

16 NCAC 06E .0106 is adopted with changes as published in 34:13 NCR 1233 as follows:

16 NCAC 06E .0106 DEFINITION OF STUDENT “STUDENT CHRONIC ABSENTEE” ABSENTEEISM RATE

~~(a) Student chronic absence is a risk factor for adverse outcomes. Student chronic absence differs from both truancy and average daily attendance. Student daily attendance is the percentage of students present in a school each day. Student truancy measures unexcused absences only. Student chronic absence refers to missing so much school, for any type of absence—excused, unexcused, disciplinary—that a student is at risk of falling behind.~~ 20 U.S.C. § 6311

(h)(1)(C)(viii), requires North Carolina to disseminate an annual State report card that includes student chronic absentee rates. When local school administrative units report student chronic absentee rates, a

~~(b) Student “Student Chronic Absentee Absentee” shall mean is a student who is has been enrolled in a North Carolina public school for at least 10 school days at any time during the a school year, year and whose total number of absences is equal to or greater than who has been absent for at least 10 percent of the total number of days enrolled. that such student has been enrolled at such school during such school year. This definition is established to track rates of student chronic absenteeism accurately and consistently for North Carolina students.~~

~~(c) This definition applies to all students enrolled in a school, including those who have not reached the compulsory attendance age, as well as those who have reached or exceeded the compulsory attendance age.~~

History Note: Authority 20 U.S.C. § 6311 (h)(1)(C)(viii); G.S. 115C-12(27) and (27a); G.S. 115C-12(9)(d), (18); 115C-378; G.S. 115C-379
Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);
Emergency Rule Eff. August 20, 2019. Eff. September 1, 2020.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06E .0206

RECOMMENDED ACTION:

- Approve, but note staff's comment
- X Object, based on:
 - Lack of statutory authority
 - X Unclear or ambiguous
 - X Unnecessary
 - Failure to comply with the APA
- Extend the period of review

COMMENT:

Staff recommends objection for lack of necessity and clarity. Portions of this Rule are unnecessary because they repeat portions of 16 NCAC 06E .0203, a permanent Rule last amended in 2002. Staff recommends objection for lack of clarity because the rule differs from requirements set in Rule .0203.

Repetitive and differing provisions are noted in the attached annotated version of .0203.

Ashley Snyder
Commission Counsel

Annotated version of existing permanent Rule 16 NCAC 06E .0203. Staff notes in red refer to Paragraphs in the proposed Rule. Highlighted portions differ from the proposed Rule.

16 NCAC 06E .0203 ATHLETIC INJURY MANAGEMENT

(a) Each LEA must designate for each high school within its jurisdiction either a licensed athletic trainer who is qualified pursuant to G.S. 90, Article 34 or a first responder. These persons may be employed on a full-time or part-time basis or may serve as a volunteer. **Repeats Paragraph (a)**

(b) A first responder must complete and maintain certification or be in the process of completing courses in the following:

- (1) cardio-pulmonary resuscitation as certified by an organization such as the American Red Cross or the American Heart Association; **Repeats (b)(1)**
- (2) first aid as certified by an organization such as the American Red Cross or the American Heart Association; and **Repeats (b)(2)**
- (3) injury prevention and management as certified by an organization such as the National Athletic Trainers Association, the North Carolina Athletic Trainers Association, or the North Carolina High School Athletic Association. **Repeats (b)(4)**

Note: The contents of (b)(3) are not included in the existing rule.

In addition, each first responder must complete **20 hours** in staff development each school year. **Compare to (b)(5) which requires 10 hours.**

(c) The licensed athletic trainer or first responder may not have coaching responsibilities during the season in which the person is working as a licensed athletic trainer or first responder. A licensed athletic trainer or first responder must attend all football practices and games, unless excused by the superintendent due to emergency. The LEA may require a licensed athletic trainer or first responder to attend practices or games that involve other sports. **Repeats (c), (d), and (e).**

The contents of the last sentence are proposed to be deleted in the new Rule.

*History Note: Authority G.S. 115C-12(12); N.C. Constitution, Article IX, Sec. 5;
Eff. July 1, 1986;
Codifier determined that findings did not meet criteria for temporary rule on December 10, 2001;
Temporary Amendment Eff. December 31, 2001;
Amended Eff. September 30, 2002 (Executive Order No. 33).*

1 16 NCAC 06E .0206 is proposed for adoption with changes as published in 34:13 NCR 1235 as follows:

2
3 **16 NCAC 06E .0206 ATHLETIC TRAINERS**

4 (a) Each Local Education Agency (LEA) ~~shall must~~ designate for each high school within its jurisdiction either a
5 licensed athletic trainer who is qualified pursuant to Article 34 of Chapter 90 of the General Statutes of North Carolina
6 or a first responder. These persons may be employed on a full-time or part-time basis or may serve as a volunteer.

7 (b) If not a licensed athletic trainer, a first responder shall:

- 8 (1) have completed and continue to maintain certification in cardiopulmonary resuscitation as certified
9 by an organization such as the American Red Cross or the American Heart Association;
10 (2) have completed and continue to maintain certification in first aid as certified by an organization
11 such as the American Red Cross or the American Heart Association;
12 (3) have completed and continue to maintain training in concussion management as offered by an
13 organization such as the National Federation of State High School Associations (NFHS).
14 (4) have completed and continue to maintain continuing education in injury prevention and
15 management as offered by an organization such as the National Federation of State High School
16 Associations (NFHS); and
17 (5) complete 10 hours total of staff development each school year specific to first ~~aid, aid and~~ injury
18 recognition and prevention. The 10 hours may include hours ~~necessary for~~
19 ~~recertification/renewal~~ that count toward recertification or renewal of any certificate or license that
20 satisfies the requirements of this Rule.

21 (c) The licensed athletic trainer or first responder ~~shall may~~ not have concurrent coaching responsibilities during the
22 time in which the person is working as a licensed athletic trainer or first responder.

23 (d) A licensed athletic trainer or first responder shall attend all football practices and games, unless excused by the
24 superintendent due to emergency.

25 (e) Each LEA shall monitor school athletic trainer's or the first responder's compliance with this ~~Rule~~ rule.

26 ~~(f) LEAs shall work toward having a licensed athletic trainer or first responder available for all school practices and~~
27 ~~games of all sports at both the high school and middle school.~~

28
29 *History Note: Authority G.S. 115C-12(12); 115C-12(23);*

30 ~~*Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);*~~

31 ~~*Emergency Rule August 20, 2019. Eff. September 1, 2020*~~



STATE OF NORTH CAROLINA
OFFICE OF ADMINISTRATIVE HEARINGS

Mailing address:
6714 Mail Service Center
Raleigh, NC 27699-6700

Street address:
1711 New Hope Church Rd
Raleigh, NC 27609-6285

July 16, 2020

Thomas J. Ziko, Interim General Counsel
State Board of Education
Sent via email only to: Thomas.Ziko@dpi.nc.gov

Re: Extension of the Period of Review for All Rules Submitted in 16 NCAC 06B, 06D, 06E, and 06G

Dear Mr. Ziko:

At its meeting this morning, the Rules Review Commission extended the period of review for the above-captioned rules in accordance with G.S. 150B-21.10. They did so in response to a request from the State Board of Education to extend the period in order to allow the agency to address the requested technical changes and submit the revised rules at a later meeting.

Pursuant to G.S. 150B-21.13, when the Commission extends the period of review, it is required to approve or object to the rules or call a public hearing on the same within 70 days.

If you have any questions regarding the Commission's actions, please let me know.

Sincerely,

Ashley Snyder
Commission Counsel

Administration
919/431-3000
fax: 919/431-3100

Rules Division
919/431-3000
fax: 919/431-3104

Judges and
Assistants
919/431-3000
fax: 919/431-3100

Clerk's Office
919/431-3000
fax: 919/431-3100

Rules Review
Commission
919/431-3000
fax: 919/431-3104

Civil Rights
Division
919/431-3036
fax: 919/431-3103

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: All Rules; 16 NCAC 06D

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please format your introductory statements for publication in the Code as shown here: <https://files.nc.gov/ncoah/documents/Rules/Examples---Permanent-Adoption-For-Publication-In-The-Ncac.pdf>. For example, your introductory statement for 06B .0111 will read: "16 NCAC 06B .0111 is adopted as published in 34:13 NCR 1211 as follows." If you make changes in response to technical change requests, it will read "16 NCAC 06B .0111 is adopted with changes as published in 34:13 NCR 1211 as follows:"

Please skip one line between the introductory statement and the name of the rule. See 26 NCAC 02C .0108.

In your history notes, you reference G.S. 115C-12. Please consider referencing 115C-12(17) if that was your intent.

In your history notes, please add "Emergency Rule Eff. August 20, 2019" as it is currently shown in the Code.

In your history notes, please add a proposed effective date. The earliest these rules can be effective is August 1, 2020.

Throughout these Rules, you refer to the "Department" or "NCDPI." If these have the same meaning, please pick one and use the term consistently. Please also be consistent with how you refer to the State Board of Education.

Is "public school" defined for purposes of these rules? Are you using the definition in 115C-5? In .0309(a), you specify that public schools include "traditional, charter, and regional schools." Other rules do not specifically say whether those rules apply to traditional, charter, and regional schools. Please clarify which rules refer to specific types of schools.

What is a Local Education Agency? Is it defined in rule or statute? Does it include or exclude charter schools? As written, 06E .0204 refers to "LEAs and charter school boards" but 06D .0307

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

only refers to LEAs. As a result, I read .0307 as applying to traditional schools and not charter schools. Is that correct?

For the rules governing testing, which tests are “end-of-course assessments” vs. “standardized artifacts?” Are there other types of tests? Which tests have been adopted by the State Board? Which rules apply to which types of tests? What is the North Carolina Testing Program? Please review and clarify.

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0211

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☒ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA, ambiguity, and lack of necessity. The Rule refers to an "Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina." In Item (1), the Rule states the Invitation provides "the required procedures for submission, evaluation, and adoption of textbooks and a schedule for the process." The Invitation also includes the "criteria used to evaluate textbooks presented for adoption for their conformity to the North Carolina Standard Course of Study." These contents meet the definition of a "rule" in G.S. 150B-2(8a). Referring to the Invitation rather than stating its contents in rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this allows the agency to amend the Invitation outside the rulemaking process, changing the substance of this Rule without public notice, comment, or RRC review. Failure to provide these procedural requirements in Rule also makes the process for submitting and evaluating textbooks unclear. Therefore, staff recommends objection for failure to comply with the APA and ambiguity.

Staff also recommends objection to Item (2) for lack of necessity. Item (2) directs the General Counsel of the State Board to "review and approve" the Invitation. This statement concerns only the internal management of the agency and is therefore unnecessary. G.S. 150B-2(8a)(a).

Ashley Snyder
Commission Counsel

1 16 NCAC 06D .0211 is proposed for adoption as follows:

2 **16 NCAC 06D .0211 TEXTBOOK EVALUATION CRITERIA AND INVITATION TO SUBMIT**

3 The North Carolina Department of Public Instruction shall develop the criteria used to evaluate textbooks presented
4 for adoption for their conformity to the North Carolina Standard Course of Study.

5 (1) The criteria shall be included in the Invitation to Submit Textbooks for Evaluation and Adoption in
6 North Carolina. The Invitation, also developed by the Department, shall provide the required
7 procedures for submission, evaluation, and adoption of textbooks and a schedule for the process.

8 (2) General Counsel to the State Board of Education shall review and approve the Invitation prior to its
9 being submitted to the State Board of Education for review and adoption.

10 (3) The State Board-approved and adopted Invitation to Submit Textbooks for Evaluation and Adoption
11 in North Carolina that includes the criteria shall be sent to the publishers on the NC Publishers
12 Registry requesting the submission of textbooks for evaluation and adoption. Only publishers on the
13 NC Publishers Registry will be sent the invitation and can submit textbooks for evaluation and
14 adoption.

15
16 History Note: Authority G.S. 115C-12; 115C-89;

17 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

18 Emergency Rule Eff. August 20, 2019.
19

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0212

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☒ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA, ambiguity, and lack of necessity. The Rule refers to an "Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina." In Paragraph (b) the Rule states "Publishers are required to follow the procedures set forth in the invitation. Failure to comply with all procedure, including stated deadlines, may result in disqualification." Subparagraph (d)(3) states the Invitation includes the "procedure for reconsideration." These procedures meet the definition of a "rule" in G.S. 150B-2(8a). Referring to the Invitation rather than stating its contents in rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this allows the agency to amend the Invitation outside the rulemaking process, changing the substance of this Rule without public notice, comment, or RRC review. Failure to provide these procedural requirements in Rule also makes the process for submitting and evaluating textbooks unclear. Therefore, staff recommends objection for failure to comply with the APA and ambiguity.

Staff also recommends objection to Paragraph (a) for lack of necessity because it repeats the requirements of G.S. 115C-94.

§ 115C-94. Publishers to register.

Any publisher who submits books for adoption shall register in the office of the Superintendent of Public Instruction the names of all agents or other employees authorized to represent that company in the State, and this registration list shall be open to the public for inspection.

Ashley Snyder
Commission Counsel

16 NCAC 06D .0212 is proposed for adoption as follows:

16 NCAC 06D .0212 TEXTBOOK PUBLISHERS REGISTRY

(a) In accordance with G.S. 115C-94, the State Superintendent of Public Instruction or designee shall maintain a register of all publishers who submit textbooks for adoption by the State Board of Education. The State Superintendent shall prescribe the information required for registration.

(b) Publishers shall be registered on the NC Publishers Registry in order to receive the State Board of Education-approved Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina, which shall provide the required procedures for submission, evaluation, and adoption of textbooks. Publishers are required to follow the procedures set forth in the invitation. Failure to comply with all procedures, including stated deadlines, may result in disqualification. Only publishers on the NC Publishers Registry will be sent the invitation and can submit textbooks for evaluation and adoption.

(c) Each publishing company piloting textbook materials being submitted for consideration in the current adoption year shall notify the Textbook Commission, in writing, which materials are being piloted and in which local education agencies materials are being piloted. The Textbook Commission shall notify all local superintendents involved in piloting textbook materials prior to the end of the textbook selection process that the materials they are piloting may or may not be accepted by the Commission.

(d) Contact with the State Board of Education, the Textbook Commission, advisors, and the Department must be limited.

(1) The Commission may meet publicly with representatives of publishers to discuss the Commission's plans and procedures for adoption of textbooks.

(2) At no time during the adoption process (from the time the State Board approves the invitation until the State Board adopts the list of textbooks) may the publishers or any of their representatives meet privately with members of the Textbook Commission, the State Board of Education, evaluation advisors, or the Department staff involved in submission, evaluation, or adoption process.

(3) A period of time shall be set aside for the Textbook Commission to meet and deliberate before a list of textbook recommendations is taken to the State Board of Education for adoption. Publishers will have time to present additional information to the Commission if their title(s) have been excluded from the list of recommendations. The procedure for reconsideration shall be described in the Invitation to Submit Textbooks for Evaluation and Adoption in North Carolina.

(e) Publishers may not exercise undue pressure.

(1) For purposes of restrictions, "undue pressure" means personal contact, whether in person, by telephone, or in written form, that attempts to advocate for the selection of a particular book or series of books. "Undue pressure" does not include social contact or presentations to the Textbook Commission as a whole, and does not include written communication with Textbook Commission members or agency officials following acceptance or rejection of a submission in an effort to seek clarification or reconsideration.

(2) The State Superintendent shall remove from the NC Publishers Registry any publisher whose representatives attempt to exercise undue pressure of any kind to adopt its books upon a member of the Textbook Commission, the advisors, or the Department.

(3) The State Board of Education shall direct the State Superintendent of Public Instruction to remove from the NC Publishers Registry any publisher whose representatives attempt to exercise undue pressure of any form upon a member of the State Board of Education to adopt its books.

History Note: Authority G.S. 115C-12; 115C-89;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0307

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare this Rule to Rule .0302 of this Section. Are parts of this Rule unnecessary? Please avoid repeating language already in the Code.

In (a), what is the purpose of "Test Administration –?"

In (a), is "school system" defined?

In (a), is it necessary to say "either permanently or contractually?" If you keep this language, please define "permanently" and "contractually." Are these terms defined elsewhere in rule?

At line 4, what "professional training" is required?

At line 4, please capitalize "State" if you are referring to North Carolina. Please do not capitalize "state" if you are referring to any state.

At line 4, please define "secure tests."

In (2)(B), please define "secure."

In (2)(D), who are the "authorized employees?" Does the LEA decide?

At line 13, please change "must" to "shall."

At lines 13-14, please define "improper administration."

At line 14, how do school officials determine whether the validity of the test results were affected? What factors are considered?

At line 14, please change "must" to "shall."

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

At lines 15-16, the Rule states “only the superintendent and the LEA test coordinator have the authority to declare a test misadministration at the local level.” However, lines 13-15 requires school officials who discover improper administration to “declare a misadministration.” Please clarify.

In (c), do you mean “may” or “shall?” If you mean “may,” under what circumstances does the Superintendent conduct audits? Is this in the Superintendent’s discretion?

At line 17, please use “he or she” instead of “he/she.”

In (d), which tests are in the North Carolina Testing Program? Is this explained in rule or statute? Why is this capitalized?

At line 19, please capitalize “Department.”

At line 20, what are “score interpretive services?” Does your regulated public understand what this requires?

At line 22, please capitalize “State” if you are referring to North Carolina. Do not capitalize “state” if you are referring to any state.

At lines 24-25, are any of the tests required by federal law? Does that information have to be provided?

At line 26, please capitalize “State” if you are referring to North Carolina. Do not capitalize “state” if you are referring to any state.

In (f), you refer to “generation of the score at the LEA level” but (d) says “NCDPI shall score or have scored all tests...” Who scores tests and how is that determined? Does NCDPI ask LEAs to score tests? Please clarify.

At line 27, when this was published in the Register it read “30 days,” but was changed to “thirty” post-publication. Please use figures for numbers greater than nine as required by 26 NCAC 02C .0108. Since this was published in the Register, you do not need to show the change, simply do it.

In (f), where is your authority to require LEAs to report scores within 30 days of generation for districtwide testing? How does this comply with G.S. 115C-174.15(a)(2)?

Also, does the requirement to provide scores “within 30 days of generation” meet the requirements of 115C-174.16 for statewide standardized tests?

Why is the language “In order to ensure adequate representation and the generalizability of the data used to develop tests and to conduct evaluations studies” necessary? What are you requiring? If this is just informative, it does not meet the definition of a “rule” in 150B-2(8a).

At line 32, which assessments are “designated by the department or the SBE?”

At line 21, please capitalize “Department.”

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

In your history note, why is 115C-12(9) listed?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

16 NCAC 06D .0307 is proposed for adoption as follows:

16 NCAC 06D .0307 TEST ADMINISTRATION IN PUBLIC SCHOOLS

(a) Test Administration -- Only persons who are employed by the school system, either permanently or contractually, and have professional training in education and the state testing program shall administer secure tests to students.

(1) The North Carolina Department of Public Instruction (NCDPI) shall supply the tests to the local education agencies (LEAs).

(2) LEAs shall:

(A) account to the NCDPI for all tests received;

(B) provide a secure, locked storage facility for all tests received;

(C) prohibit the reproduction of any or all parts of the test; and

(D) prohibit its employees from disclosing the content of the tests or specific items contained in the tests to persons other than authorized employees of the LEA.

(b) LEAs must monitor test administration procedures. If school officials discover any instance of improper administration and determine that the validity of the test results has been affected, they must notify the local board of education, declare a misadministration, and order the affected students to be re-tested. Only the superintendent and the LEA test coordinator have the authority to declare a test misadministration at the local level.

(c) The Superintendent of Public Instruction may conduct audits of LEAs if he/she receives written complaints that allege improper test administration, and he/she may require the re-testing of students.

(d) The NCDPI shall score or have scored all tests in the North Carolina Testing Program. In addition, the department shall provide score interpretative services to the LEAs.

(e) LEAs shall, at the beginning of each school year, provide information to students and parents or guardians advising them of the districtwide and state-mandated tests that students will be required to take during that school year. In addition, LEAs shall advise students and parents or guardians of the dates the tests will be administered and how the results from the tests will be used. Information LEAs provide to parents shall include whether the State Board of Education or the local board of education requires the test(s).

(f) LEAs shall report scores resulting from the administration of districtwide and state-mandated tests to students and parents or guardians along with available score interpretation information within thirty (30) days from generation of the score at the LEA level or receipt of the score and interpretive documentation from the NCDPI.

(g) In order to ensure adequate representation and the generalizability of the data used to develop tests and to conduct evaluation studies, selected LEAs and schools, determined through stratified random samples, shall participate in field testing and other sample testing such as the National Assessment of Educational Progress (NAEP) and other national or international assessments as designated by the department or the SBE.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0308

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare this Rule to Rule .0303 of this Section. Are parts of this Rule unnecessary?

At line 5, what other accountability measures are you referring to? Are these included in the North Carolina Testing Program? If so, what are they and are they in rule?

What is the "North Carolina Testing Program?" Why is it capitalized?

At line 6, are specific training sessions required?

At line 7, please delete or define "proper."

At line 7, please delete or define "appropriate."

Please compare lines 9 and 6. Is an "LEA testing and accountability coordinator" the same as a "LEA test coordinator?" If so, please be consistent.

At lines 9-10, are school test coordinators the test administrators and proctors? Or is the training also provided to the administrators and proctors? Please clarify.

Why is 115C-12(9) listed in your history note?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

16 NCAC 06D .0308 is proposed for adoption as follows:

16 NCAC 06D .0308 ROLE OF THE TESTING COORDINATOR

(a) The local superintendent in a local education agency (LEA) shall act as or appoint a school system testing and accountability coordinator to assist in the local administration, reporting, and interpretation of test results and other accountability measures in the North Carolina Testing Program.

(b) LEA testing and accountability coordinators shall attend training sessions provided by the North Carolina Department of Public Instruction regarding proper test administration, test security, appropriate use of accommodations, scanning and scoring answer sheets, and preparation of test materials for scoring at a central site. LEA test coordinators shall conduct in-person training for the school test coordinators in their LEAs for the purpose of providing instruction to local test administrators and proctors. LEA testing and accountability coordinators shall arrange for the scanning, scoring, and reporting of results from tests adopted by the State Board of Education.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0309

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare this Rule to Rule .0305 of this Section. Are parts of this Rule unnecessary?

Throughout this Rule, please consider removing the use of explanatory parentheticals and incorporate any needed language into the text of the sentences.

At line 3, define "eligible students." Which students are eligible and how is this determination made?

At line 3, what are "end-of-course assessments?" Please be specific. Based on the list in .0313, are you only referring to the exams listed in (a)(4)-(7)?

At line 4, what "accommodations" or "alternative assessments" are you referring to?

At line 4, please capitalize "Rule."

At line 9, what is the "designated testing window?" Is it the timeline established in 115C-174.12(a)(4)?

In (d), what are "operational" EOC assessments?

Where is your statutory authority for the 20% requirement in (d)?

Please compare Paragraph (d) and .0305(c).

In (d)(1), what is the "Occupational Course of Study Pathway?"

In (d)(1), do you need an "and" before "English Learner?"

Why is there an "and" at the end of (d)(1)? Should (d)(2) be part of (d)(1)?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

Please review the list in (d)(1)-(3). Are (d)(2) and (3) part of the list? Please review and consider making this a list of exceptions as introduced at line 11 and incorporating the text of (d)(3) into (d).

At line 14, is it necessary to say "and beyond?" Also, is it still necessary to say "effective with the 2018-19 school year?"

At line 15, please delete or define "immediately."

At line 16, what do you mean by "due to standard setting?"

In (e), which courses require EOC assessments? At line 20, define "appropriate."

In (f), what is considered a "final exam" vs. an "EOC assessment?" Is this difference explained in statute or rule?

In (g)-(k) please delete or define "appropriate" when referring to the "appropriate EOC assessment."

Where is your statutory authority for (j)?

Where is your statutory authority for (k)?

In (k), I take it this means some courses share the same EOC assessment?

Why is 115C-12(9) listed in your history note?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

16 NCAC 06D .0309 is proposed for adoption as follows:

16 NCAC 06D .0309 REQUIREMENTS REGARDING END-OF-COURSE ASSESSMENTS

(a) All eligible students shall participate in the administration of end-of-course assessments (standard administrations with or without accommodations or an alternate assessment). This rule shall apply to all public schools, including traditional, charter, and regional schools.

(b) Public schools shall include each student's end-of-course (EOC) assessment results in the student's permanent records and high school transcript.

(c) Public schools shall administer EOC assessments within the North Carolina Department of Public Instruction's designated testing window.

(d) Public schools shall use results from all operational EOC assessments as a minimum of twenty percent (20%) of the student's final grade for each respective course with the exception of:

(1) students following the Occupational Course of Study Pathway; English Learner (EL) students in their first year in a U.S. school; and

(2) effective with the 2018–19 school year and beyond, all students enrolled in a course during the initial implementation year of the new assessment for that course where scores are not immediately available due to standard setting.

(3) For these exceptions, public schools shall adopt policies regarding the use of EOC assessment results in assigning final grades.

(e) Public school students who are enrolled for credit in courses in which EOC assessments are required shall take the appropriate EOC assessment at the completion of the course.

(f) Public school students who are exempt from final exams by local board of education policy shall not be exempt from EOC assessments.

(g) Public school students shall take the appropriate EOC assessment the first time the student takes the course requiring the assessment.

(h) Public school students shall take the appropriate EOC assessment at the end of the course regardless of the grade level in which the course is offered.

(i) Public school students who are identified as failing a course for which an EOC assessment is required shall take the appropriate EOC assessment.

(j) Public school students may drop a course with a required EOC assessment within the first 10 days of enrollment in a semester block schedule or within the first 20 days of enrollment in a yearlong traditional schedule. Students who are enrolled for credit after the 10/20 days, regardless of course delivery (e.g., traditional classroom, NC Virtual Public School, vendor-based online) shall not drop a course with a required EOC assessment and shall participate in the appropriate EOC assessment at the completion of the course.

(k) Public school students enrolled in courses requiring the administration of the EOC assessment who previously obtained a proficient score on the appropriate EOC assessment may use the proficient score as a minimum of 20% of their final course grade or they may elect to retake the appropriate EOC assessment at the completion of the course and use the most recent score for the final grade calculation.

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History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12;
Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);
Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0310

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

At line 3, please define "secure tests." Which types of tests are considered "secure tests?" EOCs?

At line 3, do you mean "shall not" instead of "may not?"

At lines 3-4, what purposes are approved by the Division of Accountability Services and the State Board of Education?

Why is 115C-12(9) listed in your history note?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

16 NCAC 06D.0310 is proposed for adoption as follows:

16 NCAC 06D .0310 APPROPRIATE USE OF STATE TESTS

Secure tests developed by the State of North Carolina may not be used for purposes other than those approved by the Division of Accountability Services and the State Board of Education.

History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b):

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0311

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare this Rule to Rule .0306 of this Section. Are parts of this Rule unnecessary?

Throughout this Rule, please capitalize "State" if you are referring to North Carolina and do not capitalize "state" if you are referring to any state.

Throughout this Rule, please replace "superintendent/charter school director" with either "superintendent or charter school director" or "superintendent and charter school director."

At lines 4-5, what is the "state testing program" and which employees are "involved" such that this Rule applies to them?

At line 10, which "testing administration procedures" are you referring to?

At line 11-12, are testing accommodations outlined by the test publisher?

In (d)(1), define "personal gain."

In (d)(2), do you mean "may" or "shall?"

In (d)(2), is it necessary to say "for any manner or for any reason?"

In (e), how does a principal "ensure test security?" What is required? Are these requirements set by the State Board or the test publisher?

At line 20, please define "secure."

At line 19, please delete or define "immediately."

In (f), define "breach of security."

In (f), are "loss of materials" and "failure to account for materials" the same?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

At line 23, what are the “required security procedures?”

At line 23, please delete or define “immediately.”

In (g)(1), what materials are considered “necessary?” And how are they required to be secured?

In (g)(3), are the “policies and procedures” for administering a test set by the State Board or the test publisher? If the State Board, are these in rule?

At line 30, please delete or define “proper.”

At line 33, how do you determine if the accommodation is limited to the specific need? Is this in the discretion of the superintendent or charter school director?

In (i)(1), please consider deleting “accurately.”

In (i)(2), please delete or define “immediately.”

In (i)(2), please delete or define “secure.”

Please review (i)(2). Is this supposed to be two separate items in the list?

In (i)(2), which school policies are “needed?” Is this in the discretion of the principal?

In (i)(4), what does it mean to “encourage a positive atmosphere for testing?” What are you requiring here?

In (j), what “professional training” is required?

In (j), what is the “state testing program?”

In (k), what are the “state-adopted curriculum standards?”

Please review the list in (k). Is (1) supposed to be part of (k) with (2)-(5) renumbered as (1)-(4)?

In (m)(1), what are the state testing policies? Are you referring to the “Rules of this Section?”

In (m)(2), define “eligible students.”

In (m)(2), please delete or define “fairly.”

In (m)(4), please define “testing irregularities.”

In (n)(2), define “eligible students.”

In (n)(3), please define “testing irregularities.”

In (n)(4), define “a positive test-taking environment.” Specifically, what are you requiring test administrators to do?

In (o), what is required for testing to occur “fairly?”

In (p)(2), is it necessary to say “at a minimum?” Rules always set minimum requirements.

In (q), line 9, please define “appropriately.” What are you requiring? Consider: “Educators shall use test scores as one piece of information to be interpreted together with other scores and indicators.”

Why is the third sentence in (q) necessary? If it is informational, it does not meet the definition of a “rule” in 150B-2(8a).

On page 3, line 12, please delete or define “ethically.”

At line 12, please capitalize “Paragraph.”

At line 16, is this prohibition as applied to the State Board of Education or any employee of the State Board of Education internal agency management? See 150B-2(8a)(a).

Is (q)(2) necessary? Does it repeat the requirements of 115C-174.15 and 174.16?

Is (q)(4) necessary given 115C-174.13?

In (q)(5), whose decision-making are you regulating? Educators?

In (r), please delete “but are not limited to” because it is unnecessary.

In (r)(6), please delete or define “solely.”

In (r)(7), please define “eligible students.”

In (r)(8), what are “required accommodations” and how are they determined?

In (r)(10), please delete or define “solely.”

In (r)(11), decisions about what?

In (r)(12), what is considered “misleading the public?” What are you prohibiting?

In (s), specifically which statute or statutes are you referring to in 150B? Why is this reference to 150B necessary? Please clarify your intent here.

In (s)(1), please delete or define “applicable.”

In your history note, why is 115C-12(9) listed?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

16 NCAC 06D.0311 is proposed for adoption as follows:

16 NCAC 06D .0311 TESTING CODE OF ETHICS

(a) This Rule sets out the administrative testing procedures and testing code of ethics and shall apply to all public school employees, including charter school and regional school employees, who are involved in the state testing program.

(b) The superintendent/charter school director or superintendent's/charter school director's designee shall develop local policies and procedures to ensure maximum test security in coordination with the policies and procedures developed by the test publisher.

(c) The superintendent/charter school director or superintendent's/charter school director's designee shall instruct personnel who are responsible for the testing program in testing administration procedures. This instruction shall include test administrations that require testing accommodations and shall emphasize the need to follow the directions outlined by the test publisher.

(d) The superintendent/charter school director or superintendent's/charter school director's designee shall designate the personnel who are authorized to have access to secure test materials. "Access" to test materials by school personnel means handling the materials but does not include reviewing tests or analyzing test items.

(1) Persons who have access to secure test materials shall not use those materials for personal gain.

(2) No person may copy, reproduce, or paraphrase in any manner or for any reason the test materials without the express written consent of the test publisher.

(e) The principal shall ensure test security within the school building. The principal shall store test materials in a secure, locked facility. The principal shall allow test materials to be distributed immediately before the test administration.

(f) Any breach of security, loss of materials, failure to account for materials, or any other deviation from required security procedures shall be reported immediately to the principal, school test coordinator, school system (LEA) test coordinator, superintendent/charter school director, and regional accountability coordinator.

(g) Preparation for testing. The superintendent/charter school director shall ensure that school system (LEA) test coordinators:

(1) secure necessary materials;

(2) plan and implement training for school test coordinators, test administrators, and proctors;

(3) ensure each school test coordinator and test administrator is trained before each test administration on the policies and procedures for conducting a proper test administration and for processing and returning test materials; and

(4) in conjunction with program administrators, ensure the need for test accommodations is documented and that accommodations are limited to the specific need.

(h) The principal or the principal's designee shall serve as school test coordinator.

(i) The principal shall ensure the school test coordinator maintains test security and accountability of test materials, including taking the following actions:

- 1 (1) before each test administration, the school test coordinator shall accurately count and distribute test
2 materials, and
- 3 (2) immediately after each test administration, the school test coordinator shall collect, count, and return
4 all test materials to the secure, locked storage facility establishes any needed school policies and
5 procedures to assure all eligible students are tested fairly;
- 6 (3) identifies and trains personnel, proctors, and backup personnel for test administrations; and
- 7 (4) encourages a positive atmosphere for testing.
- 8 (j) Test administrators shall be school personnel who have professional training in education and the state-testing
9 program.
- 10 (k) Teachers shall provide instruction that meets or exceeds the state-adopted curriculum standards to meet the needs
11 of the specific students in the class.
- 12 (1) Teachers may help students improve test-taking skills by:
- 13 (2) helping students become familiar with test formats using curricular content;
- 14 (3) teaching students test-taking strategies and providing practice sessions;
- 15 (4) helping students learn ways of preparing to take tests; and
- 16 (5) using resource materials such as test questions from test item banks and linking documents in
17 instruction and test preparation.
- 18 (l) With respect to test administration, the superintendent/charter school director or superintendent's/charter school
19 director's designee shall:
- 20 (1) assure each school establishes procedures to ensure all test administrators comply with test publisher
21 guidelines;
- 22 (2) inform the local board of education of any breach of this code of ethics; and
- 23 (3) inform school system (LEA) test coordinators and principals of their responsibilities.
- 24 (m) The school test coordinator shall:
- 25 (1) assure school personnel know the content of state and local testing policies;
- 26 (2) implement the school system and local testing policies and procedures to assure all eligible students
27 are tested fairly;
- 28 (3) ensure trained proctors are assigned to test administrations by the principal; and
- 29 (4) ensure all testing irregularities are reported to the school system (LEA) test coordinator.
- 30 (n) Test administrators shall:
- 31 (1) administer tests according to the directions in the assessment guide and any subsequent updates
32 developed by the test publisher;
- 33 (2) administer tests to all eligible students;
- 34 (3) report all testing irregularities to the school test coordinator; and
- 35 (4) provide a positive test-taking environment.
- 36 (o) Proctors shall serve as additional monitors to help the test administrator assure that testing occurs fairly.
- 37 (p) Scoring. The school system test coordinator shall:

- (1) ensure each test is scored according to the procedures and guidelines defined for the test by the test publisher;
 - (2) maintain quality control during the entire scoring process, which consists of handling and editing documents, scanning answer documents, and producing electronic files and reports. Quality control shall address at a minimum accuracy and scoring consistency.
 - (3) maintain security of tests and data files at all times, including:

 - (A) protecting the confidentiality of students at all times when publicizing test results; and
 - (B) maintaining test security of answer keys and item-specific scoring rubrics.
- (q) Analysis and reporting. Educators shall use test scores appropriately. This means that the educator recognizes that a test score is only one piece of information and must be interpreted together with other scores and indicators. Test data help educators understand educational patterns and practices. The superintendent shall ensure that school personnel analyze and report test data ethically and within the limitations described in this paragraph.
- (1) Educators shall maintain the confidentiality of individual students. Publicizing test scores or any written material containing personally identifiable information from the student's educational records shall not be disseminated or otherwise made available to the public by a member of the State Board of Education, any employee of the State Board of Education, the State Superintendent of Public Instruction, any employee of the North Carolina Department of Public Instruction, any member of a local board of education, any employee of a local board of education, or any other person, except as permitted under the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g.
 - (2) Educators shall release test scores to students, parents, legal guardians, teachers, and the media with interpretive materials as needed.
 - (3) Staff development relating to testing must enable school personnel to respond knowledgeably to questions related to testing, including the tests, scores, scoring procedures, and other interpretive materials.
 - (4) Items and associated materials on a secure test shall not be in the public domain. Only items that are within the public domain may be used for item analysis.
 - (5) Data analysis of test scores for decision-making purposes shall be based upon:

 - (A) disaggregation of data based upon student demographics and other collected variables;
 - (B) examination of grading practices in relation to test scores; and
 - (C) examination of growth trends and goal summary reports for state-mandated tests.
- (r) Unethical testing practices include, but are not limited to, the following practices:
- (1) encouraging students to be absent the day of testing;
 - (2) encouraging students not to do their best;
 - (3) using secure test items or modified secure test items for instruction;
 - (4) changing student responses at any time;
 - (5) interpreting, explaining, or paraphrasing the test directions or the test items;

1 (6) classifying students solely for the purpose of avoiding state testing;

2 (7) not testing all eligible students;

3 (8) failing to provide required accommodations during testing;

4 (9) modifying scoring programs including answer keys, equating files, and lookup tables;

5 (10) modifying student records solely for the purpose of raising test scores;

6 (11) using a single test score to make individual decisions; and

7 (12) misleading the public concerning the results and interpretations of test data.

8 (s) In the event of a violation of this Rule, the State Board of Education may, in accordance with the contested case
9 provisions of Chapter 150B of the General Statutes, impose any one or more of the following sanctions:

10 (1) withhold any applicable monetary incentive awards;

11 (2) file a civil action against the person or persons responsible for the violation for copyright
12 infringement or for any other available cause of action;

13 (3) seek criminal prosecution of the person or persons responsible for the violation; and

14 (4) in accordance with the provisions of 16 NCAC 6C .0312, suspend or revoke the professional license
15 of the person or persons responsible for the violation.

16 History Note: Authority G.S. 115C-12(9); 115C-174.11; 115C-174.12;

17 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

18 Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06D .0313

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

At line 5, what is the North Carolina Teacher Evaluation Process? Is it in rule? If so, consider providing a cross-reference.

At line 6, consider replacing "are considered" with "shall be."

Do all the tests listed in (a) meet the requirements of 115C-174.11(c)(1)?

Is (a)(9) still necessary?

In (b), please define "eligible" public school students.

At line 19, what do you mean by "with or without accommodations?" Is this language necessary? What are you requiring?

At line 19, please delete the parentheses.

Why is (b)(1) necessary? Does it change anything already required in (b)? Also, is this still necessary given (a)(8)?

Is (b)(2) still necessary given (a)(8)?

Why is (c) necessary given 115C-174.12(a)(4)?

Why is the first sentence in (d) necessary given 115C-174.12(a)(4)?

At line 33, you say "shall apply." Is there an application? Are the contents or substantive requirements of the application in rule in accordance with G.S. 150B-2(8a)(d)?

At lines 33-35, under what circumstances is there "no impact on providing instruction to other students?" How is this determination made? What factors are considered? Does this comply with 115C-174.12(a)(4)?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

Is the application evaluated in accordance with 115C-174.12(a)(4)? If so, please consider adding a cross-reference?

In (f), what are the “course-specific operational assessments?”

Please compare (f) with .0305(c).

Where is your statutory authority for (f)?

If you have authority for (f), why is it necessary given .0309(d)? Please avoid repetition.

Please compare (f)(4) with .0305(c).

Please compare (g) with .0305(c).

Please compare (h) with .0309(h). Please avoid repetition.

Are (h)(1)-(3) still necessary since NC Final Exams will end after the 19-20 school year?

If you keep (h), please use either “and” or “or” throughout (h) instead of “and/or.”

In (h)(1), please remove the comma after “grade 6.”

At line 18, please replace “must” with “shall.”

At line 19, please delete or define “consistently.”

At line 19, what is a “like category?” How is this determined? Can you provide a cross-reference?

In (h)(2), line 20, please replace “does not” with “shall not.”

In (h)(3), are these NC Final Exams? If so, is this still necessary?

In (i), why is it necessary to say “including seniors” since they are public school students?

Please compare (i) with .0309(f). Please avoid repetition because it is unnecessary.

Did you intend to have a “(j)” before line 28?

At line 28, please replace “course/grade/subject” with “course, grade, or subject” if that was your intent.

In (j), what assessment is required and what is the appropriate assessment?

In your history note, why are 115C-83.5 and 83.6 listed? Are these for the K-3 checkpoints in (a)(9)?

In your history note, why is 115C-334 listed?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 26, 2020

16 NCAC 06D .0313 is proposed for adoption as follows:

**16 NCAC 06D .0313 USE OF STATE-DESIGNATED STUDENT ASSESSMENTS IN NC TEACHER
EVALUATION PROCESS**

(a) This rule specifies requirements for the assessments used as standardized artifacts to report student growth for teachers and school growth for participants in the North Carolina Teacher Evaluation Process. The following assessments are considered standardized artifacts reflective of student growth for teachers and school growth for participants in the Teacher Evaluation Process:

- (1) End-of-Grade English Language Arts/Reading (grades 3–8)
- (2) End-of-Grade Mathematics (grades 3–8)
- (3) End-of-Grade Science (grades 5 and 8)
- (4) End-of-Course NC Math 1
- (5) End-of-Course NC Math 3
- (6) End-of-Course English II
- (7) End-of-Course Biology
- (8) NC Final Exams (will end after the 19-20 school year)
- (9) K–3 Checkpoints
- (10) Career and Technical Education State Assessments

(b) All eligible public school students shall participate in the standard administration of the aforementioned assessments, with or without accommodations).

- (1) All students (including charter school students) enrolled in North Carolina Virtual Public School (NCVPS) courses that administer a North Carolina Final Exam (NCFE) shall participate in the administration of the NCFE.
- (2) All students in NCVPS Occupational Course of Study (OCS) courses that are taught jointly between the local education agency (LEA) and the NCVPS shall participate in the administration of the NCFEs.

(c) Public schools shall administer these assessments within the North Carolina Department of Public Instruction's (NCDPI's) designated testing window:

- (1) Last 5 days of the course for block or semester courses or
- (2) Last 10 days of the course for yearlong courses.

(d) Public schools shall administer these assessments to students enrolled in NCVPS courses within the final five instructional days for block/semester courses and within the final 10 instructional days of the course for yearlong courses. For students who will complete an NCVPS course before the five- or ten-day testing window opens, public schools shall apply to the NCDPI's Division of Accountability Services for permission to administer the assessment(s) at the completion of the NCVPS course as long as there is no impact on providing instruction to other students in the school.

(e) Public schools shall use the course-specific operational assessment as the only final exam for the course.

1 (f) Public schools shall use results from all course-specific operational assessments as a minimum of twenty percent
2 (20%) of the student's final grade for each respective course.

3 (1) This requirement does not apply to end-of-year assessments in grades 3–8 nor does it apply to
4 students following the OCS Pathway.

5 (2) This requirement does not apply to English Learner (EL) students in their first year in a U.S. school.

6 (3) Effective with the 2018–19 school year and beyond, this requirement does not apply to students
7 enrolled in a course during the initial implementation year of the new assessment for that course
8 where scores are not immediately available due to standard setting.

9 (4) Since the NCVPS is a supplement to public schools, determination of an NCVPS final course grade
10 is the district's decision. The district determines according to local policy how much the final exam
11 will count (i.e., minimum of 20% or higher) in the student's final grade for the course.

12 (g) Public schools may adopt policies to use results from end-of-year assessments in grades 3–8 elementary and middle
13 school assessments as part of the student's final grade.

14 (h) Regardless of the grade level in which the course is offered, students enrolled in courses in which assessments are
15 required shall take the appropriate assessment at the completion of the course.

16 (1) This requirement does not apply to students for Science NCFEs at grades 6, and 7 whose teachers
17 have their test scores for the same year from the end-of-grade (EOG) tests of English Language Arts
18 (ELA)/Reading and/or Mathematics and/or the Social Studies NCFEs. The decision must be applied
19 consistently to all schools within a district so that teachers in like categories have the same measures.

20 (2) This requirement does not apply to students for Social Studies NCFEs at grades 6, 7 and 8 whose
21 teachers have their test scores for the same year from the EOG tests of ELA/Reading, Mathematics,
22 and/or Science and/or Science NCFEs. The decision must be applied consistently to all schools
23 within a district so that teachers in like categories have the same measures.

24 (3) School Systems may elect to administer the Science and Social Studies Final Exams even if teachers
25 have ELA/Reading, Mathematics, Science, or Social Studies scores.

26 (i) Public school students (including seniors) who are exempt from final exams by local board of education policy
27 shall not be exempt from these assessments.

28 Public school students who are identified as failing a course/grade/subject for which an assessment is required shall
29 take the appropriate assessment.

31 History Note: Authority G.S. 115C-12(9);115C-83.6; 115C-83.5; 115C-174.11; 115C-174.12; 115C-269.35;
32 115C-333.2;115C-334; 115C-335;

33 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

34 Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: All Rules; 16 NCAC 06E

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please format your introductory statements for publication in the Code as shown here: <https://files.nc.gov/ncoah/documents/Rules/Examples---Permanent-Adoption-For-Publication-In-The-Ncac.pdf>. For example, your introductory statement for 06B .0111 will read: "16 NCAC 06B .0111 is adopted as published in 34:13 NCR 1211 as follows." If you make changes in response to technical change requests, it will read "16 NCAC 06B .0111 is adopted with changes as published in 34:13 NCR 1211 as follows:"

Please skip one line between the introductory statement and the name of the rule. See 26 NCAC 02C .0108.

In your history notes, why is it necessary to say "Interim rule status conferred..."

In your history notes, please add a proposed effective date. The earliest these rules can be effective is August 1, 2020.

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06E .0106

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

What is the purpose of this Rule? What are you requiring?

If you are defining terms, please put the "defined term" in quotations. When are these definitions used?

Is this Rule necessary given the unexcused absence requirement set in 115C-378(f)?

Why is (a) necessary? What are you requiring here? Does it meet the definition of a "rule?"

At lines 5-6, define "missing so much school...that a student is at risk of falling behind." How is this determination made? What factors are considered?

At line 9, consider removing "such" before "student" and replacing "such" with "that" or "the current" before "school year."

At line 10, please delete or define "accurately."

At line 10, please delete or define "consistently."

At line 10, are you establishing a reporting requirement? Or are you requiring each school to track this statistic? Please be specific about what you are requiring.

In (c), are you using the definition of "school" from 115C-378(c)?

In (c), is the language beginning "including those who have..." through the end of the sentence necessary? Consider ending the sentence at line 11 after "school."

In your history note, why is 115C-12(18) listed?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel

Date submitted to agency: June 29, 2020

16 NCAC 06E .0106 is proposed for adoption under temporary procedures as follows:

16 NCAC 06E .0106 DEFINITION OF STUDENT CHRONIC ABSENTEEISM RATE

(a) Student chronic absence is a risk factor for adverse outcomes. Student chronic absence differs from both truancy and average daily attendance. Student daily attendance is the percentage of students present in a school each day. Student truancy measures unexcused absences only. Student chronic absence refers to missing so much school, for any type of absence – excused, unexcused, disciplinary – that a student is at risk of falling behind.

(b) Student Chronic Absentee is a student who is enrolled in a North Carolina public school for at least 10 school days at any time during the school year, and whose total number of absences is equal to or greater than 10 percent of the total number of days that such student has been enrolled at such school during such school year. This definition is established to track rates of student chronic absenteeism accurately and consistently for North Carolina students.

(c) This definition applies to all students enrolled in a school, including those who have not reached the compulsory attendance age, as well as those who have reached or exceeded the compulsory attendance age.

History Note: Authority G.S. 115C-12(9)(d), (18); 115C-378; G.S. 115C-379

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06E .0107

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare the formatting of this Rule to what was published in the Register. For example, "1." should be "(1)." Please change this Rule back to how it was formatted for publication. You do not need to show the formatting change; simply do it.

At line 5, what is the "Department of Public Instructions-approved discipline reporting system?" I take it your regulated public knows?

At line 6, what is the "State's Uniform Education Reporting System?"

In (a)(1), please refer to "14-18."

The statutes referenced in (a)(4), (a)(5), and the first statute in (a)(6) have been recodified.

In (a)(10), please refer to "14-49."

Is (a)(16) necessary given (a)(17)? Or are you asking these be treated differently for purposes of reporting?

In (a)(21), 14-50.16 has been repealed. Did you intend to refer to 14-50.16A?

In (a)(21), do you need an "and" or "or" before 15-50.20?

Are (a)(24)-(a)(27) all necessary since they refer to the same statute?

Are (a)(30) and (a)(32) both necessary?

In (a)(33), please refrain from using "et. seq." and cite the specific provisions you are referring to.

Are (a)(34)-(a)(38), all necessary since they refer to the same statute? Or are these different categories for the report?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

In (a)(38), please refrain from using “et. seq.”

In (b), do you mean “may” or “shall?” If you mean “may,” under what circumstances would failure to report justify disciplinary action? What factors are considered?

In (b), did you intend to cite 16 NCAC 06C .0372 as well?

In (b), please only refer to rules by their citation. Please delete the rule name.

Please revise (c) to a list as it was formatted in the Register.

At line 19, please put “school property” in quotations since you are defining the term.

In your history note, why is 115C-288(g) listed?

In your history note, why is 115C-397(a) listed? Are you saying these are the acts of violence teachers have to report to the principal? Or that the report also contains whether a student was suspended or expelled as a result of committing one of the acts on this list? Please clarify.

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

16 NCAC 06E .0107 is proposed for adoption as follows:

**16 NCAC 06E .0107 SCHOOL VIOLENCE ACTS DEFINED AND THE ANNUAL REPORT OF THESE
CRIMES**

a) Local Education Agencies (LEAs) shall report the following crimes and offenses within five school days to the State Board of Education via the Department of Public Instruction-approved discipline reporting system in conformity with the State's Uniform Education Reporting System:

1. Homicide as defined in G.S. §14-17 and 14.18;
2. Assault resulting in serious personal injury as defined in G.S. §14-32.4;
3. Assault involving the use of a weapon as defined in G.S. §14-32 through 14-34.10;
4. Rape as defined in G.S. §14-27.2, 14-27.3 and 14-27.7A;
5. Sexual offense as defined in G.S. §14-27.4, 14-27.5 and 14-27.7A;
6. Sexual assault as defined in G.S. §14-27.5A and 14-33(c)(2);
7. Kidnapping as defined in G.S. §14-39;
8. Robbery with a dangerous weapon as defined in G.S. §14-87;
9. Indecent liberties with a minor as defined in G.S. §14-202.1, 14-202.2 and 14-202.4;
10. Assault with a firearm or powerful explosive as defined in G.S. §14-34 through 14-34.10 and §14.49 through 14-50.1;
11. Robbery with a firearm or dangerous explosive as defined in G.S. §14-87;
12. Willfully burning a school building as defined in G.S. §14-60;
13. Making bomb threats or engaging in bomb hoaxes as defined in G.S. §14-69.2;
14. Assault on school officials, employees, and volunteers as defined in G.S. §14-33(c)(6);
15. Possession of a controlled substance in violation of the law as defined in G.S. §90-86 through 90-113.8;
16. Possession of a firearm in violation of the law as defined in G.S. §14-269.2;
17. Possession of a weapon in violation of the law as defined in G.S. §14-269.2;
18. Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages as defined in G.S. §18B-302;
19. Assault as defined in G.S. §14-33 but not resulting in an injury as severe as defined in G.S. §14-32.4;
20. Fighting, or affray as defined in G.S. §14-33;
21. Gang activity as defined in G.S. §14-50.16 14-50.20;
22. Robbery as defined in G.S. §14-87, but without the use of a dangerous weapon;
23. Extortion as defined in G.S. §14-118.4;
24. Communicating threats as defined in G.S. §14-277.1;
25. Threat of assault with a firearm or powerful explosive as defined in G.S. §14-277.1;
26. Threat of assault with a weapon as defined in G.S. §14-277.1;
27. Threat of assault without a weapon as defined in G.S. §14-277.1;

- 1 28. Possession or use of tobacco products as defined in G.S. §14-313;
2 29. Property damage as defined in G.S. §115C-398;
3 30. Bullying as defined in G.S. §115C-407.15;
4 31. Cyberbullying as defined in G.S. §14-458.1 and 14-458.2;
5 32. Verbal harassment as defined in G.S. §115C-407.15;
6 33. Sexual harassment as defined in G.S. §115C-335.5; Title VII of the Civil Rights Act of 1964, 42
7 U.S.C. §2000e et seq.;
8 34. Harassment - Race/Ethnicity as defined in §115C-407.15;
9 35. Harassment – Disability as defined in § 115C-407.15;
10 36. Harassment – Sexual orientation as defined in §115C-407.15;
11 37. Harassment – Religious affiliation as defined in §115C-407.15; and
12 38. Discrimination as defined in Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.;
13 Title VII of the Civil Rights Act of 1964, 42 U.S.C. §2000e et seq.; Title IX of the Education
14 Amendments of 1972, 20 U.S.C. §§1681-1688; Americans with Disabilities Act, 42 U.S.C. 12101
15 et seq.
16 b) Failure to follow reporting requirements under this provision may justify disciplinary action pursuant to 16
17 NCAC 6C.0312 (License Suspension and Revocation).
18 c) These offenses shall be reported when they occur under the following conditions and circumstances: (1) on
19 school property, defined as any public school building, bus, public school campus, grounds, recreational area,
20 or athletic field in the charge of the principal or (2) off school property on a school-sponsored field trip.

21
22 *History Note:* Authority G.S. 115C-12(18), (21); G.S. 115C-288(g); G.S. 115C-307(a);
23 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);
24 Emergency Rule Eff. August 20, 2019.
25

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06E .0204

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☒ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☒ Unnecessary
 - ☐ Failure to comply with the APA
- ☐ Extend the period of review

COMMENT:

Staff recommends objection for lack of clarity, necessity, and statutory authority. Staff recommends objection for lack of clarity because this Rule conflicts with requirements in 16 NCAC 06E .0202, a permanent rule last amended in 2000. The existing permanent Rule is attached, and conflicting portions are annotated. This Rule is also unclear because the provisions of the waiver allowed in Paragraph (h) are tied to unclear factors such as "undue hardship."

Staff recommends objection for necessity because this Rule repeats portions 16 NCAC 06E .0202. The repetitive portions of the Rule are noted in the attached annotated version.

Staff also recommends objection for lack of statutory authority because the State Board has not provided authority to regulate the athletics of charter schools unless a provision to do so is included in the school's charter. Generally, charter schools are exempt from statutes and rules applicable to local boards of education. See G.S. 115C-218.10. The State Board's authority to regulate participation in athletics applies to "interscholastic athletic activities conducted by local boards of education." As written, this proposed rule applies to all charter schools. If an exception applies allowing the State Board to regulate charter school athletics, staff has not been able to find it and it was not provided by the agency in the history note. Therefore, staff recommends objection for lack of clarity, necessity, and statutory authority.

Ashley Snyder
Commission Counsel

§ 115C-218.10. Charter school exemptions.

Except as provided in this Article and pursuant to the provisions of its charter, a charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit.

§ 115C-12. Powers and duties of the Board generally.

- (23) Power to Adopt Eligibility Rules for Interscholastic Athletic Competition. - The State Board of Education shall adopt rules governing interscholastic athletic activities conducted by local boards of education, including eligibility for student participation. With regard to middle schools and high schools, the rules shall provide for the following: ...

Annotated version of existing permanent Rule 16 NCAC 06E .0202. Staff notes in red refer to Paragraphs in the proposed Rule. Highlighted portions conflict with the proposed Rule.

16 NCAC 06E .0202 INTERSCHOLASTIC ATHLETICS

(a) **Only students in grades 7-12 may participate in interscholastic athletic competition.** In order to qualify for public school participation, a student must meet the following requirements: **Paragraph (a) says grades 6-12 may participate; exempts grade 6 for football. The existing Rule does not regulate charter schools.**

- (1) The student must meet the residence criteria of G.S. 115C-366(a). The student may participate only at the school to which the student is assigned by the LEA, or, if over the age requirements, the school to which the student would be assigned at the next higher grade level. **Repeats (a)(1).**
- (2) The student must meet age requirements at each grade level to participate. The principal must have evidence of the legal birth date of the student. A student who is ineligible to participate at one grade level due to age is eligible to participate at the next higher grade level only. However, no student may participate at the high school level for a period lasting more than eight consecutive semesters, beginning with the student's first entry into grade nine or participation on a high school team, whichever occurs first. **Repeats (a)(2).**
 - (A) **A student is eligible to participate in high school athletic contests during a school year if the student does not reach the 19th birthday on or before October 16 of that school year.**
 - (B) **A student shall not participate on a ninth grade junior high school team if the student becomes 16 years of age on or before October 16 of that school year.**
 - (C) **A student shall not participate on a seventh or eighth grade team if the student becomes 15 years of age on or before October 16 of that school year. Proposed rule uses August 31 as the cut-off date instead of October 16.**
- (3) **In grades 9-12, the student must pass at least 75% of the maximum of possible courses each semester and meet promotion standards established by the LEA.** In grades 7 and 8, the student must pass at least one less course than the number of required core courses each semester and meet promotion standards established by the LEA. Regardless of the school organization pattern, a student who is promoted from the eighth grade to the ninth grade automatically meets the courses passed requirement for the first semester of the ninth grade. **Proposed rule requires students in grades 9-12 to pass "at least five courses." Remainder of this Subparagraph repeats Paragraph (c).**
- (4) The student must receive a medical examination each year (365 days) by a duly licensed physician, nurse practitioner, or physician assistant, subject to the provisions of G.S. 90-9, G.S. 90-18.1, and G.S. 90-18.2. **Repeats (d).**
- (5) The student may not participate after any of the following: **Repeats (e).**
 - (A) graduation;
 - (B) becoming eligible to graduate;
 - (C) signing a professional athletic contract;
 - (D) receiving remuneration as a participant in an athletic contest; or

- (E) participating on an all-star team or in an all-star game that is not sanctioned by the association of which the student's school is a member. The student is ineligible only for the specific sport involved.
- (b) Each principal of a school which participates in interscholastic athletics must certify a list of eligible students for each sport. **Repeats (f).**
- (c) Any student-athlete, coach or school official in grades 7-12 who is ejected from any athletic contest shall be penalized as follows: **Repeats (g). Proposed Rule refers to grades 6-12 instead of 7-12.**
- (1) for the first offense, the person shall be reprimanded and suspended for the next game at that level of play (varsity or junior varsity) and for any intervening games at either level;
 - (2) for a second offense, the person shall be placed on probation and suspended for the next two games at that level of play (varsity or junior varsity) and for any intervening games at either level.
 - (3) for a third offense, the person shall be suspended for one calendar year.
 - (4) a coach who is suspended at any level of grades 7-12 (middle school, junior high or high school) may not coach in any other grade level in grades 7-12 during the period of suspension.
 - (5) penalties are cumulative from sport to sport and from sport season to sport season. If no member of the school's coaching staff is present to assume an ejected coach's duties, the contest shall be terminated by a forfeit.
- (d) LEAs may allow their schools to belong to the North Carolina High School Athletic Association (NCHSAA), which has established as a minimum the rules adopted by the SBE. The NCHSAA may waive any eligibility requirement contained in this Rule, except the age requirement, if it finds that the rule fails to accomplish its purpose or it works an undue hardship when applied to a particular student. The NCHSAA may enforce penalties for the violation of this Rule at the high school level. **Repeats (h).**
- (e) The LEA which has jurisdiction over the school may impose additional penalties. LEAs or conferences may adopt and impose penalties at the middle and junior high school levels. **Repeats (i).**

History Note: Filed as a Temporary Amendment Eff. December 27, 1994 for a period of 180 days or until the permanent rule becomes effective, whichever is sooner;
Codifier of Rules Objected to the Findings of Need for the Temporary Rule Eff. December 9, 1994;
Authority G.S. 115C-47(4);
Eff. July 1, 1986;
Amended Eff. June 1, 1996; July 1, 1995; July 1, 1994; July 1, 1990;
Amended Eff. August 1, 2000.

16 NCAC 06E .0204 is proposed for adoption as follows:

16 NCAC 06E .0204 INTERSCHOLASTIC ATHLETICS

(a) Local Education Agencies (LEAs) and charter school boards are authorized to determine whether and to what extent students in grades 6-12 may participate in interscholastic athletics; provided, however, that students in sixth grade are not eligible to participate in football.

(b) In order to qualify for participation in public school athletics, a student shall meet the following requirements:

(1) The student shall meet the residence criteria of G.S. 115C-366(a). The student shall participate only at the school to which the student is assigned by the LEA or, if over the age requirements, the school to which the student would be assigned at the next higher grade level.

(2) The student shall meet age requirements at each grade level to participate. The principal shall have evidence of the legal birth date of the student. A student who is ineligible to participate at one grade level due to age is eligible to participate at the next higher grade level only. However, no student shall participate at the high school level for more than eight consecutive semesters, beginning with the student's first entry into grade nine or participation on a high school team, whichever occurs first. No student is eligible to participate at the middle school level for a period lasting longer than six consecutive semesters, beginning with the student's entry into sixth grade.

(A) A student is eligible to participate in high school athletic contests during a school year if the student does not reach the 19th birthday on or before August 31 of that school year.

(B) A student shall not participate on a ninth grade junior high school team if the student becomes 16 years of age on or before August 31 of that school year.

(C) A student shall not participate on a sixth, seventh or eighth grade team if the student becomes 15 years of age on or before August 31 of that school year.

(c) In grades 9-12, the student shall pass at least five courses (or the equivalent for non-traditional school schedules) each semester to be eligible anytime during the present semester and meet promotion standards established by the LEA/Charter School. In grades 6, 7 and 8, the student shall pass at least one less course than the number of required core courses each semester and meet promotion standards established by the LEA/Charter School. Regardless of the school organization pattern, a student who is promoted from the eighth grade to the ninth grade automatically meets the courses passed requirement for the first semester of the ninth grade. Regardless of the school organization pattern, a student who is promoted from the fifth grade to the sixth grade automatically meets the courses passed requirement for the first semester of the sixth grade.

(d) The student shall receive a medical examination each year by a duly licensed physician, nurse practitioner, or physician assistant, subject to the provisions of G.S. 90-9, 90-18.1, and 90-18.2.

(e) The student shall not participate in interscholastic athletics after any of the following:

(1) graduation;

(2) becoming eligible to graduate;

(3) signing a professional athletic contract;

(4) receiving remuneration as a participant in an athletic contest; or

- 1 (5) participating on an all-star team or in an all-star game that is not sanctioned by the association of
2 which the student's school is a member. The student is ineligible only for the specific sport involved.
- 3 (f) Each principal of a school that participates in interscholastic athletics shall certify a list of eligible students for each
4 sport.
- 5 (g) Any student-athlete, coach or school official in grades 6-12 who is ejected from any athletic contest shall at least
6 be penalized as follows:
- 7 (1) for the first offense, the person shall be reprimanded and suspended for the next game at that level
8 of play (varsity or junior varsity) and for any intervening games at either level;
- 9 (2) for a second offense, the person shall be placed on probation and suspended for the next two games
10 at that level of play (varsity or junior varsity) and for any intervening games at either level;
- 11 (3) for a third offense, the person shall be suspended for one calendar year;
- 12 (4) a coach who is suspended at any level of grades 6-12 (middle school, junior high or high school)
13 may not coach in any other grade level in grades 6-12 during the period of suspension.
- 14 (5) Penalties are cumulative from sport to sport and from sport season to sport season. If no member of
15 the school's coaching staff is present to assume an ejected coach's duties, the contest shall be
16 terminated by a forfeit.
- 17 (h) LEAs and charter schools may allow their schools to belong to the North Carolina High School Athletic
18 Association (NCHSAA), which has established as a minimum the rules adopted by the SBE. The NCHSAA may
19 waive any eligibility requirement contained in this Rule, except the age requirement, if it finds that the rule fails to
20 accomplish its purpose, or it works an undue hardship when applied to a particular student. The NCHSAA may enforce
21 penalties for the violation of this Rule at the high school level.
- 22 (i) The LEA or Charter School that has jurisdiction over the high school may impose additional penalties. LEAs or
23 charter schools or conferences may adopt and impose penalties at the middle and junior high school levels.

24
25 *History Note: Authority G.S. 115C-12(12); 115C-12(23);*

26 *Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);*

27 *Emergency Rule Eff. August 20, 2019.*
28

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06E .0205

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- X ☐ Object, based on:
 - ☐ Lack of statutory authority
 - ☐ Unclear or ambiguous
 - X ☐ Unnecessary
 - ☐ Failure to comply with the APA
- ☐ Extend the period of review

COMMENT:

Staff recommends objection for lack of necessity for repeating the contents of G.S. 115C-12(23). Paragraph (a) repeats the definition of "concussion" in 115-12(23)(a). Paragraphs (b), (d), and (e) repeat the remaining contents of 115C-12(23)(a). Paragraphs (f) and (g) repeat the contents of 115C-12(23)(b); Paragraphs (h), (i), and (j) repeat 115C-12(23)(c); and Paragraph (k) repeats 115C-12(23)(d). Therefore, staff recommends objection for lack of necessity.

§ 115C-12. Powers and duties of the Board generally.

- (23) Power to Adopt Eligibility Rules for Interscholastic Athletic Competition. - The State Board of Education shall adopt rules governing interscholastic athletic activities conducted by local boards of education, including eligibility for student participation. With regard to middle schools and high schools, the rules shall provide for the following:
 - a. All coaches, school nurses, athletic directors, first responders, volunteers, students who participate in interscholastic athletic activities, and the parents of those students shall receive, on an annual basis, a concussion and head injury information sheet. School employees, first responders, volunteers, and students must sign the sheet and return it to the coach before they can participate in interscholastic athletic activities, including tryouts, practices, or competition. Parents must sign the sheet and return it to the coach before their children can participate in any such

interscholastic athletic activities. The signed sheets shall be maintained in accordance with sub-subdivision d. of this subdivision.

For the purpose of this subdivision, a concussion is a traumatic brain injury caused by a direct or indirect impact to the head that results in disruption of normal brain function, which may or may not result in loss of consciousness.

- b. If a student participating in an interscholastic athletic activity exhibits signs or symptoms consistent with concussion, the student shall be removed from the activity at that time and shall not be allowed to return to play or practice that day. The student shall not return to play or practice on a subsequent day until the student is evaluated by and receives written clearance for such participation from (i) a physician licensed under Article 1 of Chapter 90 of the General Statutes with training in concussion management, (ii) a neuropsychologist licensed under Article 18A of Chapter 90 of the General Statutes with training in concussion management and working in consultation with a physician licensed under Article 1 of Chapter 90 of the General Statutes, (iii) an athletic trainer licensed under Article 34 of Chapter 90 of the General Statutes, (iv) a physician assistant, consistent with the limitations of G.S. 90-18.1, or (v) a nurse practitioner, consistent with the limitations of G.S. 90-18.2.
- c. Each school shall develop a venue specific emergency action plan to deal with serious injuries and acute medical conditions in which the condition of the patient may deteriorate rapidly. The plan shall include a delineation of roles, methods of communication, available emergency equipment, and access to and plan for emergency transport. This plan must be (i) in writing, (ii) reviewed by an athletic trainer licensed in North Carolina, (iii) approved by the principal of the school, (iv) distributed to all appropriate personnel, (v) posted conspicuously at all venues, and (vi) reviewed and rehearsed annually by all licensed athletic trainers, first responders, coaches, school nurses, athletic directors, and volunteers for interscholastic athletic activities.
- d. Each school shall maintain complete and accurate records of its compliance with the requirements of this subdivision pertaining to head injuries.

The State Board of Education may authorize a designated organization to apply and enforce the Board's rules governing participation in interscholastic athletic activities at the high school level.

1 16 NCAC 6E .0205 is proposed for adoption as follows:

2 **16 NCAC 6E .0205 CONCUSSION SAFETY REQUIREMENTS FOR INTERSCHOLASTIC**
3 **ATHLETIC COMPETITION**

4 (a) For purposes of this rule, a concussion is a traumatic brain injury caused by a direct or indirect impact to the head
5 that results in disruption of normal brain function, which may or may not result in loss of consciousness.

6 (b) All coaches, school nurses, athletic directors, first responders, volunteers, students who participate in middle or
7 high school interscholastic athletic activities, and the parents or guardians of those students shall receive, on an annual
8 basis, a concussion and head injury information sheet.

9 (c) The information sheet shall include:

10 (1) The definitions and symptoms of concussions and head injuries;

11 (2) A description of the physiology and the potential short-term and long-term effects of concussions
12 and other head injuries;

13 (3) The medical return-to-play protocol for post-concussion participation in interscholastic athletic
14 activities, and

15 (4) Any other information deemed necessary by the local board of education.

16 (d) School employees, first responders, volunteers, and students shall sign the sheet and return it to the coach before
17 participating in interscholastic athletic activities, including tryouts, practices, or competition.

18 (e) Parents shall sign the information sheet and return it to the coach before a child may participate in any such
19 interscholastic athletic activities. The signed sheets shall be maintained in accordance with subsection (f).

20 (f) If a student participating in a middle or high school interscholastic athletic activity exhibits signs or symptoms
21 consistent with concussion, the student shall be removed from the activity at that time and shall not be allowed to
22 return to play or practice that day.

23 (g) A student removed from play for exhibiting signs or symptoms consistent with concussion shall not return to play
24 or practice on a subsequent day until the student is evaluated by and receives written clearance for such participation
25 from one of the following:

26 (1) A physician licensed under Article 1 of Chapter 90 of the General Statutes with training in
27 concussion management;

28 (2) A neuropsychologist licensed under Article 18A of Chapter 90 of the General Statutes with training
29 in concussion management and working in consultation with a physician licensed under Article 1
30 of Chapter 90 of the General Statutes;

31 (3) An athletic trainer licensed under Article 34 of Chapter 90 of the General Statutes;

32 (4) A physician assistant, consistent with the limitations of G.S. 90-18.1; or

33 (5) A nurse practitioner, consistent with the limitations of G.S. 90-18.2.

34 (h) Each school shall develop a venue-specific emergency action plan to deal with serious injuries and acute medical
35 conditions in which the condition of the patient may deteriorate rapidly.

36 (i) This plan shall be:

37 (1) In writing;

(2) Reviewed by an athletic trainer licensed in North Carolina;

(3) Approved by the principal of the school;

(4) Distributed to all appropriate personnel;

(5) Posted conspicuously for community and parental awareness at all athletic-sponsored venues; and

(6) Reviewed and rehearsed annually by all licensed athletic trainers, first responders, coaches, school nurses, athletic directors, and volunteers for interscholastic athletic activities.

(j) The plan shall include:

(1) A delineation of roles;

(2) Methods of communication;

(3) Available emergency equipment; and

(4) Access to and plan for emergency transport.

(k) Each school shall maintain complete and accurate records of its compliance with the requirements of this subdivision pertaining to head injuries.

(l) The State Board of Education authorizes the NCHSAA to apply and enforce this rule.

History Note: Authority G.S. 115C-12(12); 115C-12(23);

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06E .0206

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare this Rule with Rule .0203 of this Section. Please avoid repetition.

In (a), please change "must" to "shall."

At line 5, is "first responder" defined?

In (b)(5), are you requiring 10 hours total or 10 hours in each type of training listed?

In (b)(5), please add a comma after "recognition" or replace the comma with an "and" after "first aid" if "injury recognition and prevention" is one topic.

In (c), line 18, do you mean "may" or "shall?"

At line 21, please define "emergency." Or, is the definition of "emergency" up to each local superintendent?

In (e), please capitalize "Rule."

Why is (f) necessary? Specifically, what are you requiring LEAs to do?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06E .0206 is proposed for adoption as follows:

16 NCAC 06E .0206 ATHLETIC TRAINERS

(a) Each Local Education Agency (LEA) must designate for each high school within its jurisdiction either a licensed athletic trainer who is qualified pursuant to Article 34 of Chapter 90 of the General Statutes of North Carolina or a first responder. These persons may be employed on a full-time or part-time basis or may serve as a volunteer.

(b) If not a licensed athletic trainer, a first responder shall:

(1) have completed and continue to maintain certification in cardiopulmonary resuscitation as certified by an organization such as the American Red Cross or the American Heart Association;

(2) have completed and continue to maintain certification in first aid as certified by an organization such as the American Red Cross or the American Heart Association;

(3) have completed and continue to maintain training in concussion management as offered by an organization such as the National Federation of State High School Associations (NFHS).

(4) have completed and continue to maintain continuing education in injury prevention and management as offered by an organization such as the National Federation of State High School Associations (NFHS); and

(5) complete 10 hours of staff development each school year specific to first aid, injury recognition and prevention. The 10 hours may include hours necessary for recertification/renewals.

(c) The licensed athletic trainer or first responder may not have concurrent coaching responsibilities during the time in which the person is working as a licensed athletic trainer or first responder.

(d) A licensed athletic trainer or first responder shall attend all football practices and games, unless excused by the superintendent due to emergency.

(e) Each LEA shall monitor school athletic trainer's or the first responder's compliance with this rule.

(f) LEAs shall work toward having a licensed athletic trainer or first responder available for all school practices and games of all sports at both the high school and middle school.

History Note: Authority G.S. 115C-12(12); 115C-12(23).

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: All Rules; 16 NCAC 06G

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please format your introductory statements for publication in the Code as shown here: <https://files.nc.gov/ncoah/documents/Rules/Examples---Permanent-Adoption-For-Publication-In-The-Ncac.pdf>. For example, your introductory statement for 06B .0111 will read: "16 NCAC 06B .0111 is adopted as published in 34:13 NCR 1211 as follows." If you make changes in response to technical change requests, it will read "16 NCAC 06B .0111 is adopted with changes as published in 34:13 NCR 1211 as follows:"

Please skip one line between the introductory statement and the name of the rule. See 26 NCAC 02C .0108.

In your history notes, why is it necessary to say "Interim rule status conferred..."

In your history notes, please add a proposed effective date. The earliest these rules can be effective is August 1, 2020.

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0314

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☒ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☐ Unnecessary
 - ☐ Failure to comply with the APA
- ☐ Extend the period of review

COMMENT:

Staff recommends objection for lack of statutory authority and clarity. As staff reads Paragraph (c), alternative schools are allowed to select an accountability model from the list in (c)(1)-(3). Subparagraph (c)(1) says, "Alternative schools can participate in School Performance Grades as defined by G.S. 115C-83.15..." (emphasis added). Subparagraphs (c)(2) and (c)(3) then provide alternative options to the "School Performance Grades" model in G.S. 115C-83.15. However, 115C-12(24) requires the State Board to evaluate alternative learning programs "through the application of the accountability system developed under G.S. 115C-83.15 and G.S. 115C-105.35." The State Board is granted authority to modify the system in G.S. 115C-83.15, but staff has not found authority for the agency to provide different accountability models. Therefore, staff recommends objection for lack of statutory authority.

Staff recommends objection to Subparagraph (c)(3) for lack of clarity. Subparagraph (c)(3) allows an alternative school to propose its own accountability model subject to approval by the State Board of Education. The Rule does not specify under what circumstances the alternative model may be approved or what factors the State Board will consider when evaluating the alternative model. Therefore, staff recommends objection for lack of clarity.

Paragraph (d) is also unclear because it uses undefined terms including "significantly," "appropriate," and "eligible students."

Ashley Snyder
Commission Counsel

§ 115C-12. Powers and duties of the Board generally.

(24) Duty to Develop Standards for Alternative Learning Programs, ...

The State Board shall evaluate the effectiveness of alternative learning programs and, in its discretion, of any other programs funded from the Alternative Schools/At-Risk Student allotment. Local school administrative units shall report to the State Board of Education on how funds in the Alternative Schools/At-Risk Student allotment are spent and shall otherwise cooperate with the State Board of Education in evaluating the alternative learning programs. As part of its evaluation of the effectiveness of these programs, the State Board shall, through the application of the accountability system developed under G.S. 115C-83.15 and G.S. 115C-105.35, measure the educational performance and growth of students placed in alternative schools and alternative programs. If appropriate, the Board may modify this system to adapt to the specific characteristics of these schools. Also as part of its evaluation, the State Board shall evaluate its standards adopted under this subdivision and make any necessary changes to those standards based on strategies that have been proven successful in improving student achievement and shall report to the Joint Legislative Education Oversight Committee by April 15, 2006 to determine if any changes are necessary to improve the implementation of successful alternative learning programs and alternative schools.

§ 115C-83.15. School achievement, growth, performance scores, and grades.

(a) School Scores and Grades. - The State Board of Education shall award school achievement, growth, and performance scores and an associated performance grade as required by G.S. 115C-12(9)c1., and calculated as provided in this section.

(b) Calculation of the School Achievement Score. - In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school as follows:

- (1) For schools serving any students in kindergarten through eighth grade, the State Board shall assign points on the following measures available for that school:
 - a. One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight. For the purposes of this Part, an annual assessment for mathematics shall include any mathematics course with an end-of-course test.
 - b. One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.
 - c. One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.
 - d. One point for each percent of students who progress in achieving English language proficiency on annual assessments in grades three through eight.
- (2) For schools serving any students in ninth through twelfth grade, the State Board shall assign points on the following measures available for that school:
 - a. One point for each percent of students who score at or above proficient on either the Algebra I or Integrated Math I end-of-course test or, for

- students who completed Algebra I or Integrated Math I before ninth grade, another mathematics course with an end-of-course test.
- b. One point for each percent of students who score at or above proficient on the English II end-of-course test.
- c. One point for each percent of students who score at or above proficient on the Biology end-of-course test.
- d. One point for each percent of students who complete Algebra II or Integrated Math III with a passing grade.
- e. One point for each percent of students who either (i) achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness or (ii) are enrolled in Career and Technical Education courses and score at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness.
- f. Repealed by Session Laws 2019-142, s. 1, effective July 19, 2019, and applicable to measures based on data from the 2018-2019 school year and each school year thereafter.
- g. One point for each percent of students who graduate within four years of entering high school.
- h. One point for each percent of students who progress in achieving English language proficiency.

In calculating the overall school achievement score earned by schools, the State Board of Education shall (i) use a composite approach to weigh the achievement elements based on the number of students measured by any given achievement element and (ii) proportionally adjust the scale to account for the absence of a school achievement element for award of scores to a school that does not have a measure of one of the school achievement elements annually assessed for the grades taught at that school. The overall school achievement score shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(c) Calculation of the School Growth Score. - Using the Education Value-Added Assessment System (EVAAS), the State Board shall calculate the overall growth score earned by schools. In calculating the total growth score earned by schools, the State Board of Education shall weight student growth on the achievement measures as provided in subsection (b) of this section that have available growth values; provided that for schools serving students in grades nine through 12, the growth score shall only include growth values for measures calculated under sub-subdivisions a. and b. of subdivision (2) of subsection (b) of this section. The numerical values used to determine whether a school has met, exceeded, or has not met expected growth shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(d) Calculation of the Overall School Performance Scores and Grades. - The State Board of Education shall calculate the overall school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as determined using EVAAS as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for eighty percent (80%), and the school growth score shall account for twenty percent (20%) of the total sum. For all schools, the total school performance score shall be converted to a 100-point scale and used to determine an overall school performance grade. The overall school

performance grade shall be based on the following scale and shall not be modified to add any other designation related to other performance measures, such as a "plus" or "minus":

- (1) A school performance score of at least 85 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 70 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 55 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 40 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 40 is equivalent to an overall school performance grade of F.

(d1) Establishment of Subgroups of Students. - The State Board shall establish the minimum number of students in a subgroup served by a school that is necessary to disaggregate information on student performance and to determine a subgroup performance score and grade for the following subgroups of students:

- (1) Economically disadvantaged students.
- (2) Students from major racial and ethnic groups.
- (3) Children with disabilities.
- (4) English learners.

(d2) Calculation of the School Performance Scores and Grades for Certain Subgroups of Students Served by a School. - In addition to the overall school performance scores and grades awarded under this section, for each school that serves a minimum number of students in a subgroup of students listed in subsection (d1) of this section, the State Board of Education shall calculate school performance scores and shall determine a corresponding school performance grade for each subgroup using the same method as set forth in subsection (d) of this section. School performance scores for subgroups of students shall not be included in the calculation of the overall school performance scores and grades under subsection (d) of this section.

(d3) Report of Subgroup Performance Scores and Grades. - The subgroup performance scores and grades shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8 in a way that provides the following information:

- (1) For the current year and the previous two years, the achievement score for each subgroup of students defined in subsection (d1) of this section for the school.
- (2) The statewide average achievement score for each subgroup defined in subsection (d1) of this section.
- (3) The difference between the achievement score for all students in the school and the achievement score for each subgroup that meets the minimum number of students defined in subsection (d1) of this section.
- (4) Based on the information reported in subdivision (3) of this subsection, the State Board shall determine and identify schools that are closing achievement gaps, experiencing a widening of gaps, or seeing no significant gap changes.

(e) Elementary and Middle School Reading and Math Achievement Scores. - For schools serving students in kindergarten through eighth grade, the school achievement scores in reading and mathematics, respectively, shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(e1) Career and College Readiness Scores. - For schools serving any students in ninth through twelfth grade, the percentage of students who either (i) achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness or (ii) are enrolled in Career and Technical Education courses and score at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness shall be reported on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(f) Indication of Growth. - In addition to awarding the overall school scores for achievement, growth, and performance and the performance grade, using EVAAS, the State Board shall designate that a school has met, exceeded, or has not met expected growth. The designation of student growth shall be clearly displayed in the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(g) Access to Annual Report Card Information on the Department's Web Site. - Beginning with data collected in the 2017-2018 school year, the State Board of Education shall provide user-friendly access to the public on the annual report cards issued for local school administrative units and individual schools provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8 through the Department of Public Instruction's Web site. The annual report card shall be designed and organized to display the following information more prominently than any other information:

- (1) A summary for each local school administrative unit and for each individual school of the school performance grades, whether the school has met, exceeded, or has not met expected growth, and any other information required to be provided as part of the annual report card.
- (2) The percentage of schools receiving an overall school performance letter grade of A, B, C, D, or F earned by each school located within a local school administrative unit and statewide.
- (3) The number of schools that have met, exceeded, or have not met expected growth by each school located within a local school administrative unit and statewide.
- (4) A Web page for each individual school that prominently displays the school's performance grades, whether the school has met, exceeded, or has not met expected growth, and the school's performance and growth scores in a way that is easy for the user to read.
- (5) The ability to easily compare annual report card information, including school performance grades and whether schools have met, exceeded, or have not met expected growth, for local school administrative units and for individual schools for a time span of at least three years.

16 NCAC 06G .0314 is proposed for adoption as follows:

16 NCAC 06G .0314 ALTERNATIVE SCHOOLS' ACCOUNTABILITY MODELS

(a) This rule establishes the North Carolina Department of Public Instruction's (NCDPI) procedures for alternative schools' participation in the State's Alternative Schools' Accountability Model and shall apply to all alternative schools, including charter schools approved to use the alternative accountability model, that have an NCDPI-assigned local education agency (LEA) school code. Accountability indicators and results for students who attend programs or classes in a facility that does not have an LEA school code shall be reported to and included in the students' base school's accountability results.

(b) At the beginning of each school year, local public school and charter school boards shall determine the option that each alternative school under their jurisdiction will follow for participation in the Alternative Schools' Accountability Model. The local board's participation decision shall be reported to the NCDPI's Director of Accountability Services by August 1 of each school year.

(c) Local public school and charter school boards shall select from the following Alternative Schools' Accountability Model options:

(1) Option A. Alternative schools can participate in School Performance Grades as defined by G.S. §115C-83.15 or

(2) Option B. Alternative schools can participate in the Alternative Schools' Progress Model.

(A) Schools electing to participate in the Alternative Schools' Progress Model will be evaluated as follows, with Components used in the overall school score: (i) 20% Student Persistence, which is defined as the percent of alternative students who remain enrolled in any North Carolina; (ii) 20% School Achievement, which is comprised of: three years of data using the following indicators: End-of-Grade (EOG) English Language Arts/Reading and Mathematics Assessments at Grades 3–8; EOG Science Assessments at Grades 5 and 8; End-of-Course (EOC) Assessments in Biology, NC Math 1, NC Math 3, and English II; ACT®; ACT WorkKeys; 4-year graduation rate; 5-year graduation rate; and math course rigor; (iii) 60% Growth, which will be calculated using the Education Value-Added Assessment System (EVAAS).

(B) A change rating will be assigned to schools comparing their previous year to the current year. All schools will receive a rating of: "Progressing," which indicates a change in the school from the previous year by at least +3 points; "Maintaining," which indicates a change in the school from the previous year by -2.9 to +2.9 points; or, "Declining," which indicates a change in the school from the previous year by at least -3 points.

(3) Option C. The alternative school may propose its own alternative accountability model for approval by the State Board of Education (SBE). The proposed model must include criteria for achievement and growth. A request for Option C must be submitted annually to the SBE for approval at its October meeting.

1 (d) Schools that are identified as Developmental Day Centers (as determined by the Department of Health and Human
2 Services) and schools which are providing special education and related services in public separate settings to students
3 with disabilities who are significantly cognitively delayed, have multiple handicapping conditions, and may also have
4 significant behavioral or sensory integration needs shall participate in accountability by administering the appropriate
5 assessment to all eligible students, and participating in either Option B or Option C as defined herein. . To participate
6 in this model, schools who meet the criteria in this section will be reviewed and approved by the Exceptional
7 Children’s Division and the Accountability Services Division.

8
9 *History Note: Authority G.S. 115C-12(24); 115C-105.35; G.S. 115C-83.15*

10 *Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);*

11 *Emergency Rule Eff. August 20, 2019.*

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0315

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Which schools does this Rule apply to? All schools? Or just alternative schools? Does this apply to Alternative Charters? Please clarify. As a reminder, rule titles are not considered when interpreting rules.

Throughout this Rule, please replace "must" and "will" with "shall."

Throughout this Rule, please consider removing the explanatory parentheticals and incorporating any needed information into the text of the sentence. Regardless of whether you remove the parentheses, please refrain from using "i.e." and "e.g."

Throughout this Rule, please capitalize "State" if you are referring to North Carolina and do not capitalize "state" if you are referring to any state.

Throughout this Rule, please define "eligible students."

At line 3, do you mean "and" or "or?"

At line 3, what do you mean by "in membership."

At line 4, what is the "state assessment program?"

At line 5, consider replacing "is" with "shall be."

In (b), is it still necessary to say "effective 2017-18 and beyond?"

In (b), does this Rule repeat the requirement for grade 8 students to take the EOC? Compare lines 13 and 14.

At line 14, what do you mean by "for federal accountability?"

At line 16, what do you mean by "for the accountability model?"

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

At line 16, what is the “expected test population?”

At line 17, please define “subgroup of students.” What is considered a subgroup?

At line 17, what significance is not meeting the participation requirement? Does the language at lines 24-25 also apply in (c)? If so, please make that clear.

At line 21, define “publicly?” For example, are you requiring it be posted on a school’s website?

At line 23, is this reported to the State Board? Or DPI?

At line 23, what are “missed participation rates?”

In (e), how are students identified as “English learners?”

In (e), what is the statewide testing program? Are those the tests listed in (a)?

In (e)(1), is it necessary to say “effective 2017-18 and beyond?”

In (e)(1)(A), what “requirement” are you referring to? Or, did you intend to say “ELs test scores shall be used for...”

In (e)(1)(A), for which reporting is this included?

In (e)(1)(C), what are the growth and achievement indicators? What is the “accountability model?”

On page 2, line 1, define “appropriate.” Under what circumstances is an assessment appropriate and who makes this determination?

In (f)(2), what is an “alternative assessment” and under what circumstances is a student eligible for this assessment? Please delete “as defined below in letter F” since alternative assessment is not defined in this Rule.

In (g), how do you determine which students have the “most significant cognitive disabilities?” Is this identified as part of their IEP?

At line 6, what are “alternative academic achievement standards?”

In (g)(1), what is the accountability performance composite?

In (g)(2), please provide a citation to this Act.

Throughout (g), if you are restating requirements from the Every Students Succeeds Act, please provide a cross-reference instead of repeating federal law.

In (g)(3)(C), what follow-up actions may be required? Under what circumstances is an action required? How is this determination made?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

In (g)(3)(D), please use “superintendent or charter school director” or “superintendent and charter school director,” whichever is appropriate.

In (g)(3)(D), please use “LEA and charter school” or “LEA or charter school” whichever is appropriate.

In (g)(3)(E), please delete or define “actually.”

In (g)(3)(E), please define “publicly.”

In your history note, are you referring to any specific subsection of 115C-12?

In your history note, please provide a citation instead of the title for the “Every Student Succeeds Act.” Please do not reference the entire Act, only the portion that grants rulemaking authority for this Rule.

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

16 NCAC 06G .0315 is proposed for adoption as follows:

16 NCAC 06G .0315 ACCOUNTABILITY ANNUAL PERFORMANCE STANDARDS

(a) All eligible students in membership (i.e., enrolled in a school) at grades 3 through 8 and in high school courses in which an end-of-course (EOC) assessment is administered shall participate in the state assessment program adopted by the State Board of Education (SBE). Participation is reported for:

(1) grades 3 through 8 end-of-grade (EOG) English language arts/reading and mathematics;

(2) grades 5 and 8 EOG science;

(3) grade 10 EOC English II,

(4) grade 11 EOC assessments in NC Math, NC Math 3, and EOC Biology;

(5) grade 11 ACT; and

(6) grade 12 Career and Technical Education Concentrators and ACDT WorkKeys.

(b) Effective 2017–18 and beyond, all eligible students in membership at grade 8 enrolled for credit in NC Math 1 shall take the EOC assessment at the completion of the course. Schools shall not assess these students on the grade 8 mathematics EOG assessment. These students shall take the NC Math 3 EOC assessment for federal accountability in high school.

(c) For the accountability model, a school that does not assess at least 95 percent of its expected test population for the all students group and each subgroup of students shall be deemed not to have met participation rate requirements. For the ELA/reading and mathematics assessment (i.e., EOG ELA/reading, EOG Mathematics, EOC English, and EOCs NC Math 1/NC Math 3) academic indicator, the greater of all students tested, or 95 percent of students expected to test, shall be the denominator for proficiency calculations used in reporting, long-term goals, and the accountability model. Participation rates shall be publicly reported annually.

(d) For the science (i.e., EOG Science and EOC Biology), ACT, and ACT WorkKeys assessments, participation rates shall be reported for all students and each subgroup of students. Missed participation rates will be highlighted in public reporting. Schools shall submit to the North Carolina Department of Public Instruction (NCDPI) justification for not meeting participation rates and a plan of action to improve participation rates.

(e) Students identified as English Learners (ELs) shall participate in the statewide testing program using either the standard test administration or the standard test administration with accommodations.

(1) Effective 2017–18 and beyond, ELs shall participate in state assessments beginning with their first year in a U.S. school; however,

(A) For the first year, the requirement is for participation and for reporting (e.g., NC School Report Card), not the accountability model.

(B) For year two, ELs' test scores shall be included in the growth analysis for the accountability model.

(C) For year three and beyond, ELs' test scores shall be included in growth and the achievement indicator of the accountability model.

(f) All students with disabilities who are included in membership, including those with Individualized Education Programs (IEPs) and those identified under Section 504 of the Rehabilitation Act of 1973, shall participate in the state

1 assessment program using one of the following assessments as appropriate and as determined by the student's IEP or
2 Section 504 Plan:

3 (1) The standard test administration with or without accommodations, or

4 (2) An alternate assessment (as defined below in letter F) with or without accommodations, if eligible.

5 (g) Only students with the most significant cognitive disabilities who have IEPs may participate in a state-designated
6 alternate assessment based on alternate academic achievement standards.

7 (1) These students shall be evaluated and included in the accountability performance composite.

8 (2) The Every Students Succeeds Act (ESSA) requires the total number of students assessed in each
9 subject using the alternate assessment based on alternate academic achievement standards statewide
10 does not exceed 1.0 percent of the total number of all students assessed in each subject.

11 (3) As required by ESSA, the NCDPI must notify districts and charter schools that have been identified
12 (based on the previous school year's participation data) as being likely to exceed 1.0 percent of
13 students assessed in a subject area on the alternate assessment for the current school year.

14 (A) These identified districts and charter schools must provide the NCDPI a justification of the
15 need to assess more than 1.0 percent of its students on the alternate assessment in any
16 subject.

17 (B) Districts and charter schools that did not exceed 1.0 percent in the previous school year but
18 anticipate exceeding in the current school year, must also submit a justification.

19 (C) Justifications from each district and charter school will be reviewed by the NCDPI, and
20 follow up actions will be determined based on the information in the justification
21 document.

22 (D) The completed justification must be signed by the superintendent/charter school director,
23 exceptional children's director, and LEA/charter school test coordinator.

24 (E) The justification documents for districts and charter schools that actually exceed the 1.0
25 percent participation on the alternate assessment will be publicly posted.

26
27 History Note: Authority G.S. 115C-12; 115C-105.35; Every Student Succeeds Act ESSA);

28 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b).

29 Emergency Rule Eff. August 20, 2019.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 12 NCAC 06G .0316

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☐ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA and ambiguity. Item (3) refers to "procedures stated in SBE Policy ADVS-002 (Appointments to Advisory Committees to the State Board of Education." Referring to Board policy circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this Rule would allow the agency to update the policy outside the rulemaking process, changing the substance of this Rule without public notice, comment, or review by the Rules Review Commission. Since the contents of this policy are not in rule, requiring compliance with procedures in the policy makes the requirements of this rule unclear. Therefore, staff recommends objection for failure to comply with the APA and ambiguity.

Staff also recommends objection for ambiguity because it is unclear under what circumstances the agency will deem other issues "appropriate" for discussion in (1)(f) and which "field tests(s)/special studies" are being referenced in Item (2).

Ashley Snyder
Commission Counsel

1 16 NCAC 06G .0316 is proposed for adoption as follows:

2
3 **16 NCAC 06G .0316 PURPOSE AND COMPOSITION OF THE STATE BOARD OF EDUCATION'S**
4 **COMPLIANCE COMMISSION FOR ACCOUNTABILITY**

5 The purpose of the Compliance Commission for Accountability (Commission) shall be to advise and to make
6 recommendations to the State Board of Education (SBE) through the North Carolina Department of Public Instruction
7 (NCDPI) on testing issues and other issues related to school accountability and improvement.

8 (1) The SBE, after discussing issues related to testing and accountability as presented by the NCDPI,
9 may request that the Commission further discuss such issues and make recommendations to the
10 SBE. Issues the Commission may discuss include the following:

11 (a) proposed changes to the State's accountability program;

12 (b) the testing code of ethics;

13 (c) test security and administration;

14 (d) auditing procedures to ensure integrity of the testing and accountability programs;

15 (e) the relationship of testing to other aspects of schooling; and

16 (f) other issues related to testing and accountability as deemed appropriate by the SBE.

17 (2) The Commission shall consider requests from schools that desire to be exempt from participating in
18 field test(s)/special studies and shall make a recommendation to the SBE on such requests.

19 (3) Upon recommendation by the State Superintendent of Public Instruction, the SBE shall approve
20 appointments to the Compliance Commission consisting of twenty-two members in accordance with
21 the procedures stated in SBE Policy ADVS-002 (Appointments to Advisory Committees to the State
22 Board of Education), who shall represent the following categories:

23 (a) Four shall be teachers;

24 (b) Five shall be principals representing elementary, middle, and high schools;

25 (c) Four shall be from central office staffs, (at least one must represent Exceptional Children);

26 (d) Two shall represent local boards of education;

27 (e) One shall represent NC charter schools;

28 (f) Two shall be members of the business community;

29 (g) One shall be a parent representative;

30 (h) One shall represent higher education; and

31 (i) Two shall be at-large.

32 (4) Terms of membership shall be for four years, be staggered, and shall run through December 31.
33 Members may be reappointed by the SBE for one additional term.

34 (a) To the extent possible, members will be appointed from the eight education districts (as
35 defined in G.S. §115C-65) to keep the Commission balanced geographically and
36 professionally.

1 (b) As Commission members are replaced, the SBE shall, to the extent possible, recommend
2 and approve replacements to keep the Commission balanced geographically and
3 professionally.

4 (c) A member of the SBE as designated by the State Board membership shall sit on the
5 Commission as a non-voting ex-officio member.

6 (5) The SBE shall appoint a chair from the membership of the Commission. The Chair shall serve for
7 two years.

8 (6) The Commission shall elect a Vice-Chair from its membership.

9 (7) The Commission shall meet at least annually. The SBE may call a special meeting of the
10 Commission to discuss an issue.

11 (8) The Department of Public Instruction, Division of Accountability Services, shall staff the
12 Commission and shall develop the agendas for the scheduled meetings in conjunction with the
13 Commission's Chair. Draft minutes of the Commission meetings shall be provided to the SBE
14 within one month following each meeting, with official approved minutes being shared with the
15 SBE following approval by the Commission.

16
17 History Note: Authority G.S. 115C-12; 115C-105.35;

18 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

19 Emergency Rule Eff. August 20, 2019.
20

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0503

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☐ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA and ambiguity. The Rule requires "eligible students" take State-required assessments mandated by law or "State Board of Education policy." Requiring assessments in policy instead of rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this allows the agency to amend the policy outside the rulemaking process, changing the substance of this Rule without public notice, comment, or RRC review. Failure to either list the required assessments in this Rule or cross-reference another Rule listing the required assessments makes it unclear which assessments are mandated by the State Board of Education. Therefore, staff recommends objection for failure to comply with the APA and ambiguity.

Staff also recommends objection for ambiguity because the Rule does not define "eligible student," making it unclear who is required to take these assessments. It is also unclear which "accountability measures" charter schools are required to follow as part of the "Every Student Succeeds Act Consolidated State Plan." It is possible these are federal requirements that could be incorporated by reference in accordance with G.S. 150B-21.6, but since the agency has failed to do so here, the Rule is ambiguous as written.

16 NCAC 06G .0503 is proposed for adoption as follows:

16 NCAC 06G .0503 CHARTER SCHOOL ACCOUNTABILITY REQUIREMENTS

Each year all eligible students shall take state-required assessments mandated by law or State Board of Education policy. All charter schools shall comply with N.C. Gen. Stat. § 115C-83.15 and § 115C-83.16 and accountability measures identified in the State’s federally-approved Every Student Succeeds Act Consolidated State Plan, unless granted a waiver by the State Board of Education pursuant to 16 NCAC 06G .0517 - .0522.

History Note: Authority G.S. 115C-12; 115C-83.15, 115C-83.16, 115C-105.20, 115C-218(a), 115C-218.85(a)(3); Every Student Succeeds Act of 2015 (P.L. 114-95); Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b); Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0504

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please compare your Rule name with the Rule name provided in the form. Please update either the Rule or the form so the names match.

At line 4, what are the "mission statement" and the "targeted population?" How are these determined? Is this process in rule?

At line 5, what is the State Board's "approved application?" Does the charter school submit the mission statement and targeted population on an application form? If so, is this form in rule in accordance with 150B-2(8a)(d)?

In your history note, are you referring to any specific subsection of G.S. 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

1 16 NCAC 06G .0504 is proposed for adoption as follows:

2 **16 NCAC 06G .0504 CHARTER SCHOOLS STUDENT ADMISSION**

3 All charter schools admission procedures and policies shall comply with N.C. Gen. Stat. § 115C-218.45. Open
4 enrollment for a charter school shall follow the mission statement and targeted population in the State Board of
5 Education approved application. The admissions period shall be no less than 30 consecutive calendar days. If there
6 are more applications than seats available, the charter school shall determine a date, time, and location to hold the
7 lottery required by G.S. 115C-218.45(h). The lottery shall occur during an official meeting that shall be open to the
8 public and subject to Article 33C of Chapter 143 of the General Statutes.

9
10 *History Note: Authority G.S. 115C-12; 115C-218.45;*

11 *Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);*

12 *Emergency Rule Eff. August 20, 2019.*

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0505

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☐ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA and ambiguity. The Rule provides that charter schools shall be placed on financial noncompliance status if a financial condition in (b)(1)-(6) occurs. Subparagraph (b)(1) refers to the "Uniform Education Reporting System (UERS)" which appears to set data reporting requirements. Staff has not found an exemption from the APA for the UERS. Referring to requirements outside of rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this Rule would allow the agency to update the UERS outside the rulemaking process, changing the substance of this Rule without public notice, comment, or review by the Rules Review Commission. The reporting requirements for charter schools are also unclear since those requirements are not set in rule. Therefore, staff recommends objection failure to comply with the APA and ambiguity.

Staff also recommends objection for ambiguity. Paragraph (c) states, "funds may be frozen...until the exception is corrected." The Rule does not clarify under what circumstances funds may or may not be frozen. The Rule also does not specify how the agency determines which level of financial noncompliance in Paragraph (e) to assign a charter school. Additionally, the Rule contains undefined terms including "financial insolvency or weakness" in (b)(3) and "immediately" in (c), (e)(3)(A), and (f). Therefore, staff recommends objection for ambiguity.

16 NCAC 06G .0505 is proposed for adoption as follows:

16 NCAC 06G .0505 CHARTER SCHOOLS FINANCIAL NONCOMPLIANCE – IMPACT OF FINANCIAL NONCOMPLIANCE

(a) There are three stages of financial noncompliance under which a charter school may be placed: cautionary, probationary, and disciplinary.

(b) The presence of any one of the following financial conditions shall result in a charter school being assigned a noncompliance status:

(1) If the charter school fails to report required Uniform Education Reporting System (UERS) data within 10 days of the required or agreed-upon reporting date or does not submit accurate data due to incorrectly utilizing UERS approved materials or software within the next reporting cycle;

(2) If the charter school fails to respond to a specific financial, personnel, or student information request for information or data from the Department of Public Instruction by the required reporting date;

(3) If the charter school fails to submit the required audited financial statements to the North Carolina Department of State Treasurer's Local Government Commission, as prescribed by G.S. 115C-218.30 and G.S. 115C-447.

(4) If the charter school shows signs of financial insolvency or weakness, including a decline in student membership;

(5) If the Office of State Treasurer receives a "non-sufficient funds (NSF)" notification during the course of cash certification processing;

(6) If the charter school receives a material audit finding in its annual independent financial statement audit which indicates a violation of State law, a violation of any of the conditions or procedures set forth in its Charter, a failure to meet generally accepted accounting practices and principles, including sound fiscal management in accordance with G.S.115C-218.95 and remains unresolved; and/or

(7) If the charter school's staff fails to attend required financial training.

(c) For these warning conditions, funds may be frozen (i.e. the school's access to the cash management system is revoked) until the exception is corrected. Any combination of the above violations may immediately move the charter school to Financial Disciplinary Status without first being held in either the Cautionary or Probationary status. Should a charter school have repeated violations of the same or similar non-compliance condition, the charter school may be moved to Financial Disciplinary Status.

(d) This policy does not preclude the State Board of Education from taking any action with regards to a charter school if so warranted, regardless of the charter school's financial noncompliance status.

(e) The stages of financial noncompliance are as follows:

(1) Level 1: Financial Cautionary Status

(A) A charter school may receive a notification of Financial Cautionary Status for any of the above conditions. The school shall remain in cautionary status for a minimum of 30 calendar days from the date of notification, and during that time must correct the

exception(s) that caused the financial warning(s) if applicable. When the exception(s) is corrected as prescribed in the notification of noncompliance by NCDPI, the school will be notified of removal from cautionary status.

(2) Level 2: Financial Probationary Status

(A) A charter school may receive a notification of Financial Probationary Status for any of the above conditions. The school will be placed in Financial Probationary Status, if the school fails to correct the exception(s) during the 30 calendar days cautionary period, unless otherwise stated in the initial notification of noncompliance. The school remains in probationary status for a minimum of 30 calendar days from the date of notification, and during that time must correct the exceptions that caused the financial warnings if applicable. When all of the exceptions have been corrected, the school will be notified of removal from probationary status. While in probationary status, state funds for the school may be allotted on a monthly basis until the exceptions that caused the financial warnings are corrected. Failure to resolve the exceptions may result in the school being placed on Financial Disciplinary Status, referred to the Charter School Advisory Board and/or to the State Board of Education for further action.

(3) Level 3: Financial Disciplinary Status

(A) The school will be placed in Financial Disciplinary Status, if the school fails to correct all of the exceptions during the established timeframe. Any of the financial conditions noted in this policy, or combination thereof, may immediately result in the charter school being placed on Financial Noncompliance Disciplinary status without the benefit of being first held in either the Cautionary or Probationary status. Also, should a charter school have repeat violations of the same or similar non-compliance condition, the charter school may be moved to Financial Disciplinary Status without the benefit of completing either the Cautionary or Probationary status periods.

(f) When in Disciplinary status, the school is expected to immediately address all of the exceptions that caused the financial noncompliance within ten (10) business days from the date of notification or otherwise stated. State funds for the school may be allotted on a monthly basis until the exceptions causing the noncompliance are corrected. When all of the exceptions have been corrected, the school will be notified of removal from disciplinary status. Failure to resolve the exceptions will result in the school being referred to the Charter School Advisory Board and/or to the State Board of Education for further action.

History Note: Authority G.S. 115C-12(5); 115C-218, 115C-218.15, 115C-218.30, 115C-218.95; 115C-408; Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b); Emergency Rule Eff. August 20, 2019.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0506

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- X Object, based on:
 - ☐ Lack of statutory authority
 - X Unclear or ambiguous
 - ☐ Unnecessary
 - X Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for ambiguity and failure to comply with the APA. In Paragraph (a), the Rule provides that charter schools "may" be placed on governance noncompliance status if a condition in (a)(1)-(3) occurs. The Rule does not clarify under what circumstances a condition in the list results in noncompliance status nor does it specify how the agency determines which level of noncompliance status in Paragraph (b) to assign a charter school.

Part (a)(3)(B) requires compliance with "Health and Safety Standards" and "State Board of Education Policy." Referring to requirements established outside of rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this Rule would allow the agency to update policies outside the rulemaking process, changing the substance of this Rule without public notice, comment, or review by the Rules Review Commission. These requirements are also unclear since those requirements are not set in rule. Therefore, staff recommends objection to Part (a)(3)(B) for failure to comply with the APA and ambiguity.

Additionally, staff recommends objection for ambiguity for the inclusion of several undefined terms or requirements including "failure to have a functioning board" in (a)(1); "regular meetings" in (a)(1); "inability to show progress" in (a)(2); and "immediately" in (b)(3).

Ashley Snyder
Commission Counsel

16 NCAC 06G .0506 is proposed for adoption as follows:

16 NCAC 06G .0506 CHARTER SCHOOLS GOVERNANCE NONCOMPLIANCE

(a) There are three (3) stages of Governance Noncompliance: Governance Cautionary Status, Governance Probationary Status, and Governance Disciplinary Status. A charter school may be placed within a governance non-compliance status based on any one of the following governance warning conditions:

(1) Failure to have a functioning board in place, including failure to conduct regular meetings of the board and failure to adopt policies regarding the operation of the charter school. Such policies would include a minimum of Personnel, Disciplinary, and Parental Grievance policies.

(2) Inability to show progress towards the educational and organizational goals described in the charter school application.

(3) Failure to maintain student enrollment. (i.e., Required minimum of 80 students, or as otherwise stated in the charter application or approved waiver to operate under the minimum of 80 students.)

(A) Bylaws violations including, but not limited to, failure to follow the Open Meetings Law, failure to maintain Public Records, failure to implement a Conflict of Interest Policy, failure to adhere to basic rules of Parliamentary Procedure.

(B) Charter Agreement violations including, but not limited to, following State/Federal Regulations, ensuring Health & Safety Standards, making adequate academic progress, meeting Testing and Reporting requirements, and supplying all reports and documentation as requested by the Office of Charter Schools to ensure legal compliance with General Statute, State Board of Education Policy, and the Charter Agreement.

(C) Substantiated complaints indicating that the Board is not acting as a representative of the school community to ensure that the needs of all students, parents, and teachers will be addressed.

(D) Failure to maintain certification of at least fifty percent (50%) of teachers in all grades pursuant to G.S.115C-218.90. Charter schools shall maintain compliance with this law from December 31 of each year through the end of the school calendar year. Failure to do so will be seen as noncompliance with the statutory requirement.

(b) The stages of noncompliance are as follows:

(1) Level 1: Governance Cautionary Status: Upon receiving a Governance Warning for any of the above conditions, the charter school will be placed on Governance Cautionary Status. The school remains in cautionary status for 30 calendar days and during that time must correct the exception that caused the warning. When the 30 calendar days have ended and the exception is corrected, the governance warning will be removed and the school will be removed from cautionary status. Failure to correct the exception during the 30 calendar days cautionary period constitutes a second warning and the school will be placed on Governance Probationary Status.

(2) Level 2: Governance Probationary Status: The school remains on Governance Probationary Status for 30 calendar days and during that time must correct the exceptions that caused all of the

1 governance warnings. When the 30 calendar days have ended and the exception is corrected, the
2 governance warning will be removed and the school will be removed from probationary status.
3 Failure to correct the exception during the 30 calendar days probationary period constitutes a third
4 warning and the school will be placed on Governance Noncompliance Status.

5 (3) Level 3: Governance Noncompliance Status: The school remains on Governance Noncompliance
6 Status for 10 calendar days. When in Noncompliance Status, the school is expected to immediately
7 address all of the exceptions that caused the governance warnings. State funds for the school may
8 be allotted on a monthly basis until the exceptions that caused all of the governance warnings are
9 corrected. A School placed in Governance Noncompliance Status may be referred to the Charter
10 Schools Advisory Board for appropriate inquiry and action as determined by the State Board of
11 Education.

12
13 History Note: Authority G.S. 115C-12; 115C-218, 115C-218.15, 115C-218.30, 115C-218.95;
14 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);
15 Emergency Rule Eff. August 20, 2019.
16

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0507

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please ensure your Rule name matches Box 2 on your filing form.

At line 4, what are the academic standards? I take it the financial standards are in .0505 and the governance standards are in .0506. What academic standards are you referring to?

In (a), please consider using active voice by saying who shall do what. For example, consider the following if it is what you intended: "To request renewal of a charter, a charter school shall submit a Self-Study form. The State Board of Education shall review the Self-Study form to determine whether the charter school is meeting..."

Does the list in (b) contain the contents or substantive requirements of the Self-Study? I am asking because I do not see information related to the academic, financial, and governance standards mentioned in (a).

In (b), how does a charter school access the form? For example, is it on your website?

In (b)(1)-(13), please do not capitalize the first word in each line. Please also add an "and" at the end of line 24.

In (b)(6), are you referring to the original charter school application?

In (b)(7), consider adding a cross-reference to "Rule .0510 of this Section."

In (b)(10), please delete or define "presently."

In (b)(12), please capitalize "State" if you are referring to North Carolina and do not capitalize "state" if you are referring to any state.

Please compare (c) and (d). Please avoid repetition.

In (e), is "computer prepared" different than "typed?"

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

In your history note, are you referring to any specific subsection of 115C-12?

In your history note, why is 115C-218(a)(6) listed?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0507 is proposed for adoption as follows:

16 NCAC 06G .0507 CHARTER SCHOOLS RENEWAL PROCESS

(a) In order for the State Board of Education to assess whether a charter school seeking a renewal of its charter is meeting expected academic, financial, and governance standards, a charter school seeking renewal shall submit to the Office of Charter Schools a Self-Study.

(b) The charter holder shall provide the following information in the Self-Study on the form made available by the Office of Charter Schools:

(1) School name;

(2) School mailing address;

(3) Primary contact person, including name, title, phone number, fax number, email address, and dated signature;

(4) Contact information for the board of directors' chairperson, including name, term of office, mailing address, phone number, fax number, email address, and dated signature;

(5) A letter signed by the Board Chairperson stating the charter holder's intent to seek charter renewal;

(6) School mission statement as stated in the charter application;

(7) If applicable, revised school mission statement approved by the State Board of Education;

(8) A narrative statement not to exceed two pages explaining how the school is fulfilling the State Board approved mission statement;

(9) Five goals the charter holder has for the school during the next five years, including at least one academic goal, one financial goal, and one operational goal;

(10) The name of or a description of the curriculum design presently used by the school;

(11) A summary of instructional methodology or instructional techniques utilized used at the school;

(12) The names of evaluation instruments, other than state-mandated tests, used to assess student performance, including descriptions of those assessments;

(13) A narrative statement explaining how the school uses student data to improve student learning and to raise the academic performance of all students;

(c) All pages of the Self-Study shall be numbered consecutively.

(d) The Self-Study shall include a table of contents and all pages shall be numbered consecutively.

(e) No font smaller than 12 point shall be used and all reports shall be typed, or computer prepared.

(f) The charter school seeking to renew its charter may utilize assistance from outside the school to complete the Self-Study.

History Note: Authority G.S. 115C-12; 115C-218(a)(6), 115C-218.6;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0508

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☐ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA and numerous instances of ambiguity that make the Rule as a whole difficult to understand.

Staff recommends objection to Subparagraph (a)(1) for referring to a fee established outside the rulemaking process. The definition of a "rule" in 150B-2(8a) specifically includes the establishment of a fee, meaning setting the dollar amount in the Rule. Additionally, 115C-218.1(c) requires the State Board to adopt the application fee "in accordance with Article 2A of Chapter 150B." Since the fee amount is established outside of rule, staff recommends objection to Subparagraph (a)(1) for failure to comply with the APA and ambiguity since the amount of the fee is unknown.

Staff recommends objection to Paragraph (a) for failure to comply with the APA and ambiguity. Subparagraph (a)(1) states, "Prior to each application round, the State Board of Education shall approve the application process, timeline, and non-refundable fee." Establishing the application and timeline outside of rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this Rule would allow the agency to change the application process and timeline before each application round, changing the substance of this Rule without public notice, comment, or review by the Rules Review Commission. Subparagraphs (a)(2)-(4) refer back to the timeline and "application instructions" established outside the rulemaking process in (a)(1). Since the application process and timeline are established outside of rule, the requirements in Paragraph (a) are unclear and staff recommends objection for failure to comply with the APA and ambiguity.

Ashley Snyder
Commission Counsel

Parts (b)(1)(C) and (D) set application requirements that are ambiguous. It is unclear how applications are evaluated or what factors may be considered to determine whether an application “contains viable governance, business, and education plans.” It is also unclear what “other requirements” are required by the agency. Therefore, staff recommends objection to Parts (b)(1)(C) and (D) for ambiguity.

Staff also recommends objection to Paragraph (c) for ambiguity for use of the following terms or phrases, which are undefined or unclear as written: “capability to provide comprehensive learning experiences” in (c)(2); “promotes innovation” in (c)(3)(B); “large,” “diverse” and “locally-based” in (c)(3)(D); “accurately” in (c)(3)(F); and “diverse learning environment” in (c)(3)(I). Staff is also unsure how Paragraph (c) interacts with G.S. 115C-218.5, which governs the State Board’s final approval of applications for charter schools. Therefore, staff recommends objection to Paragraph (c) for ambiguity.

§ 150B-2. Definitions.

As used in this Chapter,

- (8a) "Rule" means any agency regulation, standard, or statement of general applicability that implements or interprets an enactment of the General Assembly or Congress or a regulation adopted by a federal agency or that describes the procedure or practice requirements of an agency. **The term includes the establishment of a fee and the amendment or repeal of a prior rule.** The term does not include the following:

§ 115C-218.1. Eligible applicants; contents of applications; submission of applications for approval.

(c) The State Board shall establish reasonable fees of no less than five hundred dollars (\$500.00) and no more than one thousand dollars (\$1,000) for initial and renewal charter applications, in accordance with Article 2A of Chapter 150B of the General Statutes. No application fee shall be refunded in the event the application is rejected or the charter is revoked.

§ 115C-218.5. Final approval of applications for charter schools.

- (a) The State Board may grant final approval of an application if it finds the following:
- (1) The application meets the requirements set out in this Article and such other requirements as may be adopted by the State Board of Education.
 - (2) The applicant has the ability to operate the school and would be likely to operate the school in an educationally and economically sound manner.
 - (3) Granting the application would achieve one or more of the purposes set out in G.S. 115C-218.

In reviewing applications for the establishment of charter schools within a local school administrative unit, the State Board is encouraged to give preference to applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure.

(b) The State Board shall make final decisions on the approval or denial of applications by August 15 of a calendar year on all applications it receives prior to a date established by the Office of Charter Schools for receipt of applications in that application cycle. The State Board may make the final decision for approval contingent upon the successful completion of a planning period prior to enrollment of students.

(c) The State Board of Education may authorize a school before the applicant has secured its space, equipment, facilities, and personnel if the applicant indicates the authority is necessary for it to raise working capital. The State Board shall not allocate any funds to the school until the school has obtained space.

(d) The State Board of Education may grant the initial charter for a period not to exceed 10 years.

(e), (f) Repealed by Session Laws 2016-79, s. 1.1, effective June 30, 2016, and applicable beginning with the 2016-2017 school year.

16 NCAC 06G .0508 is proposed for adoption as follows:

16 NCAC 06G .0508 CHARTER SCHOOLS APPLICATION AND REVIEW PROCESS

(a) Deadline for Filing Charter School Applications.

- (1) Prior to each application round, the State Board of Education shall approve the application process, timeline, and non-refundable fee.
- (2) Applications for charters, and the nonrefundable fee, must be received by the Office of Charter Schools no later than the date and time specified for the charter application round that year.
- (3) Applications and fees received after the deadline specified by the Office of Charter Schools will not be considered, and any affected applicant groups will be notified in writing.
- (4) Rejection of Incomplete Applications. The Charter School Advisory Board and Office of Charter Schools shall review all timely applications and shall reject all incomplete applications. In order to be deemed complete, all sections of the application must be completed as prescribed in the "Application Instructions" and G.S. 115C-218.2.

(b) Charter School Advisory Board Responsibilities

- (1) The Charter School Advisory Board, with the assistance of the Office of Charter Schools, shall review each complete application and determine whether the application meets the requirements of General Statute 115C-218.1
 - (A) Meets all the requirements of the Charter School Act, G.S. 115C-218 et seq.;
 - (B) Would achieve one or more of the purposes set forth in G.S. 115C-218(a);
 - (C) Contains viable governance, business, and education plans; and
 - (D) Satisfies any other requirements adopted by the SBE.
- (2) The Charter Schools Advisory Board will present its recommendation on each charter school application to the SBE by the May SBE meeting for discussion.

(c) SBE Review of Applications and Award of Charters

- (1) The SBE may request information from applicants, their officers, agents or employees or other persons having information regarding the charter application reviewed by the Charter School Advisory Board when the SBE seeks clarification or greater detail regarding an application
- (2) When awarding charters, the SBE may give priority consideration to applications that demonstrate the capability to provide comprehensive learning experiences to students identified as at risk of academic failure.
- (3) When determining whether to award a charter, the SBE may consider any factors including the extent to which the application:
 - (A) Reflects the applicant's commitment to the purposes of the charter school law stated in G. S. 115C-218(a);
 - (B) Promotes innovation through charter schools;
 - (C) Reflects the applicant's planning, research and understanding of educational issues, including budgeting, financing and accounting;

- 1 (D) Demonstrates the applicant’s commitment to governance by participation of a large,
2 diverse and locally-based board;
3 (E) Contains articles of incorporation and by-laws;
4 (F) Contains a budget that accurately reflects anticipated revenues and costs; including costs
5 associated with maintenance of the school facilities and projected growth;
6 (G) Describes student admission requirements and lottery system that comply with G.S. 115C;
7 (H) Describes a plan for acquisition and utilization of a facility;
8 (I) Describes a five (5) year marketing plan that promotes a diverse learning environment; and
9 (J) Any other factor that it determines will promote the purposes of the Charter School Act,
10 G.S. 115C-218 et seq.

11
12 History Note: Authority G.S. 115C-12; 115C-218, 115C-218.1; 115C-218.5;

13 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

14 Emergency Rule Eff. August 20, 2019.
15

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0509

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- ☒ Object, based on:
 - ☐ Lack of statutory authority
 - ☒ Unclear or ambiguous
 - ☐ Unnecessary
 - ☒ Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA and ambiguity. In (a), the Rule requires completion of "all of the planning program requirements." Incorporating or referring requirements established outside the rulemaking process set forth in G.S. 150B-21.2 would allow the agency to change the requirements of the planning year outside the rulemaking process, changing the substance of this Rule without public notice, comment, or review by the Rules Review Commission. Additionally, Paragraph (a) requires a meeting about "policies and procedures." Staff is unsure which policies and procedures the Rule is referring to and whether these policies would fall within the definition of a "rule." Therefore, staff recommends objection to Paragraph (a) for failure to comply with the APA and ambiguity.

Staff also recommends objection for lack of clarity due to undefined terms or phrases including: "clear and compelling need" in (b)(1); "exceptional need" in (b)(2); "unique mission" in (c)(1); "successful" in (b)(4); "obstacles to educational reform efforts" in (c)(5); "successful charter school board" in (c)(6); and "application due date" in (d).

16 NCAC 06G .0509 is proposed for adoption as follows:

16 NCAC 06G .0509 PLANNING YEAR FOR NEW PRELIMINARY CHARTER SCHOOLS

(a) All nonprofit boards eligible to receive a charter for the first time shall participate in a year-long planning program prior to the charter school's opening for students. During this planning year, n directors from nonprofit boards holding charters shall attend meetings conducted by consultants from the Office of Charter Schools regarding the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter shall be contingent upon the nonprofit board completing all of the planning program requirements.

(b) The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

(1) Demonstrates a clear and compelling need for the accelerated planning year;

(2) Demonstrate an exceptional need for the charter school in the proposed location;

(3) Agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and

(4) Demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule.

(c) The State Board shall also consider the presence or absence of the following factors in making its determination of whether to accelerate a planning year:

(1) Unique mission and educational program outlined in the nonprofit board's application;

(2) Local, state, and national nonprofit partnerships committed to assisting the school;

(3) Potential for economic and educational development of the region;

(4) Mentoring by a successful organization that has experience in creating public schools;

(5) Obstacles to educational reform efforts that leave chartering as an available option;

(6) Commitment to work with a successful charter school board as a guiding mentor;

(7) The length of time the nonprofit corporation has existed; and

(8) Whether the proposed board has previously or currently operates a public charter school.

(d) An applicant requesting acceleration shall submit the request to the State Board of Education prior to the application due date for consideration.

History Note: Authority G.S. 115C-12; 115C-218, 115C-218.1, 115C-218.5(b);

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0510

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

In (a), under what circumstances does the State Board grant approval of a material change? What factors are considered?

At line 14, please change "must" to "shall."

In (b), under what circumstances is approval granted for the changes listed in (b)? What factors are considered?

What is the meaning of (b)(12)? The Rule says, "as outlined in the approved charter." What change to the charter is being requested?

In (c), under what circumstances does DPI staff submit a proposed amendment to the State Board? Is this in the discretion of DPI?

In (c), consider "submit" instead of "carry."

At line 30, do you mean "review" or "approval?"

In your history note, are you referring to any specific subsection in 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0510 is proposed for adoption as follows:

**16 NCAC 06G .0510 CHARTER AMENDMENTS FOR EXISTING PUBLIC CHARTER SCHOOLS -
APPROVAL PROCESS**

(a) The following constitute material charter amendments that require the State Board of Education's ("SBE") approval prior to implementation:

- (1) Grade expansion beyond increases contemplated in G.S. 115C-218.8(3);
- (2) Relocation outside a 5-mile radius or outside of the Local Education Agency (LEA) identified in the charter;
- (3) Transferring the charter to another non-profit entity;
- (4) Altering the mission or targeted student population;
- (5) Employing or terminating a management company;
- (6) Change to the charter application with respect to the National School Lunch program;
- (7) Enrollment growth, consistent with requirements in G.S. 115C-218.7.

(b) The following constitute charter amendments that must be approved by the Department of Public Instruction staff prior to implementation, but do not require further approval from the SBE:

- (1) Bylaws;
- (2) The name of the charter school;
- (3) The Articles of Incorporation;
- (4) Relocation within a 5-mile radius or outside of the Local Education Agency (LEA) identified in the charter;
- (5) Class sizes as stated in the application;
- (6) Length of school day;
- (7) Length of academic year;
- (8) Curriculum changes;
- (9) Change to the charter application with respect to student transportation;
- (10) Change to the charter application with respect to changing its food service plan;
- (11) Requests to delay the opening of the school by one year; and
- (12) Using second year enrollment as outlined in the approved charter.

(c) Notwithstanding the foregoing, the Department of Public Instruction may carry any proposed amendment to the SBE for its review.

History Note: Authority G.S. 115C-12; 115C-218.7, 115C-218.8;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0511

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Is the documentation listed in (a) required for any change or only for the changes listed in .0510?

In (a)(2), please delete or define "fully."

In (b), please change "will not" to "shall not."

In (b)(4), I take it you mean a clean or final version without strikethroughs? Is that clear to your regulated public?

In your history note, are you referring to any specific subsection of 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0511 is proposed for adoption as follows:

**16 NCAC 06G .0511 CHARTER AMENDMENTS FOR EXISTING PUBLIC CHARTER SCHOOLS –
REQUIRED DOCUMENTATION**

(a) A charter holder shall submit the following documentation to the State Board of Education when it seeks to amend its charter:

(1) Board meeting minutes reflecting the vote of the Board of Directors for the charter school;

(2) A cover letter fully explaining the request signed by the nonprofit board chair and lead administrator of the charter school;

(3) A strikethrough version of the charter application showing proposed amendments; and

(4) The proposed amended text to the charter application.

(b) If the charter holder does not provide the required documentation, its amendment proposal will not be processed.

History Note: Authority G.S. 115C-12; 115C-218.7, 115C-218.8;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0512

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Throughout this Rule, which rules are you referring to when you say "these Rules?" Please clarify.

In (a), please provide a complete sentence or introductory statement.

What is the purpose of (a)(1)? What are you requiring? If this is informational, it does not meet the definition of a "rule" in 150B-2(8a).

At line 5, define "successfully."

At line 5, by "elsewhere" do you mean "other states?"

At line 6, please change "should" to "shall." If you meant "should" and this is not a "shall" requirement, then it does not meet the definition of a "rule."

At line 9, what is an "educational management company" and a "charter management company?" Are you using the definitions from .0523? If so, as written, the definitions in .0523 do not apply in this Rule.

At line 11, what do you mean by "in certain well-defined instances?"

At line 12, please change "fast track" to "fast-track."

At line 13, define "newly-approved."

In (a)(2), is this application decision in the discretion of the non-profit board?

In (a)(3), which rules are you referring to when you say "these rules?"

In (b), please provide a complete sentence or introductory statement and specify when these definitions apply.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

In (b)(1), what is the “core mission” of a charter school? Is this defined?

In (b)(1), please avoid using “etc.”

In (b)(2), consider deleting “in this case.”

In (b)(2), please define “successful charter school model.” Are you referring to a school meeting the requirements in either 115C-218.3(1) or (2)?

In (b)(2), consider changing “would require” to “requires.”

In (b)(3), please delete or define “normally.”

Please consider moving the requirements at lines 28-30 elsewhere in your rules so they are not within a definition.

At line 28, please change “will still be required to” to “shall.”

At line 30, are the contents or substantive requirements of the application in rule in accordance with 150B-2(8a)(d)?

In your history note, are you referring to a specific subsection of 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0512 is proposed for adoption as follows:

**16 NCAC 06G .0512 FAST TRACK REPLICATION OF HIGH QUALITY CHARTER SCHOOLS –
PURPOSE AND DEFINITIONS**

(a) Purpose

(1) A charter school model that has been successfully implemented in North Carolina or elsewhere should serve as a platform on which additional schools could and should operate. Accordingly, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model, or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to “fast track” such a replication by foregoing the planning year normally required for newly-approved charter applicants. These Rules outline the criteria and process by which the SBE may authorize fast-track replication.

(2) Nothing in these Rules shall be construed to prohibit a North Carolina non-profit corporation board that seeks to replicate another charter school from doing so through the regular application process and, upon approval, receiving the planning year trainings from NCDPI.

(b) Definitions

(1) “Charter school model” or “model” mean the core mission and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, extended day, etc.

(2) “Replication” means the act of copying, recreating, or repeating, in this case a successful charter school model. A “replication” would require the utilization of one charter school “model” to form the creation of a new charter school.

(3) “Fast-Track Replication” is a special form of replication in which the approved applicant foregoes the planning year normally required of new charter school applicants. The “fast-track” applicant will still be required to participate in a one-day basic training workshop that will be provided by the Department of Public Instruction. The State Board of Education shall make final decisions regarding “fast track” replication applications in less than 120 days from the application submission.

History Note: Authority G.S. 115C-12; 115C-218.3;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0513

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

At line 4, please delete or define "currently."

In (a)(1)(A), is it necessary to say "at least?" Rules always set minimum requirements.

In (a)(1)(A), how does the State Board determine whether an existing charter school has academic outcomes "at least comparable to" those of students enrolled in LEAs?

In (a)(3), what are the "noncompliance issues" that may be cited by DPI?

In (a)(4), did you intentionally use "majority" and "50% or greater" to mean two different things?

At line 22, what is a "consistent track record of ...success?" Consider using language similar to that at line 7 to make it clear this is defined by the list in (b)(1)-(5) if that was your intent.

In (b)(1)(A), how does the State Board determine whether an existing charter school has academic outcomes "comparable to" those of students enrolled in LEAs? What standard are you using from 115C-83.15? Are you comparing the school performance grades?

In (b)(1)(B), what does it mean to "meet or exceed growth?" Consider adding a cross-reference as you did in (a)(1)(B).

In (b)(2), how does the State Board determine whether the school meets "similarly rigorous standards for academic performance?" What factors are considered?

In (b)(3), what is considered a "fiscal compliance issue?"

In (b)(4), what is considered to be "similarly rigorous standards for financial performance?" How is this determination made?

In your history note, are you referring to any specific subsection of 115C-12?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0513 is proposed for adoption as follows:

**16 NCAC 06G .0513 FAST TRACK REPLICATION OF HIGH QUALITY CHARTER SCHOOLS –
ELIGIBILITY**

(a) A non-profit corporation board that currently operates a charter school in North Carolina is eligible to apply to fast-track replicate its existing model only if the non-profit corporation board's current school or schools demonstrate a consistent track record of academic, financial, and operational success. If the board operates more than one school, each school shall meet this standard. To meet this standard, the non-profit corporation board shall meet each of the following conditions at all times while its application is pending:

(1) Each school operated by the non-profit corporation shall:

(A) have academic outcomes at least comparable to those of the students enrolled in the LEAs in which they are located; or

(B) meet or exceed growth for the three years preceding the application at issue, by measures contemplated by G.S. 115C-83.15;

(2) Each school operated by the non-profit corporation shall have unqualified audits for the three years preceding the application.

(3) Each school operated by the non-profit corporation shall have resolved any noncompliance issues cited by the Department of Public Instruction during the three years preceding the application.

(4) A majority of the non-profit corporation board members and 50% or greater of the board officers shall be North Carolina residents.

(b) A non-profit corporation board that does not operate a charter school in North Carolina is eligible to apply to replicate through fast-track replication an existing model operated by an EMO or CMO. The non-profit corporation board is eligible to apply only if the schools operated by the EMO or CMO have a consistent track record of academic, financial, and operational success. The non-profit corporation board is eligible to replicate an existing model operated by the EMO or CMO only if the non-profit corporation board shows that each of the following conditions at all times while its application is pending:

(1) The non-profit corporation board shall demonstrate that each school managed by the EMO or CMO:

(A) has an academic proficiency comparable to the LEAs in which the current schools are located by measures contemplated by G.S. 115C-83.15; or

(B) meets or exceeds growth for the three years preceding the application at issue.

(2) The non-profit corporation board shall demonstrate that the schools operated in other states by the EMO or CMO meet similarly rigorous standards for academic performance.

(3) The non-profit corporation board shall demonstrate that each school managed by the EMO or CMO have unqualified audits without fiscal compliance issues for three years immediately preceding the application.

(4) The non-profit corporation board shall demonstrate that the schools operated in other states by the EMO or CMO meet similarly rigorous standards for financial performance.

(5) A majority of the non-profit corporation board members and 50% or greater of the board officers shall be North Carolina residents.

History Note: Authority G.S. 115C-12; 115C-218.3;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0514

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

At line 4, please refer to specific rules or "the rules of this Section" instead of "these Rules."

In (a), do you mean "may" or "shall?" If you mean "may," under what circumstances are these requirements imposed?

In (a), what other "reasonable requirements" may the State Board impose? Please be specific.

In (b), consider "In addition to the requirements in Rule .0513 of this Section..."

At line 6, do you mean "may" or "shall?"

In (b), what are the other relevant factors?

At line 7, please delete "but not limited to" because it is unnecessary."

In (b)(1), how are these needs evaluated? What criteria do you consider?

In (b)(2), how does the State Board evaluate whether a non-profit has the ability to manage additional schools? What factors are considered when making this determination?

In (b)(4), how do you measure the community support? What factors do you consider?

In your history note, are you referring to any specific subsection of 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0514 is proposed for adoption as follows:

**16 NCAC 06G .0514 FAST TRACK REPLICATION OF HIGH QUALITY CHARTER SCHOOLS –
GENERAL REQUIREMENTS**

(a) In addition to the specific requirements set forth in these Rules, the State Board of Education (“SBE”) may impose reasonable requirements both in the review and application stages as well as in the approval process.

(b) In addition to considering growth and proficiency and financial audits, the SBE may consider any other relevant factors in determining whether to grant a fast-track replication request, including but not limited to the following:

(1) The needs of the particular geographical area proposed to be served by the replicated model;

(2) The ability of the non-profit corporation board to manage additional schools;

(3) The abilities and strengths of the non-profit corporation board that seeks to employ the EMO or CMO; and

(4) The community support for the replicated model.

History Note: Authority G.S. 115C-12; 115C-218.3;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0515

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: This request may extend to several pages. Please be sure you have reached the end of the document.

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Overall, what is the purpose of this Rule? Specifically, what are you requiring or what is the process you are setting, step-by-step?

In (a), what do you mean by "for purposes of accountability?"

At line 4, please define "network of schools."

At line 6, by financial performance, do you mean the requirements in .0505? If so, what are the "academic" and "operational" performance standards? Are they in rule?

At line 8, please replace "should" with "may" or "shall."

At line 8, what do you mean by "take action against?" What actions may be taken?

Would lines 8-10 fit better in Rule .0514?

In (c), what criteria are being "observed and evaluated?" Can you provide a cross-reference to the standards monitored in all other charter schools?

Why is (d) necessary given 115C-218.25?

In your history note, are you referring to any specific subsection of 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0515 is proposed for adoption as follows:

**16 NCAC 06G .0515 FAST TRACK REPLICATION OF HIGH QUALITY CHARTER SCHOOLS –
ACCOUNTABILITY**

(a) For purposes of accountability, each school within a network of schools operated by a single non-profit corporation board or a single EMO or CMO is a separate and distinct charter school and shall be assessed based upon its own separate academic, financial, and operational performance.

(b) The strengths or weaknesses of other schools are not factors in determining whether the State Board of Education (“SBE”) should take action against an individual school; however, the strengths and weaknesses of all schools in a network may influence the SBE’s decision regarding whether or not to allow fast track replication of a school in that network.

(c) The SBE, the Department of Public Instruction, and the Office of Charter Schools will observe and evaluate schools that are replications to the same extent and in the same manner as the State monitors all charter schools.

(d) The non-profit corporation board shall ensure that, with respect to each of the schools in the EMO or CMO’s network, the public will have open access to board members and meetings of the board.

History Note: Authority G.S. 115C-12; 115C-218.3;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0516

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Are pilot virtual charter schools still governed only by 2014-100 or has there been new authorizing legislation? See S.L. 2014-100, Sec. 8.35(a).

In (a) and (b), how are pilot virtual schools approved by the State Board?

At line 7 what records are required? Please be specific.

At line 9, are the measurements of student activity in the school's discretion?

In (c), please define "full" instructional course load.

At line 10, there is an extra "s" before "shall."

At line 13, what are "measurements of student activity?"

In (d), consider "If a student has..."

At lines 15-16, how is this determination made?

At line 16, what is the difference between "enrollment" and "membership?" If they mean the same thing, please use consistent terminology.

At lines 15-16, what is the difference between being removed from membership and being withdrawn from school?

At line 17, please delete or define "immediately."

In (f), please change "must" to "shall."

In your history note, why is 115C-12(18) listed?

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

In your history note, why is 115C-218 listed?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0516 is proposed for adoption as follows:

**16 NCAC 06G .0516 VIRTUAL CHARTER SCHOOLS ATTENDANCE AND MEMBERSHIP -
APPLICABILITY**

(a) A pilot virtual charter school established pursuant to S.L. 2014-100 and approved by the State Board of Education (SBE) is not required to record and report daily attendance to the Department of Public Instruction.

(b) A pilot virtual charter school established pursuant to S.L. 2014-100 and approved by the State Board of Education (SBE) is required to keep records of student activity by course and shall report that information to the Department of Public Instruction within fifteen days of the end of each school month. The virtual charter school's measurements of student activity shall be defined by the school in a manner consistent with its SBE-approved charter.

(c) A virtual charter school shall define a full instructional course load for each grade level it offers. A student s shall be enrolled for at least half of the instructional course load to be considered in membership at the virtual charter school.

(d) A student shall not be counted in the virtual charter school's average daily membership until the student has measurements of student activity in each of his or her courses.

(e) When a student who has no measurements of student activity for ten consecutive calendar days, excluding holidays, the virtual charter school shall remove the student from the school's membership. Upon a determination that the student is not returning to the school, the virtual charter school shall withdraw the student's enrollment. The effective date of withdrawal reported to the Department of Public Instruction shall the first day immediately after the student's last day of student activity.

(f) Virtual schools must use the statewide student information management system to record and report school and student data.

History Note: Authority S.L. 2014-100; G.S. 115C-12(18), 115C-218, 115C-218.30;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0517

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- X Object, based on:
 - ☐ Lack of statutory authority
 - X Unclear or ambiguous
 - X Unnecessary
 - ☐ Failure to comply with the APA
- ☐ Extend the period of review

COMMENT:

Staff recommends objection for lack of necessity and clarity. The Rule begins, "Unless otherwise prohibited by federal or state law..." without referencing any federal laws or regulations in the body of the Rule or the history note. Therefore, staff is unsure which federal laws may apply and staff recommends objection for lack of clarity.

The Rule states "The purpose of the following rules is to establish the criteria for eligibility and the procedures for applying for this designation [as an Alternative School]." The criteria for eligibility and application requirements are included in Rules 16 NCAC 06G .0518 and .0519. This amounts to a general purpose statement and does not meet the definition of a "rule" in G.S. 150B-2(8a). Therefore, staff also recommends objection for lack of necessity.

§ 150B-2. Definitions.

As used in this Chapter,

- (8a) "Rule" means any agency regulation, standard, or statement of general applicability that implements or interprets an enactment of the General Assembly or Congress or a regulation adopted by a federal agency or that describes the procedure or practice requirements of an agency. The term includes the establishment of a fee and the amendment or repeal of a prior rule. The term does not include the following:

16 NCAC 06G .0517 is proposed for adoption as follows:

16 NCAC 06G .0517 ALTERNATIVE CHARTER SCHOOL – PURPOSE AND APPLICABILITY

Unless otherwise prohibited by federal or state law, a charter school that meets specific criteria may be eligible to be designated an “Alternative School” for purposes of participation in the “North Carolina Alternative Schools’ Alternative Accountability Model.” The purpose of the following rules is to establish the criteria for eligibility and the procedures for applying for this designation.

History Note: Authority G.S. 115C-12(24), 115C-218(a)(2);

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b):

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0518

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please update Box 2 of your form to match the Rule name.

Throughout this Rule, please change "must" to "shall."

Throughout this Rule, please capitalize "State" if you are referring to North Carolina.

In (a), when do these definitions apply? Is it just in this Rule?

At line 4, any school or only a charter school?

At line 6, define "unwanted academic or personal outcomes."

At line 7, what type of "interventions?"

At line 8, please delete "but not limited to" because it is unnecessary.

At line 8, what are the "proficiency standards?" Are the State-level standards in rule?

At line 9, please delete or define "inadequately."

At line 9, what are "unidentified learning needs?"

At line 9, define "alienation from school life."

At line 10, under what circumstances is the curriculum or instruction "unchallenging?" Who makes this determination?

At line 10, please define "poor school attendance."

At lines 10-11, define "negative peer influence."

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

At line 11, please define “unmanageable behavior.”

At line 12, please define “inadequate” support from family. What does this mean? How is it determined?

At line 15, what do you mean by “for purposes of accountability?”

In (b)(1), how does a charter school determine whether at least 75% of its students are “at risk?” Who determines whether a student falls within the definition?

Please review the formatting in (b). (b)(1) appears to be in a different category than (2)-(5). Consider making (b)(1) part of (b).

In (b)(2), please define “recently.”

In (b)(4), please define “recently.”

In (b)(5), define “long-term suspension.”

In (b)(6), please compare this language with the definition, which includes elementary students. Should the definition include elementary students?

At line 24, please delete or define “immediately.”

At line 25, what “adequate documentation” is required? Please be specific.

At line 25, what “application” are you referring to? Are the contents or substantive requirements of the application in rule in accordance with 150B-2(8a)(d)?

In your history note, why is 115C-218(a)(2) listed?

At line 26, do you mean “this Rule” instead of “this policy?”

Why is 115C-105.46 not listed as authority for this Rule?

Can charter schools be alternative schools? See 115C-105.47A. Or do charter schools focus on serving “at risk students” within their application – description, admission procedures, mission statement, etc?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0518 is proposed for adoption as follows:

16 NCAC 06G .0518 ALTERNATIVE CHARTER SCHOOL – ELIGIBILITY

(a) Definitions

(1) “Student at risk” means a person eligible to enroll in a North Carolina public school who because of a wide range of individual, personal, financial, familial, social, behavioral or academic circumstances may experience failure at school or other unwanted academic or personal outcomes unless interventions occur to reduce the risk factors. Circumstances which often place students at risk may include, but are not limited to: not meeting state or local proficiency standards; grade retention; unidentified or inadequately addressed learning needs; alienation from school life; experiencing unchallenging curricula or instruction; tardiness or poor school attendance; negative peer influence; unmanageable behavior; substance abuse and other health risk behaviors, abuse and neglect; inadequate support from family or schools ; and limited English proficiency.

(2) “Dropout” means any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.

(b) In order to qualify for designation as an “alternative school” for purposes of accountability under Chapter 115C of the General Statutes, the charter school must include grades 9-12.

(1) At least 75% of the school’s population in grades 9-12 must be “Students at risk” of academic failure and must also meet one or more of the following indicators:

(2) The students must either be recently released from a juvenile justice facility, or otherwise be subject to and participating in the juvenile justice court process;

(4) The students must be currently served by a treatment facility licensed pursuant to Chapter 122C of the General Statutes, or have recently been discharged from such a facility;

(5) The students must be currently under long-term suspension from a public or private school; or

(6) The students must be high-school dropouts as defined above; or be imminently at risk of dropping out as demonstrated by adequate documentation in the charter school’s application for designation under this policy.

History Note: Authority G.S. 115C-12(24), 115C-218(a)(2);

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

RRC STAFF OPINION

PLEASE NOTE: THIS COMMUNICATION IS EITHER 1) ONLY THE RECOMMENDATION OF AN RRC STAFF ATTORNEY AS TO ACTION THAT THE ATTORNEY BELIEVES THE COMMISSION SHOULD TAKE ON THE CITED RULE AT ITS NEXT MEETING, OR 2) AN OPINION OF THAT ATTORNEY AS TO SOME MATTER CONCERNING THAT RULE. THE AGENCY AND MEMBERS OF THE PUBLIC ARE INVITED TO SUBMIT THEIR OWN COMMENTS AND RECOMMENDATIONS (ACCORDING TO RRC RULES) TO THE COMMISSION.

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0519

RECOMMENDED ACTION:

- ☐ Approve, but note staff's comment
- X Object, based on:
 - ☐ Lack of statutory authority
 - X Unclear or ambiguous
 - ☐ Unnecessary
 - X Failure to comply with the APA
 - ☐ Extend the period of review

COMMENT:

Staff recommends objection for failure to comply with the APA and ambiguity. Subparagraph (a)(2) refers to accountability options in the "Department of Public Instruction's School Based Management and Accountability Program under 115C-105.20." Referring to the "Management and Accountability Program" rather than stating the accountability options in rule circumvents the permanent rulemaking process set forth in G.S. 150B-21.2. As written, this allows the agency to amend the Program outside the rulemaking process, changing the substance of this Rule without public notice, comment, or RRC review. Failure to provide the options in rule also make the meaning of this Rule unclear. Therefore, staff recommends objection for failure to comply with the APA and ambiguity.

Staff also recommends objection to Paragraph (b) for ambiguity for use of the undefined term "well-defined."

§ 115C-105.20. School-Based Management and Accountability Program.

(a) The General Assembly believes that all children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall develop a School-Based Management and Accountability Program. The primary goal of the Program shall be to improve student performance.

(b) In order to support local boards of education and schools in the implementation of this Program, the State Board of Education shall adopt guidelines, including guidelines to:

- (1) Assist local boards and schools in the development and implementation of school-based management under Part 2 of this Article.

Ashley Snyder
Commission Counsel

- (2) Recognize the schools that meet or exceed their goals.
- (3) Identify low-performing schools under G.S. 115C-105.37, and create assistance teams that the Board may assign to schools identified as low-performing under G.S. 115C-105.37. The assistance teams should consist of currently practicing teachers and staff, representatives of institutions of higher education, school administrators, and others the State Board considers appropriate.
- (4) Enable assistance teams to make appropriate recommendations under G.S. 115C-105.38.
- (5) Establish a process to resolve disputes between local boards and schools in the development and implementation of school improvement plans under G.S. 115C-105.27. This process shall provide for final resolution of the disputes.

16 NCAC 06G .0519 is proposed for adoption as follows:

16 NCAC 06G .0519 ALTERNATIVE CHARTER SCHOOL - APPLICATION

(a) A charter school that meets the eligibility criteria set forth in 16 NCAC 06G .0518 and seeks to be designated as an “alternative school” shall submit an application to the Office of Charter Schools that includes the following:

(1) The school’s mission as it relates to the request for designation as an “alternative school”;

(2) A designation of which alternative accountability option, as defined by the Department of Public Instruction’s School Based Management and Accountability Program under G.S. 115C-105.20, that it is requesting, which option cannot be changed except at the time of renewal;

(3) The criteria the school plans to use that will meet the eligibility requirements, including the documentation the school will use to support its admissions process;

(4) An admission plan for recruiting at-risk students as described in the application;

(5) An explanation of how the school intends to serve its student population; and

(6) The goals the school is setting for academic achievement for its student population.

(b) A plan that is not well-defined shall not be approved.

History Note: Authority G.S. 115C-12(24), 115C-218(a)(2);

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0520

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please update Box 2 of your form to match the Rule name.

In (a), under what circumstances is this "appropriate?"

In (a), what is the timeline for submission?

In (a) and (b), are the contents or substantive requirements of the application in rule in accordance with 150B-2(8a)(d)?

At line 4, please consider deleting "such."

In (c), what is required for an application to be considered "complete?"

Can charter schools be alternative schools? See 115C-105.47A. Or do charter schools focus on serving "at risk students" within their application – description, admission procedures, mission statement, etc?

In (d), under what circumstances does the State Board approve an alternative charter school?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0520 is proposed for adoption as follows:

16 NCAC 06G .0520 ALTERNATIVE CHARTER SCHOOL – APPLICATION APPROVAL

(a) The Charter School Advisory Board (“CSAB”) shall, if appropriate, establish a timeline for the submission of applications for alternative charter schools and for the review and approval of such applications.

(b) The CSAB shall develop an application template to be used for applicants for alternative charter school designation.

(c) The Office of Charter Schools (“OCS”) will first review the alternative charter school application for completeness and will then submit all complete applications to the CSAB for its review.

(d) The CSAB shall review complete applications and make recommendations to the State Board of Education.

(e) The State Board of Education’s approval of alternative charter school designation is valid for three years from the effective date of the approval, which effective date will be set forth in the approval document.

History Note: Authority G.S. 115C-12(24), 115C-218(a)(2);

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0521

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please update Box 2 of your form to match the Rule name.

At line 5, please change "should" to either "shall" or "may."

At line 6, what criteria are used for CSAB's review? Please review the rule citation.

At line 7, projected outcomes of what? Is this clarified in statute or rule?

In (b), what are the "eligibility criteria?" How does CSAB determine whether they have been met?

In (b), under what circumstances does the State Board grant final approval?

How does this relate to 115C-105.47A? Can a charter school be an alternative school?

Does the three-year renewal period comply with 115C-218.6(b)?

If the designation as an alternative school is denied, does the school retain its charter?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

1 16 NCAC 06G. 0521 is proposed for adoption as follows:

2 **16 NCAC 06G. 0521 ALTERNATIVE CHARTER SCHOOL – REVIEW AND RENEWAL OF**
3 **DESIGNATION**

4 (a) The Charter School Advisory Board (“CSAB”) shall review each alternative charter school every three years to
5 determine if the school should continue with its alternative charter school designation. In its review the CSAB shall
6 utilize the criteria set forth in 16 NCAC 06G .0521. The CSAB shall also evaluate the school’s academic progress
7 and compare the projected outcomes in the alternative charter school’s application to actual outcomes.

8 (b) If the review shows that the school continues to meet eligibility criteria, the CSAB may recommend the school to
9 the State Board of Education for final approval for another three-year designation.

10
11 *History Note: Authority G.S. 115C-12(24), 115C-218(a)(2);*

12 *Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);*

13 *Emergency Rule Eff. August 20, 2019.*

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0522

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please update Box 2 of the form to reflect the rule name.

In (a), which rules are you referring to when you say "these rules?"

In (a), what are the "criteria for designation?" Please consider providing a cross-reference.

At line 4, please capitalize "State" if you are referring to North Carolina.

At line 4, did you intend to say State or federal "law?" If this was your intent, which statutes are you referring to?

At line 4, do you mean "may" or "shall?" If you mean "may," under what circumstances does this occur? And under what circumstances does (a)(1) apply vs. (a)(2)?

In (a)(1), investigate the school for what? Where is your statutory authority for (a)(1)?

In (b), under what circumstances does the CSAB "find cause" to terminate the school's designation?

I take it the State Board then has the final decision with regards to whether to terminate a designation? Under what circumstances is a designation terminated?

If a designation is revoked, does the school maintain its charter?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

1 16 NCAC 06G .0522 is proposed for adoption as follows:

2 **16 NCAC 06G .0522 ALTERNATIVE CHARTER SCHOOL – TERMINATION OF DESIGNATION**

3 (a) If at any time it appears the school is not meeting the criteria for designation under these Rules, or is otherwise
4 not in compliance with state or federal the Charter School Advisory Board (“CSAB”) may:

5 (1) direct the Office of Charter Schools or the Department of Public Instruction to investigate the school;

6 or

7 (2) direct the school to appear before the CSAB and respond to questions.

8 (b) In the event the CSAB finds cause to terminate the school’s designation as an alternative school, the CSAB may
9 make such a recommendation to the State Board of Education (“SBE”).

10 History Note: Authority G.S. 115C-12(24), 115C-218(a)(2);

11 Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

12 Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0523

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

Please update Box 2 of your form to match the Rule name.

Throughout this Rule, please change "must" to "shall."

When do the definitions in (a) apply? Is it only for purposes of this Rule?

At line 16, please delete "but not limited to" because it is unnecessary.

In (b), under what circumstances is approval granted? What factors are considered?

At line 19, is the "amendment process" the same as (c)? If so, is it necessary to mention it twice?

In (c), under what circumstances is approval given? What factors are considered?

Why is (c) necessary? Is this already required by Rule .0510 of this Section?

In (b) and (d), since you are referring to charter applicants, is this included in the application process in .0508? Would it make more sense to your regulated public to include this requirement in that Rule?

In your history note, are you referring to any specific provision in 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0523 is proposed for adoption as follows:

**16 NCAC 06G .0523 APPROVAL AND DISCLOSURE OF MANAGEMENT ORGANIZATIONS AND
SUPPORT ORGANIZATIONS**

(a) A “Management Organization” means an entity that meets one of the following definitions:

(1) A “Charter Management Organization” (CMO) is a non-profit organization that operates or manages one or multiple charter schools by centralizing support and operations.

(2) An “Education Management Organization” (EMO) is a for-profit organization that contracts with new or existing public-school districts, charter school districts, and charter schools to operate and manage one or multiple charter schools by centralizing support and operations.

(3) A “Charter Support Organization” (CSO) is a for-profit or non-profit, nongovernmental entity that provides:

(A) assistance to developers during the application, planning, program design, and initial implementation of a charter school, or

(B) technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, non-profit board development, payroll, and curriculum development.

(b) All applicants for a charter school must receive SBE approval before partnering with a Management Organization. This approval may be sought as part of the application or renewal processes or through the amendment process

(c) All existing charter schools must receive SBE approval before partnering with, or terminating an existing relationship with, a Management Organization.

(d) All applicants for a charter school must disclose existing or contingent partnerships with Charter Support Organizations as part of the applicant’s charter application.

History Note: Authority G.S. 115C-12; 115C-218, 115C-218.1, 115C-218.5;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.

REQUEST FOR TECHNICAL CHANGE

AGENCY: State Board of Education

RULE CITATION: 16 NCAC 06G .0524

DEADLINE FOR RECEIPT: July 10, 2020

PLEASE NOTE: *This request may extend to several pages. Please be sure you have reached the end of the document.*

The Rules Review Commission staff has completed its review of this Rule prior to the Commission's next meeting. The Commission has not yet reviewed this Rule and therefore there has not been a determination as to whether the Rule will be approved. You may call our office to inquire concerning the staff recommendation.

In reviewing this Rule, the staff recommends the following technical changes be made:

In (a), please consider removing the use of parentheses.

Why is (a) necessary given 115C-218.95(a) and (b1)?

At lines 7-8, what do you mean by "complying with the provisions of Section 6 of Session Law 2014-101?" That provision requires the State Board to adopt a competitive bid process.

In (b), do you mean "may" or "shall?"

In (b), is it necessary to say "including" and the contents of (b)(1)(F) and (b)(2)(F)?

Where is your statutory authority to set the list of factors in (b)(1)? Please review 115C-218.95(a). Are you defining these as "other good cause identified?" If so, that is not clear.

Please review the list of factors in comparison to 115C-218.95(a). For example is (a)(1) in the statute the same as (b)(1)(A) in the Rule. Please review all the factors with the statutory criteria and clarify your intent here.

If you keep these terms, please define "academic performance" in (1)(A).

In (b)(1)(B), what do you mean by "financial status?" What criteria are you using to evaluate the financial status of the school?

In (b)(1)(C), please do not refer to "policies." Do you mean "rules?"

In (b)(1)(D), how is the status of the school facility evaluated? What factors are considered?

Is (b)(1)(E) the same as 115C-218.95(5)?

In (b)(2), I take it you compare these factors against competitive bidders? If so, please make that clear.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

In (b)(2)(A) and (b), how are these measured?

In (b)(2)(D), what is considered a “financial and governance compliance issue?”

In (b)(2)(E), how is this measured? Specifically, what criteria are you evaluating?

In (c), what do you mean by “no single factor is given any weight?”

In your history note, are you referring to any specific provision in 115C-12?

Please retype the rule accordingly and resubmit it to our office at 1711 New Hope Church Road, Raleigh, North Carolina 27609.

Ashley Snyder
Commission Counsel
Date submitted to agency: June 29, 2020

16 NCAC 06G .0524 is proposed for adoption as follows:

**16 NCAC 06G .0524 CHARTER SCHOOLS PROCESS FOR ASSUMPTION OF
INADEQUATELY PERFORMING CHARTER SCHOOLS**

(a) Upon determination by the State Board of Education (SBE) that grounds exist to terminate or not renew a charter (hereinafter referred to as the "Existing School"), the SBE, in lieu of terminating the charter may allow a different non-profit entity to assume the charter.

(b) In determining whether a different non-profit entity may assume a charter the SBE shall comply with the provisions of Section 6 of Session Law 2014-101 and consider all factors, including:

(1) Factors relevant to the existing school whose charter may be eligible for assumption:

(A) Academic performance;

(B) Financial status of the existing school, including outstanding debts;

(C) Compliance with all applicable laws and policies;

(D) Status of the school facility;

(E) Feedback from the school community, including the parents, staff and students; and

(F) Any other relevant factor.

(2) Factors Relevant to the non-profit entity seeking to assume a charter:

(A) Overall financial viability;

(B) Academic performance;

(C) Geographic location;

(D) Existence of any financial and governance compliance issues;

(E) Ability of the assuming school to retain existing students; and

(F) Any other relevant factor.

(c) No single factor is given any weight or is, by itself, determinative.

History Note: Authority G.S. 115C-12; 115C-218.95;

Interim Rule status conferred Eff. June 27, 2018, pursuant to S.L. 2018-114, sec. 27.(b);

Emergency Rule Eff. August 20, 2019.