.com).

**11. SUBMIT NOW FOR PRESIDENTIAL AWARDS FOR EXCELLENCE IN MATHEMATICS AND SCIENCE TEACHING:** The Presidential Awards for Excellence in Mathematics & Science Teaching, the nation's highest honors for mathematics and science teachers, is now open for nominations. The Presidential Awards program allows outstanding mathematics and science teachers to be recognized for their subject area content knowledge and the ability to motivate students. Nomination (teachers may self-nominate) and application forms for 2007 are available online at [www.paemst.org](http://www.paemst.org). Teachers in grades 7-12 who meet specified requirements are eligible to apply. For further information, please contact either Carmella Fair, 919.807.3840, [cfair@dpi.state.nc.us](mailto:cfair@dpi.state.nc.us) or Bonnie Curtis 919.807.3932, [bcurtis@dpi.state.nc.us](mailto:bcurtis@dpi.state.nc.us).

**12. NEWS ARTICLES:**

OPINION: LOTTERY ALREADY FAILING:

[www.journalnow.com/servlet/Satellite?pagename=Common%2FMGArticle%2FPrintVersion&c=MGArticle&cid=1149191292495&image=wsj80x60.gif&oasDN=journalnow.com&oasPN=%21opinion](http://www.journalnow.com/servlet/Satellite?pagename=Common%2FMGArticle%2FPrintVersion&c=MGArticle&cid=1149191292495&image=wsj80x60.gif&oasDN=journalnow.com&oasPN=%21opinion)

CONSERVATIVE GROUP QUESTIONS SCHOOL PLAN:

[www.newsobserver.com/102/v-print/story/502115.html](http://www.newsobserver.com/102/v-print/story/502115.html)

FOCUS ON HALLOWEEN SAFETY:

Halloween is a cherished tradition but the excitement of the night can cause children to forget to be careful. There is no real "trick" to making Halloween a real treat for the entire family. The major dangers are not from witches or spirits but rather from falls and pedestrian/car crashes. Both children and adults need to think about safety on this annual day of make-believe. At the link below are numerous common-sense tips and reminders for motorists, parents, candy eaters, and costume makers.

[http://pediatrics.about.com/cs/safetyfirstaid/a/halloween\\_safety.htm](http://pediatrics.about.com/cs/safetyfirstaid/a/halloween_safety.htm)

#### A COMMUNITY-SIZED SOLUTION TO THE DROPOUT EPIDEMIC:

Dropping out of high school is motivated by a variety of factors and many of them have little to do with school or homework. The only way at-risk youth will remain in school and earn their diploma is if their communities make a concerted effort to help them. Learning to Finish is a new campaign launched by the Pew Partnership for Civic Change that seeks to address the dropout problem in communities ready to meet this challenge as a community-wide concern. The Pew Partnership for Civic Change has also published a dropout discussion guide titled "Learning to Finish: The School Dropout Crisis." Here the case is made for a community-wide approach to solving the dropout problem and the five elements that should serve as the core of any community-wide dropout effort. According to Dr. Suzanne Morse, "For the one million or so kids who drop out each year, the prospects are dire. For the communities in which they live, the dropout rate is very bad news indeed. Each year, the toll of lost wages, taxes, and productivity that can be attributed to dropouts comes to more than \$200 billion for the nation as whole. That does not take into account the fact that more than two-thirds of the inmates in state prisons are school dropouts or that it is a turnkey issue for poverty, poorer health, and more limited prospects for the children of dropouts. It is a vicious cycle that must be broken."

[www.pew-partnership.org/whatsnew.html](http://www.pew-partnership.org/whatsnew.html)

#### MONEY STARTS FLOWING IN TEACHER BONUS PLAN:

In the closing weeks of the fall campaign, the Bush administration is handing out money for teachers who raise student test scores, the first federal effort to reward classroom performance with bonuses. The 16 grants total \$42 million and cover many states. The government has announced only the first grants, \$5.5 million for Ohio, where Education Secretary Margaret Spellings was making the presentation Monday. The department will release the remaining grants in the coming weeks, falling right before the Nov. 7 elections in which a reeling Republican Party is eager for good news. In Ohio in particular, the GOP could trumpet the news of money for the state education department. The \$5.5 million will be shared by schools in Cleveland, Cincinnati, Columbus and Toledo. Sen. Mike DeWine, (R-Ohio), is trailing his Democratic rival. Also, Democrats have led for weeks in two House seats long in Republican hands, and party officials talk of capturing two or three more seats. Such gains could help the Democrats take over the House. The Education Department says the election had no bearing on the timing. The grant application process began in May, and the review was done in the early fall, officials said. Congress approved the program last year.

[www.cnn.com/2006/EDUCATION/10/23/teacher.pay.ap/index.html](http://www.cnn.com/2006/EDUCATION/10/23/teacher.pay.ap/index.html)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
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## HR Administrators Newsletter

November 13, 2006

Colleagues,

I trust that you had an enjoyable Veteran's Day holiday. I extend my thanks to all those who have and are still serving our great country.

Later today, I will be sending an email to Associate/Assistant Superintendents for HR, Executive Directors (HR) and HR Directors that will have as an attachment a survey designed to collect data on education, years of experience, and NCLB qualification of instructional teacher assistants. This data is necessary as we are required by federal regulations to report this information and to assist us in costing salary tables for these employees. The attached file will have instructions for completing and submitting the survey. The deadline for submitting the report is January 15, 2007. Thanks for your cooperation.

We have received several inquiries concerning the tutorial for the Basic Pilot Program (BPP). The project coordinator at the Office of State Personnel will be briefing us on this issue later today. I'll keep you informed.

**1. STATE BOARD MEETING HIGHLIGHTS:** Board members approved staff recommendation to not revise the North Carolina Social Studies Standard Course of Study and technology guidelines for new school construction. Members discussed a timeline to implement a default curriculum for high school students, reviewed a proposal for licensing teachers for world languages and received a report on the effectiveness of representative mentor programs and a preliminary report on the 2006 Teacher Working Conditions Survey. Complete Board highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link.

**2. INTERNATIONAL EDUCATION WEEK IS NOV. 13-17, 2006:** The U.S. Department of Education and the U.S. Department of State would like educators to join them in celebrating International Education Week on Nov. 13-17. This year's theme is International Education: Engaging in Global Partnerships and Opportunities. The USED is working closely with the National Aeronautics and Space Administration to highlight international space exploration and the importance of a rigorous math, science and foreign language education. Educators are encouraged to go online to <http://iew.state.gov> for further information about how students and schools can get involved.

**3. CHAPEL HILL-CARRBORO CITY SCHOOLS RECOGNIZED AS A GLOBAL COMMUNICATORS SCHOOL DISTRICT:** Congratulations to Chapel Hill-Carrboro City Schools for recently being honored by the State Board of Education and North Carolina in the World as a “Global Communicators School District” for its K-12 language program, including outstanding dual language programs at the elementary level. The Mandarin Chinese-English Dual Language Program at Glenwood Elementary and the Spanish-English Dual Language Program at Carrboro Elementary are in their fifth year and enroll more than 200 students in kindergarten through fourth grades. Dual language learning provides both language and content area instruction in two target languages. Half the students in each class are native English speakers, and half are speakers of the other target language.

**4. NC VIRTUAL PUBLIC SCHOOL (NCVPS) SEEKS ONLINE INSTRUCTORS:** The NCVPS is searching for highly qualified teachers to work part-time instructing students online across North Carolina. Teachers are needed as part of the collaboration among the NCDPI, the Cumberland County Web Academy and the North Carolina Virtual Public School. If interested, please visit [www.ccswebacademy.net/Employment/Employment\\_Opportunities.htm](http://www.ccswebacademy.net/Employment/Employment_Opportunities.htm) to fill out the online application.

**5. BASIC PILOT PROGRAM:** The following link provides additional resources of the Basic Pilot Program. [www.vis-dhs.com/employer\\_information.htm](http://www.vis-dhs.com/employer_information.htm)

**6. MONITORING TOOLS AVAILABLE ONLINE:** Several Consolidated Monitoring Tools Online Monitoring instruments, checklists and reports are provided by the Consolidated Monitoring section to assist school districts and program representatives in preparing for the monitoring visit. Various support resources have been added or updated on the site. Visit [www.ncpublicschools.org/schoolimprovement/comped/monitoring/](http://www.ncpublicschools.org/schoolimprovement/comped/monitoring/) and click on the appropriate link to learn more.

**7. PREZELL R. ROBINSON SCHOLARSHIP INFORMATION:** Details about the Prezell R. Robinson Scholarship Available - The Prezell R. Robinson Scholars Program (formerly the Challenge Scholars Program) is designed to encourage high school students to pursue careers in teaching. Low-wealth school systems and school systems with documented difficulty in recruiting qualified teachers are eligible to participate. Visit [www.ncpublicschools.org/scholarships/robinson/](http://www.ncpublicschools.org/scholarships/robinson/) for details.

**8. 2005-2006 SCHOOL HEALTH SERVICES REPORT RELEASED:** The Annual School Health Services Report on Public Schools is compiled at the end of each school year by school nurses, and contains data collected from each local education agency (LEA) in North Carolina. It contains information on the numbers, employers, educational background and locations of all school nurses employed in North Carolina public schools, including the school nurse to student ratio in each LEA. It also contains data on health conditions identified in the student population and the school health services that are provided statewide. Please visit [www.nchealthyschools.org/data/](http://www.nchealthyschools.org/data/) to download this report.

**9. EDUCATION DIRECTORY (UPDATED) AVAILABLE:** A comprehensive guide to the professional staff in the state education department, education associations and organizations, individual school systems, and all public elementary and secondary schools in the state. Includes materials and equipment vendor listing. Directory is spiral bound with tabs for easy access. DR101, 2006, \$17.00. To order, please call 800.663.1250 or visit Publication Sales on the Web at [www.ncpublicschools.org/publications/](http://www.ncpublicschools.org/publications/)

#### **10. GRANT INFORMATION:**

**"AWARD FOR OUTSTANDING CONTRIBUTIONS TO AMERICAN EDUCATION"**  
The Education Commission of the States James Bryant Conant Award recognizes an individual for outstanding contributions to American education. Nominations are now being accepted. Deadline: November 28, 2006.  
[www.ecs.org/ecsmain.asp?page=/html/aboutECS/Awards.htm](http://www.ecs.org/ecsmain.asp?page=/html/aboutECS/Awards.htm)

**"GRANTS TO RECRUIT AND EDUCATE THE NEXT GENERATION OF LIBRARIANS"**  
The Laura Bush 21st Century Librarian Program supports efforts to recruit and educate the next generation of librarians and the faculty who will prepare them for careers in library science. It also supports grants for research related to library education and library staffing needs, curriculum development, and continuing education and training. Maximum Award: \$1,000,000. Eligibility: All types of libraries, except federal and for-profit libraries, may apply. Eligible libraries include public, school, academic, special, private (not-for-profit), archives, library agencies, library consortia, and library associations. Institutions of higher education, including public and not-for-profit universities and colleges, also are eligible. Deadline: December 15, 2006.  
[www.imls.gov/applicants/grants/21centuryLibrarian.shtm](http://www.imls.gov/applicants/grants/21centuryLibrarian.shtm)

**"CABLE IN THE CLASSROOM'S LEADERS IN LEARNING AWARDS"**  
This program recognizes teachers, administrators and community leaders who are helping to improve and transform education for children in and out of school,

creating 21st Century learning environments children need to succeed in the world that awaits them. Maximum Award: \$3,000. Eligibility: teachers, administrators, and community leaders. Deadline: December 15, 2006.

<http://awards.ciconline.org/leadersinlearningawards/default.html>

#### "NEA FOUNDATION LEARNING & LEADERSHIP GRANTS"

This grant program provides opportunities for teachers, education support professionals, and higher education faculty and staff to engage in high-quality professional development and lead their colleagues in professional growth. Maximum Award: \$2,000 for individuals; \$5,000 for groups engaged in collegial study. Eligibility: U.S. practicing K-12 public school teachers, education support professionals, and higher education faculty and staff at public colleges and universities. Deadline: February 1, 2007.

[www.neafoundation.org/programs/Learning&Leadership\\_Guidelines.htm](http://www.neafoundation.org/programs/Learning&Leadership_Guidelines.htm)

## 11. NEWS ARTICLES:

### RENEWED CALLS FOR SEATBELTS ON SCHOOL BUSES:

New national data show school bus-related accidents send 17,000 U.S. children to emergency rooms each year, more than double the number in previous estimates that only included crashes. Nearly one-fourth of the accidents occur when children are boarding or leaving school buses, while crashes account for 42 percent, the new research shows. Slips and falls on buses, getting jostled when buses stop or turn suddenly, and injuries from roughhousing are among other ways kids get hurt on school buses, the data found. Injuries range from cuts and sprains to broken bones, but most are not life-threatening and don't require hospitalization. And while the numbers are higher than previously reported, they represent a small fraction of the 23.5 million children who travel on school buses nationwide each year, the researchers said. The researchers said the results provide a strong argument for requiring safety belts on school buses, something industry groups say is unnecessary and is more than many school districts can afford.

[www.cnn.com/2006/EDUCATION/11/06/school.bus.injuries.ap/index.html](http://www.cnn.com/2006/EDUCATION/11/06/school.bus.injuries.ap/index.html)

### NEW CONGRESSIONAL VICTORIES COULD BE GOOD FOR SCHOOL FUNDING:

Outcomes of recent elections could affect issues ranging from school loans to educational technology funding to workforce preparedness and even reauthorization of the federal education law. Even though Democrats have seized control of both chambers of Congress, their agenda could be curtailed by the threat of a veto from President Bush. Still, many education groups are encouraged by the ascension of what they viewed as a more favorable climate for education funding on Capitol Hill. Still, Democratic control of the House -- which will make Rep. Nancy Pelosi of California the first female House speaker in

U.S. history -- could open the door for changes to the legislative agenda that might favor schools. Control of the House also means chairmanships of the various committees will fall to Democrats. Currently, the ranking Democrat on the influential House Appropriations Committee is Rep. David Obey of Wisconsin, and the ranking member of House Committee on Education and the Workforce is Rep. George Miller of California. That could have a significant impact on the legislative priorities of the House, influencing issues down the road. When Democrats take control of the Senate, West Virginia Sen. Robert Byrd is in line to assume chairmanship of the Senate Appropriations Committee, and Massachusetts Sen. Edward Kennedy would become chairman of the Senate Committee on Health, Education, Labor, and Pensions.

[www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6710](http://www.eschoolnews.com/news/showStoryts.cfm?ArticleID=6710)

see also:

[www.edweek.org/ew/articles/2006/11/08/12federal\\_web.h26.html](http://www.edweek.org/ew/articles/2006/11/08/12federal_web.h26.html)

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**HR Administrators Newsletter**

November 20, 2006

Colleagues,

We were informed on last Thursday that Dr. Janice Davis, Deputy State Superintendent, will retire effective February 1, 2007. It has indeed been a pleasure and privilege to work with Dr. Davis. I've been fortunate to work closely with her on our Agency Impact Team here at DPI and have greatly benefited from her outstanding leadership skills. She is truly a quality professional leader. I wish her Godspeed in her future endeavors.

I provided a survey to HR Associate/Assistant Superintendents, Executive Directors and Directors, to assist us in collecting data on teacher assistants. The survey is not another NCLB product, but it is possible that some of the data can be used for that purpose. The intent of the data collection is to have on-hand, current and relative data on teacher assistants for federal reporting purposes and costing issues. We inadvertently did not include a column on the survey to capture the US DOL Teacher Assistant Apprenticeship Program as one of the NC options for meeting NCLB. Please place those TAs under the Workkeys column. If you have questions concerning the survey, please contact Jackson Miller at 919.807.3685, or [jmiller@dpi.state.nc.us](mailto:jmiller@dpi.state.nc.us).

Effective March 1, 2007, all new public school employees must be entered into the Basic Pilot Program. As a reminder you should enroll in the Basic Pilot Program no later than January 31, 2007. Please notify me of your enrollment via email.

A request for proposals to develop an evaluation instrument for school executives (Principals/Assistant Principals) based on NC Standards for School Executives as approved by the SBE, has recently been issued. It is expected that the new instrument will be available for use beginning in the 2007-08 school year.

As we approach this Thanksgiving Day holiday, take a moment to reflect on the manifold blessings and the abundant living we enjoy, that we sometimes take for granted. Everyday is a day of thanksgiving! I trust that you and yours will have a fun-filled and safe time together.

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**1. STATE BOARD SCHEDULES CONFERENCE CALL:** The State Board of Education will meet via conference call tomorrow, Nov. 21, beginning at 10:30 a.m. Agenda items for this meeting are approval of federal grants and a closed session to consider personnel matters. If you would like to listen in on this meeting, please go to the 7th floor State Board Room, Education Building, 301 N.

Wilmington Street, Raleigh. Questions regarding this meeting should be directed to NCDPI's Communications Division at 919.807.3450.

**2. RAISING ACHIEVEMENT GAP CONFERENCE:** The Raising Achievement and Closing Gaps Conference, "Changing the Way We Do Business in the Village," will be held in Greensboro in March 2007. Visit [www.ncpublicschools.org/racg/conference/](http://www.ncpublicschools.org/racg/conference/) to access conference details, online registration, a tentative agenda and more.

**3. POSITIVE BEHAVIOR SUPPORT REGIONAL COORDINATOR CONTACTS NOW ONLINE:** There are six, two-thirds time Positive Behavior Support (PBS) Regional Coordinators to support implementation of Positive Behavior Support throughout the state. The primary role of the PBS Coordinators is to coordinate training, support trainers/coaches/coordinators in LEAs and to facilitate the evaluation of Positive Behavior Support in North Carolina. Information about training opportunities can be obtained from each coordinator. Visit [www.ncpublicschools.org/positivebehavior/coordinator/](http://www.ncpublicschools.org/positivebehavior/coordinator/) to learn more.

**4. SEVERAL COMPENSATORY EDUCATION RESOURCES AVAILABLE:** A revised LEA plan template, improvement checklist, budget template and notification letters for years one, two and three have all been added to the Compensatory Education Website at [www.ncpublicschools.org/schoolimprovement/comped/](http://www.ncpublicschools.org/schoolimprovement/comped/).

**5. NEED TO KNOW ABOUT UPCOMING SCHOOL SAFETY EVENTS?:** A handy, printable pdf listing upcoming School Safety and Climate events is now available online at [www.ncpublicschools.org/schoolimprovement/alternative/safeschools/](http://www.ncpublicschools.org/schoolimprovement/alternative/safeschools/) .

**6. FREE DPI ONLINE PROFESSIONAL DEVELOPMENT COURSES ON LEARN NC:** With support from the Department of Public Instruction, LEARN NC is proud to offer research-based, online professional development courses at no cost to educators teaching in North Carolina during the 2006-2007 school year. Enrollment is now open for courses developed and taught by expert instructors whose advanced coursework and/or research expertise in the content area and preparation to teach online set them apart from other teacher-trainers. LEARN NC has developed six new courses that focus on two critical areas of need in the state: improving the teaching in core areas and closing the achievement gap for

minority students. Please note the development of a course especially for beginning teachers to help them achieve success in the classroom! In addition, one of the courses offers free instruction on the Blackboard courseware, allowing the trained participants the opportunity to choose from among a list of shareable courses to offer in their LEA, again at no cost! See the following announcement on the homepage of LEARN NC: [www.learnnc.org/announcements/42](http://www.learnnc.org/announcements/42).

For detailed descriptions and online registration, visit:

[www.learnnc.org/courses/current/](http://www.learnnc.org/courses/current/).

You may also download a course schedule from:

[www.learnnc.org/media/courses/admin/LEARNNCcourses06-07.pdf](http://www.learnnc.org/media/courses/admin/LEARNNCcourses06-07.pdf)

For information on becoming an online instructor, see the DPI Train-the-trainer Program for Online Instructors: [www.learnnc.org/courses/DPItrainthetrainer](http://www.learnnc.org/courses/DPItrainthetrainer)

## **7. NEWS ARTICLES:**

### **KEEPING THE SCHOOLS ON TRACK:**

Wake County voters made an important choice for our community when they approved the recent \$970 million school bond issue. Voters chose the best and fairest way to finance the building of new schools and renovations for existing schools. The campaign to pass the bonds was a difficult one on many fronts -- opposition to increased taxes, anger over year-round conversions and concerns about other system policies and practices all complicated the question of how to pay for schools. Now that the bonds have passed, it is more critical than ever to work together and seek answers to questions about the future of our public schools, writes W. Robert Saffold, president of the Wake Education Partnership, a local education fund. Preparing students for success in a global economy means that we must aim for world-class standards for our schools. Wake County has the capacity to provide children with a world-class public education, and united, as a community, Wake County must deliver.

[www.newsobserver.com/559/story/507894.htm](http://www.newsobserver.com/559/story/507894.htm)

### **TWO-THIRDS OF YOUTH STILL NOT GETTING RESOURCES NEEDED TO SUCCEED:**

A new study by America's Promise finds that when youth are provided with at least four out of five fundamental resources, their life chances for success dramatically increase and damaging gaps separating low-income and minority youth from other youth are significantly reduced. Unfortunately, the data also show that more than two-thirds of our youth are not currently receiving enough of these resources to benefit from their full effects. The in-depth study, "Every Child, Every Promise: Turning Failure Into Action", measures the presence and impact of the five fundamental resources -- or "Five Promises" -- that research has shown affect the development and lives of America's youth: (1) caring adults; (2) safe places and constructive use of time; (3) a healthy start and

development; (4) an effective education; (5) opportunities to make a difference helping others. The new report finds that children receiving four or five Promises, as compared to youth receiving zero to one Promise, are far more likely to be successful, including being twice as likely to get A's, twice as likely to avoid violence and 40 percent more likely to volunteer. Moreover, the research shows that receiving four or five of these basic developmental resources has the potential to level the playing field for youth across racial and economic lines. The research initiative affirmed that "whole child investments" -- ensuring that children experience the sustained and cumulative benefits of at least four of the five Promises in various aspects of their lives -- at home, in school, out in the community -- greatly increases their odds of success regardless of race or family income.

[www.americaspromise.org/ECEP.aspx?id=208](http://www.americaspromise.org/ECEP.aspx?id=208)

#### TURNAROUND LEADERSHIP IN SCHOOLS:

In this book, Michael Fullan expands the definition of organizational turnaround. Fullan shows how leaders can turn even the worst situation into an opportunity to shake-up and rejuvenate their schools. He goes beyond turnaround schools to show how entire systems can be transformed and explores what it takes to motivate large numbers of people to go beyond short-term solutions in order to achieve fundamental, sustainable reform. Ultimately, "Turnaround Leadership" focuses on the critical role of leadership, not the Lone Ranger leader who rides into town and saves a single school, but leaders whose very actions change the systems they work in. To download a free chapter of the book, visit:

[www.ecs.org/00LL930](http://www.ecs.org/00LL930)

#### **8. GRANT INFORMATION:**

##### FULLY FUNDED 12-DAY STUDY TOUR OF JAPAN:

Toyota International Teacher Program allows participants to explore the country's education, culture, environment and technology, and examine how these affect industry and society in Japan today. Maximum Award: a fully funded 12-day study tour of Japan. Eligibility: secondary school teachers in all disciplines nationwide. Deadline: January 8, 2007.

[www.iie.org/toyota](http://www.iie.org/toyota)

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919.807.3364

## Human Resources Administrators Newsletter - December 18, 2006

Colleagues,

Just a quick reminder for you to complete and submit the paraprofessional data survey by January 15, 2007. This is not an NCLB report. We are collecting this data to update an existing paraprofessional database that is used to generate various reports. There has been some concern that the survey does not include columns to collect the number of paraprofessionals who have completed NCDOL and NCATA certification programs. While this is an oversight, including that information under the Workkeys column is sufficient for this data collecting purpose.

Public schools must begin using the Basic Pilot Program (BPP) on March 1, 2007. I have provided you the information necessary to register and complete the on-line tutorial in earlier newsletters. Remember, the BPP is not to be used as a pre-screen or pre-employment protocol. All new hires must be entered into the BPP. Please call if you have questions.

The Spring PANC Conference is scheduled for April 2-4, 2007, at the Hilton Wilmington Riverside, Wilmington, NC. The PANC Steering Committee is currently planning this event and it promises to be another outstanding conference. Plan now to attend.

For some people, the holidays can be a difficult time. As we begin the Christmas and New Year celebrations, let us be mindful that these times are troublesome for some of our employees. I've included several links that deal with this matter, as well as links that touch on holiday safety, that you can share with your employees.

[www.mayoclinic.com/health/stress/MH00030](http://www.mayoclinic.com/health/stress/MH00030)

[www.medicinenet.com/holiday\\_depression\\_and\\_stress/article.htm](http://www.medicinenet.com/holiday_depression_and_stress/article.htm)

[www.nsc.org/library/facts/holseasn.htm](http://www.nsc.org/library/facts/holseasn.htm)

[www2.doh.wa.gov/Topics/holiday\\_season.htm](http://www2.doh.wa.gov/Topics/holiday_season.htm)

This will be the last newsletter for 2006. May your holiday times be filled with fun and excitement. Spend some quality time with your family and friends. Get some much needed and well-deserved rest. From Sonya, Joe, Joan and me, we wish you and yours, Happy Holidays!

**1. STATE BOARD MEETING HIGHLIGHTS ONLINE:** At its December meeting, Board members approved a proposed framework for transitioning to a core course of study that will guide high school course requirements beginning in 2008-09, interim academic achievement cut scores for the Grade 3 pretest in mathematics, a proposal that will facilitate the licensing of teachers for world languages, and the 2007-09 Biennial Budget request. Board members also

received the 2005-06 Annual Report on School Crime and Violence and discussed calendar waiver requests. Complete Board highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link.

**2. AVERAGE DAILY MEMBERSHIP (ADM) DATA ON WEB:** Average Daily Membership, Membership Last Day, and Best 1 of 2 Average Daily Membership data has been posted on the Financial and Business Services Website at [www.ncpublicschools.org/fbs/accounting/data/](http://www.ncpublicschools.org/fbs/accounting/data/). If you have questions or concerns please contact Scott Douglass [sdouglas@dpi.state.nc.us](mailto:sdouglas@dpi.state.nc.us) or 919.807.3737.

**3. NCDPI TEST DEVELOPMENT SECTION SEEKS WRITERS/REVIEWERS:** North Carolina involves teachers in many stages of its test development process from writing and reviewing questions to reviewing test forms. The NCDPI Test Development Section is seeking a diverse group of teachers to participate in this process. Teachers who volunteer and are selected come to Raleigh, usually for one day, to participate. Those who have been involved find it to be excellent professional development as they assist in building high quality tests. For an application form, please go online to [www.ncpublicschools.org/accountability/testing/](http://www.ncpublicschools.org/accountability/testing/) and scroll down to Test Item Writer/Reviewer Interest Form. For more information, please contact Michael Gallagher, Test Development Section, NCDPI, 919.807.3777, or by email, [mgallagher@dpi.state.nc.us](mailto:mgallagher@dpi.state.nc.us).

**4. FREE DPI ONLINE PROFESSIONAL DEVELOPMENT COURSES ON LEARN NC:** With support from the NC Department of Public Instruction, LEARN NC is offering research-based, online professional development courses at no cost to educators teaching in North Carolina during the 2006-07 school year. LEARN NC has developed six new courses that focus on two critical areas of need in the state: improving the teaching in core areas and closing the achievement gap for minority students. Please note the development of a course especially for beginning teachers to help them achieve success in the classroom. In addition, one of the courses offers free instruction on the Blackboard courseware, allowing the trained participants the opportunity to choose from among a list of shareable courses to offer in their LEA, again at no cost. For detailed descriptions and online registration, visit [www.learnnc.org/courses/current](http://www.learnnc.org/courses/current). You also may download a course schedule from [www.learnnc.org/media/courses/admin/LEARNNCcourses06-07.pdf](http://www.learnnc.org/media/courses/admin/LEARNNCcourses06-07.pdf). For information on becoming an online instructor, see the NCDPI Train-the-trainer Program for Online Instructors available online at [www.learnnc.org/courses/DPItrainthetrainer](http://www.learnnc.org/courses/DPItrainthetrainer).

**5. GLOBAL LESSON PLANS AVAILABLE ONLINE:** Twenty-seven global lesson plans, aligned with the NC Standard Course of Study, are available online through the UNC-Chapel Hill's Center for European Studies/EU Center of Excellence. The lesson plans are appropriate for grades 6-12 and cover a variety of subjects, from science to social studies to French and German. The Web site is part of a national effort to eventually include lesson plans from all over the country. For more information, please go online to [www.unc.edu/euce/resources/education/eu\\_lesson\\_plans/](http://www.unc.edu/euce/resources/education/eu_lesson_plans/).

**6. ONLINE PROFESSIONAL DEVELOPMENT OPPORTUNITY:** Enrollment has opened for NC in the World's online professional development course for middle and high school teachers called "North Carolina: Connections to the World." This course is designed to provide teachers with an understanding of global perspectives and the integration of these perspectives into their classrooms. Through this work, learners will identify the global connections and issues that exist in their North Carolina communities and will develop methods for engaging students in viewing their world through multiple channels. The course begins Feb. 7 and lasts six weeks. Teachers must enroll by Jan. 28. The course is free. For more information, please go online to [www.learnnc.org/courses/ncworld](http://www.learnnc.org/courses/ncworld).

**7. REGISTER NOW FOR PEP'S SPRING SCHOOL LAW ACADEMY:** Need a primer on school law? Sign up for all or part of PEP's March 6-7, 2007, School Law Academy, a two-day intensive and practical review of important school law issues. On Day 1 we'll examine personnel issues (cost: \$125). On Day 2 we'll examine student issues (cost: \$125). If you register for both days, you will receive a discount (total cost for both days: \$195) plus a free 2006 subscription to PEP's online, searchable, legal treatise, Education Law in North Carolina (ELNC). PEP certifies that participants who complete all requirements receive professional development hours that are applicable to CEUs. For more information and to register, visit [www.ncpep.org/content.php/programs/sla/index.htm](http://www.ncpep.org/content.php/programs/sla/index.htm).

**8. TRAINING AND RETAINING EFFECTIVE TEACHERS . . .** is the title of PEP's March 15-16, 2007, teacher retention conference, which will be held at the Sheraton Imperial Conference Center in RTP. Featured speakers include: Harry Wong, author of *The First Days of School*, Neila Connors, author of *If You Don't Feed the Teachers, They Eat the Students*; Annette Breaux, co-author of *New Teacher Induction: How to Train, Support, and Retain New Teachers*. This conference is open to principals, assistant principals, central office executives, and college-level teachers and administrators. Due to the number of inquiries

registration is now open. Cost: \$195 for participants who register and pay on or before February 12, 2006, and \$225 for participants who register and pay after February 12, 2006. Register now by visiting [www.ncpep.org/content.php/programs/trc/index.htm](http://www.ncpep.org/content.php/programs/trc/index.htm).

FOR INFORMATION AND TO REGISTER FOR ALL CURRENT PEP PROGRAMS PLEASE VISIT [www.ncpep.org/content.php/registration/index.php](http://www.ncpep.org/content.php/registration/index.php).

**9. NCLB NEWS AND RESOURCES NOW ONLINE:** Don't miss the fall edition of the NC NCLB newsletter. Key articles in this edition focus on NCLB reauthorization issues, best monitoring practices and winning models used by schools exiting Title I School Improvement. Visit [www.ncpublicschools.org/nclb/news/](http://www.ncpublicschools.org/nclb/news/) and click on the appropriate link to access this issue. Also, updated sample letters, forms, supplemental educational services support materials, presentations and movies for schools in Title I school improvement and districts in Title I District Improvement are available at [www.ncpublicschools.org/nclb/](http://www.ncpublicschools.org/nclb/).

**10. 2007 NCASBO CONFERENCE:** The 2007 NCASBO Annual Conference is now activated on the NCASBO website, and ready for you to register for the conference and the workshops. Go to [www.ncasbo.org/](http://www.ncasbo.org/) and click on the Conference navigation link.

**11. NCWISE/SIMS SYMPOSIUM:** Mark your calendar for our biggest event of the year - the NC WISE/SIMS Symposium. The Symposium is scheduled for February 19-21 at the Joseph S. Koury Convention Center in Greensboro. Registration rates for the conference are: Now through January 5, 2007 - \$115 (Please note, registrations postmarked by midnight, January 6, will receive the \$115 rate.) January 6, 2007 to February 2, 2007 - \$165, and after February 2, 2007 - \$250. The Sheraton Greensboro is offering a special rate for the NC WISE/SIMS Symposium of \$120 a night, plus tax, single or double occupancy. Participants are encouraged to make their reservations as early as possible to secure this special rate. For more information, or to download registration materials for the 2007 NC WISE/SIMS Symposium please visit the NC WISE Web site at: [www.ncwise.org/symposium07.html](http://www.ncwise.org/symposium07.html). Those with questions should contact the NC WISE/SIMS Service Desk at [sis\\_support@dpi.state.nc.us](mailto:sis_support@dpi.state.nc.us) or 919.807.4357.

## 12. ARTICLES OF INTEREST:

"MANAGERIAL MISTAKES REPORT" - ALEXANDER HAMILTON INSTITUTE INCORPORATED:

[www.ahipubs.com/reports/HTML/managerial-mistakes-report-1206.html](http://www.ahipubs.com/reports/HTML/managerial-mistakes-report-1206.html)

"WHAT MAKES A DISABILITY A DISABILITY" - ALEXANDER HAMILTON INSTITUTE INCORPORATED:

[www.ahipubs.com/reports/disability.pdf](http://www.ahipubs.com/reports/disability.pdf)

### HOW TO BRING SCHOOLS INTO 21st CENTURY

For the past five years, the national conversation on education has focused on reading scores, math tests and closing the "achievement gap" between social classes. This week a new public conversation will burst onto the front page, when the New Commission on the Skills of the American Workforce, a high-powered, bipartisan assembly of education secretaries, business leaders and a former governor releases a blueprint for rethinking American education from pre-K to 12 and beyond to better prepare students to thrive in the global economy. While that report includes some controversial proposals, there is nonetheless a remarkable consensus among educators and business and policy leaders on one key conclusion: we need to bring what we teach and how we teach into the 21st century. Right now we're aiming too low. Competency in reading and math -- the focus of so much No Child Left Behind testing -- is the meager minimum. Scientific and technical skills are, likewise, utterly necessary but insufficient. Today's economy demands not only a high-level competence in the traditional academic disciplines but also what might be called 21st century skills. Here's what they are: Knowing more about the world; Thinking outside the box; Becoming smarter about new sources of information; and Developing good people skills. Can our public schools, originally designed to educate workers for agrarian life and industrial-age factories, make the necessary shifts?

[www.cnn.com/2006/US/12/10/time.cover.tm/index.html](http://www.cnn.com/2006/US/12/10/time.cover.tm/index.html) See also: [http://skillscommission.org/pdf/exec\\_sum/ToughChoices\\_EXECSUM.pdf](http://skillscommission.org/pdf/exec_sum/ToughChoices_EXECSUM.pdf)

### STUDY: BILL GATES IS AMERICAN EDUCATION'S MOST INFLUENTIAL PERSON

The world's richest man, billionaire Bill Gates, is the most influential person in American education, according to a study conducted by the Editorial Projects in Education (EPE) Research Center. The study, which is based on an extensive survey of the education field's opinion-elite, lists Gates as the individual who has had the biggest impact in education policy during the last decade. Founder of Microsoft and one of the most prominent voices in education reform, Gates has sparked national movements to improve high schools and create small schools, two initiatives that have been priorities for the Bill and Melinda Gates Foundation, the largest philanthropic organization in the world with an endowment of \$32 billion in 2006. Gates outpolled President George W. Bush, whose landmark No

Child Left Behind Act (NCLB) earned him the rank of second-most influential person, and former President Bill Clinton, who took the sixth spot and is credited with overseeing the reauthorization of the Elementary and Secondary Education Act, the federal law that is NCLB's predecessor. Former governors James B. Hunt, Jr. and Richard W. Riley (who also served as U.S. Secretary of Education under Clinton) also made the top 10. Joining them on the short list were Congressional leaders Edward M. Kennedy and George Miller, who played significant roles in the passage NCLB, and Margaret Spellings, Bush's education secretary who currently oversees implementation of the historic law that has transformed federal and state education policy.

[www.edweek.org/rc/index.html](http://www.edweek.org/rc/index.html)

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