

## **HR ADMINISTRATORS NEWSLETTER**

January 8, 2007

Colleagues,

Happy New Year! This is the first newsletter for 2007. I hope that you had a relaxing and enjoyable holiday break. To help get the year started, I've included in this newsletter some friendly reminders concerning evaluations, career status and administrator contracts. Now is a good time to begin planning for these events.

Thanks for completing and submitting the teacher assistant data survey. As of today, we've only received responses from 38 LEAs. It is important that you complete and submit the survey as we are using the data you provide for current costing issues. Please submit the survey to Jackson Miller, [jmiller@dpi.state.nc.us](mailto:jmiller@dpi.state.nc.us) no later than January 15, 2007.

Have a great week!

### **1. PERSONNEL ADMINISTRATORS OF NC (PANC) SPRING**

**CONFERENCE:** The Spring PANC Conference will be held April 2-4, 2007, at the Hilton Wilmington Riverside Conference Center, Wilmington, NC. The PANC Steering Committee is busy planning another outstanding conference. Make plans to attend. Registration and reservation information is forthcoming.

**2. TEACHER ASSISTANT DATA SURVEY:** The survey is due no later than January 15, 2007. Please submit the survey to Jackson Miller at [jmiller@dpi.state.nc.us](mailto:jmiller@dpi.state.nc.us).

**3. NEW DEPUTY STATE SUPERINTENDENT:** The State Board of Education has approved J.B. Buxton as the new Deputy State Superintendent of the Department of Public Instruction effective February 1, 2007. To read more about this action, please go to [www.ncpublicschools.org/](http://www.ncpublicschools.org/) and look under News.

**4. PERFORMANCE EVALUATIONS:** G.S. 115C-333 requires four (4) observations and a summative evaluation for teachers who have not attained career status. One observation is performed 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 initiated promptly. Local boards shall adopt policies to require action plans for all certified employees who receive a below standard or unsatisfactory rating on an evaluation, in the event the

superintendent does not recommend dismissal, demotion or nonrenewal.”  
(115C-333(b) (2))

**5. CAREER STATUS (TENURE) REMINDER:** Just a reminder of key dates in the career teacher process. North Carolina General Statute 115C-325 identifies some important dates that must be followed. All career decisions must be made and the employee(s) notified in writing on or before June 15. Also, local boards of education must be notified of the names of those eligible for career status AT LEAST 30 DAYS prior to voting (G.S. 115C-325(c) (2a)).

**6. ADMINISTRATIVE CONTRACTS:** G.S. 115C-287.1, addresses administrator contracts. Administrators whose contracts will end on June 30, must be notified of non-renewal of the contract by May 1. This notification must be in writing. 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 education, the contract shall be for a term of four years.

**7. NC ASSOCIATION OF SCHOOL ADMINISTRATORS (NCASA)**

**TRAILBLAZER AWARD:** NCASA is seeking trailblazer nominations from current affiliate organizations. You may recall that Melisa Jessup and Pat Faulk reported on this at the Fall Conference of PANC. Please take a moment to think of an individual in our PANC organization who you would like to nominate for recognition of their achievements and contributions to PANC and the field of personnel administration.

Please send the attached nomination to Melisa Jessup at [melisa.jessup@stokes.k12.nc.us](mailto:melisa.jessup@stokes.k12.nc.us) or by fax at 336-593-2195 no later than January 22, 2007. The recipient of this award will be announced at the Awards Ceremony of the NCASA Conference on March 30, 2007 at the Sheraton Imperial Hotel in RTP. If you have any questions, please contact Melisa Jessup at 336-593-8146 or Dr. Pat Faulk at 910-862-4136.

**8. 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 2007 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).

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

### **WHEN A TEACHER OF THE YEAR TAKES ON A FAILING SCHOOL:**

To some, moving up as a teacher means working at an affluent school with few academic struggles. Not to Betsy Rogers. After being named National Teacher of the Year in 2003, she switched to Brighton School -- Jefferson County's poorest school, which held the longest run on that Alabama County's school-improvement list. She took a job there as curriculum coordinator -- in essence, a teacher for the teachers -- believing that beleaguered schools ought to have the best instructors. But the challenge at the K-8 school was so steep that early on she couldn't even get out of bed some days, reports Gigi Douban in The Christian Science Monitor. At the end of 2004-05 school year, the school had failed to meet the state's testing goals for seven years. Last academic year, a breakthrough occurred. The school improved not only on the Alabama Reading and Mathematics Test, which is the state accountability measure, but also on benchmark tests throughout the year. Eighty-two percent of last year's fourth-graders, for example, couldn't read. This year, 73 percent of that same group is reading proficiently. The relentless collective focus on effective parental involvement and improving teacher quality are credited as large key factors in the turnaround.

[www.csmonitor.com/2006/1229/p01s03-legn.html](http://www.csmonitor.com/2006/1229/p01s03-legn.html)

### **NCLB ON TRACK, SPELLING SAYS:**

U.S. Education Secretary Margaret Spellings has said that she welcomes proposals to "perfect and tweak" the No Child Left Behind law as Congress prepares for what could become a divisive debate on renewal of the landmark education initiative. But in an interview with Washington Post's Amit R. Paley five days before the act's fifth anniversary, Spellings said its implementation was on track. She rejected calls for a major rewrite of the law, including some proposals advanced by a coalition of about 100 groups with a stake in education. Her remarks come as various groups begin to weigh in on the law and what they believe works and what does not. The No Child Left Behind law is scheduled to be reauthorized by Congress, but it is uncertain when lawmakers will act. The Forum on Educational Accountability -- a coalition that includes education, religious, civil rights and disability rights groups -- said that the law overemphasizes standardized tests and arbitrary academic targets. The coalition also criticized penalties the law imposes on schools that fail to meet standards. "We don't have to throw out the whole law and make a big political battle," said

Reginald M. Felton, a senior lobbyist for the National School Boards Association, a member of the coalition. "But we need to change from the punitive, 'gotcha!' kind of approach to actual support for progress." The coalition includes the National Parent Teacher Association, the NAACP and the National Education Association, a teachers union. The coalition has called for more federal education funding to help schools meet the law's mandates.

[www.washingtonpost.com/wp-dyn/content/article/2007/01/03/AR2007010301617.html](http://www.washingtonpost.com/wp-dyn/content/article/2007/01/03/AR2007010301617.html)

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

## HR Administrators Newsletter-January 29, 2007

Colleagues,

It's beginning to feel a lot like winter, but how long will these cold temperatures last? I really appreciate your efforts in responding to our recent requests for information. I still need to hear from a few of you concerning the teacher assistant data survey. Please complete that survey and submit it to Jackson Miller at [jmiller@dpi.state.nc.us](mailto:jmiller@dpi.state.nc.us) immediately.

I need to address two issues in order to provide clarification and explanation; the Basic Pilot Program and the Foreign National Data Gathering Report.

The Basic Pilot Program (BPP) is expected to be in use in all public schools effective March 1, 2007. Most of you have completed the Memorandum of Agreement and the associated on-line tutorial. Those of you who have not registered should do so immediately. Please be reminded that BPP is not to be used as a pre-screening employment protocol. There is a concern within the Visiting International Faculty (VIF) community that VIF teachers who do not have SSNs within three days of employment will not be allowed to work. The BPP requires employers to enter the SSN of any new employee within three days of employment. VIF's concern is that in most cases, VIF teachers may not be in possession of SSNs when they begin employment. In compliance with traditional I-9 regulations, a new employee can still provide a foreign passport with a J visa stamp, a DS-2019 form, and an I-94 card in order to verify employment eligibility. That person would still be required to be verified by the Basic program, but this verification would not have to occur until after the employee has secured a social security number. In other words, a VIF teacher without a SSN, who is in possession of the employment authorization documents referenced above, can begin work, and must make their SSN available to you immediately upon receipt. As the employer, you can establish a time certain date after receipt of the SSN that it be presented for input into the BPP.

The Foreign National Data Gathering Report has been sent to the senior personnel administrator. Finance officers have been made aware of the collaborative effort needed in completing this reporting requirement. We are asking that you submit the reports no later than January 31, 2007. Please keep in mind that although we are asking you to verify 2005 and 2006 data, this process of collecting, verifying and reporting on foreign nationals will be an ongoing requirement. In order to adapt to this reporting and the new Basic Pilot Program requirements, I urge you to consider ensuring that beginning February 1, 2007, forward, that the employment name is the name that appears on the employee's Social Security Card. Also be aware that you are to complete the Foreign National Data Gathering Report regardless of whether or not you have foreign national employees. If you have questions concerning this reporting, please contact Joan Crump at [jcrump@dpi.state.nc.us](mailto:jcrump@dpi.state.nc.us) or 919.807.3366.

Attached to this newsletter are two documents that should interest you. One is a listing of the 2007 Retirement Conferences for members of the Teachers and State Employees Retirement System that contains dates, locations and times for these conferences. The other is the first installment of "Friday from Jones Street" - a weekly legislative update on issues related to public schools and public school employees. As for the update's title, Jones Street is the Raleigh address of the General Assembly where legislators meet to discuss, debate, and enact legislation. I think you will appreciate the effort and content of this publication.

Thanks for all you do\*

### **1. PERSONNEL ADMINISTRATORS OF NC (PANC) SPRING**

**CONFERENCE:** The Spring PANC Conference will be held April 2-4, 2007, at the Hilton Wilmington Riverside, Wilmington, NC. Registration information is forth coming. You can begin now making room reservations at the conference center by contacting the Hilton toll free at 888.324.8170. We have arranged for a block of rooms at \$136.67 per night. This includes 12.75% tax and \$7 per day parking fee. Call now and make your reservations.

**2. STATE BOARD SCHEDULES FEBRUARY MEETING:** The State Board of Education will hold its February meeting Wednesday and Thursday, Jan. 31-Feb, 1, in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh. Board members are expected to approve exemption requests under the Innovative Education Initiatives Act, interim cut scores for the mathematics and English I end-of-course tests and charter school grade changes and enrollment increase requests above 10 percent. Discussion items include the Reading Literacy Strategic Plan, Praxis II option for Birth-Kindergarten teachers to be designated highly qualified, recommendations for final approval of 2006 charter school applications and the 2005-06 Dropout Data Report. The full agenda is available on the State Board of Education's Web site at [www.ncpublicschools.org/sbe\\_meetings/](http://www.ncpublicschools.org/sbe_meetings/) by clicking on the appropriate link. Monthly State Board of Education meetings also 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.

### **3. REGIONAL MEETINGS ON NEW HIGH SCHOOL CORE COURSE**

**FRAMEWORK:** The State Board of Education and NC Department of Public Instruction are holding eight regional meetings to gather public input on implementing a new high school core course framework. For more information, including meeting locations and dates, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**4. REGION 7 LOCATION ADDED FOR REGIONAL MEETINGS ON HIGH SCHOOL CORE COURSE OF STUDY:** Forbush High School (East Bend, Yadkin County) has been confirmed as the host site for Region 7 for the public meeting on the State Board of Education's High School Core Course of Study. The meeting will be held Feb. 12. The State Board and NC Department of Public Instruction are holding a total of eight regional meetings to gather input on implementing this new high school core course of study framework. All meetings will be held from 6:30 - 8:30 p.m. For more information, including other meeting locations and dates, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**5. NATIONAL SCHOOL COUNSELING WEEK (FEBRUARY 5-9):** State Superintendent June St. Clair Atkinson signed a proclamation for National School Counseling Week to be February 5-9. National School Counseling Week is celebrated to focus public attention on the unique contributions of professional school counselors in public school systems. The week is designed to highlight the impact that school counselors have in helping students achieve school success and plan for their futures. Schools nationwide will celebrate with the theme, "School Counselors: Helping Students Reach New Heights." You can find more information on the American School Counselor Association Web site, [www.schoolcounselor.org](http://www.schoolcounselor.org).

**6. BUDGET PREPARATION FOR FY 2007-08 (FROM FINANCE OFFICERS NEWSLETTER):** Below is a listing of items that will help you with your projections of your local budgets:

- Salary increases for teachers and other certified personnel estimated to be at least 5% (last year 8% final)
- Salary increases for other personnel not associated with the teacher's salary schedule 2% (last year 5.5% final)
- Hospitalization +12% ... if they start addressing the retirement GASB issues, they could raise this another percent or 2.
- Retirement will go up because of the hospitalization (+.44% or so). Use a 1% increase to ensure you don't get caught with increases like the past 2 years.
- As usual, Planning Allotments will be available in February.

Should you have any questions, please feel free to contact Paul LeSieur at 919.807.3701 or via email [plesieur@dpi.state.nc.us](mailto:plesieur@dpi.state.nc.us).

**7. TECHNOLOGY EDUCATOR AND IMPACT MODEL SCHOOL AWARD WINNERS:** The NCDPI Instructional Technology Division recently recognized the following North Carolina educators who have provided leadership in planning and implementing instructional technology in their schools and school district

with the Technology Educator award: Dony's Kaye Merrill, technology director, Transylvania County Schools; Kathy Barber, school library media specialist, Graham Barden Elementary, Craven County Schools; Bunnie Brewer, instructional technology facilitator, Jordan-Matthews High, Chatham County Schools; and Cynthia Stallings, technology facilitator, Perquimans Central School, Perquimans County Schools.

Two schools also were recognized with the Impact Model School Award: Cape Hatteras Elementary, Dare County Schools, and Broad Creek Middle, Carteret County Schools. The Impact Model School Award recognizes schools that have both a certified media coordinator and a technology facilitator and where the entire staff is involved in collaboratively planning instructional programs, enriched by high-quality resources, current technologies and effective models of integration.

**8. JAY ROBINSON LEADERSHIP AWARD NOMINATIONS:** The Jay Robinson Leadership Award was established by the Public School Forum Board to recognize outstanding leaders in the public education field. The award may be given to anyone who has displayed innovative, creative, and effective leadership for North Carolina public schools. Nominations must be postmarked by March 1. The recipient will receive a \$5,000 award sponsored by BB&T. The award ceremony will be held June 4 at the Raleigh Crabtree Marriott Hotel. To obtain an application, please contact Claire Ancelet, Public School Forum, 919.781.6833, or by email, [cancelet@ncforum.org](mailto:cancelet@ncforum.org) or you can download a copy at [www.ncforum.org](http://www.ncforum.org).

**9. AMERICAN STARS OF TEACHING AWARDS:** The U.S. Department of Education is currently accepting nominations for its 2007 American Stars of Teaching awards, which recognizes and honors superior teachers with a track record of improving student achievement, using innovative instructional strategies and making a difference in the lives of their students. One teacher from each state will be recognized. The nominations deadline is April 1. For more information, please go to [www.t2tweb.us/AmStar/About.asp](http://www.t2tweb.us/AmStar/About.asp).

**10. 2007 RETIREMENT CONFERENCES FOR EMPLOYEES:** The Retirement Systems Division will conduct retirement conferences for members of the Teachers' and State Employees' Retirement System and the Local Governmental Employees' Retirement System throughout 2007. See attached listing of times and locations.

**11. THE 2007 MELINDA AWARDS FOR YOUNG ADULT LITERATURE:**

Hollywood's big night may be on Feb. 25, but the next day will be a big day for fans of young adult literature. Join the teens from the Eva Perry Public Library Mock Printz Awards Committee and teachers from NCSU's Mock Printz Club to hear book talks, lively discussion and the presentation of special awards for the best of the young adult books published in 2006. This will be a live, interactive webcast on Mon., Feb. 26, from 4:30-6 p.m. Visit [www.NCwiseOwl.org/TeenReadNC](http://www.NCwiseOwl.org/TeenReadNC) for more details. Contact Cris Crissman at [crrisma@dpi.state.nc.us](mailto:crrisma@dpi.state.nc.us) or 919.807.3582 with questions.

**12. LEADERSHIP AND PROFESSIONAL LEARNING COMMUNITIES:** The latest issue of the Professional Development newsletter is now online. Visit [www.ncpublicschools.org/profdev/newsletter/](http://www.ncpublicschools.org/profdev/newsletter/) and click on the appropriate link to read the current issue "Leadership and Professional Learning Communities" or any past issues.

**13. HELP WANTED FOR 2007 GOVERNOR'S SCHOOL:** Instructors and staff for the 2007 session of Governor's School are currently being recruited. The application review process begins March 1 and continues until all positions are filled. To find out more information, visit [www.ncgovschool.org/employment/](http://www.ncgovschool.org/employment/).

**14. ONLINE PROFESSIONAL DEVELOPMENT AVAILABLE TO NC TEACHERS:** The North Carolina 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 and the winter schedule.

## **15. NEWS ARTICLES:**

### **HEALTH CARE AND IMMIGRATION TOP BUSH'S PLANS FOR 2007:**

President Bush's State of the Union speech this week outlined his vision for reforming health care and immigration in 2007 - two top concerns for HR professionals and employers and for the new Democratically controlled Congress. For full article, go to <http://newsmanager.commpartners.com/shrm/issues/2007-01-26/1.html>

### **"GENETICS" NONDISCRIMINATION PLAN COULD EXPOSE EMPLOYERS TO LAWSUITS:**

As an HR professional, you know how important it is to protect the privacy and confidentiality of employees' medical information, including genetics. However, new proposals in Congress could expose employers to lawsuits if they allegedly discriminate in their health care coverage and employment decisions on the basis of genetics. For full article, go to <http://newsmanager.commpartners.com/shrm/issues/2007-01-26/2.html>

### **SHRM MEMBERS OFFER ADVICE ON FMLA:**

If you've ever struggled with questions over how the Family and Medical Leave Act (FMLA) is implemented, now is your chance to speak out to the U.S. Department of Labor (DOL). In response to DOL's Request for Information about challenges employers have encountered in administering parts of the FMLA, SHRM has launched a major member advocacy effort to encourage members to submit their comments to the DOL. For full article, go to <http://newsmanager.commpartners.com/shrm/issues/2007-01-26/3.html>

### **WORKPLACE WEAPONS BILLS POPPING UP IN STATES ACROSS THE COUNTRY:**

Does your organization have a "no weapons" policy? Are some of your employees hunters? Then you could encounter problems if legislation backed by the National Rifle Association (NRA) is enacted in your state. In January 2007, legislative proposals that could severely restrict an employer's ability to ban weapons from its company property, including parking lots, have surfaced in Texas, Indiana and Georgia. For full article, go to <http://newsmanager.commpartners.com/shrm/issues/2007-01-26/4.html>

### **LOCAL EDUCATION FUND HANDBOOK:**

Local education funds are independent, nonprofit organizations at the center of reform efforts to improve public education and reconnect people to the institution of public education. In developing this handbook, PEN drew upon the experience of almost 100 LEFs, many of whom are pioneers and leading innovators in education reform. The handbook begins with a brief introduction to the structure and mission of Public Education Network and then goes on to provide step-by-step information on how to establish and run a local education

fund. It is designed to be a reference for those starting an LEF, as well as an operational tool and checklist for leaders of existing LEFs. Specific information includes: How to start an LEF; Steps to organize a 501c3; Creating a strong board of directors; Sample mission statements; Building partnerships; Budgets; Fundraising tips; and much more. Click below to order your copy today.

[http://transaction.publiceducation.org/LEF\\_Handbook/](http://transaction.publiceducation.org/LEF_Handbook/)

LAKE WOBEGON, U.S.A. -- WHERE ALL THE CHILDREN ARE ABOVE AVERAGE: When her son came home from middle school with a report card showing he'd passed North Carolina's year-end algebra test, Margaret Carnes believed he had the foundation he needed for high school. Then she met with his teacher, who cautioned her not to be too confident. By the state's yardstick, students had to answer correctly fewer than half the questions to pass. In some grades, they can flub two-thirds of the questions and still be marked "proficient." It can be a harsh wake-up call for children and parents alike. Students are told they are where they're supposed to be academically, but a rude awakening awaits them in high school. "It compels one to ask the question, have they been prepared?" said Carnes, now managing director for Charlotte Advocates for Education, a local education fund pushing for higher state standards. It's a problem of long standing in U.S. public education. While international assessments confirm that American students lag behind those in several other countries in science and math, many school districts and states keep telling parents that their children, like those in Lake Wobegon, Garrison Keillor's hometown of fable, are all above average. Differences between state and federal tests are to be expected, writes Pauline Vu at Stateline.org, yet some gaps appear as wide as the Grand Canyon. Mississippi reported that at least 79 percent of its fourth-graders were at grade level in math in 2005, yet on the federal test, only 19 percent were proficient or better.

<http://www.stateline.org/live/details/story?contentId=172668>

BUSH REINTRODUCES SCHOOL VOUCHER PLAN:

President Bush is making another run at giving poor students private school vouchers, but the Democratic-controlled Congress appears ready to block that move. The White House unveiled details of the president's proposals for overhauling the No Child Left Behind law, which is up for renewal this year. The administration's proposal calls for giving vouchers to students in schools that persistently fail to meet progress goals set by the federal law. The administration tried to include such a measure in the No Child Left Behind law when it was first signed into law five years ago. Democrats, then in the minority party, blocked the effort, reports Nancy Zuckerbrod for the Associated Press. Sen. Edward M. Kennedy, D-Mass., who became chairman of the Senate committee overseeing education when Democrats took over Congress this year, said he would work to keep vouchers out of the education law. Rep. George Miller, a California Democrat who chairs the House committee overseeing

education, called the voucher proposal unacceptable. In addition to promoting vouchers, the administration is calling for other changes to the law. One would require states to publish a report card showcasing how students do on state tests compared to a rigorous national test. Such a move could put pressure on states to strengthen their assessments and standards.

[http://www.boston.com/news/education/k\\_12/articles/2007/01/23/bush\\_to\\_push\\_school\\_voucher\\_proposal/](http://www.boston.com/news/education/k_12/articles/2007/01/23/bush_to_push_school_voucher_proposal/)

#### THE 2006 ACHIEVEMENT GAP STUDY:

Northwest Evaluation Association (NWEA) researchers have released a new study on the achievement gap. The achievement gap is the difference between the academic performance of students in poor versus wealthy schools and between minority and non-minority students. The study revealed that for every group at every grade, students from poor schools grew less than students from wealthy schools and minority students exhibited less growth than their non-minority peers. In general, students enrolled in high poverty schools, African-American students and Hispanic students begin school with lower skills, grow less academically during the school year and lose more skill over the summer than their wealthier and European-American peers. In the case of the African-American students in these samples, the concern carries added emphasis. Their rate of change over the two-year projection was the lowest of all groups, suggesting that the achievement gap between student segments remains a significant problem. "This study should be a wake up call for educators, as it reveals real differences in student achievement based on socio-economic status," said Allan Olson, president of NWEA. "The use of growth data provides a clear picture of individual student growth and helps inform educators on specifics areas where students need focused instruction."

<http://www.nwea.org/research/achievementgap.asp>

#### OFFICIALS WEIGH LEASING SCHOOL:

<http://www.fayobserver.com/article?id=252027>

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## HR Administrators Newsletter - February 12, 2007

Colleagues,

Larry Simmons is out of office in a workshop this week and asked that I send the HR Update.

Attached to this Update is information about the work of the Legislature. Larry previously sent the first installment of "Friday from Jones Street" - a weekly legislative update on issues related to public schools and public school employees. He noted that Jones Street is the Raleigh address of the General Assembly where legislators meet to discuss and enact legislation. I hope you find the information of interest.

Thanks for all you do!

### **1. PERSONNEL ADMINISTRATORS OF NC (PANC) SPRING**

**CONFERENCE:** The Spring PANC Conference will be held April 2-4, 2007, at the Hilton Wilmington Riverside, Wilmington, NC. Conference registration information is forth coming. You can make your hotel reservations online at [www.hilton.com/en/hi/groups/personalized/ilmnchf\\_pan/index.jhtml](http://www.hilton.com/en/hi/groups/personalized/ilmnchf_pan/index.jhtml) or by contacting the Hilton toll free at 888.324.8170. The PANC Steering Committee arranged for a block of rooms at \$137.56 per night.

### **2. PANC RECOGNITION OF RETIRING PERSONNEL ADMINISTRATORS:**

The Spring PANC Conference includes recognition of members who retired during the past year. Debbie Durham is coordinating the Retiree recognition. If you know of HR/personnel administrators who have retired or will retire before the PANC meeting, please give her their name(s) and retirement date(s). Debbie Durham's e-mail is: [DDurham@wcps.org](mailto:DDurham@wcps.org).

### **3. TWO HIGH SCHOOL CORE COURSE FRAMEWORK MEETINGS**

**RESCHEDULED:** The State Board of Education and NC Department of Public Instruction are holding eight regional meetings to gather public input on implementing a new high school core course framework. Two of the State Board of Education's Regional Meetings to gather public input on implementing a new high school core course framework have been rescheduled. Each rescheduled meeting will be held from 6:30 - 8:30 p.m. The new dates are:

- March 19 - Roanoke High School, Robersonville, Martin County (Region 1)  
(This meeting was formerly scheduled on March 13, same location.)
- March 29 - Fike High School, Wilson, Wilson County (Region 3)

These eight regional meetings are being held to gather public input on implementing a new high school core course framework. For more complete details about these meetings, please go to [www.ncpublicschools.org](http://www.ncpublicschools.org) and look under "News."

**4. STATE DROPOUT RATE INCREASES IN 2005-06:** North Carolina's dropout rate increased slightly in 2005-06 and is now 5.04 percent, an increase of 6.33 percent according to the Annual Dropout Event Report for School Year 2005-06. The dropout rate in 2004-05 was 4.74 percent. To access the complete report, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**5. 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. Day 1 will examine personnel issues (cost: \$125). Day 2 will 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 2007 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/](http://www.ncpep.org/content.php/programs/sla/).

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

##### **NEW STUDY OF GATES SMALL HIGH SCHOOL IN NYC**

In 2002, New York City initiated an ambitious campaign to transform its public high schools, which, on average, had been graduating only half their students. The lowest performing high schools in the City were replaced with new, smaller schools intended to prepare students for successful postsecondary study or work. But, have smaller high schools worked? A new WestEd study, prepared for the Bill & Melinda Gates Foundation, examines 14 of the new, smaller high schools that graduated their first class in June, 2006. Data indicate that attendance is high, ninth grade promotion rates are high, and a majority of students are graduating. A significant number of those graduates are applying to and being accepted by postsecondary institutions, over half of whom will be the first in their family to attend college. The report, "Rethinking High School: Inaugural Graduations at New York City's New High Schools," provides a snapshot of the promise and impact of these small high schools in the lives of adolescent learners from some of New York's most underserved communities.

[www.wested.org/cs/we/view/rs/830](http://www.wested.org/cs/we/view/rs/830)

## PUBLIC SCHOOL PRINCIPALS REPORT ON THEIR SCHOOL FACILITIES

This new report from the National Center for Education Statistics provides information about principals' satisfaction with various environmental factors in their schools, and the extent to which they perceive those factors as interfering with the ability of the school to deliver instruction. The report also describes the extent of the match between the enrollment and the capacity of the school buildings, approaches for coping with overcrowding, the ways in which schools use portable (temporary) buildings and reasons for using them, and the availability of dedicated rooms or facilities for particular subjects (such as science labs or music rooms) and the extent to which these facilities are perceived to support instruction. Major findings (from latest 2005 data) include: More than half of the principals reported that their school had fewer students than the school's design capacity: 21 percent said their school was underenrolled by more than 25 percent, and 38 percent said their school was underenrolled by between 6 and 25 percent. The remaining schools included those that had enrollments within 5 percent of their capacity (22 percent) and those that were overenrolled (10 percent were overenrolled by between 6 to 25 percent above their capacity, and 8 percent by more than 25 percent of their design capacity). Those schools that principals described as overcrowded used a variety of approaches to deal with the overcrowding: using portable classrooms (78 percent), converting non-classroom space into classrooms (53 percent), increasing class sizes (44 percent), building new permanent buildings or additions to existing buildings (35 percent), using off-site instructional facilities (5 percent), or other approaches (12 percent).

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007007>

## FUND SAYS SCHOOLS MUST PAY MORE ATTENTION INSIDE CLASSROOMS

More attention should be paid to what happens inside Wake County's classrooms, and not only to how or where more classroom space is built, according to an annual independent review of the public's schools from Wake Education Partnership, a local education fund. The annual Quality Matters report has been issued annually since 2001. "Most of our community's attention in 2006 centered on constructing schools and adding seats for new students," said Jay Silver, chair of the Quality Matters Committee and partner with Kilpatrick Stockton. "While these issues are important, they draw public attention away from critical issues related to student performance. The next level of success will not come easily. The challenges on the horizon require time, attention, and even money -- all of which are in limited supply." Despite past successes in Wake County public school performance, significant challenges continue to confront public schools, including enrollment growth, student achievement and school funding. Quality Matters is the result of a year-long study of key issues related to academic performance and funding of the Wake County Public School System. It provides data, research and recommendations for what must be done by the community to ensure that students can learn better, teachers can teach better,

and how school leaders can be more effective in building a system where quality truly continues to matter. The report is a collaborative advocacy effort researched and written by business, civic, and education leaders convened by Wake Education Partnership.

[www.wakeedpartnership.org/publications/quality\\_matters.htm](http://www.wakeedpartnership.org/publications/quality_matters.htm)

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NC DPI School Personnel Support Section  
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## HR Administrators Newsletter - February 19, 2007

Colleagues,

I hope you are making plans to attend the Spring PANC Conference. The PANC Steering Committee has planned another great conference that you don't want to miss. Registration and hotel information are enclosed. If you are retiring or know of someone who has retired and wants to be recognized at the conference, please submit that information to Debbie Durham at [ddurham@wcps.org](mailto:ddurham@wcps.org) or contact her at 919.705.6110. Hope to see you in Wilmington!

Senior HR Administrators will receive a memo from me concerning the Foreign Nationals Data Gathering Initiative. You should view this initiative as an on-going event and build processes around the best ways to monitor and report the data. Only 67 LEAs have reviewed and returned the foreign national data folders. It is imperative that we receive reports from all LEAs, even if you did not employ foreign nationals.

Thanks for all your efforts in responding to our requests...

Have a great day!

**1. SPRING PANC CONFERENCE:** The Spring PANC Conference is fast approaching. The conference will convene April 2-4, 2007, at the Hilton Wilmington Riverside. A block of rooms have been allotted for conferees at a special rate of \$136.67 until March 1, 2007. This includes 12.75% tax and \$7 per day parking fee. Make your reservations now by contacting the Hilton toll free at 888.324.8170.

**2. SPRING PANC ON-LINE REGISTRATION:** On-line registration for the Spring PANC Conference is now available at [www.ncpublicschools.org/panc/spring/](http://www.ncpublicschools.org/panc/spring/).

**3. FY 2007-08 PLANNING ALLOTMENTS:** The FY 2007-08 State Planning Allotments were distributed at the NCASBO conference. The reports were also net-viewed and are available for printing. Since we have a lot of new personnel in the School Allotment Section, a list of primary responsibilities is attached to this email. If you have questions concerning your planning allotment, please free to call the Analyst listed on the attachment.

#### **4. EIGHT PRINCIPALS HONORED AS REGIONAL WACHOVIA PRINCIPALS OF THE YEAR; PRINCIPALS TO COMPETE FOR STATEWIDE HONOR:**

Eight principals were recently selected to represent their regions as regional Wachovia Principals of the Year and will now compete for the title of 2007 Wachovia Principal of the Year. The winner will succeed the 2006 Wachovia Principal of the Year, Marian Yates, retired principal of South Mecklenburg High School, Charlotte/Mecklenburg Schools. To find out who is in the running, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**5. MIDDLE SCHOOLS RECOGNIZED AS "SCHOOLS TO WATCH":** Nine North Carolina middle schools - the most ever in one year - were recently recognized as "Schools to Watch," a national recognition program developed by the National Forum to Accelerate Middle Grades Reform. State middle schools receiving this honor were: Broad Creek Middle (Carteret County Schools), Carrington Middle and Shepard Middle (Durham Public Schools), Flat Rock Middle (Henderson County Schools), Jefferson Middle and Southeast Middle (Winston-Salem/Forsyth County Schools), Kernodle Middle (Guilford County Schools), Pine Forest Middle (Cumberland County Schools), and Spring Hill Middle (Scotland County Schools).

To read more, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

**6. THE HRMS TEAM IS HITTING THE ROAD!:** Many of you have expressed an interest in having the HRMS team conduct regional training at various sites across the state. Your request is being fulfilled. The regional training dates/sites have been scheduled and the registration page is available. A list of locations, the class agenda, and the registration form is located at [http://training.dpi.state.nc.us/Regional\\_Training\\_HRMS.asp](http://training.dpi.state.nc.us/Regional_Training_HRMS.asp). Reservations will be accepted on a first-come-first-served basis and space at each venue is limited; so register early to reserve your seat. Cost of training - FREE.

## **7. HRMS STEERING COMMITTEE APPROVED IP SLA AGREEMENT**

**BETWEEN DPI AND THE LEAs:** Find attached the HRMS Steering Committee approved IP SLA agreement between DPI and the LEAs. The IP SLA document, attached to this email, describes the responsibilities between the Local Education Agencies (LEAs) and the Department of Public Instruction (DPI) in providing IP services for the HRMS Web System.

If your LEA has not been fully utilizing HRMS and you feel you may need DPI to reconvert your data, please contact Ronda Jones at 919.807.3203 or [rjones@dpi.state.nc.us](mailto:rjones@dpi.state.nc.us). All re-conversion requests must be received no later than Friday, March 2, 2007.

**8. MEDICAID IN EDUCATION INFORMATION AVAILABLE:** The Medicaid program was established by the U.S. Congress in 1965 to fund health and long term care services for millions of children and adults in low income working families. It also provides services to individuals with disabilities. The Medicaid in Education page provides information for public schools that receive Medicaid reimbursement for some health related services specified in a student's IEP. To learn more, visit [www.ncpublicschools.org/ec/medicaid/](http://www.ncpublicschools.org/ec/medicaid/).

**9. ALTERNATIVE LEARNING PROGRAM AWARDS:** NCDPI recognizes schools and programs that excel in exemplifying the "Seven Standards of Effective Alternative Learning Programs/Schools: and demonstrate positive results in student academic growth and behavior. To view the process and criteria used to select winners and to view award recipients, visit [www.ncpublicschools.org/schoolimprovement/alternative/learning/](http://www.ncpublicschools.org/schoolimprovement/alternative/learning/) and select "Promising ALP Award" to download the PowerPoint document.

**10. 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/).

Narrative Writing Features Guiding Questions for Conferencing (REVISED): This one page document features questions-at-a-glance for assisting grades 3-5 teachers when conducting writing conferences. The questions are organized according to the five features of writing and provide insight for instructional planning. CM171, 2006, \$5.50 (30 fliers per package)

Grades 3-8 Reading Comprehension EOG Test Flier (REVISED): This one page resource defines the categories of questions on which the end-of-grade test is based and provides sample questions for each. CM165, 2006, \$5.50 (30 fliers per package)

## 10. NEWS ARTICLES:

### NCLB COMMISSION REPORT:

The Commission on No Child Left Behind released its final recommendations for the reauthorization of the No Child Left Behind Act (NCLB). The 75 recommendations in the report focus on making sure teachers and principals are effective, improving accountability measures, effective school improvement and student options, rigorous standards, and strengthening high schools. The commission's charge was to identify the successes of NCLB as well as its challenges and problems and to develop solutions that will improve the law's impact on raising student achievement and closing these achievement gaps. These recommendations were produced through a bipartisan independent process that included 12 public hearings and roundtables around the country and over 10,000 emails, submissions of written testimony, meetings and letters from those with thoughts on how to improve the law. Most of the commission's recommendations can be grouped into five broad categories: (1) Ensuring Teachers and Principals are Effective at Improving Student Achievement; (2) Accelerating Progress through Accurate and Fair Accountability Measures; (3) Effective School Improvement and Quality Student Options; (4) Rigorous Standards Tied to College and Workplace Readiness; and (5) Strengthening and Reforming High Schools.

[www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB\\_Book.pdf](http://www.aspeninstitute.org/atf/cf/%7BDEB6F227-659B-4EC8-8F84-8DF23CA704F5%7D/NCLB_Book.pdf)

### WHAT MAKES A TEACHER EFFECTIVE?

When Congress reauthorizes President Bush's No Child Left Behind education law in the next year or two, lawmakers almost certainly will add provisions that allow administrators to tie many teachers' jobs to student achievement. Among recommendations issued by the Commission on No Child Left Behind, a blue-ribbon panel assembled by the Aspen Institute, a non-partisan think tank, is a call to assess teachers "by their effectiveness in raising student achievement" rather than just their qualifications. It also proposes using evaluations by principals and fellow teachers, reports Greg Toppo in USA TODAY. Under the proposal, student achievement would count for no less than half of a teacher's score. Other experts have proposed similar ideas to replace the law's teacher ratings, widely criticized as weak. The current ratings take into account only teachers' credentials: their college major or professional training and subject matter knowledge, asking, for instance, if a French teacher knows French. And even when teachers don't meet such standards, states can call them qualified anyway if teachers have taught for long enough and consistently get satisfactory evaluations. So what makes a teacher effective? And should teachers' jobs -- their careers, really -- be pinned on a couple of pages' worth of bubble answer sheets their students fill in each spring? But experts say if tying effectiveness to test scores is broadly applied to schools nationwide, it risks unfairly putting down or dismissing thousands of good teachers.

[www.usatoday.com/news/education/2007-02-13-effective-teachers\\_x.htm#](http://www.usatoday.com/news/education/2007-02-13-effective-teachers_x.htm#)

#### STUDENT ART FEATURED IN ANNUAL LOCAL EDUCATION FUND SHOWCASE:

A panel of judges selected winners this week in the 14th annual Gifts of Gold art show. Ninety Wake County (N.C.) students from 70 schools showcased their artistic abilities in the competition, which serves as the visual arts component of Pieces of Gold, the annual performing arts extravaganza produced by Wake Education Partnership, a local education fund, and the Wake County Public School System. Wake County art teachers were each encouraged to submit one piece of 2-D or 3-D student art to be honored in the showcase, which will be featured in a public exhibit. Images of the winning artwork and a complete list of student participants can be found at:

[www.wakeedpartnership.org/events/piecesofgold/gifts\\_of\\_gold.htm](http://www.wakeedpartnership.org/events/piecesofgold/gifts_of_gold.htm)

#### TEACH FOR AMERICA SETTING SIGHTS ON PRE-K:

Founded in 1990 by then-college student Wendy Kopp, the Teach for America has prepared 17,000 teachers through a program that includes an intensive summer training course and four weeks of student teaching. Teach For America occasionally has had its recruits assigned to pre-kindergarten in the past, reports Linda Jacobson in Education Week. But last summer was the first time the organization specifically trained recruits to work in public pre-K classrooms. That move reflects both a growing demand for early-childhood teachers and a demand from TFA corps members themselves, according to Catherine Brown, the director of Teach For America's early-childhood initiative. Over the years, she said, participants assigned to higher grades have often said of their students, "If only I could have gotten to them younger."

[www.edweek.org/ew/articles/2007/02/09/23tfa.h26.html](http://www.edweek.org/ew/articles/2007/02/09/23tfa.h26.html)

#### NEW LEADERS FOR NEW SCHOOLS APPLICATION DEADLINE APPROACHING:

New Leaders for New Schools promotes high academic achievement for every child by attracting, preparing and supporting the next generation of outstanding leaders for our nation's urban public schools. This year we are seeking over 130 highly motivated individuals nationwide and the final application deadline is rapidly approaching! If you are interested in becoming an urban public school principal, we encourage you to apply. The application deadline for Baltimore, California's Bay Area, Chicago, Memphis, Milwaukee, New York City, and Washington, DC is March 1, 2007. In addition, New Leaders is thrilled to announce New Orleans and Prince George's County, Maryland as their newest program sites. The application deadline for these two sites ONLY is March 20, 2007. If you are interested in this exciting opportunity, please contact Margot Lowenstein at [mloenstein@nlins.org](mailto:mloenstein@nlins.org), call 646.792.1054, or visit: [www.nlins.org](http://www.nlins.org).

## **GRANT INFORMATION:**

### "Grants to Public Schools to Purchase Books & Reading Materials"

The NEA Foundation is offering the D.E.A.R. Bookshelf Awards, which grants funds to public schools for the purchase of books and reading materials that will entice students to Drop Everything And Read! Maximum Award: \$500. Eligibility: practicing pre-K thru 12 teachers, school librarians, or education support professionals in U.S. public schools. Deadline: March 12, 2007.

[www.neafoundation.org/programs/DEAR%200607.htm](http://www.neafoundation.org/programs/DEAR%200607.htm)

### "Grants to Improve Teen Driver Safety"

State Farm and the National Youth Leadership Council are sponsoring Project Ignition, which funds programs that give high school students and their teachers the chance to work together to address the issue of teen driver safety. Maximum Award: \$10,000. Eligibility: students grades 9-12. Deadline: April 15, 2007.

[www.sfprojectignition.com/00home/](http://www.sfprojectignition.com/00home/)

### "Grants to Improve Technology Resources"

AT&T Exceleator Grants helps nonprofit organizations better serve their communities by improving technology resources, including hardware, software and networking tools. These grants also fund resources, such as Internet access and computer training, to assist organizations with various programs aimed to increase educational learning and job skills development. Maximum Award: \$50,000. Eligibility: nonprofit organizations located in Alabama, Arkansas, California, Connecticut, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Michigan, Mississippi, Missouri, Nevada, North Carolina, Ohio, Oklahoma, South Carolina, Texas, Tennessee and Wisconsin. Deadline: May 4, 2007.

[www.att.com/gen/corporate-citizenship?pid=7745](http://www.att.com/gen/corporate-citizenship?pid=7745)

### "Community Improvement Grants from Hamburger Helper"

Hamburger Helper is looking to lend a helping hand to neighborhoods nationwide with its "My Hometown Helper" grant program. Individuals from communities and organizations across America can submit a written essay of 250 words or less describing how the "My Hometown Helper" grant would help improve their community project. Maximum Award: \$15,000. Eligibility: Requests for funding must be sponsored by a municipal or civic organization or public school. Deadline: May 31, 2007.

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

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

## HR Administrators Newsletter - March 12, 2007

Colleagues,

The Foreign National data gathering process tops my list of concerns. The response to our January 31, 2007 reporting deadline gives me cause for concern. This reporting is not an option. It is imperative that you complete and submit the report immediately to Joan Crump at [jcrump@dpi.state.nc.us](mailto:jcrump@dpi.state.nc.us). You are required to submit the report even if you do not employ foreign nationals. The monitoring and reporting on foreign nationals is a continuous requirement and requires that you establish a local process for tracking this information. In order to gain an understanding of the global dynamics of this initiative, the Office of the State Controller will host a Statewide Foreign Nationals Immigration and Tax Compliance Symposium on March 21, 2007, at the McKimmon Center, on the NC State University campus in Raleigh. This eight-hour seminar will provide an update of current immigration and tax compliance issues affecting a foreign national that is employed and/or paid (compensated) by a state governmental agency (to include public and charter schools). This seminar is ideal for the person(s) who will be responsible for administering the process for monitoring and reporting on foreign nationals. Other HR and Finance administrators may attend, but I strongly recommend that the person(s) responsible for administering the local monitoring and reporting process of foreign nationals have first priority.

The on-line registration is currently closed. However, I've arranged with OSC to allow you an opportunity to still register. Registration can be made by contacting Owen Auman via at [owen.auman@ncosc.net](mailto:owen.auman@ncosc.net), no later than March 14, 2007. In your email, provide your name, contact number and email address. He will contact you with additional instructions for registering.

The registration fee for the seminar is \$54 per attendee, which includes all course materials, continental breakfast, break service, and lunch. Due to classroom size, the course is limited to 300 participants. I encourage you to register immediately. Specific topics to be covered in the seminar include: What You Need to Know About Immigration, Employment/Immigration and the Basic Pilot Program in NC, Understanding Payments Made to Foreign Nationals and Identifying the Payee and Income Tax Treaties. A brochure on the symposium can be obtained at [www.ncosc.net/news/032107\\_seminar/032107\\_brochure.pdf](http://www.ncosc.net/news/032107_seminar/032107_brochure.pdf). Directions to the McKimmon Center are at [www.mckimmon.ncsu.edu/mckimmon/directions.html](http://www.mckimmon.ncsu.edu/mckimmon/directions.html).

The Basic Pilot Program went into effect for public schools March 1, 2007. The SSN of all new employees must be entered into the program. Remember, this is not to be used as an employment prescreening tool.

Lastly, there are still a few LEAs that have not submitted the Teacher Assistant Survey. Please submit to Jackson Miller at [jmiller@dpi.state.nc.us](mailto:jmiller@dpi.state.nc.us).

Don't forget to submit the Foreign National data reports!

Thanks

**1. STATEWIDE FOREIGN NATIONAL IMMIGRATION AND TAX**

**COMPLIANCE SYMPOSIUM:** It is a must that an HR and/or Finance representative attend this event. The symposium convenes on March 21, 2007, at the McKimmon Center, 1101 Gorman St., Raleigh, NC.

**2. SPRING PANC CONFERENCE:** The Spring PANC Conference convenes April 2-4, 2007, at the Hilton Wilmington Riverside. The on-line registration will end Friday, March 16, 2007. The on-site registration fee is \$200. Register now to take advantage of the \$175 early registration. We'll see you in Wilmington!

**3. 2007-2008 SCHOOL CALENDAR REMINDERS:** Current calendar provisions require that, "Each local board of education shall adopt a school calendar consisting of 215 days." The state employee's Christmas holiday for 2007 is a three-day holiday; therefore, you will need to schedule one less teacher workday (14 rather than 15). Additionally, Veteran's Day will be observed on Monday, November 12, 2007.  
[www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter\\_115C/GS\\_115C-84.2.html](http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-84.2.html)

**4. TENURE/CAREER STATUS REMINDER:** Just another reminder of key dates and milestones in the career teacher process. NC General Statute 115C-325 requires that career decisions be made and the employee notified in writing on or before June 15. Also, local boards of education must be notified of the names of those eligible for career status at least 30 days prior to voting (115C-325(c)(2a)).

**5. ADMINISTRATOR CONTRACTS:** Administrators whose contracts will end as of June 30 must be notified on non-renewal of the contract by May 1. This notification must be in writing. (115C-287.1(d)).

**6. PERFORMANCE EVALUATIONS:** G.S. 115C-333 requires four (4) observations and a summative evaluation for teachers without 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 initiated promptly. If 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.

**7. SEVERE WEATHER AWARENESS WEEK; TORNADO DRILL**

**SCHEDULED:** North Carolina's Severe Weather Awareness Week is March 11-17 to remind citizens of the potential for damaging weather and provide information on how best to protect themselves. To coincide with this week, an annual statewide tornado drill has been scheduled for Wednesday, March 14. The National Weather Service will activate the Emergency Alert System at 9:15 a.m. in coordination with a required monthly test that will tell listeners to begin the tornado drill. Public schools are encouraged to participate. The drill will conclude when participants complete their drill activities. If your school cannot take part in the drill, you are encouraged to conduct your own drill in late March or early April.

**8. FINANCIAL AND BUSINESS SERVICES SUMMER CONFERENCE:**

Mark your calendars for the 2007 Annual Financial and Business Services Summer Conference. The conference will be held on July 25 -27, 2007 at the Sheraton Imperial Hotel and Convention Center, Research Triangle Park, NC. Additional information about the conference will be forthcoming from Paul LeSeiur and Doris McCain.

**9. STATE BOARD OF EDUCATION'S BIENNIAL REPORT AVAILABLE**

**ONLINE:** The 2004-06 State Board of Education's Biennial Report, "Future-Ready Schools: Preparing Students for the 21st Century," is available for download. Visit [www.ncpublicschools.org/state\\_board/AboutSBE.html](http://www.ncpublicschools.org/state_board/AboutSBE.html) and click on the appropriate link under "Annual Reports" to learn more.

**10. NEW RESEARCH AND EVALUATION SITE AVAILABLE:** The Research and Evaluation Web site provides timely and accurate information needed by state decision makers (State Board of Education, Department of Public Instruction, local education agencies and other state agencies) to maintain and improve North Carolina schools. Staff also is directly responsible for conducting annual dropout and discipline data collections and for producing these annual reports. To learn more, visit the new Research and Evaluation site at [www.ncpublicschools.org/research/](http://www.ncpublicschools.org/research/) today!

**11. NEW DROPOUT AND PREVENTION SITE LAUNCHED:** In 2005, the NC General Assembly passed into law an act directing the State Board of Education to identify research-based methods to reduce the dropout rate and the number of suspended students, especially in high-poverty schools with diverse student populations. The new Dropout and Prevention Web site contains information on best practices, professional development and resources related to this effort. Visit [www.ncpublicschools.org/dropout/](http://www.ncpublicschools.org/dropout/) today!

**12. ALTERNATIVE LEARNING PROGRAMS SITE MOVES TO NEW HOME:** Alternative Learning Programs and Schools (ALPS) are safe orderly, caring and inviting learning environments that assist students with overcoming challenges that may place them "at-risk" of academic failure and disruptive behavior. ALPS are designed to help these students learn, graduate and become productive members of their community. Recently, the ALPS site was updated to include updated navigation and content. Be sure to update your bookmarks to the new location: [www.ncpublicschools.org/alp/](http://www.ncpublicschools.org/alp/).

**13. HEALTHY SCHOOL CONFERENCE PLANNED:** The annual North Carolina Healthy Schools Institute will be held in Hickory June 26 - 29. This year's Institute will offer a variety of sessions presented by recognized leaders in many areas, including staff/personal wellness, safe schools, physical education/activity, health education, nutrition, tobacco, abstinence education, HIV/AIDS, and all eight components of Coordinated School Health. Visit [www.nchealthyschools.org/conferences/](http://www.nchealthyschools.org/conferences/) for details and registration information.

**14. 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/).

IMPACT for Administrators: Guidelines for North Carolina Media and Technology Programs (New) - IMPACT for Administrators is a tool designed to help principals and other administrators plan and build effective, comprehensive teaching and learning environments for the 21st century. Aligned with IMPACT: Guidelines for North Carolina Media and Technology Programs, the document reflects the research on which the recommended guidelines for the implementation of effective programs by school library media coordinators and technology facilitators is based. It also includes a step-by-step implementation plan and recommendations for personnel, budgets, policies, resources, and facilities for media and technology programs that support a resource-rich, technology-rich learning environment.

EM158, 2006, \$6.25

## 15. NEWS ARTICLES:

### PLAYING SCHOOL IN KATRINA'S WAKE:

In the 18 months since Hurricane Katrina, the infrastructure of the New Orleans public schools has been systematically dismantled and a new tangle of independently operated educational experiments has been erected in its place. This new structure has taken away community control and community ownership of all but a handful of schools. Instead, independent charter management organizations -- virtually all from outside the state -- are now running 60 percent of New Orleans schools. There are no more neighborhood boundaries. In a market-based model, parents are considered "customers." And they're supposed to "choose" where to send their kids to school. But since every one of the charter schools was filled to capacity last spring, hundreds of parents have no choice at all for their kids. Families now returning to New Orleans are bringing 15 to 75 kids per day. Hundreds of kids with disabilities (who are often turned away from charter schools) are being placed in the under-resourced and over-burdened state-run Recovery School District. It's their only choice. This Balkanized school system is not closing a gap. It's opening a chasm, writes Leigh Dingerson for the Institute for America's Future. The Bush Administration was instrumental in creating this new chasm between the "haves" and the "have nots" in New Orleans. Rather than create the world-class public schools that all New Orleans kids have deserved for so long, Dingerson says the Bush Administration invested in an ideological experiment to make a pro-privatization, anti-public education statement.

[www.tompaine.com/articles/2007/03/05/playing\\_school\\_in\\_katrinass\\_wake.php](http://www.tompaine.com/articles/2007/03/05/playing_school_in_katrinass_wake.php)

### THE PRIMACY OF SUPERINTENDENT LEADERSHIP:

In the cover article for the March 2007 issue of *School Administrator*, Tim Waters and Robert Marzano of McREL report on the strong connection between superintendent leadership and student achievement they found in their research. They base their conclusions on a meta-analytic study of 27 research reports which comprise 4,434 ratings of superintendent leadership and achievement scores of 3.4 million students. In addition to finding a statistically significant relationship (a positive correlation of .24) between district leadership and student achievement, Marzano and Waters identify five district-level leadership responsibilities that are significantly correlated with student academic achievement. All five of these responsibilities relate to setting and keeping districts focused on teaching and learning goals. They note that while effective superintendents communicate to all stakeholders that these goals are "non-negotiable," they also grant principals some latitude in how to achieve them - a practice they call "defined autonomy." Effective superintendents, they write, provide "autonomy to principals to lead their schools, but expect alignment on district goals and use of resources for professional development." Finally, they

report that superintendent tenure is positively correlated with student achievement - and that this correlation manifests itself as early as two years into a superintendents' tenure. Yet in many large, urban districts, the average tenure for superintendents often remains less than two years.

[www.aasa.org/publications/saarticledetail.cfm?ItemNumber=8435&snItemNumber=&tnItemNumber=](http://www.aasa.org/publications/saarticledetail.cfm?ItemNumber=8435&snItemNumber=&tnItemNumber=)

## **16. GRANT INFORMATION:**

Professional Development Travel Program to Galapagos Islands:  
Toyota's Institute of International Education is offering a professional development program for teachers to travel to the Galapagos Islands. Maximum Award: fully-funded, ten-day trip to the Galapagos. Eligibility: teachers grades 7-12. Deadline: April 23, 2007.

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

Parent Group of the Year Contest:  
PTO Today's Parent Group of the Year Contest is an excellent opportunity to showcase your hard work while giving your school the chance to win cash and prizes. Maximum Award: \$8,000. Eligibility: all parent groups -- PTO, PTA, HSA, PTC, etc.; public and private schools; rural, suburban, and urban schools. Deadline: May 31, 2007.

[www.ptotoday.com/pgy/](http://www.ptotoday.com/pgy/)

Larry M. Simmons, Section Chief  
NC DPI School Personnel Support  
Division of School Business  
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## HR Administrators Newsletter March 26, 2007

Colleagues,

We look forward to seeing you next week in Wilmington as the Spring PANC Conference gets underway. Anticipate an outstanding conference designed with your needs in mind.

Thanks to those of you who were able to attend the Foreign National Symposium last week. We'll attempt to summarize the information you received and how it applies to your employment processes.

Senior HR Administrators and Finance Officers will receive a letter shortly, addressing June retirements. Employees contemplating June 1 retirements must be informed that he/she cannot be paid or compensated for any expected work in June 2007, and that all terminal payouts (annual leave, supplements, etc.) are to be made prior to May 31, 2007.

Have a great week!!

- 1. SPRING PANC CONFERENCE:** April 2-4, 2007, at the Hilton Wilmington Riverside, Wilmington, NC. Looking forward to seeing you!
- 2. REMINDER REGARDING JUNE RETIREMENTS:** Retirements are effective on the 1st of the month; therefore, those retiring June 1st cannot work or use paid leave after May 31st. Employees who received a pre-payment for work not yet performed will need to resolve the prepayment before they retire. This is especially relevant for those who were prepaid in August. Using paid leave in June or working the prepaid days in June will delay the retirement until July. A letter containing additional information on this topic will be sent to Senior HR Administrators and Finance Officers. You can call or e-mail Joan, Joe or me if you have questions.
- 3. MARCH STATE BOARD HIGHLIGHTS ONLINE:** At this month's Board meeting, members met under their new committee structure to address various action and discussion items. At their full Board meeting held Thursday morning, members approved individual class size exceptions waivers, recommendations for final approval of 2006 charter school applications, and a Praxis II option for birth-kindergarten teachers to be designated Highly Qualified. Board members also received the state's first four-year cohort graduation rate and a report addressing critical issues to watch as Congress begins reauthorization of No Child Left Behind. Complete Board highlights are available online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights) by clicking on the appropriate link.

#### **4. NORTH CAROLINA RANKS AMONG TOP TWO STATES FOR PRE-K**

**PROGRAMS:** Gov. Mike Easley last week announced that the state's More at Four pre-kindergarten program was one of only two in the nation (Alabama had the other) to meet all 10 quality standards developed by the National Institute for Early Education Research (NIEER). NIEER ranked states' preschool programs on early learning standards, teacher degrees, teacher specialized training, assistant teacher degrees, continuing professional development requirements, maximum class size, staff-child ratios, screening, referral and support services, meals and monitoring procedures. The rankings were published in "The State of Preschool 2006: State Preschool Yearbook" released by NIEER, a research institute based at Rutgers University.

**5. 2007 BUDGET HIGHLIGHTS:** The "2007 Highlights of the NC Public School Budget" presents charts and tables which describe how state and federal funds are distributed to public schools. It also reviews the growth in average daily membership (ADM), the ABCs' Financial Flexibility, and the effect of Charter Schools. Visit [www.ncpublicschools.org/fbs/resources/data/](http://www.ncpublicschools.org/fbs/resources/data/) and click on the appropriate link to learn more.

#### **6. ELEMENTARY EDUCATORS' ASSOCIATION ANNOUNCES CALL FOR**

**PROPOSALS:** The North Carolina Association of Elementary Educators has announced a Call for Proposals for its Fourth Annual Elementary School Conference, "Leading the Way: Preparing Lifelong Learners." The conference will be held Oct. 8-9 at the Sheraton Imperial Hotel and Conference Center, Research Triangle Park. Call for Proposals can be accessed online at [www.ncelementary.org](http://www.ncelementary.org). For more information, please contact Michelle Palmer Weaver via email at [conferencechair@ncelementary.org](mailto:conferencechair@ncelementary.org).

#### **7. INSTRUCTIONS FOR CLAIMING EDUCATOR EXPENSE DEDUCTION:**

The Educator Expense Deduction reinstated by Congress is not included in this year's Internal Revenue Service (IRS) printed tax forms. This means that to claim the \$250 deduction for out-of-pocket classroom expenses, educators will need to follow special instructions issued by the IRS - or to file their tax returns electronically, which the IRS recommends. The IRS has drawn up special instructions for claiming this credit, which are available online at [www.irs.gov/newsroom/article/0,,id=165640.00.html](http://www.irs.gov/newsroom/article/0,,id=165640.00.html).

**8. THE "POWER OF K" DAY:** As a result of a Zoomerang Survey of North Carolina teachers and administrators in November 2006, the NCDPI's Primary Team is partnering with the NC Association for the Education of Young Children to present "The Power of K" Day during its upcoming annual conference in Greensboro in September. The survey results found that the majority of responding educators were

interested in attending a special Saturday Kindergarten track at this conference. The regular conference will begin on Friday, Sept. 14, and end with the "Power of K" Day on Saturday, Sept. 15. Other great kindergarten sessions will be offered during the regular session as well. For more information, please contact Eva Phillips, Primary Education K-2, NCDPI, 919.807.3850, or by email [ephillip@dpi.state.nc.us](mailto:ephillip@dpi.state.nc.us).

**9. FOCUS GROUPS SCHEDULED ON PROPOSED STANDARDS FOR NORTH CAROLINA TEACHERS:** The North Carolina Professional Teaching Standards Commission invites educators to attend focus group meetings being held around the state to provide input into "Standards for North Carolina Teachers." The proposed Standards are aligned with the 2006 mission and goals of the NC State Board of Education and focus on 21st century skills and knowledge. What students need to know and be able to do is changing. How does this affect what teachers need to know and be able to do? Join members of the Commission as they discuss this topic. For session locations, please go online to [www.ncptsc.org](http://www.ncptsc.org). If you cannot attend any of the sessions, the standards are available online at the above Web address and comments can be submitted via email to Carolyn McKinney, Executive Director of the NC Professional Teaching Standards Commission, at [cmckinney@dpi.state.nc.us](mailto:cmckinney@dpi.state.nc.us). All comments need to be received by April 24.

**10. NBPTS ASSESSMENT CENTER TUTORIAL:** National Board candidates should be aware of the "new and improved" Assessment Center Tutorial now available on the NBPTS Web site at [www.nbpts.org/for\\_candidates/assessment/prepare\\_for\\_your\\_appoint](http://www.nbpts.org/for_candidates/assessment/prepare_for_your_appoint) by clicking on the appropriate link. The tutorial helps prepare candidates for the assessment center testing experience by helping them become familiar with the testing software's "look and feel" and key features.

**11. NOMINATIONS BEING ACCEPTED FOR POWER OF ONE AWARDS:** North Carolina citizens can nominate a volunteer, organization or corporation that has demonstrated contributions of time and/or resources to educational efforts in North Carolina to receive The H. Glenn Williams Power of One Awards. The Awards, which are sponsored by Progress Energy, will be presented at the 5th Annual NC Education Ball scheduled for June 16 at the Progress Energy Center for Performing Arts, Raleigh. In addition to receiving a unique memento for being selected, a \$1,000 contribution will be made in the recipient's name to the charity of their choice. Nominations must be received by April 6. For a nomination form or additional information, please go online to [www.ncedbball.org/power\\_of\\_one.pdf](http://www.ncedbball.org/power_of_one.pdf) or contact Kristin Hicks at 919.846.3589.

**12. TEXTBOOK INFORMATION UPDATED:** The listing for state-adopted Arts Education 9-12 textbooks has recently been updated. Additionally, the "Complete School Price List" was revised to reflect current pricing. Visit [www.ncpublicschools.org/textbook/adopted/](http://www.ncpublicschools.org/textbook/adopted/) and click on the appropriate links to access this information.

**13. HIGH SCHOOL STANDARDS AND INNOVATION MEETING PLANNED:** An invitational meeting on high school standards and innovation is scheduled for April 19-20 at Carolina Beach. This two-day work session will reinforce the link among efforts to adopt higher standards and advance secondary school reform. For details visit [www.ncpublicschools.org/highschoolinnovation/](http://www.ncpublicschools.org/highschoolinnovation/).

**14. LEARN ABOUT NC HEALTHY SCHOOL PROFESSIONAL DEVELOPMENT OPPORTUNITIES:** Want to learn more about the Family Life Institute in June? Need to find a professional development opportunity for the coming school year? Information about the Institute and the updated Professional Development Brochure for 2007-08 is now available. Visit [www.nchealthyschools.org/](http://www.nchealthyschools.org/) and click on the appropriate link in the orange box to learn more.

**15. BEHAVIORAL SUPPORT RESOURCES ADDED:** Forms and details pertaining to PRC 29 Funding for fiscal year 2007-08 are now online. Visit [www.ncpublicschools.org/ec/behavioral/funding/](http://www.ncpublicschools.org/ec/behavioral/funding/) and click on the appropriate link for details.

**16. BYRD SCHOLARSHIP RECIPIENTS FOR 2007-08 ANNOUNCED:** The Robert C. Byrd Honors Scholarship Program is a federally-funded program established to promote student excellence and academic achievement. Approximately 200 scholarships of \$1500 each are awarded annually based on academic merit and promise of continued academic excellence. Recipients for 2007-08 are listed on the web. Visit [www.ncpublicschools.org/recruitment/initiatives/scholarships/](http://www.ncpublicschools.org/recruitment/initiatives/scholarships/) and click on the appropriate link to learn more.

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

## HR Administrators Newsletter April 16, 2007

Colleagues,

The Spring PANC in Wilmington was one of the best. Just to mention a few of the outstanding sessions, Larry Bell gave the keynote address on successful approaches to teaching and empowering diverse students; Katherine Joyce with NCASA provided the legislative update; Barbara Armstrong, PANC President shared the history of the organization as it approaches its 35<sup>th</sup> anniversary; and Ann McColl provided legal information on PANC's organization and identified organizational options. The dates for future meetings are provided for your planning.

- Fall 2007 PANC is October 1-3, 2007 at the Renaissance in Asheville
- Spring 2008 PANC is April 7-9 2008 at the Wilmington Hilton
- Fall 2008 PANC is October 5-8, 2008 at the Crown Plaza Asheville

### **1. 2007 FINANCIAL AND BUSINESS SERVICES (and HR) SUMMER**

**CONFERENCE:** Mark your calendars for the 2007 Annual Financial and Business Services Summer Conference. The conference will be held on July 25 - 27, 2007 at the Sheraton Imperial Hotel and Convention Center, Research Triangle Park, NC. Additional information about the conference will be forthcoming from Paul LeSieur and Doris McCain.

**2. STATE BOARD OF EDUCATION MEETINGS:** At its April meeting, Board members approved an extension for educational interpreters and transliterators to meet employment requirements. The Board discussed a new AYP threshold for 4-year cohort graduation rates and received an update on the regional meetings on the Future-Ready High School Core Curriculum Framework and the Annual Study of Suspensions and Expulsions for 2005-06 (available online at [www.ncpublicschools.org/research/discipline/reports](http://www.ncpublicschools.org/research/discipline/reports)). Board Highlights are posted online at [www.ncpublicschools.org/sbehighlights](http://www.ncpublicschools.org/sbehighlights). The State Board of Education's next meeting is May 2-3, 2007 in Raleigh.

**3. STATE BOARD OF EDUCATION DISCUSSES HOUSE BILL 359:** The State Board of Education signaled its support today for HB 359, Restore Flexibility to the School Calendar. The following statement was issued by State Board of Education Chairman Howard Lee, representing Board members' desire to see local school boards have more opportunities to make decisions about their own schools' calendars and schedules.

The bill provides a reasonable mechanism to ensure that local school district calendars align with community college and university schedules,

with Advanced Placement and International Baccalaureate examination schedules and with the needs of block schedules at the high school level. We believe that it is important for public school calendars to serve the educational needs of students in our state. These needs may vary from school district to school district depending on programs in place and on local partnerships with higher education. HB 359 allows the State Board of Education to evaluate these needs and grant appropriate waivers as necessary to meet educational needs in North Carolina.

**4. PUBLIC EMPLOYMENT LAW UPDATE:** The Public Employment Law Update Friday, May 11, 2007 9:00 AM - 3:30 PM is open to employees of North Carolina state and local governments and affiliated organizations who have responsibilities for human resource functions, and to attorneys in private practice who represent public sector clients in employment matters. This program assumes that participants have a good working knowledge of the principles of public employment law. It is not an introduction to public employment law. The School of Government faculty member in charge of this program is Diane Juffras. The program will be held live at the William and Ida Friday Center for Continuing Education in Chapel Hill. It will be teleconferenced to the following locations:

- University of North Carolina at Wilmington
- Pitt Community College, Greenville
- Western Carolina University, Cullowhee
- Broyhill Inn and Conference Center, Boone

The conference agenda and registration are located online at <http://nchr.unc.edu/pelu.html>.

**5. RETIREMENT PLANNING CONFERENCES 2007:** The Retirement Systems Division will conduct retirement conferences for members of the Teachers' and State Employees' Retirement System and the Local Governmental Employees' Retirement System throughout 2007. They are partnered with the NC 401(k) Plan and the NC Public Employee Deferred Compensation (457) Plan. These conferences provide an orientation for newer members, pre-retirement planning information for members closer to that golden moment and education for personnel officers and other persons who handle retirement matters. Registration is not required. Some locations may charge a parking fee. Sessions for the Teachers' and State Employees' Retirement System will be held at 9:30 am. See [www.treasurer.state.nc.us/NR/rdonlyres/5594DA0A-934E-4294-83C8-49C97BA46942/0/RetirementPlanningconferencesupdate1312007.pdf](http://www.treasurer.state.nc.us/NR/rdonlyres/5594DA0A-934E-4294-83C8-49C97BA46942/0/RetirementPlanningconferencesupdate1312007.pdf).

## **6. FOCUS GROUPS ON PROPOSED STANDARDS FOR NC TEACHERS:**

The North Carolina Professional Teaching Standards Commission invites educators to attend focus group meetings being held around the state to provide input into Standards for North Carolina Teachers. The proposed Standards are aligned with the 2006 mission and goals of the NC State Board of Education and focus on 21st century skills and knowledge. What students need to know and be able to do is changing. How does this affect what teachers need to know and be able to do? Join members of the Commission as they discuss this topic. For session locations, please go online to [www.ncptsc.org](http://www.ncptsc.org). The standards are available online for those who cannot attend one of the sessions, at the above Web address, and comments can be submitted via email to Carolyn McKinney, Executive Director of the NC Professional Teaching Standards Commission, at [cmckinney@dpi.state.nc.us](mailto:cmckinney@dpi.state.nc.us). All comments need to be received by April 24.

**7. RECRUITMENT SITE UPDATE:** The Recruitment and Retention Web site has a new look and feel. The site includes information about support for National Board Certification and how outstanding teachers are identified and recognized (as well as other recruitment initiatives). Bookmark [www.ncpublicschools.org/recruitment/](http://www.ncpublicschools.org/recruitment/)

## **8. OCCUPATION AND PHYSICAL THERAPISTS SALARY REMINDER:**

In its October 2006 meeting, the State Board of Education approved a salary upgrade from level 76 to level 78 for occupational and physical therapists working in public schools. Since the Legislature did not appropriate funds for this salary upgrade, it is not mandatory for this school year unless a therapist is currently being paid below the minimum for a salary level 78. Occupational Therapists and Physical Therapists in other state government positions have been classified as a salary level 78 since December of 2004.

The minimum for a salary level 78 for 2006-07 is \$3,957.44. For minimum and maximum salary levels, refer to the salary schedules at [www.ncpublicschools.org/fbs/finance/salary/](http://www.ncpublicschools.org/fbs/finance/salary/).

**9. CHART OF ACCOUNTS TRAINING:** Kerry Crutchfield, Director of Financial Services in Winston-Salem/Forsyth County Schools, will provide an opportunity for training on the new Chart of Accounts. This training will be held on Thursday, April 19th from 10:30 am - 1 pm at the Winston-Salem/Forsyth County Schools Auditorium. If you are interested in attending, please contact Kris Knowler, section chief for System Accounting in DPI's Financial and Business Services, 919.807.3616 or [kknowler@dpi.state.nc.us](mailto:kknowler@dpi.state.nc.us).

#### **10. AYP GRADUATION RATE ADDED TO NC SCHOOL REPORT CARDS:**

When the NC School Report Cards were released in January, one indicator, the AYP Graduation Rate (found under the High Student Performance tab), was held for release until early spring. This information has now been added to the Report Cards. In order to fulfill federal trend requirements, AYP On-Time data also are included. This will be the last year that On-Time data will be reported as part of the School Report Cards. Replacing this will be the Four-Year Cohort Graduation Rate, which will be reported for future releases.

**11. NC VIRTUAL SCHOOL UPDATE:** School officials can now visit the [www.ncvps.org](http://www.ncvps.org) site and enroll their students for any of NC Virtual Public School's summer school and fall semester course offerings. In addition the more than eight hundred NCVPS registered advisors can attend an on-line course designed by NCVPS to learn how to use the registration system. NCVPS anticipates an open enrollment window for summer school through the start of the summer session and likewise an open enrollment window for the fall semester.

#### **ARTICLES OF INTEREST**

##### WORK FOR REAL EDUCATION REFORM

The new education reform report called "Tough Choices or Tough Times" is the first national report of its kind in recent years to truly address and challenge the deeply entrenched and systemic factory-model nature of our educational system. Our traditional time-defined paradigm of "school" has become so legalized, institutionalized, internalized and continuously reinforced that it is ingrained in our culture and way of thinking. That's a key reason why real educational change proceeds at a snail's pace, gets blocked or never really materializes, writes Bill Spady in the Denver Post. The changes needed in education should be far broader than the report's focus on math, technology and literacy. Educators of all stripes should support a vision for educational outcomes that include abilities to synthesize, creative imagination, motivation, social skills, leadership abilities, decision making, teamwork, and what is generally called "emotional intelligence." The "Tough Choices" report also has an enormous business bias and urges education to yet again to operate more like modern business -- a notion that has both merit and enormous dangers, depending on how its complex (and vague) vision of performance standards and enlightened instructional practices are, in fact, applied.

[www.denverpost.com/opinion/ci\\_5603961](http://www.denverpost.com/opinion/ci_5603961)

## EDUCATION LEADERSHIP POLICY TOOLKIT NOW AVAILABLE

The Education Commission of the States (ECS) announces the release of the Education Leadership Policy Toolkit, a comprehensive online toolkit that provides information on effective education leadership policies and practices. The Education Leadership Policy Toolkit organizes information into eight key categories that represent the common leadership factors in all the studied districts: Vision, Governance, Relationships, Culture, Human Development, Instruction, Evaluation and Resource Allocation. Within each category, users can find example policies and practices, recommendations and key elements of effective leadership at three different levels: state, district and school. Additional resources for each leadership factor are provided as well. Additionally, the site features case studies on the challenges and successes of three different districts: Boston; National City, Calif.; and Memphis, Tenn. Each case study features the perspective from a teacher, a principal and the district superintendent about how change was implemented, and what conditions and beliefs are essential for effective and successful leadership. The toolkit provides online audio clips of interviews with a teacher, principal and superintendent from each district.

[www.ecs.org/metlifetoolkit](http://www.ecs.org/metlifetoolkit)

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

## HR Administrators Newsletter-May 23, 2007

Colleagues,

There are several attachments to the Update.

- "Friday on Jones Street" is attached. The General Assembly's crossover deadline is this week. Bills must pass either the House or the Senate to be considered further.
- A Memo from Philip Price regarding changes in DPI's HRM Division
- A Summary of for House Budget Special Provisions 07-08-2007. Any changes that the Senate makes to the House Budget will need to be resolved before the final budget can be passed.

We hope the information is helpful and you're having a very good week!

Joe Parry-Hill

**1. NEW PERSONNEL ADMINISTRATOR'S ORIENTATION:** The New Personnel Administrators Orientation will be held on July 24-25, 2007, at the Sheraton Imperial, RTP in conjunction with the FBS Conference that will convene July 26-27. More to come...

**2. EMPLOYMENT OF RETIRED TEACHERS:** The provisions for reemployment of retired teachers exempt from an earnings cap sunset June 30, 2007. New legislation to extend the provisions has not been enacted at this time although, several bills are being considered. The provisions for reemployment subject to an earnings cap will continue beyond June 30. House Bill 956 Retired Teachers Work passed the House and was sent to the Senate. If enacted, the bill extends the exempt provisions until October 31, 2009. See [www.ncga.state.nc.us/Sessions/2007/Bills/House/HTML/H956v2.html](http://www.ncga.state.nc.us/Sessions/2007/Bills/House/HTML/H956v2.html). You can follow the status of the proposed reemployment legislation in "Friday on Jones Street."

**3. STATE BOARD MEETING HIGHLIGHTS ONLINE:** The State Board of Education and its working committees met Tuesday-Thursday, May 1-3, in the Education Building in Raleigh. At the meeting, members approved supplemental education service providers for 2007-08, revising the North Carolina Mathematics Standard Course of Study and the addition of Personal Financial Literacy aligned to Civics and Economics Standard Course of Study's goals and objectives. Board members continued their discussion of the Future Ready High School Core Curriculum, proposed standards for a Standard Course of Study in American Sign Language at the secondary level and received a report on the Disadvantaged Student Supplemental Fund Pilot Evaluation. Complete highlights of the Board's meeting are posted online at [www.ncpublicschools.org/sbehighlights/](http://www.ncpublicschools.org/sbehighlights/).

**4. CHANGES IN DPI'S HUMAN RESOURCE MANAGEMENT:** Recently, there have been several organizational changes in the NC Department of Public Instruction's Human Resource Management Division. A memo sent to Superintendents and Personnel Administrators outlining those changes is attached.

OTHER DPI CHANGES:

**NEW ASSOCIATE SUPERINTENDENT:** Asheville City Schools' Superintendent Robert Logan has been appointed as the Associate Superintendent of Innovation and School Transformation with the NC Department of Public Instruction (NCDPI). This is a new position and leads four divisions: Consolidated Assistance, Instructional Technology, the Office of Charter Schools and Professional Development. He will begin work at NCDPI on July 1. To read more about his appointment, please go to the NCDPI Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

Adam Levinson, formerly of the General Assembly's Fiscal Research Division, has begun work as the director of Policy and Strategic Planning, a new position that reports to the Deputy State Superintendent. His work will focus on coordinating and managing major cross functional, cross-agency projects and on ensuring the coordinating and integration of major SBE policy initiatives across DPI areas, divisions and sections. Both individuals will bring a fresh perspective to our work at the Department.

Gov. Mike Easley recently named Eulada Watt of Charlotte and Kevin Howell of Raleigh, to the North Carolina State Board of Education. Watt is a Special Assistant to the Vice Chancellor for Research at the University of North Carolina at Charlotte serving as a liaison to university departments and community organizations. She also is Executive Director of Minbanc Foundation, Inc., which provides training scholarships to employees of minority and women-owned banks to advance their professional expertise and personal skills. She fills the position on the State Board of Education formerly held by Jane Norwood, whose term expired in March. Kevin Howell assumes the position on the Board formerly held by Edgar Murphy, whose term also expired in March. Howell is assistant to the chancellor for external affairs for North Carolina State University. As one of 10 executive officers for the university, he is responsible for providing information to state, county and city leaders on the mission and goals of N.C. State. Members of the board are appointed to eight-year terms.

**5. EMPLOYEES' COMPREHENSIVE MEDICAL PLAN REMINDERS--**

**REDUCTION IN FORCE:** There are special provisions for continuing health insurance for LEA employees whose jobs are eliminated because of a reduction in funds to support the job. A letter from Evelyn B. Terry, General Counselor to the State of NC Teachers and State Employees' Comprehensive Major Medical Plan addressed "Reduction in Force (RIF) rights with respect to health coverage and says: "Our statutes provide that employees whose positions are eliminated

because of a reduction in funds are entitled to twelve months of non-contributory coverage, followed by a right to contributory coverage thereafter. This applies to both 10 month and 12 month employees." The provision is found in N.C.G.S. 135-40.2(a)(6). Contact Joe Parry-Hill, Personnel Analyst, NC DPI School Personnel Support Section, 919.807.3368 if you have questions.

**6. CHART OF ACCOUNTS TRAINING ON THE WEB:** Training on the new Chart of Accounts that will take effect July 1, 2007 can be viewed online at [www.ncpublicschools.org/fbs/finance/reporting/coa2008](http://www.ncpublicschools.org/fbs/finance/reporting/coa2008). You must have Real Player installed on your computer to view the training. (A free copy of Real Player can be obtained at: [www.real.com](http://www.real.com). There is a button in the upper right corner that is a link to a free download.) You will need to print the documents located at: [www.ncpublicschools.org/fbs/finance/reporting/coa2008](http://www.ncpublicschools.org/fbs/finance/reporting/coa2008). These documents are used for the Training.

**7. US CENSUS BUREAU SURVEY ON NON-PROFESSIONALS:** Finance Officers have been asked to complete 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, 2007. The results are to be reported by May 30th. DPI will submit all forms from the LEAs to US Census Bureau. 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).

**8. NEW NCLB NEWSLETTER EDITION POSTED:** The May 2007 edition of the NC NCLB News is now posted at [www.ncpublicschools.org/nclb/news/](http://www.ncpublicschools.org/nclb/news/). This edition features an interview with Associate State Superintendent of Curriculum, Instruction and Accountability Services Dr. Elsie Leak, who is retiring from the NC DPI. She shares her perspective gained through administering NCLB in NC for five years. Other information included in this edition are: DPI plans for 2007 AYP releases and Web resources, parent notifications, school recognitions, reporting changes reflecting the cohort graduation rate and more.

## **WHAT'S NEW ON THE WEB:**

### **WHAT IS BEING SAID ABOUT NCLB**

The No Child Left Behind Act (NCLB), signed into law in 2002, is scheduled for congressional re-authorization this year. Exactly when Congress and the president will sign on the dotted line is uncertain, reports Susan Black in American School Board Journal, and some officials speculate a vote on NCLB will be postponed until after the 2008 elections. But that uncertainty hasn't slowed a storm of reports, hearings, and intense lobbying seeking to modify the five-year-old law. Public

Education Network says students, parents, and community residents are affected by NCLB, but they're often left out of the policy debate. PEN's hearings revealed that students, parents, and community members agree on a number of issues pertaining to NCLB: (1) Test-based accountability is poorly implemented and narrows curriculum, instruction, and student learning; (2) NCLB and state measurement and reporting systems are confusing and hard to interpret; (3) Tests given to students with disabilities and to English-language learners are unfair; (4) Test scores often demoralize teachers and require strong instructional leadership to improve; (5) Turning low-performing schools around is a better strategy than allowing students to transfer to better schools; (6) NCLB's required communication with parents and students is inefficient and ineffective; and (7) Funding is inadequate to ensure that all students, especially those in low-income schools, have equal access to educational programs and resources. Fixing schools is supposed to be about kids, as pointed out by Washington Post reporter/columnist Jay Mathews. His point? Stop fiddling with the law, and instead spend federal funds to find low-income schools that work, figure out how and why they work, and use those lessons to help others improve.

[www.asbj.com/current/research.html](http://www.asbj.com/current/research.html)

#### THE PROMISES & PROBLEMS OF PRESIDENT BUSH'S EDUCATION POLICY

As Congress begins to consider reauthorization of the Bush Administration's 2002 No Child Left Behind Act (NCLB), The Nation asked Linda Darling-Hammond, a leading education expert, to examine the law, its consequences and prospects for improving the legislation. The Nation also asked for responses from sociologist and author Pedro Noguera, longtime educator, and National Urban League vice president Velma L. Cobb and senior New York University scholar and veteran school principal Deborah Meier. As Darling-Hammond writes, "We badly need a national policy that enables schools to meet the intellectual demands of the 21st century. More fundamentally, we need to pay off the educational debt to disadvantaged students that has accrued over centuries of unequal access to quality education." As Noguera responds, "Darling-Hammond makes it clear that there are many problems associated with NCLB that have undermined the benefits it was intended to deliver. Despite its failings, two basic goals of NCLB remain important: Students should be educated under higher academic standards, and those responsible for educating them should be held accountable."

[www.thenation.com/doc/20070521/darling-hammond](http://www.thenation.com/doc/20070521/darling-hammond)

#### STUDENTS LEARN TO THRIVE BY NOT BEING BYSTANDERS

According to a recent study, a kid's academic success may depend on whether he believes in his own ability to grow smarter. Researchers divided poorly performing middle-school students into two groups and arranged for kids in both groups to receive intense, remedial instruction. However, those in the second group also were taught to understand intelligence as an expanding opportunity, rather than an unchangeable destiny, writes Karen Utley, the mother of eight children, in the Salem (Ore.) Statesman Journal. After several months, testing revealed slightly improved scores in the first group, but soaring success among students in the

second. Educators probably weren't surprised to hear that student confidence predicts scholastic achievement. Tackling the rigors of an advanced curriculum requires kids to be active, enthusiastic learners who are convinced that their intelligence can grow and that their capacity for learning is enhanced even as they learn. On the other hand, students who assume their intellectual abilities were fixed at birth approach education passively, coming to school with the attitude, appearance and expectations of detached observers. It is critical that we teach kids to redefine personal intelligence as a power they can control, and over which they have personal responsibility.

[www.statesmanjournal.com/apps/pbcs.dll/article?AID=2007705070316](http://www.statesmanjournal.com/apps/pbcs.dll/article?AID=2007705070316)

#### COMMUNITY COLLEGES & TEACHER PREPARATION: ROLES, ISSUES & OPPORTUNITIES

The Education Commission of the States (ECS) announces the release of an issue paper by Tricia Coulter and Bruce Vandal that explores the expanding and evolving role community colleges are playing in teacher preparation to help meet the ongoing demand for quality teachers. The paper describes the forces shaping education policy and practice around teacher preparation, and offers suggestions on how community colleges can capitalize on their unique attributes to meet critical workforce demand in local and regional communities to positively affect the field of teacher education. Highlighted recommendations from the report include: (1) Teacher preparation should be viewed as a four-year process that includes content and pedagogical training throughout the four-years; (2) Program and course development should be a collaborative process including representation from universities, community colleges and the K-12 sector; (3) Each state department of education should encourage ongoing collaboration and communication among legislators, community colleges, universities and the K-12 sector on how community college teacher preparation can be used to improve the quality of teacher preparation and ameliorate teacher shortages; and (4) Policymakers and institution leaders should consider providing resources to community colleges and K-12 school districts to support customized training for teachers through contracts and/or partnerships between community colleges and school districts.

[www.ecs.org/CCteacherprep](http://www.ecs.org/CCteacherprep)

Joe Parry-Hill, Personnel Analyst  
NC DPI School Personnel Support Section  
919.807.3368

**SBE Actions**

Colleagues,

I realize that this is an extremely busy time for you so I'll keep this brief.

You might have already received this information from Dr. Kathy Sullivan but I thought I would make it available to you as well.

Have a great weekend!!

Larry

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At its meeting today the State Board of Education acted on three items that will impact you....

- 1. The Board approved the establishment of ASL (American Sign Language) as a teaching area. We will create a code for it. The Board approved standards for teacher education programs in ASL and we will encourage our colleges and universities to develop ASL programs. The Board also approved a provision for issuing lateral entry licenses to ASL teachers. It provides that...

Individuals who have earned a least a baccalaureate degree from a regionally accredited institution or an equivalent academic credential in another country, but who are not licensed to teach, may be issued a lateral entry license in American Sign Language based on holding at least provisional certification from the American Sign Language Teachers Association (ASLTA).

(On a related note, please remember that to be issued a lateral entry license, individuals must meet the 2.5 grade point average requirement. Individuals who have completed their baccalaureate degree at an institution outside the United States must submit an official credential evaluation completed by a recognized credential evaluation agency (e.g., World Evaluation Services, Inc., Josef Silny and Associates, Inc., International Education Evaluators, Inc.). Credential evaluations are not accepted from individual evaluators or from agencies with which the prospective teacher is or has been affiliated.)

Until we get some ASL programs up and running in our colleges and universities, we will issue plans of study through Licensure as we are doing with other second languages based on ACTFL testing.

**2.** The Board approved new standards for teacher evaluation. A copy of the new standards is attached. We will now begin working on the development of a new evaluation instrument with the hopes of deploying it statewide in Fall 2008.

**3.** The Board approved the new Praxis II tests for EC teachers. The new tests become required January 1, 2008; they are acceptable now.

Please let me know if I may provide any additional information.

Larry M. Simmons, Section Chief  
Licensure and School Personnel Support  
Division of Financial and Business Services  
NC Department of Public Instruction  
Office: 919.807.3364  
Fax: 919.807.3350

## HR Administrators Newsletter June 12, 2007

Colleagues,

Work continues at the General Assembly. Two copies of FRIDAY FROM JONES STREET are attached. The Jones Street for 5/25/2007 contains a listing of bills that passed the House or Senate (made crossover) and can be considered further during the biennium. In addition to the bills that made crossover, bills related to appropriations (spending funds) and finance (collecting revenue) remain active in both chambers. The Jones Street for 6/8/2007 contains information about the House and Senate Budget conferees.

**1. STATE BOARD OF EDUCATION JUNE MEETING:** The State Board of Education and its working committees met Tuesday-Thursday, June 6-7, in the Education Building in Raleigh. Agenda items included action on policy changes to the Future-Ready High School Core Curriculum Framework, proposed standards for the Standard Course of Study in American Sign Language Secondary Level, Ready Schools Task Force recommendations and a proposed revision to Praxis II testing requirements for Exceptional Children's teachers. Discussion items include K-2 Literacy Assessment Task Force recommendations, proposed standards for the approval of pilot programs for the licensing of lateral entry teachers, and recommendations for preliminary approval of 2007 Charter School applications. The complete agenda is available online at [www.ncpublicschools.org/sbe\\_meetings](http://www.ncpublicschools.org/sbe_meetings) by clicking on the appropriate link.

The State Board unanimously approved new high school graduation requirements, effective with the ninth grade class of 2009-10. The requirements will prepare all students for career and college learning in a globally competitive society. In approving the Core, Board members noted that they had listened carefully to the ideas and concerns of educators, business leaders, citizens and students across the state. The policy approved includes ample elective units for student to customize their high school learning experience to match their plans for the future.

Of particular significance to HR/personnel:

- a. The Board approved the establishment of ASL (American Sign Language) as a teaching area. The Board approved standards for teacher education programs in ASL. The Board also approved a provision for issuing lateral entry licenses to ASL teachers. It provides that: Individuals who have earned a least a baccalaureate degree from a regionally accredited institution or an equivalent academic credential in another country, but who are not licensed to teach, may be issued a lateral entry license in American Sign Language based on holding at least provisional certification

from the American Sign Language Teachers Association (ASLTA). Until ASL programs are established in colleges and universities, plans of study will be issued through Licensure as are other second languages based on ACTFL testing. See [www.ncpublicschools.org/sbe\\_meetings/0706/tcp/0706tcp03.pdf](http://www.ncpublicschools.org/sbe_meetings/0706/tcp/0706tcp03.pdf).

- (Note that to be issued a lateral entry license, individuals must meet the 2.5 grade point average requirement. Individuals who have completed their baccalaureate degree at an institution outside the United States must submit an official credential evaluation completed by a recognized credential evaluation agency (e.g., World Evaluation Services, Inc., Josef Silny and Associates, Inc., International Education Evaluators, Inc.). Credential evaluations are not accepted from individual evaluators or from agencies with which the prospective teacher is or has been affiliated.)
- b. The Board approved new standards for teacher evaluation. Work will begin on the development of a new evaluation instrument with the hopes of deploying it statewide in the Fall of 2008. See [www.ncpublicschools.org/sbe\\_meetings/0706/tcp/0706tcp02.pdf](http://www.ncpublicschools.org/sbe_meetings/0706/tcp/0706tcp02.pdf).
- c. The Board approved the new Praxis II tests for EC teachers. The new tests become required January 1, 2008; they are acceptable now. See [www.ncpublicschools.org/sbe\\_meetings/0706/tcp/0706tcp04.pdf](http://www.ncpublicschools.org/sbe_meetings/0706/tcp/0706tcp04.pdf). If you have questions, please contact Larry M. Simmons, Section Chief Licensure and School Personnel Support 919.807.3364.

**2. REGISTRATION FOR THE NEW PERSONNEL ADMINISTRATOR'S ORIENTATION:** The New Personnel Administrators Orientation July 24-25 will be conducted at the Sheraton Imperial RTP. The New Personnel Orientation will be followed on July 26-27 by the Financial and Business Services Summer Conference. Those registering for the New Personnel Administrator's Orientation will also be included in the registration for the Financial and Business Services Summer Conference. The New Personnel registration is online at [www.ncpublicschools.org/fbs/conferences](http://www.ncpublicschools.org/fbs/conferences) and click on **Personnel Administrators'** registration information.

For those attending just the Financial and Business Services Summer Conference, the registration site is [www.ncpublicschools.org/fbs/conferences](http://www.ncpublicschools.org/fbs/conferences) and click on **Financial and Business Services** registration information.

### **3. REGISTRATION DEADLINE EXTENDED FOR SUMMER LEADERSHIP**

**CONFERENCE:** The registration deadline for the Summer Leadership Conference 2007/NCASA Superintendents' Retreat, which is scheduled for June 24-27 at the Gove Park Inn, Asheville, has been extended to June 15. Conference information and online registration can be found at [www.wresa.org](http://www.wresa.org). If you have any questions, please contact Roger Metcalf at 828.418.0011, ext. 12 or Vicki Wilson, ext. 22.

**4. SUMMER LICENSURE TRAINING:** Regional Licensure Training Sessions will be conducted during July. Each session will begin at 9:00 a.m. and end at noon. The first session will be July 9<sup>th</sup> and the final session is scheduled July 20<sup>th</sup>. For copies of the registration form and information about locations, please e-mail Joyce McGee at [jmcgee@dpi.state.nc.us](mailto:jmcgee@dpi.state.nc.us).

**5. MATCHING RETIREMENT RATE:** Both the House and Senate are recommending a matching retirement rate of 7.96%. Even though the budget may not be passed by June 30, DPI is recommending that the LEAs use the proposed rate of 7.96% as the matching retirement rate for the Installment accruals. If you have questions contact Ally Barfield at 919.807.3715, [abarfiel@dpi.state.nc.us](mailto:abarfiel@dpi.state.nc.us).

### **6. NC VIRTUAL PUBLIC SCHOOL INFORMATION MATERIALS**

**AVAILABLE ONLINE:** The North Carolina Virtual Public School is available for all school districts and schools and includes 16 AP courses that have been authorized with the College Board's AP® designation. In addition, information about the operations of the NCVPS is available online for downloading at [www.ncvps.org](http://www.ncvps.org). The following materials are available for download:

- Frequently Asked Questions - [www.ncvps.org/about/faq.pdf](http://www.ncvps.org/about/faq.pdf),
- NCVPS Operational Guidelines - [www.ncvps.org/about/guidelines.pdf](http://www.ncvps.org/about/guidelines.pdf),
- NCVPS Flyer - [www.ncvps.org/about/flyer.pdf](http://www.ncvps.org/about/flyer.pdf), and NCVPS Logos (must be used in original size, no scaling) - [www.ncvps.org/about/logos.html](http://www.ncvps.org/about/logos.html). Posters will be available July 1 and can be requested by emailing David Edwards at the address listed below.

If you have any questions, please contact David Edwards, chief marketing officer, NC Virtual Public School, 252.527.2487, or by email, [david.edwards@ncvps.org](mailto:david.edwards@ncvps.org).

**7. STUDENT WRITING SCORES IMPROVE IN 2006-07:** More fourth and seventh grade students scored proficient in writing in 2006-07 when compared to student scores from last year, according to the "Preliminary Report of Student Performance on the North Carolina General Assessment at grades 4, 7 and 10." Results showed that 52.7 percent of fourth grade students scored proficient on the assessment, an almost 3 percent increase from 2005-06. Seventh grade results also improved this year, with 50.8 percent of students scoring proficient.

**8. HELP PEP STAY IN TOUCH:** PEP found that as many as 30 percent of school administrators will change jobs, schools, or assignments over the summer. If you are in this number, please send your new contact information (job title, school name, email address, telephone number), to [shbrooks@northcarolina.edu](mailto:shbrooks@northcarolina.edu). For Information and to Register for Current PEP programs, please visit [www.ncpep.org/content.php/registration/index.php](http://www.ncpep.org/content.php/registration/index.php).

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

The following articles from the PEN Weekly NewsBlast and other sources may be of interest:

##### THE CONDITION OF EDUCATION 2007

High school students in the United States are taking more courses in mathematics and science, as well as social studies, the arts, and foreign languages, according to The Condition of Education 2007 report by the U.S. Department of Education's National Center for Education Statistics (NCES). The general increases in credits earned since the early 1980s are, in large part, a product of more graduates taking more advanced courses. The Condition of Education is a congressionally mandated report that provides an annual statistical portrait of education in the United States. The 48 indicators included in the report cover all aspects of education, from student achievement to school environment and from early childhood through postsecondary education. The report shows that enrollment in U.S. public schools is becoming increasingly diverse. Minority students make up 42 percent of public school enrollment. Twenty percent of school-age children speak a language other than English at home. The rate of college enrollment immediately after high school increased from 49 percent in 1972 to 69 percent in 2005. About three-quarters of the freshman class graduated from public high schools on time in 2003-04.

<http://nces.ed.gov/programs/coe/>

##### U.S. SPENDS AVERAGE OF \$8,701 PER PUPIL ON EDUCATION

The United States spent an average of \$8,701 per pupil to educate its children in 2005, according to the Census Bureau, with some states paying more than twice as much per student as others. New York was the biggest spender on

education, at \$14,119 per student, with New Jersey second at \$13,800 and the District of Columbia was third at \$12,979. Seven of the top 10 education spenders were Northeastern states. The states with the lowest spending were Utah, at \$5,257 per pupil, Arizona at \$6,261, Idaho at \$6,283, Mississippi at \$6,575, and Oklahoma at \$6,613 per student. The 10 states with the lowest education spending were in the West or South. Overall, the United States spent an average of \$8,701 per student on elementary and secondary education in 2005, up five percent from \$8,287 the previous year, the bureau said. Funding is largely a state and local responsibility under the U.S. system, with 47 percent coming from state governments, 43.9 percent from local sources and only 9.1 percent from the federal government. Students in Northeastern and Northern states tend to perform better on standardized tests than students in Southern and Southwestern states. "It's not necessarily so that states with higher spending have higher test scores," said Tom Loveless, an education policy expert. Loveless said two areas where education spending might make a difference were in teacher salaries and small class sizes for first graders. But overall, Loveless said the relationship between spending on education and test performance was not strong.

[www.cnn.com/2007/EDUCATION/05/24/usa.education.spending.reut/index.html](http://www.cnn.com/2007/EDUCATION/05/24/usa.education.spending.reut/index.html)

#### HELPING IMPOVERISHED PARENTS BECOMING INVOLVED IN SCHOOLS

For schools struggling to help at-risk children, it is essential to reach out to parents. But simply wanting "parent involvement" is not enough. Indeed, the families that stand to benefit most from closer school ties -- families living in poverty, English language learners, and others who find themselves marginalized by any number of misfortunes -- are usually the hardest to attract. Districts, especially those serving low-income families, need comprehensive outreach plans to strengthen family ties and provide parents with the skills and information to help their children succeed. Improving the academic performance of at-risk children requires more than raising standards and monitoring test scores: It means reaching out to families and communities and engaging them in the difficult work of education, writes Lawrence Hardy in *American School Board Journal*. While disadvantaged communities may, by definition, have the highest levels of stress, no family or school system is immune. Under the old model of parent involvement, a few parents might sit on an advisory committee or volunteer at school. While that might have been fine for 1965, it won't work in 2007, says Joyce L. Epstein, director of the Center on School, Family and Community Partnerships at Johns Hopkins University. "That is not teamwork," Epstein says. "It's not comprehensive. It's not goal oriented. It's not research based." A more dynamic strategy -- what Epstein calls "the new way" -- is to make parent and community involvement an integral part of the school improvement process.

[www.asbj.com/current/coverstory.html](http://www.asbj.com/current/coverstory.html)

No Quick Fix of High Turnover, Cheryl Johnston Sadgrove, Staff Writer, News and Observer, Raleigh 6/10/2007. Discusses the high turnover rate for new teachers and the demand for new and replacement teachers.

[www.newsobserver.com/690/story/598228.html](http://www.newsobserver.com/690/story/598228.html)

From the Teachers' Perspective, News and Observer, Raleigh 6/10/2007. Provides data or reasons for teacher turnover and results from the Teacher Working Conditions Survey.

[www.newsobserver.com/690/story/598230.html](http://www.newsobserver.com/690/story/598230.html).

Joe Parry-Hill, Personnel Analyst  
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## Human Resources Administrators Newsletter – June 25, 2007

Colleagues,

Hope this information is helpful in assisting you in your day-to-day operation and all of you have a rewarding week.

NEW PERSONNEL ADMINISTRATOR'S ORIENTATION: Just a friendly reminder to register for the upcoming conference. The New Personnel Administrators' Orientation July 24-25 will be conducted at the Sheraton Imperial RTP. The New Personnel Orientation will be followed on July 26-27 by the Financial and Business Services Summer Conference. Those registering for the New Personnel Administrators' Orientation will also be included in the registration for the Financial and Business Services Summer Conference. The New Personnel registration is online at: [www.ncpublicschools.org/fbs/conferences](http://www.ncpublicschools.org/fbs/conferences) and click on Personnel Administrators' registration information ([www.zoomerang.com/survey.zgi?p=WEB226KYNXULCJ](http://www.zoomerang.com/survey.zgi?p=WEB226KYNXULCJ))

For those attending just the Financial and Business Services Summer Conference, the registration site is: [www.ncpublicschools.org/fbs/conferences](http://www.ncpublicschools.org/fbs/conferences) and click on Financial and Business Services registration information.

FOREIGN NATIONAL DATA: Thanks to all LEAs who have completed and submitted their Foreign National data reports. There are still a few reports that have not been submitted. Please inform Joan Crump once you have completed at [jcrump@dpi.state.nc.us](mailto:jcrump@dpi.state.nc.us).

HRMS STEERING COMMITTEE: The HRMS Steering Committee is very instrumental in interfacing with Human Resource Management Program as an advocate and liaison in researching, analyzing and monitoring the functionality development and the use of the Human Resource Management System (HRMS) in the local education agencies (LEAs).

I have provided the core purpose, roles and responsibilities of the Steering Committee:

Purpose:

- Encourages dialogue and develops consensus of identified functionality contained in or proposed for inclusion in the Human Resource Management System (HRMS), and sets functionality development/revision priorities;
- Analyzes the current use of HRMS in the local education agencies (LEAs), and
- Determines the yearly subscription rate for HRMS.

Provide:

- Coordination within:
  - a. the Department of Public Instruction (DPI),
  - b. the subscribing HRMS LEAs, and
  - c. other bodies as deemed appropriate and important
- Liaison of information sharing and gathering within the individual educational districts of the state.

Roles and Responsibilities:

- Set Overall Project Direction
- Monitor Project Progress
- Arbitrate Disputes on Functional or Process Direction

If you currently do not have a key representative from your region to represent you on the HRMS Steering Committee, please contact David Fairall at 336.727.2816 to have your representative join the committee.

Here's the latest\*

## **1. STATE BOARD MEETING HIGHLIGHTS**

- STATE BOARD OF EDUCATION MEMBERS MAKE D.C. VISIT TO PROMOTE NCLB REAUTHORIZATION PLATFORM: Members of the State Board of Education presented a platform to the House and Senate leaders regarding recommended changes for the reauthorization of the No Child Left Behind (NCLB) federal law. Suggested changes include lessening federal involvement in decision making, changing the "all or nothing" approach that the Adequate Yearly Progress (AYP) measurement has on schools, and allowing more time for improvement plans to work before schools are further sanctioned. NCLB is up for renewal in Congress this year. No Child Left Behind needs improvements if it is to live up to its name. To read more, as well as access a copy of the Board's recommendations, please go to the Department's Web site at [www.ncpublicschools.org](http://www.ncpublicschools.org) and click on the appropriate link under "News."

- STATE BOARD APPROVES GRANTS TO FAMILY EDUCATION PROGRAMS: The State Board of Education approved federal grants to support two programs for academically at-risk students and their parents in school districts across the state.

Grants totaling almost \$100,000 will fund 21st Century Community Learning Center summer programs. The 21st Century Community Learning Centers provide out-of-school enrichment opportunities to academically at-risk students in high-poverty, low-performing schools. They also offer literacy and other educational services to families of participating children. For further details, please access: [www.ncpublicschools.org/newsroom/news/](http://www.ncpublicschools.org/newsroom/news/).

## **2. BLUE RIBBON COMMISSION CONVENED ON THE FOLLOWING MEETINGS:**

### **- Testing and Accountability Convened**

The State Board of Education convened an independent Blue Ribbon Commission on Testing and Accountability to provide a comprehensive review of the state's accountability system - including student testing.

The Commission held its first meeting on May 30. Work of the Commission is on a fast track, with a final report and recommendations scheduled to be presented to the State Board of Education by September 2007

### **- Comprehensive Review of Program Agenda**

The State Board of Education has convened the Blue Ribbon Charter School Commission to take a comprehensive look at North Carolina's charter school program. The Commission will be charged to look at the types of charter schools that have been successful, possible guidelines for approval of future charter schools, and whether the cap on charter schools should be raised.

The Commission held its first meeting on Thursday, June 21. For further details on these two meetings, please access:

[www.ncpublicschools.org/newsroom/news/](http://www.ncpublicschools.org/newsroom/news/).

**3. PRELIMINARY WRITING RESULTS RELEASED:** Student Writing Scores Improve in 2006-07 - More fourth and seventh grade students scored proficient in writing in 2006-07 when compared to student scores from last year, according to the "Preliminary Report of Student Performance on the North Carolina General Assessment at grades 4, 7 and 10." Results showed that 52.7 percent for fourth grade students scored proficient on the assessment, an almost 3 percentage point increase from 2005-06. Seventh grade results also improved this year, with 50.8 percent of students scoring proficient. Tenth graders showed a small decrease in their scores in 2006-07. A total of 51.4 percent of students were proficient in writing at 10th grade, down from 53.2 percent in 2005-06. Press release is available online at [www.ncpublicschools.org](http://www.ncpublicschools.org) under "News."

**4. LEARN & EARN:** To Provide College Credits this Fall online - A team of NCDPI staff has been working with colleagues from the University system (UNC-Gi) and the Community Colleges system to develop Learn and Earn Online, a new program to begin this fall that will provide college courses and credit to high school students at no cost to the students or their families. A new Web site - [www.ncpublicschools.org/learnandearnonline/](http://www.ncpublicschools.org/learnandearnonline/) - has been built to provide information on the program.

## 5. WRITE ON! Best Practices Conference to be held in August:

Registration is now open for "Write On! Inspiring Our Students to Write Through the Arts and Experiential Learning." a K-8 Best Practices Conference sponsored by the A+ Schools Program at The University of North Carolina at Greensboro (UNCG). The Conference, which is open to teachers, administrators and teaching artists across the state, will be held Thursday and Friday, August 2 -3, at UNCG. Conference strands include The Writing Process, Writing as "Art," and Writing Across the Curriculum. There is a registration fee. For more information, please call 336.217.5117 or email [aplus@uncg.edu](mailto:aplus@uncg.edu). To register, please go online to [www.ssltransaction.net/a\\_plus/2007](http://www.ssltransaction.net/a_plus/2007).

## 6. UPDATE ITEMS FROM THE FINANCIAL BUSINESS SERVICE (FBS) NEWSLETTER

- Summer School Compensation and Retirement: We are receiving several questions concerning what compensation is subject to retirement withholding, especially regarding summer school. The State Retirement states that ANY compensation paid as a result of service performed must have retirement withheld. Even though 10 months employees receive 12 months service credit, they must have retirement withheld from compensation received outside of the 10 month contract. This includes summer school payments, extra duty pay, ABC payments. These payments are included in the "Average Final Compensation" and will help the benefit amount upon retirement.

- Matching Retirement Rate: The July 1st accrual submission deadline is nearing, and fortunately both the House and Senate are recommending a matching retirement rate of 7.96%. Even though the budget may not be passed by June 30, DPI is recommending that the LEAs use the proposed rate of 7.96% as the matching retirement rate for the Installment accruals. Make final FY 07 expenditures accordingly. If the FY 08 matching retirement rate is not 7.96%, LEAs will still run the installment payrolls at the accrued 7.96% rate so that the actual installment expense will closely match the installment accruals. AP invoices will be manually accrued to adjust the July and/or August matching check to the passed percentage. Any difference in the rate would be reflected in FY 08 expenditures. DPI will keep you posted, and notify you of the legal FY 08 rate once the budget is passed. If you have questions contact Ally Barfield at 919.807.3715, [abarfiel@dpi.state.nc.us](mailto:abarfiel@dpi.state.nc.us).

- REMINDER - If your school system has not submitted its Days Missed for Inclement Weather Survey please do so: All LEAs and Charter Schools are **REQUIRED by Legislation** to complete the Days Missed Survey for school year 2006-2007. Please complete the online survey and submit by June 29, 2007. The survey can be found on the Financial Business Services website at

<http://www.ncpublicschools.org/fbs/> under "What's New". If you have questions about the survey, please contact Tiandra Thomas at [tthomas@dpi.state.nc.us](mailto:tthomas@dpi.state.nc.us) or 919.807.3727.

### **ARTICLES OF INTEREST:**

FROM THE TEACHERS' PERSPECTIVE - Source: N.C. Department of Public INSTRUCTION:

More than 12,000 teachers in North Carolina - or almost 13 percent - leave their school districts each year. These are the reasons they give for moving on:

[www.newsobserver.com/690/story/598230.html](http://www.newsobserver.com/690/story/598230.html)

"HOW TO FIX NO CHILD LEFT BEHIND" - By CLAUDIA WALLIS, SONJA STEPTOE, Time Magazine:

This year, as the five-year-old law comes up for debate, an unforgiving spotlight will be focused on its impact thus far, including its numerous unintended consequences. Many teachers are enraged by the law's reliance on high-stakes exams that lead schools like Blaine to focus relentlessly on boosting scores rather than pursuing a broader vision of education. Interesting approach used by this school to close the gap:

[www.time.com/time/magazine/article/0,9171,1625192-3,00.html](http://www.time.com/time/magazine/article/0,9171,1625192-3,00.html)

DO CHARTER SCHOOLS OUT-PERFORM REGULAR SCHOOLS?

It depends. A study by California researchers examined which kind of public school works better - charter or traditional and reached this Zen-like conclusion: It all depends. For elementary schools, forget the charter. Go with traditional. For middle schools, head to the charter. For high schools, well, it's a toss-up. And for those who are dead-set on sending their children to a charter, the ones managed by a company or a nonprofit organization generally outperformed the ones run by local groups. With the research still inconclusive and contradictory, more research is needed, reports Nanette Asimov in the San Francisco Chronicle:

[www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/06/13/BAGQGQECQE1.DTL](http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2007/06/13/BAGQGQECQE1.DTL)

VIRTUAL HIGH SCHOOLS AS LABORATORIES OF REFORM

Spreading rapidly, virtual schools are leading innovation in areas that traditional schools have struggled for decades to improve. They are personalizing student learning and extending it beyond the traditional school day. They are creating new models for teaching - with opportunities to easily observe, evaluate, and assist instructors. And they are pioneering performance-based education funding models. But this important trend in public education has gone largely unnoticed in the cacophony of policy proposals and solutions being put forth to improve the nation's public schools. In a new Education Sector report, Bill Tucker shows how the practices found in virtual schools are bringing about reforms that have long eluded traditional public schools and prompting educators and policymakers to

question and change key components of our traditional, classroom-based public system. Tucker spotlights some of the most successful models of virtual schooling and provides policy recommendations, for both school reformers and virtual school leaders to help improve quality, spur innovation, and use virtual schooling to strengthen current reform efforts:

[www.educationsector.org/research/research\\_show.htm?doc\\_id=502307](http://www.educationsector.org/research/research_show.htm?doc_id=502307)

#### STATES TAKING ACTION ON WEAK OVERSIGHT OF CYBERSCHOOLS:

It has been an active spring when it comes to state policymaking targeting online schools, writes Erik Robelen in Education Week. Colorado, Indiana, South Carolina, Pennsylvania and Kansas are all developing measures to address insufficient oversight of online schools. In Kansas, state officials are responding to a state report in April that found that despite rigorous policies for overseeing the state's cyber schools, the state department of education's actual oversight of them has been "weak." A Colorado measure creates a new division of online learning within the state department of education to oversee virtual education. The division will certify the authorizers of online programs that serve students across district lines, with an eye towards ensuring quality. Also, authorizers of online programs will now have to give the state annual reports on each program they oversee, with details on how the programs have met quality standards, data on students and teachers, and other information. Some virtual school advocates said they worried that the state might seek to over-regulate virtual learning and discourage its expansion. But they suggested that in the end, state lawmakers' reaction was measured:

[www.edweek.org/ew/articles/2007/06/13/41virtual.h26.html](http://www.edweek.org/ew/articles/2007/06/13/41virtual.h26.html)

#### INTERNET ACCESS IN U.S. PUBLIC SCHOOLS & CLASSROOMS:

1994-2005, this report presents 11 years of data from 1994 to 2005 (no survey was conducted in 2004) on Internet access in U.S. public schools by school characteristics. It provides trend analysis on the percent of public schools and instructional rooms with Internet access and on the ratio of students to instructional computers with Internet access. The report contains data on the types of Internet connections, technologies and procedures used to prevent student access to inappropriate material on the Internet, and the availability of hand-held and laptop computers to students and teachers. It also provides information on teacher professional development on how to integrate the use of the Internet into the curriculum, and the use of the Internet to provide opportunities and information for teaching and learning:

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007020>

Joan Crump, Personnel Analyst  
NC DPI School Personnel Support Section  
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## Human Resources Administrators Newsletter – July 3, 2007

Colleagues,

A copy of Jones Street is attached. As noted, a continuing resolution was passed that extends the provisions for reemployment of retired teachers exempt from the earnings cap until July 31, 2007.

[www.ncga.state.nc.us/Sessions/2007/Bills/House/HTML/H2044v5.html](http://www.ncga.state.nc.us/Sessions/2007/Bills/House/HTML/H2044v5.html)

The Senate is considering a substitute to House Bill 956 that extends reemployment provisions for retired teachers until 2009.

[www.ncga.state.nc.us/Sessions/2007/Bills/House/PDF/H956v4.pdf](http://www.ncga.state.nc.us/Sessions/2007/Bills/House/PDF/H956v4.pdf)

Both House and Senate versions of the bill would continue the current provisions for reemployment of teachers who retired before August 1, 2007.

Under the Senate committee substitute, for those who retire after July 2007, teaching exempt from the earnings cap would be limited to retirees who are at least age 60 with 25 years or more years of contributions to the Retirement system. I hope you will continue to follow this legislation.

**NEW PERSONNEL ADMINISTRATOR'S ORIENTATION:** The final planning for the upcoming conference is quickly approaching, don't forget to register. The New Personnel Administrators' Orientation July 24-25 will be conducted at the Sheraton Imperial RTP. The New Personnel Orientation will be followed on July 26-27 by the Financial and Business Services Summer Conference. Those registering for the New Personnel Administrators' Orientation will also be included in the registration for the Financial and Business Services Summer Conference. The New Personnel registration is online at: [www.ncpublicschools.org/fbs/conferences/](http://www.ncpublicschools.org/fbs/conferences/) and click on Personnel Administrators' registration information.

For those attending just the Financial and Business Services Summer Conference, the registration site is: <http://www.ncpublicschools.org/fbs/conferences> and click on Financial and Business Services registration information.

Have a great week!

**1. STATE SCHOOLS OF CHARACTER HONORED AT CEREMONY:** The inaugural winners of the North Carolina Schools of Character Awards were honored Wednesday in a ceremony at the NC Department of Public Instruction in Raleigh. For further details, please access: [www.ncpublicschools.org](http://www.ncpublicschools.org).

**2. BLUE RIBBON CHARTER SCHOOL COMMISSION CONVENED:  
COMPREHENSIVE REVIEW OF PROGRAM ON AGENDA**

The State Board of Education has convened the Blue Ribbon Charter School Commission to take a comprehensive look at North Carolina's charter school program. The Commission will be charged to look at the types of charter schools that have been successful, possible guidelines for approval of future charter schools, and whether the cap on charter schools should be raised. For details, please access: [www.ncpublicschools.org/newsroom/news/2006-07/20070615-01](http://www.ncpublicschools.org/newsroom/news/2006-07/20070615-01).

**3. SUMMER SCHOOL COMPENSATION AND RETIREMENT:** The Retirement System states that ANY compensation paid to permanent status employees as a result of service performed must have retirement withheld. Even though 10 months employees receive 12 months service credit, they must have retirement withheld from compensation received outside of the 10 month contract. This includes summer school payments, extra duty pay, ABC payments. These payments are included in the "Average Final Compensation" and will help the benefit amount upon retirement.

**4. UPDATE ITEM FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:**

The following paragraph regarding the Teacher Assistance growth has been corrected to read as follows:

"Continuing Resolution" The General Assembly approved a spending plan early this morning that will keep state government operating for 31 days while legislators continue to negotiate a final budget. The continuing resolution includes funding for ADM growth; therefore, the Planning Allotments should be considered accurate. The Senate reductions for Teacher Assistants growth IS included in the continuing resolution. House Bill 2044 is online at [www.ncleg.net/Sessions/2007/Bills/House/HTML/H2044v4.html](http://www.ncleg.net/Sessions/2007/Bills/House/HTML/H2044v4.html)

## ARTICLES OF INTEREST

### Rethinking High School:

Inaugural Graduations at New York City's New High Schools provides a snapshot of the promise and impact of these small high schools in the lives of adolescent learners from some of New York's most underserved communities. The report also outlines several issues that the small schools initiative should address in order to become sustainable and expanded to serve more students (WestED). For more information on the Foundation's work in small schools, see [Rethinking High School: An Introduction to New York City's Experience](#) and [Rethinking High School: Five Profiles of Innovative Models for Student Success](#).

### THE CONDITION OF EDUCATION:

Report on the State of American Education Shows High School Students Taking More Advanced Coursework. High school students in the United States are taking more courses in mathematics and science, as well as social studies, the arts, and foreign languages, according to The Condition of Education 2007 report released by the U.S. Department of Education's National Center for Education Statistics (NCES). The general increases in credits earned since the early 1980s are, in large part, a product of more graduates taking more advanced courses. Further details, access <http://nces.ed.gov/programs/coe/press/index.asp>.

### THE SUMMER EDITION OF GLOBAL TEACHNET'S NEWSLETTER –

A Letter from Lesotho: "What can I send you?" Best Practices for Teaching about Africa School Classes Making a Difference, Global Libraries Outreach Campaign and Suggestions for Summer Reading (covering June, July, and August) is now accessible online at: [www.peacecorpsconnect.org/pages/sitepage.cfm?id=58](http://www.peacecorpsconnect.org/pages/sitepage.cfm?id=58) or download it directly at: [www.peacecorpsconnect.org/GTNSummer07.pdf](http://www.peacecorpsconnect.org/GTNSummer07.pdf).

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NC DPI School Personnel Support Section  
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## Human Resources Administrators Newsletter - July 18, 2007

Colleagues,

A copy of Jones Street is attached. Last week was a full week of legislative activity with numerous committee meetings, dozens of bills heard on the floor, and continuing budget negotiations. On July 10, 2007 the House voted NOT to concur with the Senate version of HB 956, Retired Teachers Work. The Senate version would have required retired teachers to be 60 years old with at least 25 years of service before returning to work. Now the House and Senate will have to work out a compromise bill. A Conference Committee has been appointed. Until further notified, the continuing resolution which was passed to extend the provisions for reemployment of retired teachers exempt from the earnings cap until July 31, 2007 remains in place.

[www.ncpublicschools.org/legislative/details?view=legislature&id=27](http://www.ncpublicschools.org/legislative/details?view=legislature&id=27)

NEW PERSONNEL ADMINISTRATORS ORIENTATION July 24-25: The orientation starts on Tuesday at 9 a.m. in the Auditorium of the Sheraton Imperial RTP Hotel and Convention Center [www.sheratonrtp.com/meetspace.html](http://www.sheratonrtp.com/meetspace.html). The agenda is attached.

If you have not yet registered, you can still register for the orientation at the higher fee. Those registering for the New Personnel Administrators Orientation will also be included in the registration for the Financial and Business Services Summer Conference. The New Personnel registration is online at:

[www.ncpublicschools.org/fbs/conferences](http://www.ncpublicschools.org/fbs/conferences) and click on Personnel Administrators registration information

Have a great week!

Here's the latest:

### 1. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:

**2nd Quarter ESC Reporting** - effective immediately, due July 31: Each LEA is responsible for reporting their April - June 2nd quarter wage detail file directly to ESC. Hopefully everyone should now have the email from ESC with instructions explaining how to upload the detail file from a PC to the ESC website. Sartox users should also have an email dated 7/10/07 stating that their ESC program has been modified to automatically build and upload the ESC file to a PC. A number of Sartox users have already successfully submitted their 2nd quarter wage file to ESC. ISIS users should expect an email from ISIS in the near future detailing how their wage file will be uploaded to a PC. If you have questions, please contact Ally Barfield at 919.807.3715 or [abarfiel@dpi.state.nc.us](mailto:abarfiel@dpi.state.nc.us).

**Financial & Business Services Summer Conference** will be held on July 26 and 27, 2007:

NOTE: Hotel registration at the Sheraton RTP, ended July 3, 2007 if you require hotel accommodations you can now contact Comfort Suites, 5219 Page Rd, Durham, NC 27703. Telephone 919.314.1200. They will extend the same rates as the Sheraton.

After Friday, July 13, 2007 conference register fees will be \$105.00.

The Informal Dinner/A Tribute to DPI Retirees' has been replaced with a Pool Side Reception, from 5:30 pm.- 7:30 pm.

We have attached a schedule of the sessions to be offered at the conference. If you have questions contact Doris McCain at [dmccain@dpi.state.nc.us](mailto:dmccain@dpi.state.nc.us) or 919.807.3700 or [plesieur@dpi.state.nc.us](mailto:plesieur@dpi.state.nc.us).

## **2. DPI CAST: VIEW CURRENT HOT TOPICS:**

- Superintendent Atkinson Addresses Key SBE Issue
  - Future-Ready Core and Upcoming Regional Meetings and others
- Topics can be reviewed at: [www.ncpublicschools.org/newsroom/topics/](http://www.ncpublicschools.org/newsroom/topics/)

## **3. PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST**

July 13, 2007

### **- SCHOOLS TURN TO PRIVATE DONORS**

Once limited to colleges and private schools, reliance on private donations has become part of the public K-12 experience, complete with gala fundraisers and old fashioned merchandise peddling. According to the National School Foundation Association's most recent data, \$31.5 billion was donated to education nationwide to fund everything from playground overhauls to scholarship endowments. Linda and Jon Walton recently donated more than \$1,000 to the Grosse Pointe Foundation for Public Education, reports Zlati Meyer in the Detroit Free Press. The Waltons, the parents of three whose youngest graduated from the district last month, see the donation as a way to give back. "My kids have gotten a great education from the public schools; they've gotten as much as they would've gotten if they'd gone to private school," said Linda Walton, a 50-year-old attorney who attended a cocktail party fund-raiser in the spring. "It's the wild frontier for K-12," said Jim Collogan, project director of the 200-member National School Foundation Association in Des Moines, Iowa. "In some districts, you're getting new air conditioning and velvet curtains and leather chairs. In other districts, the kids are sitting on milk buckets." Collogan said he considers California the breeding ground for school foundations, after a 1979 state proposition limiting the amount of property taxes, the primary funder of public education, forced districts to look for

other financial sources. Public education has long received aid from parents' groups, such as Parent Teacher Associations. But foundations are not a threat to local parent groups, according to Michigan PTSA executive director Donna Oser. "Especially now when school district budgets have been decimated, parents groups of all sizes feel pressure to offset some of those losses," she said. "Any funds parents raise are going to be a Band-Aid. The greatest thing they can do is call their legislator."

[www.freep.com/apps/pbcs.dll/article?AID=/20070705/NEWS05/707050361](http://www.freep.com/apps/pbcs.dll/article?AID=/20070705/NEWS05/707050361)

#### - PUBLIC SCHOOLS GRAPPLE WITH MUSLIM SCHOOL PRAYER

When afternoon recess comes at an elementary school on the outskirts of San Diego, some students rush out for a quick game of hopscotch, while others gather in a room for Muslim worship. Like a growing number of school districts around the country, San Diego's is changing its ways to meet the needs of its Islamic students. Here, a controversy with constitutional overtones erupted: In accommodating Muslim students, is the school unfairly promoting religion? The school's policy "presumes that Christians are less religious and less inspired to worship and praise the Lord and come together," says Brad Dacus, president of the Pacific Justice Institute. He is asking the school district to set up special rooms where Christians can pray too. This outcry and others like it from conservative commentators and attorneys, suggest that the whole matter may land in court. Potentially at issue is to what extent actions taken by a public school to accommodate special religious needs of some students might require similar allowances for other students. For now, reports Randy Dotinga in *The Christian Science Monitor*, about 100 students in the Arabic language program at Carver Elementary School are finishing their first year under a daily schedule that gives them a 15-minute recess period in the afternoon, about an hour after lunch. Many of the students are Muslim and transferred from an Arabic-language charter school that folded. Carver Elementary revised its schedule so the students would have the option to pray at the specific times ordained by their religion, says attorney Brent North, who represents the school district. A teacher is present to watch the praying children but cannot lead or take part in the observance.

[www.csmonitor.com/2007/0712/p01s03-ussc.htm](http://www.csmonitor.com/2007/0712/p01s03-ussc.htm)

#### - THE FINE ART OF CHOOSING A SCHOOL ARCHITECT

Architects always have to understand their clients, but those hired to design and build schools must be especially sensitive to unique client problems and needs. Building a private residence, or even a corporate facility, typically involves considering the needs of a few – either the prospective homeowners or top management. But public schools bring many voices to the table: teachers who have a wide spectrum of needs, from rooms large enough and properly designed to conduct a variety of learning activities to handy storage spaces for educational supplies; parents who have kids for whom the building will be a launch pad for the future; administrators who need efficient spaces in close contact with the school's

functional areas; and, even the custodians who will maintain the building. Schools also differ from other public buildings with regard to public focus. "People will be interested in the design of a city hall," says Harriman Associates's Daniel Cecil. "But they'll be far more interested in where their kids will be spending their time. A big difference between schools and other public buildings is the level of familial involvement." This degree of emotional interest is a prime reason for hiring architects who work well with a diverse array of stakeholders, writes Evantheia Schibsted in Edutopia.

[www.edutopia.org/choosing-architect](http://www.edutopia.org/choosing-architect)

#### - IMPROVING READING & WRITING IN AMERICA'S MIDDLE AND HIGH SCHOOLS

According to the Alliance for Excellent Education, research on the importance of, and strategies for, improving literacy among the nation's secondary school students has reached a level of compelling consensus that confidently justifies changes in federal policy. The Alliance's new policy brief, "Federal Support for Adolescent Literacy: A Solid Investment," notes that the federal investment in developing high-level reading and writing skills in younger students has diminishing returns unless literacy instruction is continued throughout the K-12 educational continuum. The brief argues for support and expansion of federal programs such as the Striving Readers Act, which could provide high-quality reading and writing instruction for millions of students in grades 4-12, but which currently operates in only eight districts across the nation. The Alliance's new brief lays out a set of strategic policy recommendations that include: (1) Encourage schools, districts, and states to articulate clear, comprehensive, actionable plans for improving literacy instruction; (2) Invest in tools that help schools identify struggling readers and appropriately adjust instruction in grades 4-12; (3) Invest in ongoing professional development programs designed to help all middle and high school teachers provide effective reading and writing instruction in their subject area; (4) Support and invest in accountability systems that give teachers strong incentives to provide effective reading and writing instruction; and, (5) Invest in ongoing research on and evaluation of strategies to improve adolescent literacy.

[www.all4ed.org/publications/FedAdLit.pdf](http://www.all4ed.org/publications/FedAdLit.pdf)

#### - RECRUITING & USING VOLUNTEERS IN K-12 SCHOOLS

Research and common sense both show that parent participation at school can have a significant influence on student achievement. The level of parent involvement in middle schools and high schools typically declines as students obtain greater autonomy and more responsibilities. Suggestions are offered as to how middle and high school principals can recruit and actively involve parent and community volunteers at school sites to nurture the academic success of culturally and economically diverse community groups.

[www.principals.org/news/bltn\\_rcrt\\_vlntrs1001.html](http://www.principals.org/news/bltn_rcrt_vlntrs1001.html)

- BEYOND THE BASICS: ACHIEVING A LIBERAL EDUCATION FOR ALL CHILDREN  
America's true competitive edge in a globalizing economy is not its technical prowess but its creativity, its imagination, its inventiveness. And those attributes are best inculcated not by skill-drill or STEM-centered curricula but through liberal arts and sciences, liberally defined. Thus argues a new Thomas B. Fordham Foundation volume, edited by Chester E. Finn, Jr. and Diane Ravitch, which also explores what policymakers and educators can do to sustain liberal learning and sketches an unlovely future if we fail.

<http://edexcellence.net/foundation/publication/publication.cfm?id=372>

- EVALUATION OF THE D.C. OPPORTUNITY SCHOLARSHIP PROGRAM

The D.C. School Choice Incentive Act of 2003 established the first federally funded private school voucher program in the United States, providing scholarships of up to \$7,500 for low-income residents of the District of Columbia to send their children to local participating private schools. The law also mandated that the U.S. Department of Education conduct an independent, rigorous impact evaluation of what is now called the D.C. Opportunity Scholarship Program. The study's latest report, Evaluation of the D.C. Opportunity Scholarship Program: Impacts After One Year, found no significant differences in student achievement between those who were offered scholarships to attend a participating private school and those who were eligible for, but were not offered (as assigned by a lottery) a scholarship. Students in the program did not report being more satisfied or feeling safer than those who were not in the program. However, the program did have a positive impact on parent satisfaction and perceptions of school safety.

<http://ies.ed.gov/ncee/pubs/20074009/>

- CIRCUS SCHOOL HELPS KIDS FLY HIGH

Zach Morgan sits on the edge of a plank nearly 40 feet in the air, terrified by what he's about to do. He has no safety net, just a specially rigged bungee rope looped around one wrist. But when he gets his cue, he'll count to three and step into space - free-falling more than 20 feet until the rope catches, leaving him hanging by one hand. Morgan is among the advanced students at Circus Juventas, a performing arts circus school that teaches young people how to tumble and twist through the air, while also learning the self-confidence, discipline and teamwork required to do amazing high-flying tricks. Circus Juventas, named for the Roman goddess of youth and rebirth, is a nonprofit organization founded in 1994 by Betty Butler, the circus' artistic director and co-founder, and her husband, Dan, the circus' executive director. The circus school began as Circus of the Star, an after-school program for 30 children in a neighborhood recreation center. The Big Top was built in 2001, after a major fundraising campaign, reports Amy Forliti for the Associated Press. Now, Circus Juventas offers camps and classes year-round for students ages 3 to 21. Adult classes are also offered for the young at heart.

[www.washingtonpost.com/wp-dyn/content/article/2007/07/07/AR2007070700186.html](http://www.washingtonpost.com/wp-dyn/content/article/2007/07/07/AR2007070700186.html)

## - PROMOTING CHILD DEVELOPMENT FROM BIRTH IN STATE EARLY CARE & EDUCATION INITIATIVES

A powerful report describes a menu of strategies some states are using to improve early care and education for infants and toddlers, and supports to their families. In the period from birth to age three, early experiences shape the architecture of the brain - including cognitive, linguistic, social, and emotional capacities - at a phenomenal rate. Early care and education is a key strategy states can use to promote positive development for very young children, including those in low-income families, according to research by Rachel Schumacher and Katie Hamm with Anne Goldstein and Joan Lombardi. And since a growing proportion of very young children spend extensive time in the care of someone other than a parent, state policies to promote the quality and continuity of those settings and relationships should be part of a strategy to assure children are ready for school. Despite compelling evidence of the importance of child development from birth, a clear early care and education state policy agenda that addresses infants and toddlers is still emerging. This paper provides illustrative state examples of specific policies to promote child development birth to three, as well as ideas for state funding and governance structures that provide attention and resources for all children birth to age five.

[www.clasp.org/publications/startingoffright.htm](http://www.clasp.org/publications/startingoffright.htm)

## - WHAT IS PUBLIC ENGAGEMENT?

Public engagement is a two-way communication between a school district and the community it serves. Although the most visible form of that communication may occur in meetings, public engagement is not about a single meeting or even a series of meetings. Nor is it about public relations, defending or seeking ratification for existing programs, or other strategies primarily aimed at shaping public opinion. Instead, according to the National School Boards Association, public engagement is an ongoing, collaborative process during which the school district works with the public to build understanding, guidance, and active support for the education of the children in its community. Public engagement also recognizes that society has changed in the way it does business and that school districts, as well as other governmental agencies, must change with it. The public wants high academic quality and accountability. Especially among parents and the business community, these factors translate into an active public voice in the goals, standards, and program choices that define the services that school systems provide. The need for that voice is usually strongest when the public believes the current product is not producing the academic results it wants.

[www.ericdigests.org/2003-1/student.htm](http://www.ericdigests.org/2003-1/student.htm)

## - OPPORTUNITY IN AMERICA: THE ROLE OF EDUCATION

Stagnating incomes for the middle class together with rising income inequality have raised questions about whether the United States remains the land of opportunity celebrated in the nation's history and public philosophy. This brief,

written by Isabel Sawhill, reviews the evidence on intergenerational mobility and the role of education in enabling less advantaged children to move up the economic ladder. It concludes that, in many respects, the U.S. education system tends to reinforce rather than compensate for differences in family background. Strengthening opportunity requires greater, and more effective, investments in education, especially for America's youngest children.

[www.futureofchildren.org/usr\\_doc/Opportunity\\_Policy\\_Brief.pdf](http://www.futureofchildren.org/usr_doc/Opportunity_Policy_Brief.pdf)

- THE CRITICAL YEARS: SOCIAL & EMOTIONAL LEARNING

The New York Times has wrapped up its series on the nation's middle school "crisis" - titled "The Critical Years" - with a profile of Briarcliff Middle School in Briarcliff Manor, N.Y. The grades 6-8 school, according to Winnie Hu, "has emerged as a nationally recognized model of a middle school that gets things right, a place that goes beyond textbooks to focus on social and emotional development." The school relies heavily on the "Habits of Mind" program, developed by Arthur L. Costa, to "develop critical thinking, teach organizational skills, and instill social and moral values." As the story notes, the school also is very middle class, very white, and enjoys tax support of \$24,738 per student, about 150 percent of the N.Y. state average. The story highlights several other widely used programs that help middle schools integrate social and emotional learning into their programs.

[www.middleweb.com/mw/news/NYTmsmanages.doc](http://www.middleweb.com/mw/news/NYTmsmanages.doc)

- "Dollar General Back-to-School Grants"

The Dollar General Back-to-School Grants provide funding to assist schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials or software for their school library or literacy program. Maximum Award: varies. Eligibility: public and private schools within Dollar General's 35-state area. Deadline: August 10, 2007.

[www.dollargeneral.com/community/communityinvestments.aspx?Category=Community&SubCategory=Grant%20Programs#BackToSchoolGiving](http://www.dollargeneral.com/community/communityinvestments.aspx?Category=Community&SubCategory=Grant%20Programs#BackToSchoolGiving)

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## Human Resources Administrators Newsletter - July 30, 2007

Colleagues,

Last week was an extended week in the General Assembly as lawmakers continued seeking to complete budget negotiations and finalize their business before adjourning. Hopefully the appointed Conference Committee will work out a compromise bill by Thursday. Until further notified, the continuing resolution which was passed to extend the provisions for reemployment of retired teachers exempt from the earnings cap until July 31, 2007 will expire today.

[www.ncpublicschools.org/legislative/details?view=legislature&id=27](http://www.ncpublicschools.org/legislative/details?view=legislature&id=27)

Hope everyone enjoyed the New Personnel Administrator's Orientation and Financial Business Services Conference and found the information beneficial in helping you in your day-to-day operation. We continue to welcome your questions, ideas and suggestions.

I hope you are looking forward to our up-coming Fall PANC Conference scheduled for October 1- 3, 2007 in Asheville. The PANC Steering Committee is planning another great conference that you don't want to miss. As planning continues to unfold, we will keep you posted. If you are retiring or know of someone who has retired since the PANC Spring Conference in April 2007 and wants to be recognized at the PANC Fall Conference, please submit that information to Debbie Durham at [ddurham@wcps.org](mailto:ddurham@wcps.org) or contact her at 919.705.6110.

Have a great week!

Here's the latest:

**1. STATE BOARD OF EDUCATION TO MEET JULY 31, AUGUST 1-2, 2007:** [www.ncpublicschools.org/sbe\\_meetings/0708/0708sbagenda.html](http://www.ncpublicschools.org/sbe_meetings/0708/0708sbagenda.html)

**2. KEY COMMUNICATION POINTS FOR JULY 2007:** NCDPI Receives \$6 Million Federal Data Grant from the US Department of Education's Institute of Education Sciences to create the NC Common Education Data Analysis and Reporting System (NC CEDARS), a longitudinal data system. NC CEDARS will integrate previously incompatible educational databases into a single data repository. NC is one of 13 states receiving this grant, awarded to states based on their need for such a system, their design and management plans for it and the amount of other funding available.

### **3. UPDATE ITEMS FROM THE FINANCIAL & BUSINESS SERVICES (FBS) FINANCE OFFICERS NEWSLETTER:**

- 4th Quarter Lottery Proceeds: The 4th quarter lottery proceeds have been received by the Department. \$69.4 million was transferred for programs this quarter. \$27.7 million will be distributed for school construction. The 4th quarter receipts have been posted in the What's New section of the FBS website [www.ncpublicschools.org/fbs/](http://www.ncpublicschools.org/fbs/). Should you have any questions, please feel free to contact Paul LeSieur at 919.807.3701 or via email [plesieur@dpi.state.nc.us](mailto:plesieur@dpi.state.nc.us).
- Form G - Request for Authorization of Graduate Salary: Please make sure to request approval for each school number of employment, for an individual, to prevent salary audit exceptions. For example, if an individual is employed at more than one school, approval must be obtained for each school as graduate salary is only valid for the school(s) listed on the Form G. If an individual is assigned to a new school, whether the assignment changes at the beginning of the school year or in the middle of the year, a new Form G must be on file for the new school. It is the LEA's responsibility to have proper approval on file with the DPI Licensure Section. This information must be submitted early in the new school year for placement on the graduate salary schedule. For additional information, please view page D-4 of the State Salary Manual which is online at [www.ncpublicschools.org/fbs/finance/salary/](http://www.ncpublicschools.org/fbs/finance/salary/). If you have questions, please contact Angela McNeill at 919.807.3736, [amcneill@dpi.state.nc.us](mailto:amcneill@dpi.state.nc.us), or Sue Holly at 919.807.3735, [sholly@dpi.state.nc.us](mailto:sholly@dpi.state.nc.us).
- 2nd Quarter ESC Reporting - effective immediately, due July 31: Each LEA is responsible for reporting their April - June 2nd quarter wage detail file directly to ESC. Hopefully everyone should now have the email from ESC with instructions explaining how to upload the detail file from a PC to the ESC website. Sartox users should also have an email dated 7/10/07 stating that their ESC program has been modified to automatically build and upload the ESC file to a PC. A number of Sartox users have already successfully submitted their 2nd quarter wage file to ESC. If you have questions, please contact Ally Barfield at 919.807.3715 or [abarfiel@dpi.state.nc.us](mailto:abarfiel@dpi.state.nc.us).

#### **4. DPI CAST: VIEW CURRENT HOT TOPICS:**

- **50-YEAR TEACHING VETERANS TO BE HONORED AT STATE BOARD MEETING:** The State Board of Education will honor seven North Carolina public school teachers for their fifty years of service at its monthly meeting on Wednesday, August 1st. The teachers come from districts across the state and have taught a variety of different grade levels. Some will continue teaching this coming school year; others have retired since the last time the Board honored new 50 year veterans two years ago. For further details, please access:  
[www.ncpublicschools.org/newsroom/news/2006-07/20070726-01](http://www.ncpublicschools.org/newsroom/news/2006-07/20070726-01)
- **NCDPI IS ONE OF 13 STATES TO RECEIVE FEDERAL DATA SYSTEM GRANT:** The NC Department of Public Instruction (NCDPI) has received a \$6 million grant from the U.S. Department of Education's Institute of Education Sciences to create the NC Common Education Data Analysis and Reporting System (NC CEDARS), a longitudinal data system. For further details, please access:  
[www.ncpublicschools.org/newsroom/news/2006-07/20070726-01](http://www.ncpublicschools.org/newsroom/news/2006-07/20070726-01)

#### **5. WHAT'S NEW ON THE WEB is online:** The following issues are addressed:

- FAQs Answer Questions Regarding Title I District Improvement
- AYP Template Letter Available on NCLB Web Site
- Raising Achievement and Closing the Gap Hosts Workshops
- Federal Safe and Drug Free Schools Listserv Created
- Exceptional Children Web Site Updates

[www.ncpublicschools.org/whatsnew/](http://www.ncpublicschools.org/whatsnew/)

## 6. PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST, July 31, 2007:

- **PUBLIC SCHOOLS MUST BE HELD ACCOUNTABLE, AMERICANS SAY:** Americans believe public schools must be held accountable for properly educating children and give the No Child Left Behind Act (NCLB) high marks for its goals, but also think NCLB needs dramatic changes, according to results from three years of nationwide hearings held by Public Education Network (PEN). The results were released by PEN this week in a new report "Open to the Public: How Communities, Parents and Students Assess the Impact of the No Child Left Behind Act, 2004-2007." [www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)
- **HOW SCHOOLS GET IT RIGHT:** Whether they are in wealthy or poor neighborhoods, schools with lots of high-scoring students share certain characteristics. They have experienced teachers who stay for years, reports Liz Bowie in the Baltimore Sun, and they offer extracurricular activities after school. Sometimes, they have many students in gifted-and-talented classes working with advanced material. These are the schools that families looking for a great public education will seek out and move close to because students are achieving far beyond the basic levels set by state and federal laws. It isn't just experience and tenure that seem to matter in successful schools. Teachers also need to feel they have some say in how their school is run, educators say. When staff members go to the principal with a new idea, they usually will be allowed to try it out. Top-performing schools also have a lot of extracurricular activities. In some cases, the chess club, writing club and geography clubs are run by parents. Principals say the discussion in these high-performing schools has moved away from worrying about how many students will pass to how many students will fly through the test with ease and score in the advanced category. [www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)
- **CORE PRINCIPLES FOR ENGAGING YOUNG PEOPLE IN COMMUNITY CHANGE:** Young people are disproportionately involved in and affected by the problems that beset communities and states. Recent research studies suggest that young people are not doing well because communities are not doing well by young people. Young people are not only at the center of many problems, they are the source of many solutions. And studies show that young people want to be engaged as change makers. However, the true engagement of young people in change processes requires a fundamental shift in how decisions are made. Engaging young people as partners in community change is a compelling idea, but translating that idea into effective practice requires focused attention to a range of issues. The principles described in this paper by Karen Pittman,

Shanetta Martin and Anderson Williams emerged from the commingling of research and practice that occurred when the Forum for Youth Investment merged with Community IMPACT! USA. They are important but simple principles for putting the idea of youth engagement into practice. They can be implemented in a wide range of organizations, including schools, youth organizations or community centers that want to strengthen their commitment to youth leadership, or community-change focused organizations or coalitions that want to strengthen their commitment to youth involvement.

[www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

- THE QUICK & EASY GUIDE TO SCHOOL WELLNESS: Healthy Schools Campaign and School Health Corp. are pleased to announce the release of "The Quick & Easy Guide to School Wellness", a multimedia how-to guide filled with comprehensive information, practical advice, tools and resources. The guide made its debut at the National Association of School Nurses conference in Nashville, Tenn. with positive and enthusiastic reviews from school nurse leaders in attendance. Nearly 500 school nurses requested the guide in the first two days of its release, and hundreds of additional school stakeholders have ordered the guide since its release. The guide, available free of charge to schools and nonprofits, was developed in response to a need for school stakeholders -- nurses, teachers, parents, administrators and students -- to effectively implement the school wellness policies that became mandatory in fall 2006. The guide includes multiple case studies, bonus tip sheets, and a comprehensive set of documents and resources from leading organizations throughout the country. "We want people to understand that they have the power to make their school wellness policy work, to really change things for the better," said Jean Saunders, director of school wellness for the Healthy Schools Campaign. "It doesn't have to be overwhelming. This guide brings together the most important resources in one place and makes it easy to create healthy change one step at a time."

[www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

## **7. ALLIANCE FOR EXCELLENT EDUCATION: Federal Support for Adolescent Literacy: A Solid Investment**

In 1997, alarmed by low levels of reading achievement in America's schools, Congress funded a blue-ribbon National Reading Panel and directed it to conduct an exhaustive review of more than thirty years of research into the teaching and learning of reading. The resulting report (National Institute of Child Health and Human Development, 2000) is now widely viewed as an exemplar of the sort of useful, trustworthy guidance that the education research community can and should provide to federal policymakers. Indeed, its recommendations laid the groundwork for the Reading First program (included in Title I of the No Child Left Behind Act of 2002), which has, to date, provided \$5 billion in funding to the states to support research-based reading instruction in the first few years of school.

[www.all4ed.org/publications/FedAdLit.pdf](http://www.all4ed.org/publications/FedAdLit.pdf)

## **8. "THE ILLITERATE OF THE TWENTY-FIRST CENTURY WILL NOT BE THOSE WHO CANNOT READ AND WRITE, BUT THOSE WHO CANNOT LEARN, UNLEARN, AND RELEARN." --Alvin Toffle, Credit: Dewey Nicks.**

The world has changed. What does literacy look like today? It certainly means being able to read and write, understand mathematics and science, and apply this knowledge to real-world issues. But literacy also means understanding that our world is complex. It is a world driven by new ideas, knowledge, and technology. It is made up of different peoples, cultures, and perspectives. If we are to rise to the challenges and opportunities in this new global age, it means embracing a new vision for teaching and learning.

[www.edutopia.org/topics](http://www.edutopia.org/topics)

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## Human Resources Administrators Newsletter - August 13, 2007

Colleagues,

A copy of Jones Street is attached with updated information about the work of the Legislature. Through their continued pursuit, the General Assembly ended its 2007 session on August 2. The House passed Senate Joint Resolution on SL2007- 326.HB 956, Retired Teachers Work, an act to modify the provision that permits retired teachers to return to the classroom without a loss of retirement benefits. Teachers who retire after October 1, 2007 and return to work after a six- month separation period are exempt from the earnings cap after reaching unreduced eligibility of (1) 30 years of service; or (2) age 65 with five years of service; or (3) age 60 with 25 years of service. Complete details of this Bill can be seen at:

[www.ncga.state.nc.us/Sessions/2007/Bills/House/HTML/H956v6.html](http://www.ncga.state.nc.us/Sessions/2007/Bills/House/HTML/H956v6.html).

For further details on the Legislature update and other Bills of interest, the "2007 Report on Education Legislation" is available and reflects the bills affecting public schools and education- related matters. The list of Bills available can be seen at: [www.ncleg.net/](http://www.ncleg.net/).

We have attached several documents to assist you in the interpretation of the new changes:

- Jones Street (Weekly legislative update on issues related to public schools and public school employees)
- Reemployment Retiree Option Chart – (2007 House Bill, Retired Teachers Work)
- Communication Points for August (Special key points related to the ACT/SAT)
- Two letters distributed by the Retirement System Services (Retirement Rate Adjustments and Post-Disability Benefit Increases)
- House Bill 956 ratified (Retired teachers to return to the classroom without a loss of retirement)

With Fall quickly approaching and school soon back in full swing, I hope you find the information of interest and useful.

Here's the latest:

**1. KEY COMMUNICATION POINTS FOR JULY 2007:** Since it is the time of year when LEAs are releasing AYP information:

There is a wealth of information to help folks understand and explain AYP results and what they mean at [www.ncpublicschools.org/nclb/abcayp/](http://www.ncpublicschools.org/nclb/abcayp/).

A new parent brochure on understanding NCLB is available at [www.ncpublicschools.org/nclb/abcayp/materials/](http://www.ncpublicschools.org/nclb/abcayp/materials/). Additional materials are going up over the next few days. A pdf file has been attached with further information.

## **2. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:**

### Retirement Rate Adjustments:

Even though the House and Senate were in agreement on the proposed 7.96% matching retirement rate, when the final 2007-2008 budget passed, the matching retirement rate became 7.83%, effective July 1, 2007. If you have not yet remitted your July retirement payment, that payment should be adjusted to reflect the new 7.83% matching rate. If you have already remitted your July retirement payment then your August retirement remittance should be adjusted so that your combined July and August earnings are matched at a total of 7.83%. Both Sartox and ISIS users should have queries that will read the employee earnings and calculate by budget code the difference between what was originally matched by the payroll systems and what should have been matched at the 7.83% rate. Regardless of the type of payroll that the matching was generated from, ALL RETIREMENT RATE ADJUSTMENTS WILL BE MADE ON THE NEW MATCHING CODES, not the 5910/6910 matching codes. To reduce the number of adjusting entries that will need to be keyed, please pick the highest dollar salary code in each fund/PRC combination and make the adjustment for that entire fund/PRC against that salary code's corresponding NEW retirement matching code. If you have any questions please contact Ally Barfield at [abarfiel@dpi.state.nc.us](mailto:abarfiel@dpi.state.nc.us) or 919.807.3715.

Attached are 2 letters that the Retirement System has asked DPI to distribute. The Retirement Systems Division will also be mailing a hard copy of these letters to all Teachers' and State Employees' Retirement System employers. Please direct all inquiries regarding these memorandums to the Retirement Systems Employer Services Section at 1.877.807.3131 (toll free) or 919.807.3131 (in Raleigh).

### Salary Licensure Database:

We have loaded the 1st payroll in to the Salary Licensure database and noted the following 2 issues:

- the 31st step was not included in the programming, so many of you will see "Underpaid" for certified personnel paid on the 31st step.
- the valid school list will be complete for the 2nd payroll, so if a certified person was assigned to a new school you may see an audit exception for an invalid school number

NOTE: Both of these items will be addressed by the 2nd payroll load.

### Teacher Assistants - paygrade 56:

The legislation provides funds for TAs to be paid at the minimum of a pay grade 56. All instructional TAs must be paid a minimum of \$1,820.89 per month. To calculate the increase, provide the TA the legislated 4% raise and then compare to the minimum of a pay grade 56. If the amount is below the \$1,820.89 threshold, increase their pay to meet the minimum. Teacher assistants who are currently earning a salary equal to or greater than the minimum salary of a pay grade 56 are not to receive an additional increase above the 4%. Funds provided by the legislation will be incorporated in to the regular allotments.

If you are unsure of the personnel who are affected, please refer to the following link for the job description of a teacher assistant

[www.ncpublicschools.org/employment/classified\\_jobs/teacher\\_assistant.html](http://www.ncpublicschools.org/employment/classified_jobs/teacher_assistant.html)

### ABC Transfer Form for FY 07-08:

The ABC Transfer Form for FY 07-08 has been updated and posted online at [www.ncpublicschools.org/fbs/allotments/forms/](http://www.ncpublicschools.org/fbs/allotments/forms/).

### Administrative Interns: Full-Time Students:

Administrative interns are students in an approved full-time master's degree program in school administration and are participating in their required internship at a school unit. Full-time students serving their internship are not required to have a North Carolina Educator's License. Notification of eligible full-time interns shall be supplied to DPI by the Principal Fellows Program or school of education where the intern participates in a full-time master's degree program in school administration.

Principal Fellows and other MSA (Master's of School Administration) students must be coded differently to prevent salary audit exceptions.

\*Principal Fellows are to be coded to 5400-066-117.

2nd Year Principal Fellows shall receive a 10-month stipend of \$1,492.

\*Other Full-time MSA students serving internships under this provision are to be coded 5400-066-117.

2nd Year MSA (Master of School Administration) students shall receive a 10-month stipend of \$3,730.

Full-time MSA interns/Principal Fellows do not earn sick leave, annual leave, personal leave, holiday leave, retirement, or longevity, but do qualify for FICA.

**NOTE:** An administrative intern may NOT be in a full time MSA program and at the same time work in a state funded position.

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

### **3. BLUE RIBBON COMMISSION CONVENED ON THE FOLLOWING MEETINGS:**

- The State Board of Education's Blue Ribbon Commission on Testing and Accountability met Monday, Aug. 13, from 10 a.m.-3 p.m., in the 7<sup>th</sup> Floor Board Room, Education Building, 301 N. Wilmington St., Raleigh. Commission members discussed information provided by presenters to date, short-term recommendations, and long-term recommendations. For those who could not attend, the meeting was audio streamed.
- Blue Ribbon Charter School Commission will meet Wednesday, Aug. 15, from 9:30-11:30 a.m., in the 7th Floor Board Room, Education Building, 301 N. Wilmington Street, Raleigh. For those who cannot attend, the meeting is being audio streamed. To listen in, please go online to [www.ncpublicschools.org/sbe\\_meetings/07sbemedia.html](http://www.ncpublicschools.org/sbe_meetings/07sbemedia.html) and click on the appropriate audio stream link. For more information, please contact the NCDPI Communications division at 919.807.3450.
- Textbook Commission to Hold Deliberations' Meeting. The North Carolina Textbook Commission will hold its Deliberations Meeting on Aug. 16-17 at the Sheraton Imperial Hotel, Research Triangle Park. Thursday's meeting will be held from 8:15 a.m.-4 p.m., and Friday's meeting will be held from 8:30 a.m.-noon. Members will discuss the list of textbook recommendations in preparation of submitting their recommendations for State Board consideration in October. For additional information, please contact the NCDPI Communications division at 919.807.3450.

### **4. STATE HEALTH PLAN CHANGES/SPECIAL ENROLLMENT:**

Due to State Health Plan benefit changes and rate increases approved in the 2007 Legislative Session, the State Health Plan will conduct a special fall enrollment to allow members to switch to a different plan option. Members will begin receiving enrollment kits on August 7, 2007, notifying them of the fall enrollment and the rate and benefit changes.

PLEASE READ ALL THE INFORMATION YOU RECEIVE IN THE ENROLLMENT KIT CAREFULLY. YOU MAY ALSO FIND A FREQUENTLY ASKED QUESTIONS (FAQ) DOCUMENT ON THE STATE HEALTH PLAN'S WEBSITE AT <http://statehealthplan.state.nc.us/>. THE ENROLLMENT KIT INFORMATION AND FAQ DOCUMENT SHOULD ANSWER MOST QUESTIONS YOU WILL HAVE ABOUT THE FALL ENROLLMENT. IF YOU DO NOT RECEIVE AN ENROLLMENT KIT, YOU MAY DOWNLOAD ONE FROM THE STATE HEALTH PLAN WEBSITE. AGAIN, PLEASE READ ALL THE INFORMATION IN THE ENROLLMENT KIT CAREFULLY.

#### **5. INCREASE IN EMPLOYER CONTRIBUTION RATE:**

The employer contribution rate payable for members of the Teachers' and State Employees' Retirement System has been increased, effective July 1, 2007, from 7.14% to 7.83% of the covered payroll of members. For additional information, please review attached pdf file.

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

PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST, July 31, 2007:

##### **- EDUCATING THE PRESIDENTIAL CANDIDATES**

In their first seven debates, Democratic and Republican presidential candidates have presented America with a cornucopia of plans for solving a plethora of urgent issues -- health care, national security, energy, and the economy. But the candidates in both parties have had relatively little to say to most viewers about one of the most prominent issues of the past several elections: education. Education is falling off the nation's priority list, writes Arthur Levine in Education Week. Indeed, during the 2000 presidential election, Americans ranked education either first or second among the nation's priorities. In 2004, it fell to fifth. To permit education to fall off the national agenda today is to accept weak and inequitable schools. Not only is this bad policy, but it is morally wrong for children to be denied a quality education at birth because of their parents' income or skin color. The reality is that education is part of the answer to many of the issues that now dominate the presidential debates. Preparation of experts and general education of America's population are key elements of national defense, the war on terrorism, and energy policy. It is at the heart of immigration, health care, and environmental protection. According to Levine, the national education media and the independent sector (nonprofit organizations) have a crucial role to play in getting candidates to articulate -- and helping to delineate -- their positions.

[www.edweek.org/ew/articles/2007/08/01/44levine.h26.html](http://www.edweek.org/ew/articles/2007/08/01/44levine.h26.html)

#### - BRINGING A HUMAN RIGHTS VISION TO PUBLIC SCHOOLS

Human rights are necessary for people to live life in freedom, dignity and equality, and to have their basic needs met. There are several categories of rights including, civil, political, economic, social, cultural, and environmental. Human rights apply to every person equally no matter where they come from, what race they are, whether they have immigration papers, whether they are married or not, what kind of family situation they have, or whether they are poor or rich. The National Economic and Social Rights Initiative (NESRI) and Community Asset Development Re-defining Education (CADRE) have produced a training manual for advocates, organizers, community members, parents and youth interested in using human rights as a tool for improving public education in the U.S. The manual includes three training curricula: (1) Know Your Human Rights -- Introduces participants to basic human rights principles, the Universal Declaration of Human Rights, and standards for the right to education; (2) Using Human Rights for Social Change -- Introduces participants to strategies for using the language and principles of human rights in their campaigns and messaging; (3) Taking Action by Documenting Human Rights Abuses -- Introduces participants to research methods for documenting rights violations in schools and tips for using documentation as an organizing tool. The appendix includes training handouts and exercises, a glossary of human rights terms, and excerpts from human rights treaties and declarations recognizing the right to education. To order hard copies email [info@nesri.org](mailto:info@nesri.org) or call 212.253.1710. Available in English and Spanish online in PDF format at: [www.nesri.org/programs/education\\_manual.html](http://www.nesri.org/programs/education_manual.html).

#### - THE ASSUMPTIONS WE MAKE ABOUT DIVERSITY IN SCHOOLS

Diversity in schools is not always visible, but it is always present. Just because your students appear relatively homogenous does not mean your class is not diverse. The latest issue of "Thriving in Academe" says that from gender and religion to social class and family background, all aspects of inclusion should be acknowledged and are integral to student learning. It's all too easy to slip into the bad habit of making assumptions based on outward appearance. Students are diverse in more ways than we will probably ever know, but starting with the assumption of great diversity opens our classrooms up to exciting and constantly changing possibilities. One reason many teachers avoid talking about diversity is the idea that teaching "values" is not our job. But in reality, value-free teaching does not exist. <http://www2.nea.org/he/advo-new/feature.html>

#### - THE DOWNSIDE OF DIVERSITY

It has become increasingly popular to speak of racial and ethnic diversity as a civic strength. From multicultural festivals to pronouncements from political leaders, the message is the same: our differences make us stronger. But a massive new study, based on detailed interviews of nearly 30,000 people across America, has concluded just the opposite. Harvard political scientist Robert

Putnam -- famous for "Bowling Alone," his 2000 book on declining civic engagement -- has found that the greater the diversity in a community, there are fewer people who vote, people volunteer less, they give less to charity and work less on community projects. In the most diverse communities, neighbors trust one another about half as much as they do in the most homogenous settings. The study, the largest ever on civic engagement in America, found that virtually all measures of civic health are lower in more diverse settings. The study comes at a time when the future of the American melting pot is the focus of intense political debate, from immigration to race-based admissions to schools, and it poses challenges to advocates on all sides of the issues. The study is already being cited by some conservatives as proof of the harm large-scale immigration causes to the nation's social fabric, reports Michael Jonas in the Boston Globe. But with demographic trends already pushing the nation inexorably toward greater diversity, the real question may yet lie ahead: how to handle the unsettling social changes that Putnam's research predicts. "Diversity, at least in the short run," Putnam writes, "seems to bring out the turtle in all of us." If ethnic diversity, at least in the short run, is a liability for social connectedness, a parallel line of emerging research suggests it can be a big asset when it comes to driving productivity and innovation. In high-skill workplace settings, says Scott Page, a University of Michigan political scientist, the different ways of thinking among people from different cultures can be a boon.

[www.iht.com/articles/2007/08/05/news/diversity.php](http://www.iht.com/articles/2007/08/05/news/diversity.php)

#### - THE ROLE OF ART IN SCHOOLS

In a new book due out this month, Ellen Winner and Lois Hetland argue forcefully for the benefits of art education. In their view, art education should be championed for its own sake, not because of a wishful sentiment that classes in painting, dance and music improve pupils' math and reading skills and standardized test scores. The researchers found that the visual arts classes did have broad indirect benefits, even if they were not directly related to quantifiable performance in other subjects. "Students who study the arts seriously are taught to see better, to envision, to persist, to be playful and learn from mistakes, to make critical judgments and justify such judgments," the authors conclude. "When kids take a lot of art, they don't improve in their core subject areas," Ms. Winner said in an interview. "We simply found no evidence of that." When students who take art also generally do well in school, reports Robin Pogrebin in the New York Times, this may be because academically strong schools tend to have strong arts programs, or because families who value academic achievement also value achievement in the arts. "You cannot conclude that because they're taking art, they're doing well in school," Ms. Winner said. "There's just no way to conclude anything about causality." In campaigning for keeping arts education, some educators say, advocates need to form more realistic arguments. Art classes are often the first thing to be jettisoned from a crowded curriculum. As a result, Ms. Winner said, it is understandable that some

arts advocates hew to the academic argument to keep the arts in the curriculum. "The arts are totally threatened in our schools," she said. "Arts advocates don't even think about whether they're accurate -- they latch onto these claims."

[www.nytimes.com/2007/08/04/arts/design/04stud.html](http://www.nytimes.com/2007/08/04/arts/design/04stud.html)

#### - DEMOLISHING NCLB IDEOLOGY & PRACTICE

Jim Cummins, a professor at the Ontario Institute for Studies in Education, argued in a recent presentation that what is happening now in the schools is not science but ideology, with federal and state policies imposing a pedagogical divide in which "poor kids get behaviorism and rich kids get social constructionism." In practice, that means skills for the poor and knowledge for the rich. That ideologically based approach ignores and rejects research into the way students learn, particularly how they learn language and how to read, writes Timothy Lange (aka Meteor Blades) for the blog Daily Kos. Cummins has challenged educational practices resulting from federal No Child Left Behind (NCLB) legislation, with its emphasis on standardized tests and consequent teaching "to the tests," saying instructional approaches now being imposed are something that most in the audience wouldn't want their own children to suffer. These approaches have, he said, more to do with teaching rats than humans. He urged his audience to reclaim good instruction with attention to the lessons of social constructionism instead of treating students with a behaviorist approach in which, as B.F. Skinner proved, even pigeons can be taught to play ping-pong. Cummins offers an alternative to the NCLB approach -- under which more and more inner-city schools are failing every day. That alternative is school-based language planning which instructs along the lines of what the research has shown. Boiled down to its essentials, according to Cummins, literacy attainment is directly related to literacy engagement. Such engagement requires participation, and effective participation requires that student identity is affirmed, which means first language learning should not be discouraged because "new understandings are constructed on a foundation of existing understandings and experiences." His alternative focuses on a four-element approach: scaffolding meaning, activating prior knowledge and building background knowledge, affirming student identity and extending language in a way that uses the students' first language. [www.dailykos.com/storyonly/2007/7/26/131722/394](http://www.dailykos.com/storyonly/2007/7/26/131722/394)

#### - HOW NOT TO TALK TO YOUR KIDS: THE INVERSE POWER OF PRAISE

When parents praise their children's intelligence, they believe they are ensuring that children do not sell their talents short. But a growing body of research -- and a new study from the trenches of the New York public-school system -- strongly suggests it might be the other way around. Giving kids the label of "smart" does not prevent them from underperforming. It might actually be causing it, writes Po Bronson in New York magazine. After reviewing more than 200 studies, Dr. Roy Baumeister concluded that having high self-esteem didn't improve grades or career achievement. It didn't even reduce alcohol usage.

And it especially did not lower violence of any sort. (Highly aggressive, violent people happen to think very highly of themselves, debunking the theory that people are aggressive to make up for low self-esteem.) Baumeister has come to believe the continued appeal of self-esteem is largely tied to parents' pride in their children's achievements: It's so strong that "when they praise their kids, it's not that far from praising themselves." By and large, the literature on praise shows that it can be effective -- a positive, motivating force. However, the effects of praise can vary significantly depending on the praise given. To be effective, researchers have found, praise needs to be specific and sincere.

<http://nymag.com/news/features/27840/>

#### - ENCOURAGING TEACHERS TO TEACH OFF THE SCRIPT & EMBRACE SPONTANEITY

To the dismay of many educators throughout the country, the popularity of scripted curricula has spread to many public schools, especially those serving poor communities. In response to the widespread belief that high-stakes testing will improve the nation's schools, teachers are pressured to teach to standardized tests and not waste time on lessons or activities that won't be on one of these tests. Even if there is a major event the children are eager to discuss -- a presidential election, an eclipse, the collapse of a freeway, or an earthquake -- many teachers fear spending precious class time on anything that won't be on the end-of-the-year standardized test. And in many districts, especially those that serve children from the poorest families, teachers are handed scripts and ordered to follow them to the letter. The companies that produce these programs point to studies demonstrating that adhering to the scripts will pay off in higher test scores. While they may in fact raise scores somewhat, scripted lesson plans can be deadly to children eager to learn more than what is covered on the test for their grade level. These schools can be even more mind-numbing for teachers who have been attracted to the profession by a desire to engender in their students a passion for learning. While some new teachers may welcome a script that spells out what to do with most of the school day, veteran teachers and dynamic, creative young teachers are more likely than ever to leave the profession, disgusted by the tedium of drill-and-kill and saddened by the lack of time or freedom to engage their students in the excitement of learning interesting stuff. The idea of using high-stakes testing to improve schools may stem from a genuine desire to offer all children a high-quality education, writes Nancy Ginsburg Gill in Education Week. But if higher test scores are achieved by mandating that teachers follow a script and eschew spontaneity and passion, we will find few great teachers left in the classroom. In fact, we might as well save money on salaries and benefits and employ robots to run the drills.

[www.edweek.org/ew/articles/2007/07/18/43gill.h26.html](http://www.edweek.org/ew/articles/2007/07/18/43gill.h26.html)

#### - OVERCOMING NEW SCHOOL FEARS

Transitions to new schools can be hard, writes Katrina Andrews for momready.com, an online parenting magazine. Parents can soften the anxiety that a young student may have about starting at a new school where they don't know anyone, including the teachers and administrators. To help make this transition an exciting adventure, and not a frightening experience, Andrews offers a few tips to take off some of the pressure: (1) Take a family trip to the school and tour the classrooms together; (2) Introduce your child to the new school principal and main office staff; (3) Meet some of the teachers in your child's grade; (4) Volunteer! Becoming part of a committee or a PTA group helps the family transition and it will make your child proud that you are becoming a part of the school as well; (5) Try to find a family that lives near you who already attends the school and set up a summer play date; and, (6) Speak with your child about how they feel, not just the night before school begins, but throughout the summer. It's important she or he knows that it's okay if they feel afraid or anxious. They need to know that their feelings are being taken seriously and that they can talk to you. With all the plates that parents are juggling, this may seem unnecessary or over the top, but the emotional health of a child is just as important as their physical health. It's easy to see a scraped knee, but not so easy to identify an emotionally lost or frightened child who may not excel simply because they needed someone to listen to them, to make them feel safe or to validate their feelings.

[www.momready.com/articles/printpage.asp?ID=658](http://www.momready.com/articles/printpage.asp?ID=658)

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## Personnel Newsletter - August 27, 2007

Colleagues,

I hope you are making plans to attend the Fall PANC Conference. The PANC Steering Committee has planned another great conference that you don't want to miss. Registration and hotel information are enclosed. If you are retiring or know of someone who has retired and wants to be recognized at the conference, please submit that information to Debbie Durham at [ddurham@wcps.org](mailto:ddurham@wcps.org) or contact her at 919.705.6110. Look forward to seeing you in Asheville.

Thanks for all you do and have a great week!

Here's the latest:

**1. FALL PANC CONFERENCE:** The Fall PANC Conference is fast approaching. The Personnel Administrators of North Carolina Fall (PANC) Conference will be held October 1-3, 2007 at the Renaissance Asheville Hotel. The PANC Conference registration will begin on Sunday, September 30, 2007 from 5:30-7:00 p.m. Conference starts at 8:15 a.m. Monday, October 1, 2007 and will conclude at 12:00 p.m. on Wednesday, October 3, 2007.

**FALL PANC ON-LINE REGISTRATION:** On-line registration for the Fall PANC Conference is now available at [www.ncpublicschools.org/panc/fall/](http://www.ncpublicschools.org/panc/fall/). The block of rooms at the conference rate ends September 7, 2007. Please make your hotel reservation as soon as possible.

**2. REEMPLOYED RETIREES HEALTH BENEFITS:** By now you are aware of HB 1473, Section 28.19.(a), as it relates to employer-paid health benefits for certain retirees. The Retirement Systems Division is currently reviewing and discussing ways in which to implement this requirement. In the interim, you are not required to process employer-paid insurance for retirees that have returned to work in your districts. The Retirement System will notify DPI when a process for this provision has been established.

Please share this information with your Finance Officers. If you have additional questions or concerns, please call us.

**3. PERSONAL LEAVE:** Senate Bill 914 provides that Personal Leave may accumulate without any maximum until June 30 each year. A maximum of five days are carried forward to July 1 and any excess leave shall be converted to sick leave on June 30. At the time of retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service toward

retirement. The fiscal note with the legislation states, "Personal leave is earned only by classroom teachers and school media specialists who require substitutes." Effective July 1, 2007, classroom teachers and school media specialists who require substitutes accumulate Personal Leave without a maximum. Policies will be developed to reflect these changes. If you have additional questions or concerns, please give a call.

[www.ncga.state.nc.us/Sessions/2007/Bills/Senate/HTML/S914v2.html](http://www.ncga.state.nc.us/Sessions/2007/Bills/Senate/HTML/S914v2.html)

#### **4. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:**

- Initial Allotments and Rev 1:

The FY 07-08 Initial Allotments posted to MSA on Wednesday, August 7, 2007. Revision 1 - Charter School Reductions, posted to MSA on Monday, August 13, 2007. An email of the Initial Allotments and supporting documentation was sent to the LEAs on Tuesday and Wednesday of this week. Please use the revised email because the allotment for Children with Disabilities was changed to include school age as well as preschool. Please contact School Allotments if you have any questions at 919.807.3739.

- Disadvantaged Student Supplemental Funding (DSSF):

Please see the attached listing of the DSSF Allotments for FY 07-08. These amounts will be allocated in an Allotment Revision once the LEA's plan is approved for FY 07-08. If you have any questions about the allotments, please contact School Allotments at 919.807.3739.

- Literacy Coaches:

New legislation provides for Literacy Coaches paid out of PRC052 (only) are eligible to receive the 12% differential pay, if they are NBPTS certified. (H1473 Section 7.23(b)) Reemployed retirees exempt from the cap are not eligible for these positions.

- Top of the Scale Bonus:

Principals and Assistant Principals who are at the top of their respective salary scale may be eligible for a 2% bonus. This legislation is consistent with 2006 and a Q&A can be found at

[www.ncpublicschools.org/docs/fbs/finance/legislation/raises/topscalebonus.pdf](http://www.ncpublicschools.org/docs/fbs/finance/legislation/raises/topscalebonus.pdf).

**5. DPI CAST: VIEW CURRENT HOT TOPICS: NEWS RELEASES 2006-07:  
AUGUST 15, 2007**

- **NORTH CAROLINA ACT SCORES INCREASED IN 2007:** North Carolina students increased their performance on the ACT college admissions exam in 2007, scoring just two-tenths of a point lower than the national average, according to results released by the ACT today. ACT test scores are among the factors that colleges and universities use in their admissions process. For further details, please access: [www.ncpublicschools.org/newsroom/news/2006-07/20070815-01](http://www.ncpublicschools.org/newsroom/news/2006-07/20070815-01).
- **WHAT'S NEW ON THE WEB** is online at [www.ncpublicschools.org/whatsnew/](http://www.ncpublicschools.org/whatsnew/). The following issues are addressed:
  - Web Highlights Returns to Regular Schedule in September: Look for the Highlights to return twice monthly beginning September 7.
  - Congratulations to 2007 Governor's School Students
  - Online PE Guidelines Help Educators and Administrators to Examine Virtual Physical Education
  - New Tools, Resources for Parents and Educators on NCLB Web Site
  - Exceptional Children Web Site Updates
  - New Assistance Redesign Project Site Launched

**ARTICLES OF INTEREST:**

**PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST, August 27, 2007:**  
[www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

**HELPFUL BACK TO SCHOOL STATISTICS:** Nearly 50 million students are heading off to approximately 97,000 public elementary and secondary schools for the fall term. Before the school year is out, an estimated \$489 billion will be spent related to their education, with an average of \$9,969 to be spent per pupil for fall enrollment in public elementary and secondary schools.

**TEACHERS SPEND OUT OF THEIR OWN POCKETS TO PREPARE CLASSROOMS:** Teachers nationwide spend an average of \$475 of their own money on classroom supplies and materials each year, according to a study prepared by Quality Education Data for the last school year.

**SCHOOLS MUST PROVIDE ESSENTIAL SUPPLIES:** Teachers can provide parents with lists of supplies their child may want to have at school, but they can't require them to buy anything essential to their education, according to a new statewide policy, reports the Associated Press. The West Virginia Board of Education outlined the policy in a memo to county school boards just in time for back-to-school shopping.

#### FIRST DAY OF SCHOOL: HELPING YOUR CHILD OVERCOME SEPARATION:

Clinical psychologist Mark Crawford says separation anxiety is fairly common among children ages 6 to 10. "It's most often associated with a child's fear of something happening to a parent if they are not there to watch over them," Crawford explains. "Children have this irrational fear that, 'If I can't see Mom or see Dad, something may happen to them and they may not come back.'" Crawford suggests a child doesn't have to be going off to school to experience anxiety.

**OVERWEIGHT KIDS MISS MORE SCHOOL:** The more overweight a child, the more likely he or she is to be absent from school, a new report suggests. Researchers studied 1,069 fourth- to sixth-grade students in nine schools in Philadelphia. They recorded height, weight, sex, race and days absent for each. The study appears in the August issue of *Obesity*, reports Nicholas Bakalar in *The New York Times*.

**STUDENTS PAY FOR LUNCH WITH THE SWIPE OF A FINGER:** Parents in the central Ohio town of Circleville may not have to worry about lost or misspent lunch money any more. This week, Circleville schools are joining Akron, Huron, Rocky River and at least five other school districts in Ohio in implementing new fingerprint technology, which allows students to pay for lunch with a touch.

**SCHOOL TEST GAP: NOT JUST ECONOMIC:** When the first wave of state achievement test results are released every year, educators have a stock answer for the vexing disparity in achievement between African-American and Latino students and their white and Asian counterparts: poverty. But this year, new data in the Standardized Testing and Reporting program (STAR) shows that even when poverty is not a factor, the performance of black and Latino students still lagged behind. "These are not just economic achievement gaps. They are racial achievement gaps," said Jack O'Connell, state superintendent of public instruction. "We cannot afford to excuse them. We must take notice and take action."

#### THE QUALITY OF SCHOOL-AGE CHILD CARE IN AFTER-SCHOOL SETTINGS:

Emerging research indicates that regular attendance in quality after-school programs can yield a range of positive developmental outcomes for school-age children, but many after-school programs struggle with understanding and improving the quality of their programs. While only a handful of developmental research and program evaluations have rigorously tested the relations between after-school program quality and child outcomes, there are dozens of program quality assessment tools to help after-school programs improve the quality of their programs. Most of the research on quality of school-age care settings, as well as most of the federal investments in school-age quality improvements, have been confined to school-based and center-based care.

**CREATING SAFE SCHOOLS IS EVERYONE'S BUSINESS:** Bullying in schools is a long-standing, widespread problem, yet parents and school leaders often overlook the harassment occurring in their own communities. Many adults imagine bullying to be the noticeable intimidation of a child by a physically more powerful peer. While such harassment certainly occurs, the overwhelming majority of bullying involves a variety of behaviors that are not physical in nature, such as gossiping, spreading rumors, and name-calling.

**NCLB USES A FLAWED MEASURING STICK TO JUDGE SCHOOL PERFORMANCE:** The federal law No Child Left Behind (NCLB) is using the wrong measuring stick to identify failing schools, says Harvard University's Paul E. Peterson in the new issue of Education Next. To make the law's accountability system work, he proposes two fixes: (1) Using a more accurate method to measure schools' academic progress; and (2) Holding students, teachers, and administrators - not just schools - accountable for improvement.

**AFTER-SCHOOL OFFERINGS DECLINE IN URBAN SCHOOLS:** As another school year approaches, many of the extracurricular activities that have long interested Milwaukee students are relics of the past. Although there are notable exceptions, gone are the days when city high schools had an array of sports, a drama club, a school musical, a band, an orchestra, a choir, an active yearbook and an assortment of other organizations. The gap in test scores and graduation rates between the city and suburban high schools has attracted the most attention from policy-makers and the media in recent years. But others worry that there's another gap that's just as meaningful: the difference in the richness and breadth of the high school experience available to children in cities and suburbs as urban districts slice after-school activities and clubs.

Joe Parry-Hill, Personnel Analyst  
NC DPI School Personnel Support Section  
919.807.3368

## Human Resources Administrators Newsletter – September 11, 2007

Colleagues,

I hope you are looking forward to the Fall PANC Conference. The PANC Steering Committee has planned another great conference that you don't want to miss. Registration and hotel information are enclosed. If you are retiring or know of someone who has retired and would like to be recognized at the conference, please submit that information to Debbie Durham at [ddurham@wcps.org](mailto:ddurham@wcps.org) or contact her at 919.705.6110. Look forward to seeing you in Asheville.

Thanks for all you do and have a great week!

Here's the latest:

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FALL PANC ON-LINE REGISTRATION: On-line registration for the Fall PANC Conference is available at [www.ncpublicschools.org/panc/fall/](http://www.ncpublicschools.org/panc/fall/). The conference registration fee is \$175.00 through September 21, 2007. After that time, registration will only be available on site for a fee of \$200.00.

The date for special rates for hotel reservation has passed; however, you can still make reservations at the market rate. You can call the Renaissance Asheville Hotel at 828.252.8211 or 800.468.3571 or register online at <http://www.renaissancehotels.com/> using "pacpaca" as the corporate code for online hotel registration. You can also obtain driving directions and site information on-line.

**NOTE:** Checks for the PANC meeting registration should NOT be sent to DPI, they should be sent to the PANC Treasurer:

Teresa Shipman, Treasurer  
PANC  
P.O. Box 35508  
Charlotte, NC 28235-5508

**2. STATE BOARD OF EDUCATION MET SEPTEMBER 4-6, 2007:** The agenda is on-line at: [www.ncpublicschools.org/sbe\\_meetings/0708/0708sbagenda.html](http://www.ncpublicschools.org/sbe_meetings/0708/0708sbagenda.html)

**3. REEMPLOYED RETIREES HEALTH BENEFITS:** HB 1473, Section 28.19.(a), as it relates to employer-paid health benefits for certain retirees. The Retirement Systems Division is finalizing the details in which to implement this requirement. Once the process is determined, you will be able to process employer-paid insurance for retirees that have returned to work in your districts. Hopefully, the Retirement System will notify DPI this week with a process for this provision. Please share this information with your Finance Officers. If you have additional questions or concerns, please call us.

**4. DPI CAST: VIEW CURRENT HOT TOPICS: NEWS RELEASES 2006-2007**

- **SEPTEMBER 6: ABCS RESULTS SHOW MORE SCHOOLS MAKING STRONG ACADEMIC GROWTH -** A total of 71.8 percent of North Carolina's public schools made expected or high growth in the 2006-07 school year, up 17.5 percentage points over the 54.3 percent that made growth targets in the 2005-06 school year, according to the 2006-07 ABCs of Public Education accountability report approved by the State Board of Education. For more, go online to <http://abcs.ncpublicschools.org/abcs/>.
- **AUGUST 31: 2007-08 SCHOOL YEAR BRINGS CHANGES AND A RECORD NUMBER OF STUDENTS TO NC SCHOOLS -** The 2007-08 school year began this week with a record number of students, 1.46 million, in North Carolina's 115 public school districts and 98 charter schools. In addition to the growing number of students, the state's public school system is ushering in a number of new programs and policies. "This year is already a good one for North Carolina schools," said State Superintendent June Atkinson. "Thanks to the work of Gov. Mike Easley, the General Assembly, and the State Board of Education, we are building a strong framework of support for students to enter school successfully and to graduate with college experiences already under their belt." For further details please access: [www.ncpublicschools.org/newsroom/news/2006-07/20070831-01](http://www.ncpublicschools.org/newsroom/news/2006-07/20070831-01)
- **AUGUST 30: USDA AWARDS \$1 MILLION TO THE NC DEPARTMENT OF PUBLIC INSTRUCTION; GRANT TO PROMOTE FRESH FRUIT AND VEGETABLE CONSUMPTION IN PUBLIC SCHOOLS -** Thanks to a \$1 million grant from the United States Department of Agriculture (USDA), students in select public schools will be able to participate in the Fresh Fruit and Vegetable Program this school year. The primary purpose of this program is to increase students' consumption of fresh fruits and vegetables. For further details please access: [www.ncpublicschools.org/newsroom/news/2006-07/20070830-01](http://www.ncpublicschools.org/newsroom/news/2006-07/20070830-01)

## 5. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS)

NEWSLETTER: [www.ncpublicschools.org/fbs/resources/](http://www.ncpublicschools.org/fbs/resources/)

- Teacher Assistants to be Paid at a Minimum of Pay Grade 56 - Over the past few weeks we have had many calls regarding this topic and want to reiterate again the need to make sure that there are no teacher assistants paid less than \$1,820.89 per month, if fully employed. This must be done by either having the 4% raise applied to the TA salary, and was sufficient to meet the monthly minimum or raised to the minimum if they did not attain the \$1,820.89 after the 4% raise was applied. Also, all funding (\$1.1 million) received to bring the TAs to minimum was distributed in the Teacher Assistant PRC 027 dollar allotment. This was done to maximize the use of funding for only TAs and not for other purposes. Therefore, if you have TAs that need to receive more than the 4%, you may utilize the funding in PRC 027 to split fund those salaries paid from other dollar or categorical PRCs or transfer the person to PRC 027 and utilize the funds for other purposes out of the dollar or categorical allotment. There will be no transferring of funds to other dollar or categorical programs from PRC 027 to meet this requirement. If you have any questions, please feel free to contact Paul LeSieur at [plesieur@dpi.state.nc.us](mailto:plesieur@dpi.state.nc.us) or 919.807.3701.

- Learn and Earn Online - Below you will find the means in which NCDPI will reimburse for Learn and Earn Online textbooks this year.
  - Learn and Earn Online Community College Textbook Reimbursement for FY 2007-08 - There are three ways to purchase textbooks; textbooks can be purchased, by the LEA and reimbursed by the state, through DPIs textbook warehouse or the Community College bookstore; the student can purchase the book independently and submit an invoice to the LEA (which will be reimbursed by the state); or the Community Colleges can purchase textbooks and bill the state directly. Payment will be made after enrollment data is verified for the students taking the courses.
  - Learn and Earn Online UNCGi Textbook Reimbursement for FY 2007-08 - Textbooks will be provided by the UNCGi bookstore and NCDPI will reimburse the bookstore after we have reconciled invoices and enrollment data.

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

- Workers' Compensation Sessions - DPI is offering sessions to Workers' Compensation Administrators and LEA Administrators. See attached memo for dates, times and locations.

## **6. PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST,**

September 10, 2007: (To read more on these and other interesting topics visit: [www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp))

- **HOW SHOULD TEACHERS BE GRADED** - As the curtain opens on a new school year, the spotlight is on teachers. Off in the wings, a noisy debate ensues about how to ensure that public school teachers are well qualified - and receive enough support - to do their jobs. There is some consensus on the situation: Students with experienced, highly skilled teachers tend to do better academically. And schools with high concentrations of minority or low-income students have a more difficult time attracting and keeping those teachers.
- **AS MINORITIES INCREASE, STUDENT BODIES CHANGE** - As minorities continue to increase their share of America's population, white students are less likely to attend nearly all-white public schools, while African-American and Hispanic students are more likely to attend nearly all-minority schools, according to a new report from the Pew Hispanic Center.
- **SCHOOL DISTRICTS SEARCH FOR SPANISH SPEAKING TEACHERS** - With explosive growth in the number of Hispanic students in public schools in Oklahoma, school districts are searching for more bilingual teachers and classroom assistants. In a 10-year period from 1996 to 2006, the population of students in pre-kindergarten through the 12th grade in public Oklahoma schools went up 2.8 percent, while the Hispanic portion of that population jumped 135.5 percent, according to U.S. Department of Education statistics.
- **SEGREGATION IN U.S. SCHOOLS IS INCREASING** - Public schools in the United States are becoming more racially segregated and the trend is likely to accelerate because of a Supreme Court decision in June, according to a new report by the Civil Rights Project of the University of California in Los Angeles. The rise in segregation threatens the quality of education received by non-white students, who now make up 43 percent of the total U.S. student body.

Joan T. Crump, Personnel Analyst  
NC DPI School Personnel Support Section  
919.807.3366

## Human Resources Administrators Newsletter – September 24, 2007

Colleagues,

Only a few days before the Fall PANC Conference! I hope everyone is excited and looking forward to attending.

If you missed your on-line registration, you can register on site. Please bring cash or check to pay fees. Have a great week and safe trip to Ashville.

Here's the latest:

**1. ANNOUNCING THE NEW PANC WEBSITE:** PANC is very excited in announcing the launch of their new website. The web site is now ready to be accessed with features that will help communicate more effectively and keep all members in the loop as PANC moves forward.

The PANC steering committee invites you to access the new PANC website at [www.pancweb.org](http://www.pancweb.org). In anticipation of the work scheduled to be completed at the Fall Conference, PANC have posted the revised bylaws that are to be considered on first reading at the business meeting on October 3<sup>rd</sup>. Please review the bylaws now, and consider entering the online discussion.

### **2. PROCESS TO HANDLE REEMPLOYED RETIREES HEALTH BENEFITS:**

Section 28.19(a) of the 2007 Appropriations Act - House Bill 1473 as it relates to employer-paid health benefits for certain retirees. Effective July 1, 2007, if a Teachers' and State Employees' Retirement System (TSERS) employer hires or has hired a retiree as an employee, the employer shall enroll the retiree in the active group of the State Health Plan and pay the cost for the coverage if that retiree is employed in a position that would require the employer to pay the cost of the State Health Plan coverage if the individual had not been retired.

**NOTE:** In order to determine whether a reemployed retiree must be enrolled in the active group, employers only need to determine whether the position is one in which a person who is not retired would have to be signed up for active health coverage, and

Retirees who return to bona fide part-time positions and retirees performing services for a covered TSERS employer as a bona fide independent contractor will continue to be covered under the retiree group of the State Health Plan. Any reemployment of a retiree that would require enrollment of a non-retired individual now requires that the employer enroll the retiree in active health coverage by completing a Form C-9, Enrollment Application and submitting the Form C-9 to the State Health Plan.

In order to notify the Retirement Systems Division, the employer should send a letter addressed to "Retiree Health Insurance" on the employer's letterhead to the Retirement Systems Division. This letter should state:

1. Retiree has returned to work in a position requiring enrollment in the active group of the State Health Plan with the retiree's State Health Plan insurance paid by the employer,
2. Effective date of the coverage under the State Health Plan active group, and
3. Retiree's name and last four digits of the member's Social Security Number.

The Retirement Systems Division must receive notification by the 10<sup>th</sup> day of the month prior to the effective date of the coverage in order to make the change effective on the first day of the next month.

When no longer eligible for health coverage under the active group, in order to restore State Health Plan coverage under the retiree group, the employer should send:

1. New State Health Plan Retiree Group Enrollment/Change Form, Form HM, completed by the member, and
2. Letter addressed to "Retiree Health Insurance" on the employer's letterhead to the Retirement Systems Division stating that the retiree's State Health Plan insurance will no longer be paid by the employer.
  - o This letter should include:
    - Member's name
    - Last four digits of the member's Social Security Number, and
    - Effective date of the termination of coverage under the State Health Plan active group.

Both the letter from the employer and the new Form HM should be submitted together to the Retirement Systems Division.

**NOTE:** Details of this Bill will be further discussed at the Fall PANC Conference. We are in the process of developing Q&As for our website. Please give us a call if you should have any questions.

**3. 4th ANNUAL HRMS USER GROUP CONFERENCE:** The North Carolina Department of Public Instruction will be hosting the 4th Annual HRMS User Conference at the Koury Convention Center in Greensboro, November 7 - 9, 2007. The conference will bring users together to gain more detailed knowledge of the system, participate in discussions, and learn how other school systems approach HR tasks using HRMS.

You don't want to miss this conference. HRMS is highly encouraging participation from Finance and Payroll staff during the opening session on Wednesday. This session is dedicated to discussing the upcoming HRMS and Payroll Interface.

Plan to register early to take advantage of the early registration fee of \$150 per person if registration is postmarked by **October 5, 2007**. For further details, please access HRMS Website: <http://hrmscomm.dpi.state.nc.us/>.

**4. NO CHILD LEFT BEHIND:** This Web site offers information and resources for implementing NCLB in North Carolina. Information and resources address Adequate Yearly Progress (AYP), standards for teachers, consequences for Title I schools and districts not making AYP, and parent communication and involvement.

In this edition you'll find a feature on 2007-08 Teacher of the Year working through the Title I School Improvement process. Other stories include a feature on new NCDPI associate superintendent Robert Logan and his ideas on NCDPI's changing role in offering schools and districts assistance as well as information on supplemental educational services, accountability, the Blue Ribbon Commission, calendar items and more. [www.ncpublicschools.org/nclb/news/](http://www.ncpublicschools.org/nclb/news/).

If you have not done so, please update your Paraprofessional Data for the 2006-2007 school year. This can be done on the Licensure/Salary website at: <http://licsalweb.dpi.state.nc.us/>.

**5. DPI CAST: VIEW CURRENT HOT TOPICS - 2006-2007:** State Superintendent June Atkinson participated in Jumpstart Reading. She joined her colleagues nationwide on, Sept. 20, in the Read for the Record Jumpstart event by reading to kindergartners at E.P. Pearce Elementary School in Guilford County and at Mallard Creek Elementary School in Charlotte-Mecklenburg. For further details, access: [www.ncpublicschools.org/newsroom/news/2007-08/20070919-01](http://www.ncpublicschools.org/newsroom/news/2007-08/20070919-01).

**6. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:** LEA Full-time Personnel and Salary Supplements Data: LEA Full-time Personnel and Salary Supplements Data (SS200 and SS300) are due October 31st. See attached forms. If you have any questions, contact Dr. Muhammad Mannan at 919.807.3756. For further details on Financial Services updates, see [Newsletters](#).

## **7. WHAT'S NEW ON THE WEB - SEPTEMBER 14, 2007:**

[www.ncpublicschools.org/whatsnew/](http://www.ncpublicschools.org/whatsnew/)

The following issues are addressed:

- **State Superintendent's Web Page Updated**  
The State Superintendent's Web page has been updated with a photo gallery and blog. The photo gallery allows visitors to view pictures of Dr. Atkinson meeting with constituents across the state. The blog gives readers a chance to review Dr. Atkinson's thoughts about her experiences with internal and external stakeholders as she travels across North Carolina. To view the photo gallery and blog, please visit [www.ncpublicschools.org/statesuperintendent/news/](http://www.ncpublicschools.org/statesuperintendent/news/).
- **Senate Youth Program Application Online**  
U.S. Senate Youth Program will be held in Washington D.C., March 1-8, 2008. Application information for the program is now available to download at [www.ncpublicschools.org/secondary/](http://www.ncpublicschools.org/secondary/). The deadline to submit applications is Oct. 11 at 5 p.m. The U.S. Senate Youth Program provides the opportunity for two student leaders from each state, the District of Columbia and the Department of Defense Education Activity to spend a week in Washington. Delegates will hear major policy addresses by senators, cabinet members, officials for the Departments of State and Defense and directors of federal agencies. Each student will be awarded a \$5,000 college scholarship for undergraduate studies. Those with questions should contact Kelli Thomas at [kthomas@dpi.state.nc.us](mailto:kthomas@dpi.state.nc.us) or 919.807.3828.
- **2008 Governor's School Accepting Nominations**  
The nomination packet for the 2008 Governor's School is now online at [www.ncgovschool.org/nomination/](http://www.ncgovschool.org/nomination/). Deadline for nominations is Nov. 21. The Governor's School of North Carolina is a six-week summer residential program for intellectually gifted high school students, integrating academic disciplines, the arts, and unique courses on each of two campuses: Governor's School West at Salem College in Winston-Salem and Governor's School East at Meredith College in Raleigh.
- **Cooperative Innovative High School Resources Updated**  
The Innovative Education Initiatives Act and the Cooperative Innovative High School Programs statutes encourage high schools to be innovative and participate in reform activities. Districts are encouraged to partner with their local postsecondary educational institution(s) to establish a high school program that would target students who are at risk of dropping out of high school or a program that would offer accelerated learning opportunities. Updated materials including the application, a letter of introduction and important dates for submission are available at [www.ncpublicschools.org/curriculum/cooperativeinnovative](http://www.ncpublicschools.org/curriculum/cooperativeinnovative).

- **Workshops Train Stakeholders to Empower Parents**  
Train the trainer workshops entitled "Changing the Way We Do Business in the Village through Parents/Family Empowerment" are scheduled throughout the state during September, October and November. The workshops are designed to increase awareness of the benefits of parental involvement in our schools. Participants will review the Parent Empowerment resource documents and discuss effective practices to strengthen collaboration between parents and schools. To learn more about the workshops please visit [www.ncpublicschools.org/racg/](http://www.ncpublicschools.org/racg/).

## **ARTICLES OF INTEREST:**

PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST, SEPTEMBER 14, 2007:

- **WHAT AMERICANS REALLY THINK ABOUT EDUCATION**  
It may come as a surprise to some, but the majority of people who took part in a nationally representative sample of 2,000 Americans over the age of 18 want the No Child Left Behind (NCLB) Act re-authorized. They also would prefer that the act's renewal include as few changes as possible. Not so surprising is the fact that when the poll participants were asked to grade public schools, most gave the nation's schools a "C." Still, the respondents were willing to give more funding to schools and believe additional dollars would improve student learning. The national survey, conducted at Harvard University's Kennedy School of Governance, also finds that reform efforts long seen as radical - high-stakes student accountability, merit pay for teachers, and others - are becoming more accepted. In that same vein, the survey found growing support for national proficiency standards (almost 75 percent of respondents) and polices requiring students to pass end-of-course exams to proceed to the next grade (81 percent of respondents). However, Americans will not write a blank check to fix schools, as substantial percentages remain undecided on issues such as charter schools and increasing pay for teachers who work in hard-to-staff fields, like science and math. "If the public is given the option of supporting the law with minor changes, rather than simply being asked whether it should be renewed ... the level of support jumps significantly," said Paul Peterson, the poll's director. [www.ksg.harvard.edu/ksgnews/PressReleases/073007\\_PEPG\\_study.html](http://www.ksg.harvard.edu/ksgnews/PressReleases/073007_PEPG_study.html)
- **WHY THE NUMBER OF MEN TEACHING IN SCHOOLS IS AT A 40-YEAR LOW**  
According to the National Education Association (NEA), the number of male schoolteachers is hovering at a 40-year low. Only one quarter of our three million teachers are men. In elementary schools, the problem is more acute - just 9 percent are men, down from 18 percent in 1981. "If kids do not see males in the classroom, they begin to believe teaching is only for females," says Reg Weaver, president of the NEA. Unless more men become teachers, says Weaver, the shortage will continue to be a self-perpetuating problem.

Although the feminization of the teaching profession has been underway since the 1890s, school administrators say it's becoming a more salient issue as boys fall behind girls in graduation rates and demonstrate more difficulties with reading and writing. There are several reasons many men find it difficult to enter, and stay in, the teaching profession: the starting salary for teachers is about \$30,000, and less in early education. Another reason men fail to consider teaching is a widely held belief that they lack nurturing skills. Conversely, if a man expresses tenderness or too many traits associated with being female, some parents assume the male teacher is gay. Another problem is that grown men who express physical affection for small children can be accused of being pedophiles, reports Julie Scelfo in Newsweek.

[www.msnbc.msn.com/id/20657203/site/newsweek/](http://www.msnbc.msn.com/id/20657203/site/newsweek/)

- EDUCATION INVESTMENTS LOWER RATES OF VIOLENT CRIME & INCARCERATION

The Justice Policy Institute led off their four-part research brief series with a bang, announcing that states which invest more money in both their K-12 and higher education systems have lower rates of violent crimes and incarceration, and likewise save billions in crime-related expenses. The brief notes that increased graduation rates have a significant impact on public safety, as a five percent increase in males graduating from high school produces almost \$5 billion dollars in savings on crime-related expenses.

Additionally, states that are able to get students farther along the educational pipeline had lower crime rates than the national average. Similarly, states with higher college enrollment rates experienced less violent crimes, and those states with the biggest increased expenditures on higher education saw decreases in violent crimes. Across the country, the difference between white and minority students' educational opportunities are stark. Consequently, minority students are more likely to be incarcerated but also more likely to face violent crimes in their daily lives. The next three research briefs will focus on the effect housing, employment, and drug treatment have on public safety and crime.

[www.justicepolicy.org/content.php?hmID=1811&smID=1581&ssmID=61](http://www.justicepolicy.org/content.php?hmID=1811&smID=1581&ssmID=61)

- WHAT? CHILDREN'S HEALTH HAS SOMETHING TO DO WITH ACADEMIC SUCCESS? YOU'RE KIDDING!

The connection between good student health and academic success is no news for teachers, who see its critical importance everyday in their classrooms, or to researchers who have studied it. Self-reported physical health problems are associated with school failure, mostly because health problems contribute to school absenteeism, trouble with homework, and student-teacher bonding, writes educational psychologist Gerald Coles in a blog entry on the District Administration website. Asthmatic children in the United States miss approximately 14 million days of school, but the rate of school absenteeism is twice as high among poor and minority asthmatic children living in urban areas. Health insurance makes a difference! A

California study showed that after obtaining health care, children who had been in poor health improved their school attendance, attention in class, and the extent to which they kept up with school activities. Of course these changes contributed to improved academic performance. A University of Missouri study found that children who enrolled in the state's health insurance program had 39 percent school absences. Uninsured children with asthma miss more school days. Right now educators can make a difference in taking one important step to help poor children's health and education. Go to the Campaign for Health Care at [www.childrenshealthcampaign.org](http://www.childrenshealthcampaign.org). There you'll be able to sign a petition to Congress and the president that calls for health coverage for all children. You'll also find information on how to call your senators and urge them to support the State Children's Health Insurance Plan (SCHIP) and how to recruit family and friends in this effort. Both the House and Senate bills would provide additional funds to provide health insurance for millions of poor children. Given the grim realities of current domestic policy, both bills and the final compromise bill will be a critical victory for many poor children.

[www.districtadministration.com/pulse/commentpost.aspx?news=no&postid=48079](http://www.districtadministration.com/pulse/commentpost.aspx?news=no&postid=48079)

- **UNDERAGE DRINKING BEGINS YOUNG: BUT IN FOURTH GRADE?**  
While the study of alcohol use and abuse by adolescents is prevalent at national, state and local levels, similar surveys that look at younger children often go unpublished, according to John Donovan, Ph.D., professor of psychiatry and epidemiology at the University of Pittsburgh Medical Center. Donovan found that 39 states have performed research on alcohol abuse that includes children in the sixth grade or younger over the past 15 years. His study, which summarizes available national surveys and those conducted by several states, found that 10 percent of typical fourth graders have had more than a sip of alcohol, with seven percent having a full drink. Those percentages will double between fourth and sixth grades, according a new study appearing on the Science Daily website. However, the numbers of children who have ever used alcohol have remarkably decreased since 1990. The decrease in usage is important, yet even though the current numbers are small, they remain significant as early alcohol consumption often signals future alcohol and drug problems in adolescence and young adulthood. The study suggests that to curb underage drinking programs need to start before the targeted behavior begins, so as early as elementary school. The evidence of alcohol use at the fourth, fifth, and sixth grades shows the necessity of devising meaningful prevention programs, as those currently in existence exhibit inconsistent results. "Prior to this review ... we didn't know the extent of the problem of children's involvement with alcohol," Donovan said.  
[www.sciencedaily.com/releases/2007/08/070831093912.htm](http://www.sciencedaily.com/releases/2007/08/070831093912.htm)

- HIGH-ACHIEVING STUDENTS FROM LOWER-INCOME FAMILIES ARE INDEED LEFT BEHIND

With every major movement, there are unintended consequences. The latest unintended consequence of the accountability movement and the No Child Left Behind (NCLB) Act is that higher-achieving, lower-income students have slipped through the cracks. A study sponsored in part by the Jack Kent Cook Foundation looked at students who score in the top quartile of nationally normed tests and also came from low-income households. The study's researchers found that these students are far more likely to possess weaker intellectual abilities, and consequently are less likely to advance in school than their higher-income peers. At a recent Congressional hearing on NCLB, the foundation's Joshua Wyner said a flaw of the law is that it focuses too much on lower-performing students by not holding schools accountable for educating higher-achieving students as well. Students from lower-income families begin their education careers at a disadvantage as fewer than 30 percent of first graders who perform well on national tests are from low-income families. As students move through the education system, lower-income students are losing ground at a significant rate, as 44 percent fall from the top quartile in reading by the time they reach the fifth grade. The report notes that 93 percent of higher-achieving lower-income students graduate high school. However, when compared to students from better-off families, those lower-income students are less likely to go to more selective universities and graduate schools.

[www.edweek.org/ew/articles/2007/09/10/03poor\\_web.h27.html](http://www.edweek.org/ew/articles/2007/09/10/03poor_web.h27.html)

- SCHOOL DISTRICTS FIND LOOPHOLES IN NCLB

The No Child Left Behind Act, signed into law on Jan. 8, 2002, is widely viewed as the most sweeping federal education bill in more than 40 years. "The News Hour with Jim Lehrer" education special correspondent John Merrow looked into how some teachers and school districts are handling the federal education law and states' execution of it in a three-part series: Part I: School Districts Find Loopholes in No Child Left Behind. Part II: Failing San Diego Schools Work to Meet Standards. Part III: Teachers Grapple with Attaining Education Law's Goals. In Part I, Merrow examines how some schools are dealing with, and trying to avoid, requirements of the law. No Child Left Behind demands that states raise test scores or their schools could face firings and eventually be shut down. But as Merrow details, states have discovered creative ways to win, to make their schools seem better than they actually are. Some examples of the accountability shell game played by some states include lowering standards, and not including the test scores of some minority students by manipulating the size of subgroups. As No Child Left Behind ratchets up the pressure on schools, states may have more incentive to look for shortcuts.

[www.pbs.org/newshour/bb/education/july-dec07/nclb\\_08-14.html](http://www.pbs.org/newshour/bb/education/july-dec07/nclb_08-14.html)

- TEACHERS REALLY ARE KEY TO PUPILS' SUCCESS

The achievement gap between black and white students has continued to be an incredible problem with little solution in America, while many educators and community leaders remain confounded as to how to close the gap. The findings of a two-year study of performance among black students in Pittsburgh, Pa. may provide some help, as they reveal that teachers are the best predictors of student success. In fact, reports Mike Wereschagin in the Pittsburgh Tribune-Review, the report found that average tests scores varied as much as 59 points between high-achieving and low-achieving classrooms. Robert Strauss, professor of economics and public policy at Carnegie Mellon University, who led the study, believes that in Pittsburgh, good teachers are successful regardless of the ethnicity of the pupil. However, he is quick to caution against whiplash reactions to the wide disparities in classroom test scores – "[he] is not saying, to one of these teachers in the lower quadrant, 'Off with her head.'" The findings at least appear to provide a baseline for Pittsburgh Public Schools to begin addressing their achievement gap, which has grown since the mid-1990s. Randall Taylor, school board member, proposed continuing the study in the hope of defining the tactics teachers in high-achieving classrooms were using to capture success.

[www.pittsburghlive.com/x/tribune-review/pittsburgh/print\\_526792.html](http://www.pittsburghlive.com/x/tribune-review/pittsburgh/print_526792.html)

- EDUCATION & INDOCTRINATION: THERE IS A DIFFERENCE

In Brooklyn, N.Y., a new school opened amidst controversy: The Khalil Gibran International Academy. This first-of-its-kind bilingual public school will conduct studies in both Arabic and English. Standard curricula includes all the "Rs" plus sciences, physical education, the arts and more. Concomitant with language study comes Arab culture study: the Alhambra (Granada, Spain), the House of Wisdom (Baghdad's great library and learning center destroyed by the Mongols in 1258), the development of algebra, astronomy, and medical sciences. In Hollywood, Fla., the Ben Gamla Charter School is now open. There, Hebrew language and Jewish culture will be emphasized: for example, the teachings of Maimonides, the great 12th century philosopher who flourished in Cairo as chief rabbi and physician to the sultan and author of "The Guide to the Perplexed." Some observers are not in favor of these lessons being taught to public or charter school students. There is a place for the study of religion in our public schools, writes Anisa Mehdi for The American Muslim. Education is not the same as indoctrination. When we study art history, we see works from churches and mosques. When we study music history, we hear great masses and requiems. When we study literature, we need to know Bible and Qur'anic stories as well as other mythologies in order to understand themes and references. The study of religion is essential for a well-rounded and well-grounded civilization, says Mehdi.

[www.theamericanmuslim.org/tam.php/features/articles/fears\\_of\\_arab\\_school\\_in\\_new\\_york\\_unjustified/0014571](http://www.theamericanmuslim.org/tam.php/features/articles/fears_of_arab_school_in_new_york_unjustified/0014571)

- **CAREGIVER WELL-BEING AFFECTS ACADEMIC ACHIEVEMENT**  
Annals of research have demonstrated that poverty affects the academic success of children, without arriving at the particular aspects of poverty that are causing these effects. According to a new study from the FPG Child Development Institute, which studied the living environments of 501 children enrolled in public pre-kindergarten, parental education, household income, and self perception of financial status accounted for the disparities across each academic area. While much previous research has focused specifically on poverty, this study looked at four specific areas: socio-demographic, parental well-being, family functioning and neighborhood quality. Children who grow up with inadequate education and income unsurprisingly have lower levels of intellectual functioning and exhibit higher levels of behavioral problems. While the strains of living in poverty affect all members of a family, it can affect children more so, as children raised by a depressed mother have a significantly higher risk of emotional, behavioral and academic problems. In addition, children growing up in dangerous neighborhoods often have their experiences restricted for their safety and consequently miss out on valuable learning opportunities.  
[www.fpg.unc.edu/~snapshots/snap48.pdf](http://www.fpg.unc.edu/~snapshots/snap48.pdf)

## **NEW GRANT AND FUNDING INFORMATION**

1. "Awards Recognize School District Best Practices"  
American School Board Journal (ASBJ) is accepting nominations online for the 2008 Magna Awards through October 1, 2007. Presented in cooperation with Sodexo School Services, winners of the Magna Awards receive national recognition in a special supplement to ASBJ and are honored at a luncheon at the National School Boards Association's annual conference. Awards are handed out in three enrollment categories - under 5,000, 5,001 to 20,000, and more than 20,000. Grand prize winners in each category receive a \$3,500 cash award from Sodexo. Nominations this year are being accepted only online. For more information, call (703) 838-6739.  
[www.asbj.com/MainMenuCategory/Supplements/MagnaAwards.aspx](http://www.asbj.com/MainMenuCategory/Supplements/MagnaAwards.aspx)
2. "Prudential Spirit of Community Awards"  
The Prudential Spirit of Community Awards honor young people in grades 5 through 12 who have demonstrated exemplary voluntary service to their communities. Maximum Award: \$5,000. Eligibility: Students grades 5-12 who have conducted a volunteer service activity within the past year. Deadline: October 31, 2007.  
[www.prudential.com/spirit](http://www.prudential.com/spirit)

3. "International Reading Association Regie Routman Teacher Recognition"  
The International Reading Association Regie Routman Teacher Recognition Award honors an outstanding elementary teacher of reading and language arts dedicated to improving teaching and learning through reflective writing about his or her teaching and learning process. Maximum Award: \$1,000. Eligibility: regular classroom elementary teachers of reading and language arts grades K-6; must be IRA members. Deadline: November 1, 2007.  
[www.reading.org/association/awards/teachers\\_routman.html](http://www.reading.org/association/awards/teachers_routman.html)
4. "National Schools of Character Awards Program"  
The 2008 National Schools of Character Awards Program names public and private schools and districts (K-12) as National Schools of Character (NSOC) for their outstanding work in character education. The program honors recipients, showcases their work, and helps them to inspire and lead others. Maximum Award: \$20,000. Eligibility: schools engaged in character education for a minimum of three full years, starting no later than December 2004, and having a minimum of 175 students; districts engaged in character education for a minimum of four full years, starting no later than December 2003. Deadline: December 3, 2007.  
[www.character.org/site/c.gwKUJhNYJrF/b.2766927/k.58C8/National\\_Schools\\_of\\_Character\\_Awards.htm](http://www.character.org/site/c.gwKUJhNYJrF/b.2766927/k.58C8/National_Schools_of_Character_Awards.htm)
5. "Grants to Support Job Skills & Education"  
The Staples Foundation for Learning provides funding to programs that support or provide job skills and/or education for all people, with an emphasis on disadvantaged youth. Maximum Award: \$25,000. Eligibility: 501(c)3 organizations. Deadline: December 7, 2007.  
[www.staplesfoundation.org/foundapplication.html](http://www.staplesfoundation.org/foundapplication.html)

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).

Joan T. Crump, Personnel Analyst  
NC DPI School Personnel Support Section  
919.807.3366

## Human Resources Administrators Newsletter – October 22, 2007

Colleagues,

This is the first Newsletter since the Fall PANC Conference. We thank all of you for your attendance, questions and recommendations and hope you enjoyed the conference. Your questions and recommendations help us to better serve you, therefore feel free to contact us.

Here's the latest:

**1. The PANC steering committee invites you to access the new PANC website** at [www.pancweb.org](http://www.pancweb.org). View the photos from the Fall PANC Conference.

**2. Just a reminder to register for the 4th ANNUAL HRMS USER GROUP**

**CONFERENCE:** The North Carolina Department of Public Instruction will be hosting the 4th Annual HRMS User Conference at the Koury Convention Center in Greensboro, November 7 - 9, 2007. The conference will bring users together to gain more detailed knowledge of the system, participate in discussions, and learn how other school systems approach HR tasks using HRMS. You don't want to miss this conference. HRMS is highly encouraging participation from Finance and Payroll staff during the opening session on Wednesday. This session is dedicated to discussing the upcoming HRMS and Payroll Interface. For further details, please access HRMS Website: <http://hrmscomm.dpi.state.nc.us/>.

**3. STATE BOARD OF EDUCATION MET OCTOBER 2-4, 2007**

[www.ncpublicschools.org/sbe\\_meetings/0708/0708sagenda.html](http://www.ncpublicschools.org/sbe_meetings/0708/0708sagenda.html)

**4. DPI CAST: VIEW CURRENT HOT TOPICS - 2007-2008:**

- STATE BOARD CHAIRMAN RECEIVES NATIONAL AWARD: OCTOBER 18, 2007  
State Board of Education Chairman Howard N. Lee recently received "The Distinguished Service Award" from the National Association of State Boards of Education (NASBE) in recognition of his outstanding service to public education. For further details visit: [www.ncpublicschools.org/newsroom/news/2007-08/20071018-01](http://www.ncpublicschools.org/newsroom/news/2007-08/20071018-01)
- NORTH CAROLINA PUBLIC SCHOOLS WEB SITE RECEIVES NATIONAL AWARD: OCTOBER 8, 2007  
The [Public Schools of North Carolina Web site](http://www.ncpublicschools.org) was recently selected as a "2007 Best of the Web" award winner for the K-12 state Web sites category. A panel of national judges selected the Public Schools of North Carolina site based on its display of innovation, efficiency, economy and functionality. "Once again, this year's entries showed remarkable innovation," said Marina Leight, vice president of education for the Center for Digital Education. "The K-12 Web sites continue

to improve communication and expand access to learning resources for the students, parents and teachers that they serve." For further details visit: [www.ncpublicschools.org/newsroom/news/2007-08/20071008-01](http://www.ncpublicschools.org/newsroom/news/2007-08/20071008-01)

- 2007 *NO CHILD LEFT BEHIND* BLUE RIBBON SCHOOLS ANNOUNCED: OCTOBER 8, 2007

Five North Carolina public schools were recently named 2007 No Child Left Behind Blue Ribbon Schools by U.S. Secretary of Education Margaret Spellings. These schools are among 237 public and 50 private schools to be recognized for helping all students achieve at very high levels and for making significant progress in closing the achievement gap. For further details visit: [www.ncpublicschools.org/newsroom/news/2007-08/20071003-01](http://www.ncpublicschools.org/newsroom/news/2007-08/20071003-01)

#### **5. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:**

Salary Upgrade and Updated Job Descriptions for Occupational Therapist Assistants and Physical Therapists Assistants: At its September 2007 Board Meeting, the State Board of Education approved a salary upgrade for Occupational Therapist Assistants and Physical Therapist Assistants. For your information, attached is a memorandum from Mary N. Watson, Director, Exceptional Children Division, regarding the Salary Upgrade. Review the memorandum and if you have questions, please contact Laurie Ray at 919.636.1827.

#### **6. WHAT'S NEW ON THE WEB – OCTOBER 10, 2007:**

[www.ncpublicschools.org/whatsnew/](http://www.ncpublicschools.org/whatsnew/)

- New Graduation Project Site Launched  
A new Web site has been launched to publicize resources available for the North Carolina Graduation Project. The NCGP is a multi-faceted, multi-disciplinary performance assessment completed over time. It is a mandatory requirement for graduation beginning with students who entered high school in the 2006-07 school year. Resources such as the project implementation guide, rubrics and submission forms can be downloaded from the site. In addition, short movies covering topics such as Graduation Projects for special needs students and examples of student presentations are also available to view. Additional resources will be added soon. To learn more about the program, and to access the resources, visit [www.ncpublicschools.org/graduationproject/](http://www.ncpublicschools.org/graduationproject/).
- Get Answers to your Science Curriculum Questions  
Answers to frequently asked questions (FAQs) about the science curriculum are now available online at [www.ncpublicschools.org/curriculum/science/fag/](http://www.ncpublicschools.org/curriculum/science/fag/). The FAQs are divided into four areas - general, elementary, middle grades and high school. They cover a wide range of topics that are of interest to educators, parents and students. To learn about other resources that are available for the science curriculum please visit: [www.ncpublicschools.org/curriculum/science/](http://www.ncpublicschools.org/curriculum/science/).

- **EC Web Site Updates**  
Several areas of the Exceptional Children Web site have been updated with new dates and new forms. The testing schedule for interpreters and transliterators for January-April 2008 is now available online. The schedule includes dates, times and testing sites throughout the state. Please note that all test dates for 2007 are full. To view the schedule and download a registration form, please visit: [www.ncpublicschools.org/ec/instructional/deaf/interpreters/](http://www.ncpublicschools.org/ec/instructional/deaf/interpreters/). A listing of statewide EC forms and a short description of each form can be found at [www.ncpublicschools.org/ec/policy/forms/](http://www.ncpublicschools.org/ec/policy/forms/). The list also indicates if a Spanish version of the form is available and directions for using each form. The EC state forms are utilized by Exceptional Children personnel within the school districts and public schools to assist with the information gathering procedures and processes for students identified with disabilities. Those with questions about the forms should contact Ira Wolfe, Section Chief, Policy, Monitoring and Audit Section, Exceptional Children Division at [iwolfe@dpi.state.nc.us](mailto:iwolfe@dpi.state.nc.us) or 919.807.3976.

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

- **NC School Law Programs- Personnel Law Academy: OCTOBER 8, 2007**  
In the past several weeks...
  - N.C. courts clarified the hearing rights of nonrenewed probationary teachers, the type of documentation and evidence to support a nonrenewal, the superintendent's role in the process, and school system immunity from liability in relation to its insurance coverage.
  - Federal courts outside of North Carolina's jurisdiction upheld a policy banning student religious clubs from imposing faith-based membership requirements, upheld an injunction preventing distribution of Bibles to 5th graders, allowed a school system to ban advertising of a crude website address, ruled that due process is not required for an in-school suspension, and allowed a high school coach to penalize several team members for their "mutiny" petition against him.These and other significant legal developments, several from the U.S. Supreme Court this past year, continue to shape school practices. The upcoming Lex-IS programs are designed to help school leaders keep abreast of legal developments and to navigate the law. Early discount deadlines ("DD") are noted; need-based scholarships are available upon request. Complete descriptions and registration for all programs, specialized e-law listservs, and other support services are available at [www.Lex-IS.com](http://www.Lex-IS.com). We hope you can attend.

- PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST, OCTOBER 19, 2007: [www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)
  - HOW WELL DO YOU AND YOUR COMMUNITY SUPPORT PUBLIC EDUCATION: The Give Kids Good Schools quiz on "How Much Do You and Your Community Do To Support Public Education?" asks people five questions about how involved they are in supporting public education and five questions about how involved they think their communities are. Upon completion, respondents immediately see how they and their communities compare with those of others taking the quiz. The quiz is intended for a wide audience and should provide valuable insight into the level of care a public school system receives.
  - HOW WELL DO YOU AND YOUR COMMUNITY SUPPORT PUBLIC EDUCATION: The Give Kids Good Schools quiz on "How Much Do You and Your Community Do To Support Public Education?" asks people five questions about how involved they are in supporting public education and five questions about how involved they think their communities are. Upon completion, respondents immediately see how they and their communities compare with those of others taking the quiz. The quiz is intended for a wide audience and should provide valuable insight into the level of care a public school system receives.
  - I CAN LEARN BECAUSE I HAVE A BEAUTIFUL, FUNCTIONAL SCHOOL: Across the country, students are being taught in dilapidated buildings, which invariably have an effect on their ability to learn instruction, reports Susan Black in the American School Board Journal. Franklin Hill, whose company specializes in school facilities, says a school's design can help or hinder. For example, when students were asked to identify three shapes - a square, circle and rectangle - projected on a screen, depending on the angle of incidence from their desks to the screen, some saw the square as a rectangle, the circle as an oval and the rectangle as a square. In fact, students who sit or stand at least 20 feet away from instructional screens can experience a more than 50 percent reduction in audibility and visibility.
  - SCHOOLS THAT HIDE TEACHER WRONGDOING FROM STATES ENDANGER KIDS: Last year, Ohio's largest school districts investigated dozens of teachers for abusing students, but even when allegations were proven, relatively few were disciplined, reports Jennifer Smith Richards and Jill Riepenhoff in the Columbus Dispatch. In fact, districts often acted as maverick detectives and disciplinarians by handling problem teachers on their own. Consequently, the state rarely learned about wrongdoings, meaning the state wasn't able to decide how to discipline a teacher.
  - STUDENT ACHIEVEMENT DATA LARGELY GOES UNUSED BY TEACHERS: In gang-infested neighborhoods on the east side of Los Angeles, high school systems struggle every day with educational dysfunction, reports Diana Jean Schemo in the New York Times. What's worse is that for the past six years, not even one in five students have been able to do grade-level math or

English. For chronically failing schools like these, the No Child Left Behind Act (NCLB) prescribes drastic measures that include firing teachers and principals, shutting schools and turning them over to private firms and many other less severe options. Yet so far, education experts say they are unaware of a single state that has taken over a failing school in response to the law.

- FIVE MEN, FIVE DIFFERENT VIEWS ON EDUCATING BLACK MALES: Black males have learned that they don't need a good education to be successful, reports Cassie Chew in *Diverse Issues in Higher Education*. This seems to partly explain findings of a December 2006 report that found only 42 percent of black males entering the ninth grade will graduate. The perception of education being the foundation for economic stability has been challenged by successes in the music and entertainment businesses and the sale of illegal drugs, which has enabled some young black men without diplomas to have nice homes and cars. Dr. Robert Franklin, president of Morehouse University, remembers his community having a large stake in helping him achieve academically. Unfortunately, he says, "we have lost the practice of paying attention to the small achievement in black boys' lives." Washington Post journalist V. Dion Haynes agrees that part of the problem is a breakdown of the family and community, but said some of the blame must be placed on the school system. "In some cases, kids come to school enthusiastic and ready to learn...a lot of them get turned off by education because of the teachers who don't want to be there, because the building is falling apart, because the quality of education they get is just so low," says Haynes. Whatever the cause, the problem needs a solution.
- MIX IT UP; HONORS, REGULAR & SPECIAL EDUCATION KIDS IN ONE CLASSROOM: In three classrooms at Blue Ridge Middle School in Loudoun County, Va., educational convention has been turned upside down, reports Jay Mathews in the *Washington Post*. Three teachers began an experiment last year by placing honors, regular and special education students in the same classes, and also creating a combined social studies and English course. Putting students with different achievement levels together would, the school's administrators thought, help slower-developing children see new possibilities. In one period, students read from self-chosen recreational books, including award-winning World War II and science fiction novels but also sports magazines.
- STRENGTHENING ACCOUNTABILITY, INCENTIVES & CAPACITY FOR ONLY \$2.5 BILLION: In the new book, "Improving the Education of Children Living in Poverty," Richard Murnane, a professor of education and society at Harvard University's Graduate School of Education, notes that children living in poverty tend to be concentrated in low-performing schools staffed by ill-equipped teachers. These students also are more likely to leave school without the skills needed to earn a decent living. To remedy this dire situation, Murnane describes three initiatives which would strengthen the standards-based reforms at the heart of No Child Left Behind. According to

Murnane, Congress should amend NCLB to make performance goals more attainable by emphasizing growth in student's skills rather than whether or not specific test scores are met. In addition, Congress should strengthen states' incentives to improve the education of low-income students and develop effective school choice programs. Lastly, Congress should use competitive matching grants to build school capacity to educate low-income children, while also increasing the capacity of state departments of education to boost the performance of failing schools. Murnane estimates the annual cost of these three initiatives to be approximately \$2.5 billion.

- HAVING PROBLEMS FINDING TEACHERS? GROW YOUR OWN: A few years ago, Chicago public schools would have passed over college dropout and teacher candidate Anita Sanders, a 42-year-old mother of three, because she lacked teaching credentials, reports Eddy Ramirez in U.S. News and World Report. However, after growing tired of seeing first-year teachers flee to suburban schools, the city is now targeting teachers like Sanders. Illinois is spending \$7.5 million to help people like Sanders become teachers in underperforming schools as part of the Grow Your Own Illinois initiative which aims to prepare 1,000 teachers by 2016.
- LOW-PERFORMING MIAMI SCHOOLS GET "INTENSIVE ACADEMIC THERAPY": One of Florida's worst-performing schools, Miami Jackson High School, has brought its state grade up two of the last three years, reports Catherine Gewertz in Education Week. School staff credit the gains to the intensive academic therapy their school received as part of the School Improvement Zone, an initiative aimed at resuscitating 39 of the Miami-Dade County school district's failing schools. As part of "the zone," schools have a longer school day (by one hour) and year (by two weeks), an intensive curriculum, extra teacher training and instructional coaches and their own district support structure.
- SCHOOL VIOLENCE IS COMMUNITY VIOLENCE IN DISGUISE: It is far better to win the loyalty and harness the collective power of students than to increase the amount of Tasers and metal detectors, according to Dr. Stephen Sroka, a retired Cleveland public schools educator. In this culture, he says, schools are criticized despite offering students the "safest place they will be all day," as schools cannot avoid the problems students bring in from the outside, reports Charles Lussier in the Baton Rouge (La.) Advocate. Sroka says that "people call it school violence. There is no school violence. There is community violence that takes place in schools." Schools can still help curb the violence through educators forging more personal connections with children and getting them help for the many issues they face.
- LEARNING FROM JENA, SO THERE ISN'T ANOTHER: In 2006, a survey conducted by Teaching Tolerance, the National Education Association and the Civil Rights Project found that most teachers claim their schools are free of ethnic or racial bias, reports Teacher Magazine's Elizabeth Rich. However, recent news and a federal study, which found that one in four

students are victims of racial or ethnic incidents every school year, suggest otherwise. Richard Cohen, president of the Southern Law Poverty Center, who testified before the U.S. House Judiciary Committee about the Jena High School incident, pointed educators to "Six Lessons from Jena," a document that outlines what every school and educator can learn from the recent events and what they can do to hopefully prevent them.

- **NINE WAYS TO HELP CHILDREN WITH LEARNING DISABILITIES ACHIEVE:** For kids with learning disabilities, homework can be exceptionally trying. Homework also has a dramatic effect on parents who watch their children struggle, without knowing how to remedy the situation. The guide "9 Ways to Have Success at School" provides tips for parents to help them steer their children through a successful school year. Among the recommendations are starting a homework group - having one or two classmates over so kids can work side by side offers dual benefits: a parent can see other children's homework habits, and the child has the built-in incentive of getting to play after homework is completed. Another suggestion is to identify a dedicated homework location somewhere in the house - but not necessarily in the child's room. In addition it might be advantageous to reward even small homework accomplishments, with things like a cookie, a grape or a gold star. Parents may be rewarding children with small trifles in the short-term, but by bolstering their education, they are providing a life-long reward.

## **NEW GRANT AND FUNDING INFORMATION**

- **"New Leaders for New Schools"**  
New Leaders for New Schools attracts and prepares outstanding leaders and supports the performance of the urban public schools they lead. The program is seeking individuals nationwide to become New Leaders in Baltimore, California's Bay Area, Chicago, Memphis, Milwaukee, New York City, New Orleans, Prince George's County, Md., and Washington, D.C. Successful applicants will have the drive to lead an urban public school. Eligibility: those with instructional expertise in a K-12 classroom and a record of success in leading adults. Deadline: October 25, 2007. [www.nlms.org/NLWeb/Leader.jsp](http://www.nlms.org/NLWeb/Leader.jsp)
- **"Veterans of Foreign War's National Citizenship Education Teachers' Award"**  
The Veterans of Foreign War's National Citizenship Education Teachers' Award recognizes the nation's top elementary, junior high and high school teachers who teach citizenship education topics regularly and promote America's history and traditions. Maximum Award: \$1,000. Eligibility: teachers K-12. Deadline: November 1, 2007. [www.vfw.org/index.cfm?fa=cmtty.level&did=1832](http://www.vfw.org/index.cfm?fa=cmtty.level&did=1832)
- **"American Association of Physics Teachers High School Physics Teacher"**  
The American Association of Physics Teachers (AAPT) High School Physics Teacher Grant will reward a proposal designed to result in better teaching

practice, student understanding and interest and increased class enrollment. The proposal may use a new teaching method or an adaptation of an existing idea. Maximum Award: \$500. Eligibility: members of AAPT. Deadline: November 1, 2007. [www.aapt.org/Grants/hsgrant.cfm](http://www.aapt.org/Grants/hsgrant.cfm)

- **"100 Best Communities for Young People"**  
America's Promise/The Alliance for Youth is leading a national search for the 100 Best Communities for Young People. The 100 Best campaign will recognize communities for their innovative approaches and difference-making efforts in 2007, including communities that are pursuing community schools strategies. Maximum Award: national recognition. Eligibility: any town, city or local jurisdiction within the United States or U.S. territories, including Native American reservations, Puerto Rico, Guam, and the Virgin Islands. Deadline: Friday, November 2, 2007. [www.americaspromise.org/APAPage.aspx?id=5922](http://www.americaspromise.org/APAPage.aspx?id=5922)
- **"Surdna Arts Teachers Fellowship Program"**  
The Surdna Arts Teachers Fellowship Program recognizes that art teachers often lack the time and resources to reconnect with the artistic processes they teach and offers grants to enable selected teachers to perform art with professionals in their disciplines and stay current with new practices and resources. Maximum Award: \$6,500. Eligibility: All permanently assigned full- and part-time arts faculty in specialized, public arts high schools. Deadline: November 16, 2007. [www.surdna.org/programs/programs\\_show.htm?doc\\_id=326426&attrib\\_id=12040](http://www.surdna.org/programs/programs_show.htm?doc_id=326426&attrib_id=12040)
- **"2008 SeaWorld/Busch Gardens/Fujifilm Environmental Excellence Awards"**  
2008 SeaWorld/Busch Gardens/Fujifilm Environmental Excellence Awards recognize the outstanding efforts of students and teachers across the country who work at the grassroots level to protect and preserve the environment. Maximum Award: \$10,000. Eligibility: All schools (grades K-12) and community groups. Deadline: November 30, 2007. [www.swbg-animals.org/conservation-matters/eea/about.htm](http://www.swbg-animals.org/conservation-matters/eea/about.htm)

## Human Resources Administrators Newsletter – November 6, 2007

Colleagues,

The feel of Fall is finally here. Hope everyone is enjoying the great weather.

Here's the latest:

### **1. Communication will be coming your way soon to better clarify the issues on:**

- Converting and carrying over Personal Leave days.
- Coding of retirees exempt from the earning cap and subject to the earning cap in Orbit.

**2. E-Verify, formerly Basic Pilot Program:** For future reference, all technical problems - call the Help Desk at 1.800.741.5023 and E-Verify issues - call 1.888.464.4218.

### **3. Just one day before the 4th ANNUAL HRMS USER GROUP**

**CONFERENCE:** The North Carolina Department of Public Instruction will be hosting the 4th Annual HRMS User Conference at the Koury Convention Center in Greensboro, November 7 - 9, 2007. The conference will bring users together to gain more detailed knowledge of the system, participate in discussions, and learn how other school systems approach HR tasks using HRMS.

You don't want to miss this conference. HRMS is highly encouraging participation from Finance and Payroll staff during the opening session on Wednesday. This session is dedicated to discussing the upcoming HRMS and Payroll Interface.

For further details, please access HRMS Website:

<http://hrmscomm.dpi.state.nc.us/>.

### **4. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS)**

**NEWSLETTER:** [www.ncpublicschools.org/fbs/resources/newsletters/](http://www.ncpublicschools.org/fbs/resources/newsletters/)

## **5. DPI CAST: VIEW CURRENT HOT TOPICS: NEWS RELEASES 2007-2008: October 26**

### **- Mentor List Available for Graduation Project**

A list of mentors for the NC Graduation Project is now available online at [www.ncpublicschools.org/graduationproject/mentors/](http://www.ncpublicschools.org/graduationproject/mentors/). The list contains contact information for individuals who are willing to share their knowledge and lessons learned with other educators across the state. Now a high school graduation requirement beginning with students graduating in 2010, the NC Graduation Project will play a significant role in assisting students in demonstrating what they have learned through a 21st Century performance-based process.

### **- Robert C. Byrd Scholarships Recognizes Academic Excellence**

The Robert C. Byrd Honors Scholarship Program is a federally-funded program established to promote student excellence and academic achievement. Approximately 200 scholarships of \$1,500 each are awarded annually based on academic merit and promise of continued academic excellence. This program is funded by U. S. Congress and is administered through the Department of Public Instruction. Applications for the 2008-09 school year are now available and can be obtained through high school guidance counselors. For more information about the program visit: [www.ncpublicschools.org/recruitment/initiatives/scholarships/](http://www.ncpublicschools.org/recruitment/initiatives/scholarships/).

### **- Report Ranks Athletic Opportunities for Girls**

Did you know that more than three million girls in the U.S. now participate in athletics? The latest statistics that ranks each state for its athletic opportunities for females compared to males is available to download and review at [www.ncpublicschools.org/federalprograms/titleIX/](http://www.ncpublicschools.org/federalprograms/titleIX/).

### **- Adopted Textbook Lists Available Online**

A list of textbooks adopted by the State Board of Education for core and elective courses for all grade levels is available online at [www.ncpublicschools.org/textbook/adopted/](http://www.ncpublicschools.org/textbook/adopted/). Books adopted this year will be available to districts for the 2008-09 school year. Please remember NCDPI only provides the lists of state adopted books. Local districts form selection committees to select textbooks to meet the needs of their students.

### **- New Intern Research Site Launched**

NCDPI recently established a research intern program to help structure and conduct research to supplement and supply data for discussions related to procedural, process and policy changes. The program is managed through the Financial and Business Services section, but conducts research for all areas of the agency. Interns are graduate students from local universities who have an interest in education policy. To learn more about the program, please visit [www.ncpublicschools.org/intern-research/](http://www.ncpublicschools.org/intern-research/).

## **ARTICLES OF INTEREST:**

PEN - PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST, November 2, 2007:  
[www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp)

### **ONE IN 10 AMERICAN SCHOOLS ARE 'DROPOUT FACTORIES:**

The collective sigh heard at 6:39 a.m. (EDT) on October 30, 2007 was the result of a new Associated Press article hitting the wire on the analysis of U.S. Department of Education data compiled by Johns Hopkins University. Nancy Zuckerbrod writes that more than one in 10 high schools across America are "dropout factories," i.e., a high school where no more than 60 percent of students who start as freshman make it to their senior year.

### **THE WAR ON POVERTY IS NOT OVER: IN ONE IN FIVE STATES, MORE THAN HALF OF STUDENTS LIVE IN POVERTY:**

For the first time in more than 40 years, the majority of children in public schools in the South are poor, according to results from a Southern Education Foundation report. Typically, low-income students begin school at a disadvantage for being the least prepared.

### **EXIT EXAMS, INCREASINGLY QUESTIONED, REVEAL EDUCATIONAL INEQUITIES:**

As states grapple with the "simple" requirement of asking graduating seniors to pass exit exams in core subjects, the tests are proving increasingly controversial, reports Greg Toppo in USA Today. A basic question has resulted as to whether a student should receive a diploma if, in 13 years, that student has not learned basic math, English, history and science.

### **TRY "RISK ADJUSTING" ACCOUNTABILITY SYSTEMS TO DISCERN WHY SCHOOLS FAIL:**

There is a profound difference or measurement gap between education and medicine, as medicine makes use of what is known as "risk adjustment" to evaluate performance, writes Jennifer Booher-Jennings in Education Week.

### **QUALITY OF HOME LIFE KEY IN CLOSING OR OPENING ACHIEVEMENT GAPS:**

The gaps in critical home conditions and experiences of young children mirror the achievement gaps that begin early in life and persist through high school, according to results from a new study conducted by the Education Testing Service.

### **WHAT YOU NEED TO KNOW BEFORE KIDS START SCHOOL:**

The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) is the first nationally representative study that assesses early mental and physical development, the quality of early care and education settings and the

contributions of parents to the lives of children in the years leading up to school. The report, which provides information on children when they were about four, finds that children with two-parent families scored higher than children with single-parent families on the overall literacy scale score, a pattern repeated in the results of letter recognition and phonological awareness. In addition, while 65 percent of children demonstrated proficiency in numbers and shapes, only 40 percent of children with lower socioeconomic status (SES) demonstrated proficiency, whereas 87 percent of children in higher SES families were able to do so.

#### ARTS ARE ESSENTIAL TO LEAVING NO CHILD BEHIND:

While No Child Left Behind (NCLB) evidently includes the arts among its core academic subjects, the focus on raising math and reading test scores has led to a marked decrease in arts education across the country. As more instruction time is spent on the big two, focus groups with parents, teachers, principals and superintendents reveal that arts education is valued because it uniquely addresses the whole child and provides a well rounded education. NCLB was intended "to increase the accountability of school districts to ensure the progress of every child," yet children from high-minority and high-poverty schools lack access to a comprehensive education. With the re-authorization of NCLB potentially on the way, arts education advocates all over the country are looking for ways to keep arts in schools by attending and advocating at school board meetings, writing letters to the editor and other actions. By providing research and resources, the Ford Foundation's Keep Arts in Schools website is undeniably doing its part.

AS MORE SCHOOLS FAIL, MORE STUDENTS SPURN SUPPLEMENTAL SERVICES: Supplemental educational services (SES), as part of the No Child Left Behind Act, were supposed to boost student achievement by expanding the opportunities available to underserved populations and provide incentives for failing schools to improve instruction. The crux of supplemental services is the notion that the private sector can provide superior programs than those offered in public schools, making SES similar to vouchers or charter schools in that school reform is tied to free market competition and consequently more stringent accountability.

#### EDUCATION: IT CAN DO A MIND AND A BODY GOOD:

Results from a new study by researchers at Johns Hopkins University show that, in eight years time, 75 percent of American adults will be either overweight or obese. As scary as that proposition is, it is worse for children, who, just accounting for age, should be pictures of health and well-being, writes Scott Laffee in California Schools Magazine. A report released last year by the Cities, Counties and Schools Partnership notes that nearly 30 percent of children and teens were overweight or obese, which is twice as many as a decade ago. Being

overweight at a young age poses a myriad of health concerns, and overweight adolescents have a 70 percent chance of becoming overweight or obese adults. What's worse is that, for educators, the health of children is intrinsically tied to their academic success.

**GENERATION Y TEACHERS QUESTION THE MORIBUND EDUCATION CLIMATE:** Generation Y teachers are clamoring for creative freedom, the power to make a difference, professional opportunities to grow, rewards for a job well done and an end to one-size-fits-all instruction, according to a survey of 865 first year teachers. Teaching is a labor of love, and that will not change for the next generation of educators as 79 percent of them would choose more supportive administrators over significant salary increases.

**'EDUCATIONAL TRIAGE'-- NOT A BY-PRODUCT OF 'NO CHILD:** Contrary to popular belief, schools are not devoting more time and resources to students that barely fail to meet federal standards in response to No Child Left Behind, a new study from Vanderbilt University has found. In the first statewide analysis of the issue conducted to date, Matthew G. Springer, a research professor at Vanderbilt University's Peabody College, found that schools successfully raised the performance of students who were otherwise at risk of failing without sacrificing the performance of lower- and higher-performing students. Additionally, his research notes that lower-performing students made the largest gains in schools that did not make Adequate Yearly Progress (AYP). Conversely, in schools that did make AYP, higher-performing students lost ground from year to year.

**BACK TO THE COUNTRY: AFTER YEARS OF DECLINE, RURAL ENROLLMENT UP:** A biennial report issued by the Rural Schools and Community Trust finds that enrollment in rural schools is up by 15 percent, a dramatic reversal of the declines these communities have seen in recent years. Perhaps even more surprising is the fact that the increases have come from the minority community, as there has been a 55 percent increase in rural minority students. Some states have experienced minority student enrollment increases of more than 100 percent. Unfortunately, the report also notes that rural graduation rates are below 70 percent in 10 states, most of which are in the Southeast. Further, some states with the highest overall graduation rates also had the largest "graduation gaps" between white and minority students, with only 50 to 60 percent of minority students graduating.

## **NEW GRANT AND FUNDING INFORMATION**

### **["2008 Max L. Hart Nonprofit Achievement Award"](#)**

The Direct Marketing Association's Nonprofit Federation is seeking nominations for its 2008 Max L. Hart Nonprofit Achievement Award, which recognizes outstanding achievement by an individual within the nonprofit community.

Maximum Award: recognition.

Eligibility: paid professionals with a nonprofit organization or services provider with a record of achievement.

Deadline: November 8, 2007.

### **["Recognition Award for Outstanding Elementary Teacher of Reading & Language Arts"](#)**

The International Reading Association Regie Routman Teacher Recognition Award honors an outstanding elementary teacher of reading and language arts dedicated to improving teaching and learning through reflective writing about his or her teaching and learning process.

Maximum Award: \$1,000.

Eligibility: regular classroom elementary teachers of reading and language arts grades K-6; must be IRA members.

Deadline: November 1, 2007.

### **["NEA Books Across America Library Awards"](#)**

The NEA Foundation will make awards to public schools serving economically disadvantaged students to purchase books for school libraries.

Maximum Award: \$1,000.

Eligibility: practicing pre-kindergarten through grade 12 school librarians, teachers, or education support professionals in a U.S. public school in which at least 70 percent of the students are eligible for free or reduced-price lunches.

Deadline: November 12, 2007.

### **["Air Force Association Educator Grants 2007"](#)**

The Air Force Association Educator Grant program aims to encourage development of innovative aerospace activities within a prescribed curriculum. The program also encourages establishing an active relationship between the school and the local Air Force Association organization.

Maximum Award: \$250.

Eligibility: classrooms K-12.

Deadline: November 15, 2007.

### **["CTE Month Public Service Announcement Contest"](#)**

The Association for Career and Technical Education (ACTE) announces the first CTE Month Public Service Announcement (PSA) Contest to celebrate and promote CTE Month during February 2008. The contest requires students to

submit a video incorporating CTE Month's logo and theme, "Discovering Skills for a Competitive Workforce," in the PSA and highlighting the importance of CTE.  
Maximum Award: \$750, Apple Final Cut Studio 2.

Eligibility: secondary and postsecondary students in CTE-related film, video and production classes.

Deadline: November 15, 2007.

#### ["Surdna Arts Teachers Fellowship Program"](#)

The Surdna Arts Teachers Fellowship Program recognizes that art teachers often lack the time and resources to reconnect with the artistic processes they teach and offers grants to enable selected teachers to perform art with professionals in their disciplines and stay current with new practices and resources.

Maximum Award: \$6,500.

Eligibility: All permanently assigned full- and part-time arts faculty in specialized, public arts high schools.

Deadline: November 16, 2007.

#### ["Grants to Assist Nonprofits in Developing Strong Leadership"](#)

The American Management Association (AMA) and Leader to Leader Institute scholarship program is intended to assist social sector nonprofit organizations in developing strong leadership. The AMA Scholarship is designed to provide nonprofit leaders with an opportunity to step out of the day-to-day, interact with peers across the sectors and develop practical skills they can apply immediately within their organizations.

Maximum Award: one-year scholarship.

Eligibility: employees of 501(c)(3) organizations with a minimum of 3 years of work experience in the social sector.

Deadline: November 15, 2007.

#### ["The National Parent Teacher Association Research Grants"](#)

The National Parent Teacher Association invites grant proposals for original research and writing on the organization's policies concerning the education and/or welfare of children in the United States. Topics may cover a wide range of policy-related issues that include, but are not limited to: student achievement and assessment; student and parental attitudes; parent involvement; contextual factors (individual, curricular, and school related) in education; educational participation and persistence (kindergarten through career entry); at-risk students; early childhood education; school finance; support for public education; child health; child welfare; the role of mass media; and child advocacy.

Maximum Award: \$5,000.

Deadline: November 16, 2007

### ["2008 SeaWorld/Busch Gardens/Fujifilm Environmental Excellence Awards"](#)

2008 SeaWorld/Busch Gardens/Fujifilm Environmental Excellence Awards recognize the outstanding efforts of students and teachers across the countries, who work at the grassroots level to protect and preserve the environment.

Maximum Award: \$10,000.

Eligibility: All schools (grades K-12) and community groups.

Deadline: November 30, 2007.

### ["Verizon Foundation: Building More Literate Communities"](#)

Verizon Foundation Literacy grants are available to organizations committed to basic literary skills in the United States. Verizon has invested in a network of collaborative literacy partners, offering wide variety of programs with a focus on e-learning. Verizon's leadership in technology and communications provides the distribution network.

Maximum Award: varies.

Eligibility: 501(c)3 organizations.

Deadline: November 30, 2007.

### ["Goldman Sachs Foundation Prizes for Excellence in International Education"](#)

The 2007 Goldman Sachs Foundation Prizes for Excellence in International Education raise awareness of the growing importance of international knowledge and skills for U.S. students.

Eligibility: Any public or private elementary, middle, or high school with a clear focus on raising American awareness of the world and bridging the international knowledge gap.

Maximum Award: \$25,000.

Deadline: December 3, 2007.

### ["National Schools of Character Awards Program"](#)

The 2008 National Schools of Character Awards Program names public and private schools and districts (K-12) as National Schools of Character (NSOC) for their outstanding work in character education. The program honors recipients, showcases their work, and helps them to inspire and lead others.

Maximum Award: \$20,000.

Eligibility: schools engaged in character education for a minimum of three full years, starting no later than December 2004, and having a minimum of 175 students; districts engaged in character education for a minimum of four full years, starting no later than December 2003.

Deadline: December 3, 2007.

### ["Toyota Family Literacy Teacher of the Year Award"](#)

The National Center for Family Literacy and Toyota Family Literacy Teacher of the Year Award is given to educators who demonstrate exemplary efforts to help parents and children achieve their academic and non-academic goals.

Eligibility: nominated teacher must have worked in a comprehensive family literacy program for three years that includes children's education, adult education, parenting education (Parent Time), and interactive literacy activities between parents and children (Parent and Child Together Time).

Maximum Award: \$5,000.

Deadline: December 5, 2007.

#### ["Grants to Support Job Skills & Education"](#)

The Staples Foundation for Learning provides funding to programs that support or provide job skills and/or education for all people, with an emphasis on disadvantaged youth.

Maximum Award: \$25,000.

Eligibility: 501(c)3 organizations.

Deadline: December 7, 2007.

#### ["Japan Fulbright Memorial Fund Teacher Program"](#)

The Japan Fulbright Memorial Fund Teacher Program, sponsored by the Government of Japan, is designed to increase understanding between the people of Japan and the United States by inviting U.S. educators to visit Japan and share their experiences with fellow Americans upon their return.

Maximum Award: fully-funded study tour of Japan.

Eligibility: elementary and secondary school teachers.

Deadline: December 10, 2007.

Joan T. Crump, Personnel Analyst  
NC DPI School Personnel Support Section  
919-807-3366

## Exciting News from Licensure

- **New Web Page**
- **More Responsive Phone System**
- **Reduced Backlog**
- **New Personnel Coming Soon**

### **New Web Page**

We are proud to introduce to you our new website [www.ncpublicschools.org/licensure/](http://www.ncpublicschools.org/licensure/). This is a work in progress and we will continue to update and add information to the site as needed. This new and improved site should provide you with the tools and information necessary to assist you and your staff in the Licensure process. In order to accomplish this we will need your comments and/or suggestions.

We continue to work toward a more interactive web page that will allow on-line license renewal and provide you with a status of where your license may be in the licensing process.

We are also very excited about another new site, Work 4 NC Schools [www.ncpublicschools.org/work4ncschools/](http://www.ncpublicschools.org/work4ncschools/). This site pulls together a wealth of information to help people on their way to employment in NC schools.

### **More Responsive Phone System**

We have restructured our phone system to help direct people more effectively to an answer to their question and to reduce wait time. We know this has been an area of great frustration and we are excited about the new communication flow.

### **Reduced Backlog**

Although significantly short staffed, we have been able to reduce the licensure backlog by over 25% in the last week. We are also bringing on new experienced temporary personnel to help completely eliminate the backlog. We do appreciate your patience as we continue to work very hard to address your needs.

### **New Personnel Coming Soon**

We will be completing our interviews this month for a new Chief for Licensure. We are also working on filling all of the vacant specialist positions. After we select and employ a new Chief for this area, we will be restructuring our operations to assure that we maximize our service delivery to the local schools districts and teachers.

Please forward your comments and/or suggestions about our web page to Kris Knower in Systems Accounting at [kknower@dpi.state.nc.us](mailto:kknower@dpi.state.nc.us) or 919-807-3616. Thank you for taking the time to preview our sites and for your valued recommendations.

## Human Resource Administrators Newsletter – November 26, 2007

Colleagues,

Hope everyone had a great Thanksgiving and looking forward to Christmas.

Hope the memo you received as it relates to the reemployment of retirees is helpful. It is important that you reach a full understanding of the information and then educate the retirees you have employed or considering for employment. Please contact us if you have questions.

Here's the latest!

### **1. LEGISLATIVE NEWS - NOVEMBER 15, 2007**

The Joint Legislative Commission on Dropout Prevention and High School Graduation met on Tuesday, November 13, at The General Assembly. For further details, please access:

[www.ncpublicschools.org/legislative/details?view=legislature&id=32](http://www.ncpublicschools.org/legislative/details?view=legislature&id=32)

### **2. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:**

The Newsletters for Finance Officers and Personnel Administrators are posted online. For further details click on

[www.ncpublicschools.org/fbs/resources/newsletters/](http://www.ncpublicschools.org/fbs/resources/newsletters/).

### **3. NCDPI WEB HIGHLIGHTS - NOVEMBER 9, 2007**

- **Teacher Training for ASD Students Explored in Best Practices Document**

"Best Practices in Educating Children with Autism" is a document that identifies researched-based best practices that should serve as a framework for the training of teachers who instruct students with autism spectrum disorders (ASD). It provides guidelines for each district to use in determining how to approach long-term goals. The National Research Council in 2001 compiled a thoroughly researched analysis on proven "best practices" in educating children with autism. Their findings provide direction for the endeavor of training and retaining teachers in working with students with ASD. To view or download the document, please visit [www.ncpublicschools.org/ec/instructional/autism/](http://www.ncpublicschools.org/ec/instructional/autism/).

- **Middle and Secondary Education Web Resources Combined**

Online information for the Middle and Secondary Education Divisions have been combined to reflect the recent merge of both divisions. Visitors can

view the new page at [www.ncpublicschools.org/middle-secondary](http://www.ncpublicschools.org/middle-secondary). The mission of the Division of Middle and Secondary Education is to provide effective leadership and guidance to local school districts, in collaboration with community organizations, on addressing the unique developmental and learning needs of healthy and responsible adolescents in an environment that is safe, orderly, and caring. In addition, it also is the mission of internal and external stakeholders to develop the skills of adolescents necessary to meet educational, career, civic and personal goals in the 21st century.

- **Dates for NC Children's Trust Fund Information Sessions Now Online**

NCDPI announces its 2007 information sessions for agencies interested in learning more about community-based child abuse and neglect prevention grants for the 2008-2011 fiscal cycle. Funds for these efforts will be provided by the North Carolina General Assembly through Chapter 894 of the Session Laws of 1983, which mandate the establishment of the Children's Trust Fund. Children's Trust Fund grant opportunities will be competitive and made available to public and private nonprofit agencies, organizations and school districts in North Carolina. For more information about the information sessions, please visit [www.ncpublicschools.org/success/childrenstrust.html](http://www.ncpublicschools.org/success/childrenstrust.html).

- **Spanish Language Web site Developed by USDE**

The U.S. Department of Education (USDE) has developed a Spanish-language Web site to help Spanish-speaking customers obtain useful information. Of particular interest is a link entitled "Publicaciones y Materiales," which contains information on all of USDE's publications that are available in Spanish through the Education Publications Center. The site also offers links to Web sites and provides toll-free numbers where more information on each topic may be obtained. A link to the site is available on the NCDPI Web site at [www.ncpublicschools.org/racg/resources/web/hispanic/](http://www.ncpublicschools.org/racg/resources/web/hispanic/).

- **Elementary Health Education Lesson Plans: An Integrated Approach**

Elementary lessons for grades K-5 are available for teachers to download. These lessons are teacher-friendly, meaningful and integrated with the tested subjects. Each lesson meets an objective in Healthful Living and Math or Language Arts. The steps of the lesson consist of a focus step, teacher input, and an assessment activity. There are masters of transparencies and handouts and references to reliable health education resources. Educators may view or download the lesson plans by visiting [www.nchealthyschools.org/lessonplans/](http://www.nchealthyschools.org/lessonplans/).

- **Poetry 2.0 Series Continues with Poetry Out Loud Web Workshop**

Poetry 2.0 is a new version of poetry that is technology-powered so

participants can see it, hear it and interact with it live on the Web. See poetry performed live on the Web by North Carolina poets, Kay Byer (our state Poet Laureate) and Michael Beadle as they explore the performance of poetry with high school students from Murphy to Manteo on Tuesday, Nov. 20, from 11 a.m. - 12 noon. This session is designed to be helpful for all students interested in poetry, and particularly those preparing for the Poetry Out Loud: National Recitation Contest. The workshop, sponsored by the North Carolina Arts Council and NCDPI, will be Web cast live and classes can interact with the poets via an interactive message board. To learn more, visit [www.ncwiseowl/teenreadnc](http://www.ncwiseowl/teenreadnc) or contact Cris Crissman at [ccrissma@dpi.state.nc.us](mailto:ccrissma@dpi.state.nc.us).

- **Register Online for Connecting the Village Meeting and RACG Conference**

Online registration is now available for "Connecting the Village - A Statewide Meeting and Community Forum on Student Achievement," Feb. 7-8, 2008. To pre-register, visit

[www.ncpublicschools.org/racg/conference/connecting/registration/](http://www.ncpublicschools.org/racg/conference/connecting/registration/).

Please remember registration is not complete until payment is processed. The deadline to register is Jan. 24. Online registration also is available for the 2008 Raising Achievement and Closing Gaps Conference, March 31-April 2. To pre-register, visit [www.racg.org/](http://www.racg.org/). Please note, there will be NO onsite registration for this conference and pre-registration is limited to 3,500. The deadline to pre-register for the conference is March 15, or whenever capacity has been reached. Those who pre-register online for the Connecting the Village Meeting or the Raising Achievement and Closing Gaps Conference will receive an automated email response that provides instructions for completing the registration process.

## **ARTICLES OF INTEREST:**

### **1. LEXX-IS SCHOOL LAW PROGRAMS – NOVEMBER 2007**

The rules of technology law in schools are fast evolving. The most recent Cyber e-Law Update described how school officials sometimes fail to realize both the boundaries and opportunities established by these rules. Click link to see details to register for the following classes: [www.lex-is.com/programs.php](http://www.lex-is.com/programs.php)

School Cyberlaw Academy (Nov. 16)

Executive Law Institute (Jan. 24)

1st Amendment Symposium (Feb. 18)

Personnel Law Academy for Schools of Choice (Feb. 22)

Special Education Law Academy (Mar. 11)

## **2. PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST - NOVEMBER 16, 2007**

### **URBAN DISTRICTS GAIN IN NAEP MATH, SHOW MIXED RESULTS IN READING**

In most of the 11 big-city school districts which voluntarily took part in the National Assessment of Educational Progress (NAEP), continued progress has been made in mathematics, although similar results were not seen in reading. Since 2003, the majority of districts participating in the Trial Urban District Assessment (TUDA) had higher percentages of fourth- and eighth-graders scoring at or above "Basic" and "Proficient" in math, and nearly half of all districts saw higher percentages of fourth-graders scoring "Advanced" (the highest achievement level) in math. However, reading scores have been less consistent and not as good, which tends to follow the national pattern. In fact, at grade four, five districts improved the percentage of students at or above "Basic" since 2002, but only two showed significant improvement at the same level compared with 2005. Overall, participating districts performed as well as large central cities across the nation and the performance of low-income and minority students was generally the same or better than similar students nationwide. "In Cleveland, for example, the gap for lower-income students was 15 points less than the gap for all students...and in New York City, lower-income students performed above lower-income students in the nation as a whole," said Mark Schneider, commissioner, National Center for Education Statistics.

### **THE NUMBERS DON'T LIE: INTERNATIONAL STUDENTS BEAT THE U.S.**

Education experts generally agree that U.S. students do far better in the earlier grades than they do in high school, especially with regard to math. However, a new study finds that when comparing the math skills of students in industrialized nations, U.S. students in fourth and eighth grade perform consistently below the majority of their peers from around the world and continue that trend into high school. According to the American Institutes for Research (AIR), the findings, which came from data from the 2003 Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA), seem to suggest that current U.S. proposals to strengthen math instruction at the high school level should be expanded to include all grades. In addition, countries that score well on mathematical reasoning items (deemed a higher-level skill) also score well on items requiring knowledge of facts and procedures (a lower-level skill). This may signal that reasoning and computation skills mutually reinforce learning math well. Unfortunately, compared to other countries, U.S. students did not perform well on questions at either skill level. The study presents a perhaps bleaker vision of the TIMSS and PISA results, as it focuses solely on industrialized nations and thereby offers a better comparison between nations.

## WHAT AMERICAN DREAM? ACHIEVEMENT AND OPPORTUNITY GAPS REMAIN

New research suggests that in addition to rampant achievement gaps, there also is a national opportunity gap in the United States, meaning poor and minority students do not share the same opportunities as their rich and white peers. The opportunity gap is far more pronounced in California, as it lags behind most states in providing fundamental learning conditions, according to a report by UC ACCORD and UCLA's Institute for Democracy, Education and Access. While systematic inadequacies and inequalities leave California students from all backgrounds unable to compete with their counterparts across the U.S., the study shows that obstacles are greatest for African American and Latino students, who are more likely to attend schools with fewer qualified teachers and resources. When looking at math curriculum, California students learn slower than others because of a lack of access to smaller classes, rigorous coursework and well-trained teachers. At one time, the much heralded American dream was attainable by working hard and taking advantage of the vital resources provided by the nation and states, yet the persistent opportunity gap undermines this major tenant of U.S. society.

## KENTUCKY TO EMPLOY FIRST-EVER RUBRIC TO INCREASE PARENT INVOLVEMENT IN PUBLIC EDUCATION

The Kentucky Parent Advisory Council has issued recommendations and a rubric focused on increasing parental involvement in education. In the report issued by the group, six objectives geared to increase a community's stake in public education, which included relationship building, effective communication, decision making, advocacy, learning opportunities and community partnerships, were outlined. In addition, the rubric allows parents and educators alike to rate the involvement parents and communities have in schools with a focus on the six objectives. The Kentucky Commissioner's Parent Advisory Council (CPAC) has recommended that the Kentucky Department of Education take major steps to implement the objectives defined by the Kentucky Parent Advisory Council, including adopting a "customer satisfaction" training module for school districts and establishing community involvement councils at the school, district and state levels. CPAC's goal is to make Kentucky the first state to set standards for family and community involvement that are specifically focused on student achievement. The Kentucky Department of Education has already pledged to incorporate the rubric into its standards-based accountability system.

## STEM DROPOUTS & HELP AT-RISK KIDS: ADD A DASH OF CULINARY HIGH SCHOOL

The Chicago Board of Education is expected to approve plans for the first high school designed to promote the culinary field and encourage dropouts to come back to school in Chicago, reports Carols Sandovi in the Chicago Tribune. The school would target dropouts and at-risk 11th graders by providing vocational training aligned with a real world career. Slated to open in 2008, the school

would award high school diplomas, state food-handling certificates and, through a partnership with a culinary institute, 16 college credits. This opportunity has the ability to change lives by giving students a second chance at high school, a tangible real-world skill and college credits. And maybe even the ability to make the perfect Hollandaise sauce.

#### ENTREPRENEURIAL EDUCATION CAN GROW A HAPPY AND CREATIVE WORKFORCE

When Congress begins work on the No Child Left Behind (NCLB) re-authorization process, it would behoove those in charge to add funding to certify high school educators to teach entrepreneurship electives, writes Michael Caslin, Porcher Taylor and Catherine Fisher in *Diverse Issues in Higher Education*. Establishing a program like this would help engage those students who are most likely to be left behind, as this approach complements the rote learning taking place hour after hour to meet NCLB benchmarks. In addition, this type of education could prepare a future workforce to be innovative and competitive and provides goals that students would strive for. This, in turn, would increase their respect and need for higher education.

#### FLYING HIGH NOW: PILOT HIGH SCHOOLS HELP STUDENTS SOAR

Boston students who attend Pilot high schools outperform students from non-exam Boston Public Schools (BPS) on every measure imaginable, according to a new report from the Center for Collaborative Education. In fact, this level of achievement holds true for every racial, economic and academic subgroup examined, and Pilot high schools can boast a graduation rate 23 percentage points higher than the rate for BPS students. The study also finds that Pilot schools are somewhat more autonomous, as they exhibit greater control over budgeting, staffing, curriculum, governance and schedules. The Pilot model is being replicated across the country in places like Los Angeles and Aurora, Colo.

#### MOLDING INFORMED STUDENTS: GENOCIDE CLAIMS A LARGER ROLL IN COURSES

Thanks to an array of new curriculum resources and sometimes public awareness campaigns, teachers are finding ways to incorporate a more comprehensive historical look at genocide. In fact, in many American classrooms, the mass killings of Armenians has become intertwined with lessons on the Holocaust, reports Bess Keller and Kathleen Kennedy Manzo in *Education Week*. Teaching historical atrocities in addition to the Holocaust has become important in showing students that these incidents have happened throughout the course of humanity, not in one isolated instance -- no matter what the president of Iran says. In addition to new curriculum tools and increased public awareness, the attention to genocide in schools is in part a function of state policies. Eleven states direct schools to include materials about the mass killings of Armenians in history courses, and 30 recommend or require including lessons on the Holocaust or

genocide in general. Whatever the impetus, sobering instruction of past human atrocities is necessary to create a citizenry dedicated to stopping similar incidents in the future.

#### NATIONAL TASK FORCE DESIGNS PRESCHOOL ACCOUNTABILITY SYSTEM

Since 2005, the National Early Childhood Accountability Task Force has studied the performance of early education programs in order to come up with the best practices states can employ to ensure early education improves student achievement. In studying preschool initiatives, which states have spent \$1.9 billion on over the last four years, the task force found that few states have implemented comprehensive assessment systems that would ensure early education returns the expected results. To address the many challenges states face in implementing this type of accountability system, the task force recommends that states do the following: develop a unified system of early childhood education; align high-quality and comprehensive standards, curriculum, instruction and assessments; and, support the full inclusion of all children in programs and accountability systems; and provide programs with adequate resources. From this set of core principles, states can then use different approaches to create an accountability system that fits their particular needs. For the next 18 months, the Council of Chief State School Officers will use these findings to help states strengthen their preschool program performance.

#### QUALITY PRE-KINDERGARTEN IS MORE EXPENSIVE THAN YOU THINK

Findings from the American Enterprise Institute (AEI) report "Costs Per Child for Early Childhood Education and Care" seem to suggest that cost estimates show dramatic differences in per-child expenditures in programs such as Head Start/Early Start and what is actually reported. The research, which used all available government data, indicates that the actual per-child costs of the programs are substantially higher than what is often reported by government agencies. According to the National Institute for Early Education Research (NIEER), total state spending in 2004-05 on pre-kindergarten services was about \$2.84 billion, with average per-child spending of about \$3,551. Since there is a wide variation in what is considered full-time, full-year pre-kindergarten, AEI researchers adopted the NIEER definition, which is 50 hours per week for 49 weeks per year. For 2003-04, the Head Start Bureau reported an average per-child cost of about \$7,222 per year. However, when applying the NIEER definition, AEI researchers found that Head Start's per-child cost for full-time, full-year care was about \$21,305. It is important to understand the costs associated with universal pre-kindergarten as it becomes a major issue in presidential campaigns.

#### COMBINE 17TH CENTURY LITERATURE WITH ROBOTICS TO WIN A GLOBAL AWARD

A rural Irish school has taught the world a lesson on how best to integrate new high-tech innovations into the classroom of the future, reports Katherine

Donnelly in the Irish Independent. Co Kilkenny, a school with only three teachers and 58 students, won a global award from Microsoft for their innovation in integrating technology into education. The school impressed judges by bringing literature and science together, culminating in a fun and well rounded learning experience. The experience centered on the tale of Don Quixote and his windmills, but included 21st century robotics and real-life lessons in wind and solar energy. One of the greatest advantages of this type of learning was that the pupils collaborated and learned from each other while enjoying a centuries-old classic.

#### THE TWILIGHT ZONE OF SCHOOL DESEGREGATION

The recent U.S. Supreme Court ruling that two districts' heavy reliance on race in student assignment procedures violated the constitution, in particular the equal protection clause, has created a twilight zone for the 253 school districts still under federal court supervision because of racial inequality. Consequently, federal judges can make completely contradictory decisions for these districts, reports the Associated Press' Allen Breed. For instance, in Huntsville, Ala., students are allowed to transfer from a school where they are the racial majority, but not the other way around. Also, in Tucson, Ariz., students could move from one school to another only if the move improved "the ethnic balance of the receiving school and (did) not further imbalance the ethnic make-up of the home school." The twilight zone is the anomaly of demanding that districts work diligently toward racial integration, but once it is achieved, mandating that race be ignored, i.e. what is constitutional one day ceases to be the next day.

#### PRINCIPALS: MESSAGE AND SMOOTH AWAY THE CHORDS OF RESISTANCE

When school leaders face resistance, they should ignore the temptation to batten down the hatches, damn the torpedoes and go full steam ahead. Instead, they should relax and ascertain why and who is opposing their improvement efforts. When looking at the resistance this way, one understands that change can be perceived very differently by each person in the school. Some may view it as a routine "first-order" change, while others may see it as complex or "second-order" change. According to McREL research, teachers who view a change as "second-order" are more likely to think that their principal is failing to communicate well or provide them with opportunities for input, and as a result, will likely resist those efforts. To overcome resistance, principals should engage their staff to understand why change is necessary, but also adjust their leadership styles to fit the mold.

#### IDEA: FOCUS ON THE WORST SCHOOLS TO REVOLUTIONIZE EDUCATION REFORM

A major issue that has plagued education is how best to reform failing schools, as pursuing incremental change has produced startlingly little results. According to a new report from Mass Insight Education, lessons can be learned from a

group of high-performing urban schools that are having success with disadvantaged students. The report notes that these districts are thriving because key stakeholders have adopted a "partnership framework." Within this framework, schools have created zones with flexible operating conditions, assembled and trained leadership teams with turnaround skills and focused on clusters of needy schools. It might be best to begin reforms in the indefensibly poor schools, or the bottom five percent, as they represent an access point for states and districts to break from the norm and implement revolutionary reform ideas. In so doing, these reform initiatives could gain a foothold that benefits not just the transformed schools but other failing schools that learn of the new approaches.

### **3. NEW GRANT AND FUNDING INFORMATION**

#### **"The Terri Lynne Lokoff/Children's Tylenol National Child Care Teacher Awards"**

The Terri Lynne Lokoff/Children's Tylenol National Child Care Teacher Awards acknowledge the critical role of child care teachers in providing quality early care and education. Applicants are asked to design an enhancement project for the children in their classroom illustrating the educational, social and emotional benefits from the project. Maximum Award: \$1,000. Eligibility: teachers of infant, toddler, or preschool age children employed in a home, group, or center-based program that is fully compliant with local and state regulations for operating child care programs. Deadline: December 7, 2007.

[www.tllccf.org/pr\\_nccta.php](http://www.tllccf.org/pr_nccta.php)

#### **"The Honeywell Educators at Space Academy Program"**

The Honeywell Educators at Space Academy Program funds 5-day scholarships for middle school math and science teachers at the U.S. Space & Rocket Center in Huntsville, AL. Recipients take part in 40 hours of intensive classroom, laboratory and training time, focusing on space science and space exploration. This includes participation in astronaut-style training and simulations and activities designed to promote life-long learning in a classroom setting. Maximum Award: travel, accommodations, materials and five-day tuition. Eligibility: middle school (grades 6-8) science and math teachers. Deadline: December 31, 2007.

[www51.honeywell.com/hhs/ourprograms-sub/scimathedu-sub/honeywelledu.html?c=31](http://www51.honeywell.com/hhs/ourprograms-sub/scimathedu-sub/honeywelledu.html?c=31)

#### **"Captain Planet Foundation Environmental Grants"**

The Captain Planet Foundation funds hands-on environmental projects to encourage youth around the world to work individually and collectively to solve environmental problems in their neighborhoods and communities. Maximum Award: \$2,500. Deadline: December 31, 2007.

[www.captainplanetfdn.org/grants.html](http://www.captainplanetfdn.org/grants.html)

### **"The National Center for Family Literacy Verizon Tech Savvy Awards"**

The National Center for Family Literacy Verizon Tech Savvy Awards recognizes exemplary programs that demystify technology for parents and enable them to better guide their children in the use of new media. Maximum Award: \$25,000. Eligibility: 501(c)(3) nonprofit organizations, including community-based nonprofits, libraries and schools. Deadline: January 11, 2008.

[www.familit.org/site/c.gtJWJdMQIsE/b.2180327/](http://www.familit.org/site/c.gtJWJdMQIsE/b.2180327/)

### **"The American Historical Association Beveridge Family Teaching Prize"**

The American Historical Association Beveridge Family Teaching Prize recognizes excellence and innovation in elementary, middle and secondary history teaching, including career contributions and specific initiatives. Maximum Award: \$1,500. Eligibility: K-12 teachers in groups. Deadline: March 17, 2008.

[www.historians.org/teaching/Beveridge.htm](http://www.historians.org/teaching/Beveridge.htm)

### **"Lemelson-MIT InvenTeams Grants"**

Lemelson-MIT InvenTeams Grants foster inventiveness among high school students. InvenTeams composed of high school students, teachers and mentors are asked to collaboratively identify a problem that they want to solve, research the problem and develop a prototype invention as an in-class or extracurricular project. Maximum Award: \$10,000. Eligibility: High school science, mathematics and technology teachers -- or teams of teachers -- at public, private and vocational schools; intra- and inter-school collaborations are welcome. Deadline: April 25, 2008.

<http://web.mit.edu/inventeams/about.html>

Joan T. Crump, Personnel Analyst  
NC DPI School Personnel Support Section  
919.807.3366

## Human Resource Administrators Newsletter – December 19, 2007

Colleagues,

Hope everyone is looking forward to the holidays. We wish you a Merry Christmas and a Happy New Year.

Here's the latest!

**1. REEMPLOYMENT OF RETIREES:** The reemployment of retirees is still under review. We will notify you immediately upon receipt of this clarification.

**2. KEY COMMUNICATION COMMUNICATION POINTS:** December 2007: NCDPI - Communications and Information Division (File Attached)

**3. UPDATE ITEMS FROM THE FINANCIAL SERVICES (FBS) NEWSLETTER:** The Newsletters for Finance Officers and Personnel Administrators are posted online. For further details click on [www.ncpublicschools.org/fbs/resources/newsletters/](http://www.ncpublicschools.org/fbs/resources/newsletters/).

**4. DECEMBER 14, 2007 - NCDPI WEB HIGHLIGHTS:** [www.ncpublicschools.org/whatsnew/](http://www.ncpublicschools.org/whatsnew/).

- Spanish Version for \*Changing the Way We Do Business\* Workshops now Online. Documents for "Changing the Way We Do Business in the Village through Parents/Family Empowerment" workshops have been translated to Spanish, and can be reviewed and downloaded from the Raising Achievement and Closing Gaps Web site. The goal of the workshops is to increase awareness of the benefits of parental involvement in our schools. To view the Spanish or English versions of the material, please visit: [www.ncpublicschools.org/racg/](http://www.ncpublicschools.org/racg/).
- NC Children Trust Fund 2008-2011 funding cycle: [www.ncpublicschools.org/success/childrenstrust.html](http://www.ncpublicschools.org/success/childrenstrust.html). The Children's Trust Fund was established in 1983 by the North Carolina General Assembly (G.S. 110-147) to provide funds for programs and services to prevent child abuse and neglect. The funds are distributed through grants to North Carolina public or private non-profit organizations, agencies, schools, and interagency efforts with broad community involvement. Grant applications are due by 5 p.m. on or before Feb. 1. All grants will

be funded for a period of three years. Notification of awards will be made in April with the funding cycle beginning July 1, 2008 and ending June 30, 2011.

- **Innovative 21st CCLC afterschool Programs Sought for Recognition.** NCDPI is accepting nominations for 21st Century Community Learning Center (CCLC) afterschool programs throughout the state that are innovative and exceptional. The recognition process is strictly voluntary, and is competitive. To view and download the award criteria and application, please visit: [www.ncpublicschools.org/21cclc/recognition/](http://www.ncpublicschools.org/21cclc/recognition/). Submissions must be received in the School Safety and Climate Section no later than March 14 at 5 p.m. The award ceremony is scheduled for May 9. Those with questions should contact Ed Bell at 919.807.3926. The 21st CCLC Grant funds assist schools, school districts and faith-based or community-based organizations to provide before, afterschool and summer services.
- **Seminar on Online K-12 Professional Development Scheduled.** NCDPI in cooperation with the United Star Distance Learn Consortium is conducting a special seminar on online K-12 professional development, Thursday, Jan. 17, at 1:45 p.m. The seminar will be transmitted to various video locations throughout the state and via live Webcast. This video conference will use USDLC\*s Literacy to Learn: Professional development for educators. To register and learn more please visit [www.ncpublicschools.org/distancelearning/onlinek12pd.htm](http://www.ncpublicschools.org/distancelearning/onlinek12pd.htm), or contact Linda Walters, phone, 919.807.3497 or email, [lwalters@dpi.state.nc.us](mailto:lwalters@dpi.state.nc.us) .

## **ARTICLES OF INTEREST:**

### **1. LEXX-IS SCHOOL LAW PROGRAMS - NOVEMBER 2007 - MARCH 2008**

The rules of technology law in schools are fast evolving. The most recent Cyber e-Law Update described how school officials sometimes fail to realize both the boundaries and opportunities established by these rules.

Click [www.lex-is.com/programs.php](http://www.lex-is.com/programs.php) to see details to register for the following classes:

- Executive Law Institute (Jan. 24)
- 1st Amendment Symposium (Feb. 18)
- Personnel Law Academy for Schools of Choice (Feb. 22)
- Special Education Law Academy (Mar. 11)

## 2. PUBLIC EDUCATION NETWORK WEEKLY NEWSBLAST - DECEMBER 14, 2007

Further details on the following articles click:

[www.publiceducation.org/newsblast\\_current.asp](http://www.publiceducation.org/newsblast_current.asp) .

1. BUILD A BETTER TEACHER BY CHANGING THE WAY THEY ARE TAUGHT
2. TEACHERS DOING BETTER ON ASSESSMENTS AND IN COLLEGE
3. FREE TEACHING RESOURCE PROVIDES LINKS TO KEY TEACHING AIDS
4. MAN'S BEST FRIEND KEEPS ON GIVING; PROVIDES IN-SCHOOL THERAPY
5. KEEPING SCHOOLS AND KIDS SAFE THROUGH THREAT ASSESSMENT
6. POETRY CAN SUSTAIN THE COURAGE TO LEAD
7. HOW TO INCREASE MINORITY ACCESS TO BUSINESS EDUCATION AND CAREERS

### **NEW GRANT AND FUNDING INFORMATION**

#### The Coming Up Taller Awards

The Coming Up Taller Awards recognize and reward outstanding after-school and out-of-school arts and humanities programs for underserved children and youth. Maximum Award: \$10,000. Eligibility: Programs initiated by museums, libraries, performing arts organizations, universities, colleges, arts centers, community service organizations, schools, businesses and eligible government entities. Deadline: January 31, 2008.

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

#### The Zaner-Bloser National Handwriting Contest

The 17th annual Zaner-Bloser National Handwriting Contest encourages legible handwriting by testing the printing (or "manuscript") acumen of first and second graders, and the cursive abilities of students in grades 2 through 8. Entries are judged on the "Keys to Legibility: Shape, Slant, Spacing and Size." Maximum Award: recognition and a special prize package. Eligibility: students grades 1-8 whose school uses Zaner-Bloser Handwriting curricula. Deadline: March 1, 2008.

[www.zaner-bloser.com/fresh/nhwc-overview.html](http://www.zaner-bloser.com/fresh/nhwc-overview.html)

#### The Christopher Columbus Awards Program

The Christopher Columbus Awards Program combines science and technology with community problem-solving. Students work in teams with the help of an adult coach to identify an issue they care about and, using science and technology, work with experts, conduct research and put their ideas to the test to develop an innovative solution. Maximum Award: \$25,000, an all-expense-paid trip to Walt Disney World to attend the program's National

Championship Week and a \$2,000 U.S. Savings Bond for each student team member. Eligibility: middle-school-age (sixth, seventh, and eighth grade) children; teams do not need to be affiliated with a school to enter. Deadline: March 17, 2008.

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

Association for Career and Technical Education Cliff Weiss Award

The Association for Career and Technical Education (ACTE) is sponsoring an essay contest in the memory of former ACTE senior director of communications, Cliff Weiss (1951 -2004). This year, students will be asked to respond to the question, "How will what you learned in CTE help the American economy in five years?" The essay should be no less than 500 words in length for postsecondary and no more than 500 words in length for secondary students. Maximum Award: \$250 and publication in ACTE's "Techniques" Magazine. Eligibility: students enrolled in at least one CTE course. Deadline: March 31, 2008.

[www.acteonline.org/about/awards/CWMEC/index.cfm](http://www.acteonline.org/about/awards/CWMEC/index.cfm)

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