

State Statutory Requirements

State Board of Education and North Carolina Department of Public Instruction

Division	Requirements	State or Federal Citation
General	<ol style="list-style-type: none"> 1. Submit a Budget Request to the Budget Director 2. Apportion and equalize over the State all State school funds and all federal funds granted to the State for assistance to educational programs administered within or sponsored by the public school system of the State 3. Demand Refund for Inaccurate Apportionment Due to False Attendance Records 4. Certify and regulate the grade and salary of teachers and other school employees 5. Adopt and supply textbooks 6. Adopt rules requiring all local boards of education to implement the Basic Education Program on an incremental basis within funds appropriated for that purpose by the General Assembly and by units of local government 7. Establish benchmarks to measure the progress that each local board of education has made in implementing the Basic Education Program 8. Issue an annual "report card" for the State and for each local school administrative (LEA) unit, assessing efforts to improve student performance based on the growth and accounting for progress over the previous years' performance level 9. Award an overall numerical school achievement, growth, and performance score on a scale of zero to 100 and a corresponding letter grade of A, B, C, D, or F to each school within the LEA 10. Develop a system for each school building to measure growth in student performance from year to year, not intended for comparison 11. Develop guidelines, procedures, and rules to establish, implement, and enforce the School-Based Management and 	<ol style="list-style-type: none"> 1. GS § 115C-12(1a) 2. GS § 115C-12(5) 3. GS § 115C-12(6) 4. GS § 115C-12(9)(a) 5. GS § 115C-12(9)(b) 6. GS § 115C-12(9)(c) 7. GS § 115C-12(9)(c) 8. GS § 115C-12(9)(c1) 9. GS § 115C-12(9)(c1) 10. GS § 115C-12(9)(c3) 11. GS § 115C-12(9)(c4)

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	<p>Accountability Program to improve student performance, increase local flexibility and control, and promote economy and efficiency</p>	
	12. Formulate rules and regulations for the enforcement of the compulsory attendance law	12. GS § 115C-12(9)(d)
	13. Manage and operate an insurance system for public school property	13. GS § 115C-12(9)(e)
	14. Conduct hearings throughout the state regarding substantial policy changes in administration, curriculum, or programs	14. GS § 115C-12(9)(e)
	15. Approve Content Standards and Exit Standards	15. GS § 115C-12(9c)
	16. Develop and implement an ongoing process to align State programs and support materials with the revised academic content standards for each core academic area on a regular basis	16. GS § 115C-12 (9c)
	17. Collaborate with The University of North Carolina’s Board of Governors to ensure that teacher and school administrator degree programs, ongoing professional development, and other university activities in the State's public schools align with the State Board's priorities	17. GS § 115C-12 (9c)
	18. Provide for programs or projects in the cultural and fine arts	18. GS § 115C-12(11)
	19. Provide for a Sports Medicine and Emergency Paramedical Program to prevent school sports deaths and injuries	19. GS § 115C-12(12)
	20. Provide personnel information to local boards upon request	20. GS § 115C-12(14)
	21. Develop noncertified personnel position evaluation descriptions for local school districts	21. GS § 115C-12(14)
	22. Exercise various duties in developing salary schedules and other guidelines for local school system support personnel	22. GS § 115C-12(16)
	23. Provide for school transportation programs	23. GS § 115C-12(17)
	24. Develop and implement a uniform education reporting system, including standards and procedures for collecting fiscal and personnel information from local school systems	24. GS § 115C-12(18)

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<p>25. Identify required State and Federal reports and eliminate unnecessary reports and paperwork; consolidate applications for state funding</p> <p>26. Monitor acts of school violence</p> <p>27. Monitor the decisions of teachers to leave the teaching profession and collect data on the number who left for a different position, for different education position, for a different state, for non-public school positions, and teachers that left in hard to teach subjects</p> <p>28. Adopt eligibility rules for interscholastic athletic competition</p> <p>29. Develop standards, provide technical assistance, and evaluate alternative learning programs</p> <p>30. Report to Joint Legislative Education Oversight Committee upon request</p> <p>31. Development goals and provide annual report on graduation rate improvement</p> <p>32. Report dropout rates, corporal punishment, suspensions, expulsions, and alternative placements;</p> <p>33. Develop plan for tracking dropouts</p> <p>34. Develop rules for issuance of driving eligibility certificates</p> <p>35. Adopt model guidelines and policies for the establishment of local task forces on closing the academic achievement gap</p> <p>36. Assist Schools in meeting Adequate Yearly Progress as specified in the No Child Left Behind Act of 2001</p> <p>37. Adopt guidelines for individual diabetes care plans</p> <p>38. Encourage early entry of motivated students into four-year college programs</p> <p>39. Protect the health of school-age children from toxicants at school</p>	<p>25. GS § 115C-12(19)</p> <p>26. GS § 115C-12(21)</p> <p>27. GS § 115C-12(22), amended by SL 2015-126 (SB 333), sec. 1</p> <p>28. GS § 115C-12(23)</p> <p>29. GS § 115C-12(24)</p> <p>30. GS § 115C-12(25)</p> <p>31. GS § 115C-12(25a)</p> <p>32. GS § 115C-12(27a)</p> <p>33. GS § 115-C-12(27a)</p> <p>34. GS § 115C-12(28)</p> <p>35. GS § 115C-12(30)</p> <p>36. GS § 115C-12(30a)</p> <p>37. GS § 115C-12(31)</p> <p>38. GS § 115C-12(32)</p> <p>39. GS § 115C-12(34)</p>
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	40. Encourage local school boards to enter into joint agreements for use of facilities for physical activity	40. GS § 115C-12(35)
	41. Adopt guidelines for the development and implementation of evidence-based fitness testing for K-8 students	41. GS § 115C-12(37)
	42. Evaluate and accredit schools that meet acceptable levels of quality upon the local school board's request	42. GS § 115C-12(39)
	43. Establish high school diploma endorsements	43. GS § 115C-12(40)
	44. Establish Career and Technical Education incentives	44. GS § 115C-12(41)
	45. Notify the General Assembly of federal grant applications	45. GS § 115C-12(42)
	46. Ensure that Local Boards of Education implement Injury Prevention and Return-to-Work Programs	46. GS § 115C-12(43)
	47. Ensure educational services in private Psychiatric Residential Treatment Facilities (PRTFs).	47. GS § 115C-12(44)
	48. Inform the public of public school problems and need through constant contact with school administrators and teachers, by personal appearances at public gatherings, and furnish information to the press	48. GS § 115C-21(a)(2)
	49. Report biennially to the Governor 30 days prior to each of the General Assembly's regular sessions reporting public school information and statistics, with recommendations for improvement and for legal changes	49. GS § 115C-21(a)(3)
	50. Print and distribute educational bullets for the professional improvement of teachers and cultivation of public sentiment for public education, and print all forms necessary and proper for the administration of the Department of Public Instruction	50. GS § 115C-21(a)(4)
	51. Make comprehensive supervisory service programs continuously available to public schools	51. GS § 115C-21(b)(4)
	52. Collect and organize information regarding the public schools to give to the Board when they require	52. GS § 115C-21(b)(5)

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	<p>53. Communicate to the public school's administration all information and instructions regarding instructional policies and procedures adopted by the Board.</p> <p>54. Provide notification of student and parent surveys to the General Assembly and the local superintendents</p> <p>55. Recommend guidelines encouraging increased community involvement to public schools giving priority facility to United States Code Title 36 youth groups (e.g., Boy Scouts and Girl Scouts)</p>	<p>53. GS § 115C-21(b)(6)</p> <p>54. Newly added SL 2016-94 (HB 1030), sec. 9.32(a), GS § 115C-12(45)</p> <p>55. GS § 115C-206, amended by SL 2015-249 (SB 400), sec. 1</p>
<p>Accountability Services</p>	<ol style="list-style-type: none"> 1. Develop and administer assessments aligning with academic content standards in English language arts/reading, mathematics, and science with the purpose of reporting growth and achievement <ol style="list-style-type: none"> a. adopt an alternative plan for students with disabilities 2. Collect and compile data for school-based accountability system to improve student performance 3. Provide report (every five years) on status of accountability system with assurance that students are being held to a high standard 4. Collect, compile, and report Annual Graduation rate by maintaining data for at least 500,000 students 5. Calculate School Performance Grade 6. Collect, compile, report and evaluate Alternative Schools 	<ol style="list-style-type: none"> 1. Elementary and Secondary Education Act (ESEA), reauthorized by Every Student Succeeds Act (ESSA), Title I § 1003, § 1111(b); GS § 115C-12(9)(c1) <ol style="list-style-type: none"> a. ESSA, Title 1 § 1003, § 1111(b)(1)(E) 2. ESEA, reauthorized by ESSA, Title I § 1003, § 1111(h)(5); GS § 115C-105.35 3. ESEA, reauthorized by ESSA, Title 1 § 1003, § 1111(h)(1); GS § 115C-105.35 4. ESEA, reauthorized by ESSA, Title 1 § 1003, § 1111(c)(4); GS § 115C-12(25a) 5. GS § 115C-83.15 6. GS § 115C-12 (24)

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	<ol style="list-style-type: none"> 7. Evaluate Rigorous Academic Performance Standards 8. Establish a method of identifying schools that need support and improvement 9. Establish exit criteria for schools identified for comprehensive support and improvement to be satisfied within four years 	<ol style="list-style-type: none"> 7. ESEA, reauthorized by ESSA, Title 1 § 1003, § 1111(a)(1) 8. ESEA, reauthorized by ESSA, Title I, § 1003, § 1111(c)(4)(D) 9. ESEA, reauthorized by ESSA Title I, § 1003, § 1111(d)(3)(A)
<p>Achievement School Districts and Innovation Zones</p>	<ol style="list-style-type: none"> 1. Create Achievement School District 2. Select Achievement Schools 3. Select Achievement School operators 4. Manage Achievement Schools 5. Allocate Achievement School funds 6. Extent, terminate, and nonrenewal of contract 7. Grant requests for innovation zones 	<ol style="list-style-type: none"> 1. Newly enacted SL 2016-110 (HB 1080), sec. 1, § 115C-75.6 2. Newly enacted SL2016-110 (HB 1080), sec. 1, § 115C-75.7 3. Newly enacted SL2016-110 (HB 1080), sec. 1, § 115C-75.8 4. Newly enacted SL2016-110 (HB 1080), sec. 1, § 115C-75.9 5. Newly enacted SL2016-110 (HB 1080), sec. 1, § 115C-75.10 6. Newly enacted SL2016-110 (HB 1080), sec. 1, § 115C-75.12(a)(1)-(3) 7. Newly enacted SL2016-110 (HB 1080), sec. 1, § 115C-75.13
<p>Academically and Intellectually Gifted (AIG)</p>	<ol style="list-style-type: none"> 1. Develop guidelines for the development of Local AIG Plans. 2. Provide comments on submitted Local AIG Plans and on-going technical assistance for Local AIG Plan development, implementation and evaluation 3. Ensure that LEAs are broadening access and successful participation in advanced courses, Advanced Placement and International Baccalaureate Diploma Programme courses 	<ol style="list-style-type: none"> 1. GS § 115C-150.6(1) 2. GS § 115C-150.6(2)-7(c) 3. GS § 115C-174.26

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	<ol style="list-style-type: none"> 4. Ensure funding covers all exam and registration fees for students enrolled in AP/IB courses 5. Partner with the College Board to form the NC Advanced Placement Partnership to assist LEAs in college readiness and increasing access to AP courses, and report annually on progress to the JLEOC 6. Coordinate and monitor the establishment of Cooperative Innovative High Schools (CIHS) with colleges and universities to expand educational opportunities 7. Develop and oversee the application process 8. Approve the CIHS with applicable governing IHE Board 9. Support the implementation and evaluation of CIHS, 10. Manage the financial implications of the legislation 	<ol style="list-style-type: none"> 4. GS §115C-174.26(h) 5. GS § 115C-174.26(f) 6. GS § 115C-238.50 7. GS § 115C-283.51 8. GS § 115C-283.51A 9. GS § 115C-238.55 10. GS § 115C-283.54
Business Technology	<ol style="list-style-type: none"> 1. Report quarterly to Government Operations, Education Oversight and IT Oversight committees 2. Provide a final report on the grant program to the JLEOC due September 15, 2017 that includes the program's final results, recommendations for effective after-school program models, standards, and performance measures, leveraging community-based resources to access learning activities and academic support, and the grant recipient's experience 	<ol style="list-style-type: none"> 1. GS §§ 116E-2-6 2. SL 2014-100 (SB 744), sec. 8.19(e)
Career and Technical Education	<ol style="list-style-type: none"> 1. Create endorsement criteria 2. Collect and report # of credentials earned 3. Collect and report # of Community College credits earned 4. Collect and report Concentrator Follow-up data 5. Create State CTE Advisory Committee 6. Approve 115 Local CTE applications and budgets 7. Monitor for Compliance with CTE standards in 115 LEAs 8. Develop equipment standards 9. Develop standards for CTE with input from business people 	<ol style="list-style-type: none"> 1. SL 2013-1 (SB 14) 2. SL 2013-360 (SB 402) 3. SL 2013-360 (SB 402) 4. GS § 115C-154(10) 5. PL 109-270; GS § 115C-151 6. GS § 115C-154.1 7. GS § 115C-154.9, PL 109-270 8. GS § 115C-154.2 9. GS § 115C-154(9)

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<p>10. Develop and maintain a data collection and reporting system</p> <p>11. Support articulation agreements between public schools and community colleges</p> <p>12. Engage business and industry partners as advisors to CTE</p> <p>13. Conduct public hearings related to the CTE state plan</p> <p>14. Develop licensure requirements for CTE teachers</p> <p>15. Monitor for compliance of equipment standards</p> <p>16. Develop and implement allotment of CTE funds</p> <p>17. Develop guideline for production work activities</p> <p>18. Monitor for maintenance of effort</p> <p>19. Plan annual budgets for federal funds</p> <p>20. Monitor for access of special populations</p> <p>21. Develop and implement measures of technical attainment</p> <p>22. Ensure adequate numbers of trained staff (professional development)</p> <p>23. Develop strategies to improve performance of special populations</p> <p>24. Provide Technical Assistance to LEAs</p> <p>25. Develop CTE program guidance aligned to labor market demand</p> <p>26. Develop work-based learning guidelines</p> <p>27. Provide guidance of linking secondary and post-secondary CTE</p> <p>28. Provide preparation for non-traditional fields in current and emerging fields and expose students to high skill, high wage occupations</p> <p>29. Develop criteria of relevant education and employment experience for an adjunct professor's contract</p>	<p>10. GS § 115C-154(10)</p> <p>11. GS § 115C-154(1)</p> <p>12. GS § 115C-154(2)</p> <p>13. GS § 115C-154(3)</p> <p>14. GS § 115C-154(7)</p> <p>15. GS § 115C-154.2</p> <p>16. GS § 115C-156</p> <p>17. GS § 115C-159</p> <p>18. PL 109-270, sec. 311(b)</p> <p>19. GS § 115C-153</p> <p>20. PL 109-270, sec. 124(b)(4)-(5)</p> <p>21. PL 109-270, sec. 113(b)(2)(B); GS § 115C-152(3)</p> <p>22. GS 115C-154(6)</p> <p>23. PL 109-270, sec. 122(c)(1)(H)</p> <p>24. PL 109-270, sec. 124(b)(9)</p> <p>25. GS § 115C-154.1(4)</p> <p>26. PL109-270, sec134(B)(3)(C)</p> <p>27. PL 109-270, sec 135(b)(2)</p> <p>28. PL 109-270, sec 124(b)(5)</p> <p>29. Newly enacted SL 2016-94 (HB 1030), sec. 8.32(c), GS § 115C-157.1(a)</p>
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Charter Schools	<ol style="list-style-type: none"> 1. Provide leadership to establish and engage a quality charter school culture resulting in legal compliance, board performance, financial integrity, and academic excellence. 2. Serve on the Charter School Advisory Board staff to provide recommendations and technical assistance to charter school applicants 3. Staff the Office of Charter Schools to serve the Advisory Board with technical assistance 4. Create reasonable application fees, provide timely notification of application errors, and approve or deny applications by August 15 5. Approve material revisions of the provisions of a charter such as a 20% increase in enrollment 6. Review operations prior to expiration of charter and renew requests of chartering entity for up to 10 years unless charter school does not have financially sound audits, the academic outcomes are not comparable to local schools, and not substantially in compliance with laws 7. Terminate charter school applications for failure to meet requirements, failure to meet fiscal management standards, for law violations, material violations set forth in the charter, termination of two-thirds of faculty, or other good causes <ol style="list-style-type: none"> a. Terminate charter school if continually low-performing unless it has met growth in each of the three immediately preceding years or as implemented a plan for strategic improvement approved by SBE 8. Ensure charter schools provide students and parents with information about diseases, alcohol, drug, and pregnancy 9. Identify low-performing and continually low-performing charter schools on a yearly basis 	<ol style="list-style-type: none"> 1. GS § 115C-218 GS § 115C-218(c) 2. GS § 115C-218(b)-(c), amended by SL 2015-248 (HB 334), sec. 1(a) 3. GS § 115C-218(c) 4. GS § 115C-218.1(c); GS § 115C-218.2(b); GS § 115C-218.5(b) 5. GS § 115C-218.7(a)-(b), amended by SL 2016-79 (HB242), sec 1.3 6. GS § 115C-218.6, amended by SL 2016-79 (HB 242), sec. 1.2 7. GS § 115C-218.95, amended by SL 2016-79 (HB 242), sec 1.7(b) <ol style="list-style-type: none"> a. GS § 218.95(b1), amended by SL 2016-7 (HB 242), sec. 1.7(b) 8. GS § 115C-218.75(a) 9. GS § 115C-218.94, amended by SL 2016-79, sec 1.7(a)
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	<ol style="list-style-type: none"> 10. Allocate funds to charter schools based on LEAs submission of a funding formula states the cost of each pupil and adjusts annually that has been approved by SBE 11. Issue letters of noncompliance to local school units refusing to provide cost per pupil 12. Inform local school units of charter school's process 13. Evaluate the educational effectiveness and effect of the charters school 14. Adopt a process and rules for fast-track replication of high-quality charter schools that at a minimum requires a demonstration of comparable academic outcomes to the local school with three years of financially sound audits, or the director can replicate high-quality charter schools that have proven academic success and financial soundness 15. Approve a weighted lottery system that reflects charters goals for student admittance 	<p>10. GS § 115C-218.105 (a)</p> <p>11. GS § 115C-218.105(d) amended by SL 2016-76 (HB 242), sec. 1.6</p> <p>12. GS § 11C-218.110(a)</p> <p>13. GS § 11C-218.110(b)</p> <p>14. SL 2014-101 (SB 793), sec. 6.5, amended by SL 2016-79 (HB 242), sec. 2</p> <p>15. G § 115C-218.45</p>
<p>Communications</p>	<ol style="list-style-type: none"> 1. Manage NCDPI's public website, Intranet, and social media policies 2. Handle internal and external communication, media relations of over 5000 requests per year 3. Organize webinars and face-to-face communication opportunities for State Superintendent and NCDPI leadership 4. Provides on-site printing, duplicating and graphic design services 5. Operate publications sales office to provide low-cost publications to local educators and the public in support of Standard Course of Study and other initiatives 6. Maintain website for over 1 million viewers each year 	<p>1-6. GS §115C-21(a)(2)-(4), (b)(5)-(6); GS § 115C-3; GS § 143-318.10-12</p>
<p>Data, Research and Federal Policy</p>	<ol style="list-style-type: none"> 1. Publish a State Report Card including information for all schools and school districts in the state 	<p>1. ESEA, reauthorized by ESSA, Title 1, § 1003, § 1111(h)(1), GS § 115C-(9)(c1)</p>

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	<ol style="list-style-type: none"> 2. Complete specific data analyses and submit to the US Department of Education (USED), using the Education Data Exchange Network (EDEN) system, to meet federal reporting requirements 3. Assist the State Board of Education (SBE) and LEAs regarding Student Data System Security 4. Coordinate work on the NCDPI longitudinal data system, Common Education Data Analysis Reporting System (CEDARS) 5. Include students enrolled in North Carolina schools whom may no longer live in North Carolina due to the boarder change in calculations of membership and funding 6. Conduct study on cybersecurity in North Carolina public schools and charter schools 	<ol style="list-style-type: none"> 2. ESEA, reauthorized by ESSA, Title 1 3. FERPA; GS § 115C-402.5 4. SL 2012-133 (HB 964), sec. 1.(a), § 116E-5; SL 2013-80 (HB 591) 5. Newly enacted SL 2016-23 (SB 575), sec. 5 6. Newly enacted SL 2016-94 (HB1030), sec. 8.17
<p>Digital Teaching and Learning</p>	<ol style="list-style-type: none"> 1. Report annually to the JLEOC on the status of the State School Technology Plan 2. Manage RFP, application and grant review process for the Digital Learning Grants to LEAs for (i) delivering educator professional development focused on using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students and (ii) acquiring quality digital content to enhance instruction 3. Coordinate and collaborate with the Friday Institute to develop the NC Digital Learning Plan 4. Support and define the process and timeline to transition to digital resources in accordance with the General Assembly's intent to transition from funding textbooks to funding digital learning in the public school 	<ol style="list-style-type: none"> 1. GS § 115C-102.6A(1)-(4); SL 1997-443 (SB 353), sec. 8.26(b), SL 2009-451 (SB 201), sec. 7.31 as amended by SL 2014-115, sec. 82, 2. SL 2013-360(SB 402), sec. 6.11 (g) 3. SL 2013-360 (SB 402), sec. 6.11 (g) 4. SL 2013-12 (HB 44)

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	<ol style="list-style-type: none"> 5. Develop, vet and implement digital teaching and learning standards for teachers and school administrators including broad stakeholder engagement 6. Reevaluate and enhance the requirements for renewal of teacher licenses to integrate digital teaching and learning, providing opportunities to modernize the licensure renewal process 	<ol style="list-style-type: none"> 5. SL 2013-11 (HB 23) 6. SL 2013-11 (HB 23)
<p>District and School Transformation (DST)</p>	<ol style="list-style-type: none"> 1. Update annually the JLEOC Report regarding assistance to schools identified as low-performing 2. Create and assign assistance teams to low-performing schools 3. Identify low-performing schools annually through data analysis 4. Review, revise and consult with identified schools regarding school improvement plan 5. Provide communication for low-performing schools to inform parents of low-performing status 6. Identify continually low-performing schools through data analysis 7. Review and approve continually low-performing schools' plan 8. Provide a series of progressive assistance and intervention strategies to continually low performing schools, which may include: <ol style="list-style-type: none"> a. On-site coaching b. Professional development c. Assistance with observation and evaluation of staff d. Customized services adapted to the unique or individual characteristics and needs of the schools 	<ol style="list-style-type: none"> 1. GS § 115C-12(25) 2. GS § 115C-105.20(b)(1)-(5) 3. GS § 115C-105.37(a), (a1)(2) 4. GS § 115C-105.37(a1) 5. GS § 115C-105.37(b) 6. GS § 115C-105.37A 7. GS § 115C-105.37A(a) 8. GS § 115C-105.37A(b)

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9. Approve local school board's request(s) to reform continually low-performing schools through selecting a reform model	9. GS § 115C-105.37B(a)
10. Develop, train, support, and monitor the implementation of selected reform model	10. GS § 115C-105.37B(b)
11. Provide annual reporting on implementation of reform model	11. GS § 115C-105.37B(c)
12. Assign teams of assistance to support schools and coordinate needed services from all divisions within DPI	12. GS § 115C-105.38(a)
13. Conduct process for assigning teams to assist low-performing schools: <ul style="list-style-type: none">a. Review all facets of school operations and assist in developing recommendations for improving student performanceb. Assist in continuous improvement of all staffc. Collaborate with school staff, central offices, and local boards of education in the design, implementation, and monitoring of a plan that can reasonably be expected to alleviate problems and improve student performanced. Make recommendations as the school develops and implements this plan.e. Review the school's progress.f. Report to the local board of education, the community, and the State Board on the schools' status and progress	13. GS § 115C-105.38(b)(1)-(6)
14. Report to the SBE any low-performing school and its local board of education that is not responsive to the team's recommendations and have failed to take appropriate steps to improve student performance: <ul style="list-style-type: none">a. Assume all powers and duties previously conferred upon that local board and that school	14. GS § 115C-105.38

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b. Assume general control and supervision of all matters pertaining to that school until student performance at the school meets or exceeds the standards set for the school	
15. Annually review progress of low-performing schools	15. GS § 115C-105.38
16. Accept, reject, or modify a board's recommendations regarding a principal's continued placement in low-performing schools	16. GS § 115C-105.39
17. Proceed under GS § 115C-325.13 with the dismissal of teachers, assistant principals, directors, and supervisors assigned to a school identified as low-performing	17. GS § 115C-105.39
18. Appoint an interim superintendent based upon:	18. GS § 115C-105.39
a. Identification of more than half the schools in the LEA as low-performing or	
b. Finding that the superintendent has failed to cooperate with the NCDPI team of assistance or has otherwise hindered the school's ability to improve.	
19. Assign any of the powers and duties of the local superintendent and the local finance officer to an interim superintendent that the Board considers are necessary or appropriate to improve student performance in the LEA	19. GS § 115C-105.39
20. Suspend any of the powers and duties of the local board of education that are necessary or appropriate to improve student performance, if the local board of education failed to cooperate with the interim superintendent or hindered the ability to improve student performance and perform the assigned powers and duties for a specified period of time	20. GS § 115C-105.39
a. Develop new governance of an LEA in order to improve student performance	
b. Recommend to the General Assembly change in the governance	

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	<ol style="list-style-type: none"> 21. Recommend the dismissal of any inadequately performing principal assigned to a low-performing school with an assigned assistance team 22. Dismiss teachers, assistant principals, directors, or supervisors of low-performing schools when the State Board receives two consecutive evaluations that include written findings and recommendations regarding that person's inadequate performance 23. Intervene in the administration of Halifax County Public Schools and take measures necessary to assure that: <ol style="list-style-type: none"> a. Every classroom is staffed with a competent, certified, well-trained teacher b. Every school is led by a well-trained competent principal c. Every school is provided the resources necessary to support the effective instructional program 24. Assure Halifax County Public Schools provide all children with the opportunity to obtain a sound basic education 25. Provide direction and assistance to the Halifax County Board of Education in the exercise of its lawful powers and duties 26. Develop, implement, monitor and report progress on a plan to improve education opportunities provided to all children in the Halifax County Public Schools 	<ol style="list-style-type: none"> 21. GS § 115C-325.12 22. GS § 115C-325.13 23. North Carolina State Constitution, Article IV, sec. 13 24. North Carolina State Constitution, Article IV, sec. 13 25. North Carolina State Constitution, Article IV, sec. 13 26. North Carolina State Constitution, Article IV, sec. 13
<p>Driver Education</p>	<ol style="list-style-type: none"> 1. Organize and administer a standardized driver education program for State public high schools to offer 2. Provide Driver Education Curriculum content 3. Establish and implement a strategic plan for the driver education program 4. Adopt a salary range for driver education instructors who are public school employees 	<ol style="list-style-type: none"> 1. GS § 115C-215 (a) 2. GS § 115C-215 (b) 3. GS § 115C-215 (c) 4. GS § 115C-215 (d)

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	5. Adopt rules to permit local boards of education to enter contracts with public or private providers	5. GS § 115C-215 (e)
	6. Develop rules for issuance of driver eligibility certificates	6. GS § 115C-12(28)
Educator Effectiveness	<ol style="list-style-type: none"> 1. Educator Evaluation <ol style="list-style-type: none"> a. Create and deploy statewide training of the professional standards and evaluation processes for teachers, principals and superintendents b. Update and maintain all resource sites such as websites, wikispaces, modules, and handbooks c. Conduct rater agreement training for principals d. Train and support districts and charters in the use of the statewide evaluation data collection system e. Aggregate statewide summative evaluation data to inform professional development at both local and state level f. Create, monitor and facilitate online learning modules for teachers and principals in the evaluation system g. Create and facilitate Principal READY trainings for principals in the 8 regions h. Deploy the Teacher Working Conditions Survey every 2 years; support all LEAs in the state; and update the website with current data i. Create 77 online learning modules linked to professional teaching standards and elements to facilitate continuous learning for teachers j. Develop and update the Institutions of Higher Education (IHE) online state report card for all public and private institutions 	1. GS § 115C-286.1, GS § 115C-333, GS § 115C-35, GS § 115C-288(i)

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	<p>2. Teacher Preparation</p> <ul style="list-style-type: none"> a. Communicate the requirements and expectations for the credit types of professional development needed for teacher license renewals b. Facilitate, review, and create peer review teams for all IHE program approvals c. Review and provide feedback on all new School of Education programs prior to program approval d. Convene regional sessions with LEA and IHE representatives to improve teacher preparation e. Develop mentor guidelines to support entry of new teachers into the profession f. Monitor and support the development of local beginning teacher support programs (BTSP) g. Recruit, develop, and facilitate placement of military veterans through the Troops to Teachers program h. Use Data from the program approval process and the IHE performance report to reward and sanction programs i. Create and update online learning modules for elementary and EC teachers called Reading Foundations; must pass assessments for licensure j. Facilitate Deans' meetings with all public and private IHEs 	<p>2. GS § 115C-296, GS § 115C-296(1)(b), GS § 115C-335, GS § 115C-284(c), GS § 115C-315(d), GS § 115C-12(9)(a)</p>
	<p>3. National Boards</p> <ul style="list-style-type: none"> a. Facilitate the statewide process for National Board for Professional Teaching Standards Certification b. Support and advise teachers through the application process c. Update and maintain all resource sites such as websites, wikispaces, modules, and handbooks 	<p>3. GS § 115C-296.2</p>

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	<ul style="list-style-type: none"> d. Facilitate face to face and virtual meetings to support statewide teachers through the certification process e. Maintain state database of NBPTS recipients and prepare reports for State Board and payment office f. Create online learning modules to assist teachers through the certification process 	
	<p>4. Teacher Turnover</p> <ul style="list-style-type: none"> a. Compile an annual report on teachers' decision to leave the profession b. Collect exit interview data from all LEA Human Resource Directors c. Analyze data to report patterns and trends d. Retention planning with LEA HR Directors e. Use data for Beginning Teacher Support meetings with IHEs and LEA Human Resource Offices 	4. GS § 115C-12(22)
Educator Human Capital Policy and Research	<p>1. EVAAS (Education Value-Added Assessment System)</p> <ul style="list-style-type: none"> a. Facilitate early grade reading proficiency assessment b. Ensure that valid, reliable, formative, and diagnostic reading assessments are available to LEAs c. Provide support on how K-2 assessment data is used in determining growth d. Establish business rules and policies for how mCLASS data is used in the state's growth model and review for accuracy e. Ensure that school achievement, growth, performance scores, and grades are made available f. Work with SAS-EVAAS to provide school and teacher growth data g. Review student growth data for accuracy 	<ul style="list-style-type: none"> a. GS § 115C-83.6 b. GS § 115C-83.6 c. GS § 115C-83.6 d. GS § 115C-83.6 e. GS § 115C-83.15 f. GS § 115C-83.15 g. GS § 115C-83.15

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	<ul style="list-style-type: none"> h. Establish business rules and policies for how assessment data is used in the state’s growth model with the following components: <ul style="list-style-type: none"> i. School Scores and Grades ii. Calculation of the School Achievement Score iii. Calculation of the School Growth Score iv. Elementary and Middle School Reading and Math Achievement Scores v. Indication of Growth vi. Development and approval of school improvement plans i. Provide analyses of educator effectiveness data to assist districts in a school development and improvement plan 	<ul style="list-style-type: none"> h. GS § 115C-83.15(a) <ul style="list-style-type: none"> i. GS § 115C-83.15(a) ii. GS § 115C-83.15(b) iii. GS § 115C-83.15(c) iv. GS § 115C-83.15(d) v. GS § 115C-83.15(e) vi. GS § 115C-105.27 i. GS § 115C-105.27
	<ul style="list-style-type: none"> 2. Personnel Evaluation <ul style="list-style-type: none"> a. Provide support to LEAs using the online educator effectiveness platform b. Collect and analyze observational data c. Provide training to LEAs on improving educator evaluations d. Collect and analyze student growth data from EVAAS e. Present key findings on the relationship between evaluation data and student growth f. Establish business rules and policies on the estimation and use of student-growth data g. Determine effectiveness of teachers who do not have standardized assessment data h. Collect and analyze effectiveness data i. Provide training to districts on how to complete the Analysis for Student Work (ASW) process 	<ul style="list-style-type: none"> a. GS § 115C-333(a) b. GS § 115C-333 c. GS § 115C-334 d. GS § 115C-333.2 e. GS § 115C-333 f. GS § 115C-333 g. GS § 115C-333.1(a) h. GS § 115C-333.1(c) i. GS § 115C-335

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	<ul style="list-style-type: none"> j. Establish policies and business rules for participation in the ASW process k. Determine educator-effectiveness status using observational and student growth data l. Analyze state-wide trends in effectiveness data to support LEAs in school/district improvement efforts m. Work to strengthen the educator evaluation system to support a performance-based salary system for teachers 	<ul style="list-style-type: none"> j. GS § 115C-333 k. GS § 115C-334 l. GS § 115C-335 m. SL 2014-100 (SB 744)
	<p>3. District Human Resources Support</p> <ul style="list-style-type: none"> a. Define the classifications of public school employees to determine employee benefits and privileges b. Support, advise, and communicate with LEAs on employee salary and benefit policies Support and advise local education agencies on employee salary and benefits. Establish and communicate state policies regarding salary and benefits to local education agencies. Consult with districts on interpreting state policies regarding employee salary and benefits c. Assist and provide an overview of the Disability Income Plan ensuring the proper execution is followed d. Assist the local education agencies in defining all aspects of workers' compensation leave e. Define eligibility, participation, and Federal guidelines regarding FLMA to the LEAs 	<ul style="list-style-type: none"> a. NC Constitution, Article IX, sec 5; 16 NCAC 6.C.0101, 16 NCAC 6C.0402; Code of Federal Regulations (CFR), Title 29, Part 825; The Family and Medical Leave Act of 1993, as amended; GS § 115C-12.2 b. GS §§ 115C-301-310 c. NCGA 2003 (HB 397), sec. 30.20(k), (l); GS §§ 135-100-114 d. GS §§ 97-6-7; GS § 97-25; GS § 97-28; GS § 97-92; GS § 115C-337 e. CFR, Title 29, Part 825, The Family and Medical Leave Act of 1993, as amended f. GS § 115C-12; GS § 115C-238.29F(4); GS § 115C-302.1 g. GS § 115C-45(c); GS § 115C-47(18a); GS § 115C-287.1; GS § 115C-307; GS

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	<ul style="list-style-type: none"> f. Ensure the proper implementation of employee longevity including state service, creditable service, and payment. g. Ensure LEAs use the proper guidelines regarding employment contracts and provide model contracts h. Assist LEAs with requirements and issues regarding school calendars i. Assist LEAs with the limitations and restrictions of employment for retired individuals within the school district 	<p>§ 115C-325; GS § 143-318.11(a)(6); GS § 115C-271; GS § 115C-278; GS § 115C-287.1;); SL 2010-31 (SB897);</p> <p>h. GS § 115C-84.2; GS § 115C-302.1; GS § 115C-316; SL 2011-93 (HB 197); SL 2011-145 (HB 200)</p> <p>i. GS § 128-24(5)(c); GS § 135-3(8)(c); SL 2005-276, sec. 29.28; SL 2007-236 (HB 956); SL 2009-11 (HB 94)</p>
<p>Exceptional Children</p>	<ol style="list-style-type: none"> 1. Assure the provision of appropriate educational opportunities to all children with disabilities who reside in NC 2. Define areas of disability, related services, evaluations components, and a continuum of services as they relate to children with disabilities 3. Ensure that Free Appropriate Public Education (FAPE) of special education and related services are available to all children residing in NC between the ages of 3-21 4. Ensure that each LEA, Charter School, and State Operated Program has effective policies and procedures to identify, locate, and evaluate students in need of special education and related services 	<ol style="list-style-type: none"> 1. CFR, Title 34, § 300.2; CFR, Title 34, § 300.41; CFR, Title 34, §§ 300.101-199;; NC 1500-1-1.2; 2.35 2. CFR, Title 34, § 3200.39; CFR, Title 34, §§ 300.5-.45; NC 1500-2.1-2.39 3. CFR, Title 34, § 300.101;; NC 1501-1 4. CFR, Title 34, § 300.111; CFR, Title 34, § 300.130;; NC 1501-2.9; NC 1501-6.2

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<p>5. Use quantifiable and qualitative indicators to adequately measure performance, compliance, and delivery of special education and related services</p> <p>6. Establish performance goals for children with disabilities</p> <p>7. Ensure change of placement provisional services for students on Homebound due to disciplinary actions</p> <p>8. Ensure that each LEA uses State, local or Federal funds to provide immediate services to students with disabilities</p> <p>9. Ensure the procedural safeguards are available to parents of a child with a disability at any specified time</p> <p>10. Ensure that an Individualized Education Program (IEP) is developed, reviewed, and revised in a meeting according to State and Federal requirements</p> <p>11. Provide guidance to LEAs to ensure the rights of a student with a disability are protected when parent identity or location is unknown, is an unaccompanied homeless youth or a ward of the state, or through the assignment of a Surrogate Parent</p> <p>12. Ensure that when a child with a disability becomes 18 and has not been determined to be incompetent under State law, LEAs notify the child and the parent about the transfer of rights under Part B of IDEA</p> <p>13. Ensure the protection of confidential information of any identifiable data, information, and records regarding students with disabilities, which the State or LEAs collect or maintain in alignment with FERPA</p> <p>14. Ensure LEAs implement procedures allowing parties involved in disputes to use a mediation process prior to filing a petition for a due process hearing</p>	<p>5. CFR, Title 34, § 300.608; NC 1505-1.9</p> <p>6. CFR, Title 34, § 300.157; NC 1501-12.3</p> <p>7. NC 1504-2.9</p> <p>8. CFR, Title 34, § 300.103; CFR, Title 34, § 300.154; NC 1501-2.1; NC 1501-11</p> <p>9. CFR, Title 34, § 300.504; NC 1504-1.5</p> <p>10. CFR, Title 34, § 300.320; NC 1503-4.1</p> <p>11. CFR, Title 34, § 300.519; NC 1504-1.20</p> <p>12. CFR, Title 34, § 300.520; NC 1504-1.21</p> <p>13. CFR, Title 34, § 300.613; CFR, Title 34, § 300.614; NC 1505-2.4; NC 1505-2.5</p> <p>14. CFR, Title 34, § 300.506; NC 1504-1.7</p>
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<p>15. Ensure that LEAs provide written notice to parents of a child with a disability before changes, evaluations, educational placements, developments of an IEP, or other special education decisions are determined</p> <p>16. Provide information regarding the right of parents or LEAs to file a due process hearing request on matters related to the identification, evaluation, or educational placement of a child with a disability, provision of FAPE, or the determination of disciplinary actions</p> <p>17. Ensure that a resolution meeting is offered with Due Process filings in an attempt to resolve the dispute prior to a Due Process Hearing</p> <p>18. Provide guidelines and requirements for Hearing Officers to adhere to regarding decisions related to (or for) FAPE provisions</p> <p>19. Ensure guidelines and timelines are adhered to in Impartial Due Process Hearings</p> <p>20. Establish and maintain qualifications ensuring that special education and related services personnel are appropriately and adequately prepared and trained</p> <p>21. Ensure LEAs follow the requirement that one or both of the parents of a child with a disability are present or afforded the opportunity to participate at each IEP Team meeting</p> <p>22. Ensure that Related Services, such as transportation and developmental, corrective and other supportive service, are provided to assist a child with a disability</p> <p>23. Approve the use of available funds to pay excess costs of placing a child with a disability in a program not operated by the LEA</p> <p>24. Implement IDEA requirements as determined by the Office of Special Education Programs (OSEP)</p>	<p>15. CFR, Title 34, § 300.503; NC 1504-1.4</p> <p>16. CFR, Title 34, § 300.507; CFR, Title 34, § 300.508; CFR, Title 34, § 300.51; NC 1504-1.8; NC 1504-1.9; NC 1504-1.12</p> <p>17. CFR, Title 34, § 300.510; NC 1504-1.11</p> <p>18. CFR, Title 34, § 300.513; NC 1504-1.14</p> <p>19. CFR, Title 34, § 300.515; NC 1504-1.16</p> <p>20. CFR, Title 34, § 300.156; NC 1501-12.2</p> <p>21. CFR, Title 34, § 300.322; NC 1503-4.3</p> <p>22. CFR, Title 34, § 300.34; NC 1500-2.28</p> <p>23. CFR, Title 34, § 300.705; NC 1506-1.9</p> <p>24. , CFR, Title 34, § 300.604; NC 1505-1.5</p>
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	<p>25. Annually set aside state funding to provide special education and related services for first-year placements of children with disabilities in residential group home placements who were not previously in the LEA and included in either December 1 or April 1 child count</p> <p>26. Provide guidance for the Special Education Funding budget under IDEA § 611 to include State Administration and LEA sub-grants for special education and related services</p> <p>27. Provide sub-grants under IDEA § 619 to assist LEAs in providing special education and related services to eligible preschool children up to kindergarten</p> <p>28. Ensure public hearings, adequate notice of the hearings, and an opportunity for public comment prior to adopting any policy and procedure needed for compliance under IDEA Part B</p> <p>29. Establish and maintain an advisory panel to provide policy guidance with respect to special education and related services for children with disabilities</p> <p>30. Use the State’s performance plan’s targets and the OSEP identified 17 Indicators to analyze and report LEA performance</p>	<p>25. CFR, Title 34, § 300.705; NC 1506-1.8</p> <p>26. CFR, Title 34, §§ 300.704-705; NC 1506-1.3-4</p> <p>27. CFR, Title 34, Part 300.800-818; NC 1507</p> <p>28. CFR, Title 34, Part 300.165; NC 1501-12.8</p> <p>29. CFR, title 34 § 3000.167-.169; NC 1501-13.1-3</p> <p>30. CFR, Title 34, § 300.602; NC 1505-1.3 CFR, Title 34, § 300.167;CFR, Title 34, § 300.168; CFR, Title 34, § 300.169; NC 1501-13.1; NC 1501-13.2; NC 150 CFR, Title 34, § 300.602; NC 1505-1.3</p>
<p>Federal Program Monitoring and Support</p>	<p>1. Administer 10 federally funded programs through grants, administration, compliance monitoring, data collection and reporting, and technical assistance</p> <p>2. Approve applications for \$514,000,000 in federal funds for 115 LEAs and over 90 charter schools that meet the State’s education plan's standards</p>	<p>1. ESEA, reauthorized by ESSA, Title I, § 1003</p> <p>2. ESEA, reauthorized by ESSA Title 1 § 1003, § 1112(a)(3); GS § 115C-111.5</p>

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3. Facilitate competitive process for federal grants for over 400 applicants	3. GS § 115C-111.5
4. Facilitate competitive process and data collection for the state-funded After-School Quality Improvement Grant Program	4. SL 2014-100
5. Conduct approximately 120 on-site compliance reviews and 75 quality reviews annually	5. OMB Circular A-133.400(d)(3); PL 98-502; PL 104-156
6. Monitor parent involvement programs in over 1400 schools and 90 public charter schools	6. ESEA, Title I, part A, C, reauthorized by ESSA, Title I, § 1003; GS § 115C-105.32
7. Monitor equitable participation in federal funds for private schools in 115 local education agencies	7. ESEA, Title VIII, part F, § 8501 (a)(1)-(2), reauthorized by ESSA; GS § 115C-111.5
8. Designate an ombudsman to monitor and enforce the equality of benefits between public and private school kids	8. ESEA, reauthorized by ESSA, Title I, Part A, § 1011
9. Monitor over 90 public charter schools receiving federal funds	9. GS § 115C-8.30
10. Facilitate federal data collection and reporting for 115 LEAs, over 140 public charter schools, and over 125 after-school programs	10. ESEA, reauthorized by ESSA, Title I, § 1003, § 1111(h)(1)(C)(viii); GS § 115C-218.30
11. Collect prayer certifications for 115 LEAs and over 90 public charter schools	11. GS § 115C-407.30
12. Submit prayer certification data to US Department of Education to enable LEAs/charter schools to receive \$514,000,000 in federal funds	12. ESEA, Title IX, part E(2)
13. Review 350 local budgets for federal funds.	13. GS § 115C-27
14. Monitor background checks for 126 after-school providers	14. GS § 115C-332.1
15. Provide written guidance, information, and technical assistance to 115 LEAs and over 90 public charter schools to ensure federal funds support high-quality services to at-risk students	15. GS § 115C-21
	16. SL 2015-46 (HB 237), sec. 3.5

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	<ol style="list-style-type: none"> 16. Report to the JLEOC about the identification and services provided to at-risk students¹ 17. Provide technical assistance to LEAs, public charter schools, and families of students with disabilities to ensure appropriate accommodations are provided to students with 504 plans 18. Monitor and approve comprehensive support and improvement (CSI) plans 19. Monitor and provide technical assistance on improvement efforts (including resource allocation) for LEAs with significant numbers of schools identified for CSI or targeted intervention and support 	<ol style="list-style-type: none"> 17. Rehabilitation Act of 1973, sec. 504, as amended; United States Code (USC), Title 29, sec. 794 18. ESEA, reauthorized by ESSA, Title 1, § 1111(d)(1) 19. ESEA, reauthorized by ESSA, Title 1, § 1111(d)(3)
<p>Financial Services</p>	<ol style="list-style-type: none"> 1. Establish and administer a planning and budget process ensuring DPI's and the State Public School Fund's budget planning and preparation according to the OSBM's procedures and deadlines 2. Prepare the Comprehensive Annual Financial Report (CAFR) and Single Audit Report to present to the Office of the State Controller that is used for the Department's general ledger accounting, payroll, and internal control functions 3. Administer the agency's cash management plan that draws down funds from the Federal Government and transmits it to LEAs and Charter Schools 4. Manage the agency's electronic commerce operations 5. Prepare and submit the Federal Grant financial reports 	<ol style="list-style-type: none"> 1. GS §§ 143C-6-8 2. GS §§ 143B-426.40H, GS §§ 143D-6-8; GS § 147-86.20-86.27 3. GS § 147-86.10; GS § 147-77; GS § 143-27; GS § 143C-8-3; (CMIA), Title 31,sec. 6501 of title 31 4. GS § 147-86.10; GS § 147-77; GS § 143-27; GS § 143C-8-3; (CMIA), Title 31,sec. 6501 of title 31

¹ This report is only due November 15, 2016 and contains no recurring date.

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	<ol style="list-style-type: none"> 6. Audit and pay invoices from vendors, travel reimbursements, and Child Nutrition Claims for LEAs, Charter Schools and other State operated programs 7. Develop processes to automate and report efficient, accurate, and timely information 8. Support the systems utilized for the distribution of state and federal resources in a timely and efficient manner 9. Assist in the development of network based information data to enable universal access Develop processes to automate and report efficient, accurate, and timely information; support the systems utilized for the distribution of state and federal resources in a timely and efficient manner; assist in the development of network based information data base to enable universal access to collected data 	<ol style="list-style-type: none"> 5. GS § 147-86.10; GS § 147-77; GS § 143-27; GS § 143C-8-3; (CMIA), Title 31,sec. 6501 of title 31 6. Cash Management Improvement Act (CMIA); GS §§ 143B-426-40G; GS § 143B-426.39(5) 7. GS §§143D-6 8. GS §§143D-7 9. GS §§143D-7
<p>Graduation and Dropout Prevention</p>	<ol style="list-style-type: none"> 1. State Advisory Council on Indian Education <ol style="list-style-type: none"> a. Annually Review relevant data on American Indian students using reports made available to the Council which includes data on academic performance, growth, suspension and expulsion events, dropouts, and graduation rates b. Prepare an annual report that includes an action plan and present to SBE advising ways to meet the educational needs of American Indian students more effectively based on the State Board's strategies, policies, and information 2. High School Accreditation <ol style="list-style-type: none"> a. Evaluate schools in LEAs to determine whether the education meets acceptable levels of quality upon request of a local board of education 	<ol style="list-style-type: none"> 1. GS § 115C-210(13A) 2. GS § 115C-12(39); SL 2011-306 (HB 342)

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	<p style="text-align: center;">b. Formulate an accreditation process using aspects of absolute achievement, student growth, cohort graduation rate, post-secondary readiness, and a qualitative component consisting of a self-study and on-site review</p>	
<p>Internal Audit & Advisory Services</p>	<ol style="list-style-type: none"> 1. Promote an effective system of internal controls that safeguard public funds and assets, and minimizes incidences of fraud, waste, and abuse 2. Determine if programs and business operations are administered in compliance with federal and state laws, regulations, and other requirements 3. Review the effectiveness and efficiency of agency and program operations and service delivery 4. Periodically audit the agency's major systems and controls, including: <ol style="list-style-type: none"> a. Accounting systems and controls b. Administrative systems and controls c. Information technology systems and controls 5. Perform continuous risk assessments of agency departments, processes, and services to identify and evaluate significant exposures 6. Develop an annual risk-based audit plan to prioritize, attest, and consult engagements conducted throughout the agency for submission to the Council of Internal Auditing. 7. Comply with current Standards for the Professional Practice of Internal Auditing or the Government Auditing Standards 8. Participate in external peer assessment every five years through the Quality Assurance Review Program 	<ol style="list-style-type: none"> 1. GS § 143-746(a)(1) 2. GS § 143-746(a)(2) 3. GS § 143-746(a)(3) 4. GS § 143-746(a)(4) 5. GS § 143-747(c)(9) 6. GS § 143-747(c)(9) 7. GS § 143-746(b) 8. GS § 143-747(c)(6)

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IT Infrastructure	<ol style="list-style-type: none"> 1. Report annually to the JLEOC on Information Technology, JLEOC, OSBM, the State Information Technology Officer and the Fiscal Research Division on progress towards achieving the connectivity initiative 	<ol style="list-style-type: none"> 1. SL 2007-323 (HB 1473), sec. 7.28(d)
K-12 Curriculum & Instruction (English Language Arts)	<ol style="list-style-type: none"> 1. Develop and review the Standard Course of Study for English Language Arts standards <ol style="list-style-type: none"> a. Provide ongoing professional development for English Language Arts Standard Course of Study. b. Assist in the development of the content rubric for the textbook adoption process 	<ol style="list-style-type: none"> 1. GS § 115C-81; GS §§ 115C-85 – 86; GS § 115C-81(l)
K-12 Curriculum & Instruction (Math)	<ol style="list-style-type: none"> 1. Develop and provide leadership in reviewing the Standard Course of Study for Mathematics standards <ol style="list-style-type: none"> a. Provide ongoing professional development for Mathematics Standard Course of Study. b. Assist in the development of the content rubric for the textbook adoption process c. Oversee the Math Science Partnership Grants including selection of grantees, monitoring, and compliance to USED requirements 	<ol style="list-style-type: none"> 1. GS § 115C-81; GS § 115C-81(k); GS §§ 115C-85 – 86
K-12 Curriculum & Instruction (Programs-Arts Education)	<ol style="list-style-type: none"> 1. Develop and provide leadership in reviewing the Standard Course of Study for Arts Education standards <ol style="list-style-type: none"> a. Provide ongoing professional development for Arts Education Standard Course of Study. b. Establish procedures for implementing a credit in Arts education for HS graduation c. Report to JLEOC beginning Dec. 2018 on Comprehensive Arts Education and the implementation of this requirement 	<ol style="list-style-type: none"> 1. GS § 115C-81; GS § 115C-296; GS § 115C-307

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	d. Assist in the development of the content rubric for the textbook adoption process	
K-12 Curriculum & Instruction (Programs-ESL/Title III)	<ol style="list-style-type: none"> 1. Prepare a headcount of all Limited English Proficient (LEP) students and report it to the JLEOC by December 1 of each year. 2. Prepare the Oct 1 Headcount aggregating LEP students who speak other languages than English and report the data by language and per student 3. Prepare Title III Annual Performance Report including data analysis from previous school year for program evaluation; percent LEP students vs. all students retained; percent LEP students who met and who did not meet state test standards; and reflection on LEP student achievement, participation, and progress. 4. Monitor LEA Title III Sub-grantees 5. Monitor program compliance and implement federal and state Office of Management and Budget requirements 6. Assist in the development of the content rubric for the textbook adoption process 	<ol style="list-style-type: none"> 1. SL 2003-284, sec. 7.15(b) 2. GS § 115C-83.3 3. GS § 115C-218.85 4. GS § 115C-408(b) 5. GS § 115C-409 6. PL 107-110, Title III; Civil Rights Act of 1964, Title VI; Equal Educational Opportunities Act Title VI
K-12 Curriculum & Instruction (Programs-NC Healthy Schools)	<ol style="list-style-type: none"> 1. Develop and provide leadership in reviewing the Standard Course of Study for Health and Physical Education 2. Provide ongoing professional development for the Health and Physical Education Standard Course of Study 3. Assist in the development of the content rubric for the textbook adoption process 4. Oversee implementation of HIV Prevention in 15 LEAs with the highest HIV rates 	<ol style="list-style-type: none"> 1. GS § 115C-81(a) 2. GS § 115C-81(a1)(5) 3. GS § 115C-81(b) 4. CDC 1308 School Based HIV Prevention 5. CDC 1308 School Based Surveillance

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	<ol style="list-style-type: none"> 5. Implement School Health PROFILES and Youth Risk Behavior Survey 6. Implement Abstinence Education in 19 LEAS with the highest pregnancy rates 7. Provide standards and guidance to LEAs regarding Reproductive Health and Safety teaching lessons 8. Provide standards, teaching materials, and guidance regarding the risks of preterm birth including abortion 9. Provide professional development on the recognition of sexual assault and abuse as part of Reproductive Health and Safety 10. Provide professional development and technical assistance to LEAs on bullying 11. Provide high school and middle school guidance, professional development, and monitoring forms for Concussions among athletes 12. Provide standards and guidance for LEAs to complete and monitor student completion of graduation requirement. 13. Provide guidance on required curriculum around child abuse. 14. Provide guidelines for fitness testing 15. Provide professional development on health education, specifically Drug and Alcohol education 16. Develop rules for athletic participation 	<ol style="list-style-type: none"> 6. Administration of Children and Families (ACF) Title V 7. GS § 115C-81(d)(2) 8. GS § 115C-81(d)(4)(i) 9. GS § 115C-81(d)(4a)(c) 10. GS §§ 115C-407.15-.18 11. GS § 115C-12(12) 12. GS § 115C-81 13. SL 2014-119 (HB369), sec. 4(a) 14. GS § 115C-12 15. GS § 115C-81(a3) 16. GS § 115C-47(4)
<p>K-12 Curriculum & Instruction (Programs-Instructional Content)</p>	<ol style="list-style-type: none"> 1. Manage the Textbook Adoption process ensuring school access to a list of high-quality, low cost, locally purchased instructional materials aligning with the North Carolina Standard Course of Study <ol style="list-style-type: none"> a. Prepare the documentation for guidelines about the procedures for textbook submission and invite Publishers to submit textbooks for evaluation 	<ol style="list-style-type: none"> 1. GS §§ 115C-86-90

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	<ul style="list-style-type: none"> b. Ensure that all rules for the execution and delivery of contracts, requirement of performance bonds, cancellation clauses, and such other materials are enforced c. Manage all existing textbook contracts including monitoring changes in textbooks, extending or canceling contracts, authorizing the release of performance bonds, and ensuring textbooks on contract continue at the lowest price 	
K-12 Curriculum & Instruction (Programs-Multi-tiered Systems of Support, Personal Education Plans)	1. Provide guidance and support to LEAs in writing Personal Education Plans for students who are at risk of academic failure	1. GS § 115C-105.41
K-12 Curriculum & Instruction (Programs-School Counseling)	1. Support LEAs in implementing the requirements for school counseling	1. GS § 115-C-316.1
K-12 Curriculum & Instruction (Programs-World Languages)	<ul style="list-style-type: none"> 1. Develop and provide leadership reviewing the Standard Course of Study for World Language standards 2. Provide ongoing professional development for the World Language Standard Course of Study 3. Establish and implement endorsements to high school diplomas for world languages 4. Assist in the development of the content rubric for the textbook adoption process 	<ul style="list-style-type: none"> 1. GS § 115C-81 2. GS § 115C-12(40) 3. GS § 115C-81.3 4. GS §§ 115C-86-98

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K-12 Curriculum & Instruction (Science)	<ol style="list-style-type: none"> 1. Develop and provide leadership reviewing the Standard Course of Study for Science standards. 2. Provide ongoing professional development for the Science Standard Course of Study 3. Oversee the Math Science Partnership Grants including grantee selection, monitoring and complying with USED requirements 4. Assist in the development of the content rubric for the textbook adoption process 	<ol style="list-style-type: none"> 1. GS §115C-81 2. GS § 115C-81.4 3. GS §§ 115C-85-86 4. GS §§ 115C-86-98
K-12 Curriculum & Instruction (Social Studies)	<ol style="list-style-type: none"> 1. Develop and provide leadership reviewing the Standard Course of Study for Social Studies standards <ol style="list-style-type: none"> a. Provide ongoing professional development for the Social Studies Standard Course of Study b. Prepare curricular content that teachers may use in “American History, The Founding Principles Civics and Economics” course and provide teacher training. c. Provide guidance and support to LEAs providing instruction in Financial Literacy and in Character Education d. Submit a biennial report by October 15th of each odd-numbered year to JLEOC covering implementation of statute requirements e. Assist in the development of the content rubric for the textbook adoption process 	<ol style="list-style-type: none"> 1. GS §§ 115C-81; SL 2001-363 (HB 195); SL 2009-504; SL 2011-273 (HB 588)
K-3 Literacy	<ol style="list-style-type: none"> 1. Develop, implement, evaluate, and improve a comprehensive plan to improve reading achievement in the public schools based on reading instructional practices 	<ol style="list-style-type: none"> 1. GS § 115C-83.4 2. GS § 115C-83.4

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	<ol style="list-style-type: none"> 2. Report to the JLEOC every two years on the implementation, evaluation, and revisions to the comprehensive plan with recommendations for legislative changes 3. Provide a valid, reliable, formative and diagnostic reading assessment to all LEAs and provide technical assistance to LEAs on the implementation of the assessment system 4. Provide assistance to LEAs on the implementation of instructional supports and services for students as a result of analyzing the assessment data 5. Provide alternative assessment options and portfolio process options to document Good Cause Exemptions for students under the Read to Achieve legislation 6. Provide guidance on the development of local reading camps, and access to the state portfolio system and the state alternative assessments. 7. Develop a mid-year promotion policy for transitional and fourth grade accelerated students. 8. Provide training on the components of a successful 90-minute reading block along with research-based reading strategies for inclusion in the instructional supports and services, and reading interventions 9. Provide notification templates for teachers to assist parents in understanding areas of concern in their child's reading development 10. Provide technical assistance in the implementation of Read to Achieve and teacher/administrator training on research-based literacy instruction. 11. Create a cadre of 266 Master Literacy Trainers within all NC districts establishing a foundation to build local capacity for 	<ol style="list-style-type: none"> 3. GS § 115C-83.6 4. GS § 115C-83.6 5. GS § 115C-83.7 6. GS § 115C-83.8 7. GS § 115C-83.8 8. GS § 115C-83.8 9. GS § 115C-83.9 10. GS § 115C-83.10(d) 11. GS § 115C-83.6
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	quality research-based literacy instruction addressing instructional supports and services	
Laboratory Schools	<ol style="list-style-type: none"> 1. Approve creation of the lab school 2. Ensure Lab Schools comply with the reporting of data, student academic standard, and health and safety 3. Allocate cost per pupil allowing for an annual adjustment 4. Investigate the criminal record of future lab school personnel through fingerprinting and background checks 5. Review and determine if person's certificate or license should be revoked based on their criminal history 6. Review, evaluate, and report educational effectiveness based on enrolment and achievement data 	<ol style="list-style-type: none"> 1. Newly enacted SL 2016-94 (HB 1030), sec. 11.6a, § 116-239.7(c) 2. Newly enacted SL 2016-94 (HB 1030), sec. 11.6a, § 116-239.8(2), (6), (9) 3. Newly enacted SL 2016-94 (HB 1030), sec 11.6a, § 116-239.11(b) 4. Newly enacted SL 2016-94 (HB 1030), sec. 11.6a, § 116.239.12(c) 5. Newly enacted SL 2016-94 (HB 1030), sec. 11.6a, § 116-239.12(e) 6. Newly enacted SL 2016-94 (HB 1030), sec 11.6a, § 116-239.13
Licensure	<ol style="list-style-type: none"> 1. Evaluate teaching credentials 2. Issue and renew licenses that qualify individuals for employment in NC public, non-public, federal, charter, and some private schools. 3. Make necessary changes in the licensure requirements for school administrators 	<ol style="list-style-type: none"> 1. GS § 115C-296 (a) 2. GS § 115C-296 (a1)-(a2) 3. SL 2015-241 (HB 97), amended by SL 2016-123 (HB 805), sec. 4.3, sec. 11.9(l)
North Carolina Center for the Advancement of Teaching (NCCAT)	<ol style="list-style-type: none"> 1. Provide professional development opportunities to teachers in sciences, arts, and humanities 	<ol style="list-style-type: none"> 1. GS § 115C-296.5
North Carolina Virtual Public Schools (NCVPS)	<ol style="list-style-type: none"> 1. Establish NCVPS as a supplemental online program for secondary students across NC 2. Establish a funding model for NCVPS based on projections for each charter school or district's historical enrollments 	<ol style="list-style-type: none"> 1. SL 2011-45 (HB 200), sec. 7.22 (a)-(b), amended by SL 2014-115 2. SL 2011*-145 (HB 200), sec. 7.22(d), amended by SL 2014-115

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	<ol style="list-style-type: none"> 3. Approve a revenue generation plan to offset costs to districts 4. Ensure all course standards are met and aligned with NC Standard Course of Study 5. Consolidate all e-learning opportunities for students with the exception of statewide charter schools 	<ol style="list-style-type: none"> 3. SL 2011-145 (HB 200), sec. 7.22(g), amended by SL 2014-115 4. SL 2011-145 (HB 200), sec. 7.22(h)(2), amended by SL 2014-115 5. SL 2011-145 (HB 200), sec. 7.22(h)(2), amended by SL 2014-115
Office of Early Learning	<ol style="list-style-type: none"> 1. Design, develop, and implement Kindergarten Entry Assessment/K-3 Formative Assessment Process 2. Manage Exceptional Children’s Pre-kindergarten serving children ages 3-5 with disabilities 3. Early Learning Sensory Support for Visually and/or Hearing Impaired serving children and families ages 0-5 with visual and/or hearing impairments 4. Title I Preschool servicing children prior to school entry at risk of school failure 5. Head Start State Collaboration works with local Head Start to improve and strengthen educational outcomes 6. Consult with HHS, and Division of Child Development and Early Education on the costs and effectiveness of the NC Pre-K program 	<ol style="list-style-type: none"> 1. GS § 115-83.5; GS § 115C-174.11(a) 2. Individuals with Disabilities Act, Part B, sec. 619 (Preschool Program) 3. SL 2010-0031 sec. 10.21A(a) Individuals with Disabilities Act, Part C (Infants and Toddlers Program); Individuals with Disabilities Act, Part B, sec. 619 (Preschool Program) 4. ESEA-Title I, Part A (Improving Basic Programs Operated by Local Education Agencies) 5. Improving Head Start for School Readiness Act of 2007 6. SL 2016-94 (HB 1030), sec 12B.4(a); amended by SL 2016-123 (HB 805), sec. 5.4
Plant Operation	<ol style="list-style-type: none"> 1. Enforce that architects or engineers design certain public funded buildings 	<ol style="list-style-type: none"> 1. GS § 133-1.1

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	<ol style="list-style-type: none"> 2. Ensure that all construction documents bear the NC seal of a registered design professional to obtain a permit 3. Enforce the NC Engineering and Land Surveying Act by regulating the practice of engineering for public interest projects 4. Enforce water supply treatment and operations for drinking water and under the Federal Cleanwater Act of 1972 5. Enforce wastewater treatment and operation requirements 	<ol style="list-style-type: none"> 2. GS § 302.4 3. GS § 89C-1 4. CFR, Title 40, § 141.2; GS § 130A, §§ 311-327; NC DENR Ch. 18, (Federal Cleanwater Act of 1972); NC Sedimentation and Control Act of 1972 5. GS §§ 113A-333-343, 143-215; NC DENR Title 15A, Ch. 2 & 8
Residential Schools (Schools for Students with Visual and Hearing Impairments)	<ol style="list-style-type: none"> 1. Administrator and provide oversight of the Governor Morehead School for the Blind, the Eastern North Carolina School for the Deaf, and the North Carolina School for the Deaf. 	<ol style="list-style-type: none"> 1. GS § 115C-151.11
School Insurance	<ol style="list-style-type: none"> 1. Manage Public School Insurance Fund 2. Manage Workers' Compensation 3. Manage Unemployment Insurance 	<ol style="list-style-type: none"> 1. GS § 115C-338(38) 2. GS § 115C-338(97) 3. GS § 115C-338(96)
School Nutrition Services	<ol style="list-style-type: none"> 1. Manage/monitor uniform administrative requirements, cost principles and audit requirements for Federal awards and awards under the US Department of Agriculture 2. Administrator and provide oversight of the National School Lunch Program 3. Administrator and provide oversight of the Special Milk Program for Children 4. Administrator and provide oversight of the School Breakfast Program 5. Administrator and provide oversight of the Summer Food Service Program 	<ol style="list-style-type: none"> 1. CFR, Title 2, 200 and 400 Series 2. CFR, Title 7, §§ 210.1 – 210.32 3. CFR, Title 7, §§ 215.1 – 215.18 4. CFR, Title 7, §§ 220.1-220.23 5. CFR, Title 7, §§ 225.1 – 225.20

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	<ol style="list-style-type: none"> 6. Administrator and provide oversight of the Nutrition Education and Training Program 7. Administrator and provide oversight of the State Plan and use of State Administrative Expense Funds 8. Monitor Cash in Lieu of USDA Foods program 9. Determine eligibility for Free and Reduced Price Meals, Free Milk in Schools, and the Community Eligibility Provision 10. Monitor USDA Foods used in the Federally-funded School Nutrition Program 11. Provide oversight of the NC School Nutrition Procurement Alliance relative to the processing of USDA foods 12. Provide School Nutrition services in accordance with General Statutes and State Board of Education 13. Oversee School Nutrition Procurement Activities 14. Oversee Vending Operations in Public Schools 15. Oversee Child Nutrition Program Standards in public schools 16. Oversee indirect cost in School Food Authorities 17. Manage the elimination of the Cost of Reduced Price meals 	<ol style="list-style-type: none"> 6. CFR, Title 7, §§ 227.1 - 227.44 7. CFR, Title 7, §§ 235.1 – 235.12 8. CFR, Title 7, §§ 201.1 0 240.11 9. CFR, Title 7, §§ 245.1 – 245.15 10. CFR, Title 7, §§ 240.1 – 240.11 11. CFR, Title 7, §§ 257.1 – 252.7 12. GS § 115C-263 13. GS § 115C-264.1 14. GS § 115C-264.2 15. GS § 115C-264.3 16. GS § 115C-450 17. GS § 115C-450(b)
School Planning	<ol style="list-style-type: none"> 1. Collect data and report disaggregated data on dropouts, suspensions, expulsions, disciplinary reassignments, uses of corporal punishment, and placements in alternative learning programs and schools 2. Collect data and report disaggregated data on school crime 3. Collect data on uses of seclusions and restraints in schools. 	<ol style="list-style-type: none"> 1. GS § 115C-12(27) 2. GS § 115C-12(21) 3. GS § 115C-391.1; GS § 115C-47(45); Civil Rights Data Collection (CRDC)

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4. Collect data on transfers offered to and accepted by school victims of violent crimes	4. GS § 115C-12(21); SBE Policy HRS-A-006
5. Conduct safety monitoring visits of schools that have at least two violent crimes and a rate at least 5 violent crimes per 1000 students	5. GS § 115C-12(21); SBE Policy HRS-A-006
6. Provide general coordination and monitor state alternative learning programs and alternative schools for compliance with state standards	6. GS § 115C-12(24); GS § 115C-47(32a)
7. Provide architectural and engineering reviews for new and renovated public school construction addressing issues of health, safety, fiscal responsibility, code compliance, and energy conservation issues	7. GS § 115C-521(b)
8. Manage implementation of specific school safety requirements including appropriations for School Resource Officers, Panic Alarms, and School Improvement floor plans.	8. SL 2013-360
9. Review and approve science facilities in middle and high schools ensuring safe design, construction, and operation.	9. GS § 115C-521(c1)
10. Manage five and ten-year Long Range Plans forecasting LEAs capital facility	10. GS § 115C-521
11. Review and approve funding requests, track revenues, appropriations, and publish reports on the Public School Building Capital Fund	11. GS § 115C-546.1; GS § 115C-546.2
12. Collect, organize, and report costs of schools constructed in the State	12. GS § 115C-521(c)
13. Manage the School Clearinghouse web site to include electronic publication of prototypical 21st Century Schools adapting for LEAs use	13. GS § 115C-521
14. Monitor, report, and publish results on distribution of school construction state bonds	14. GS § 115C-439.b(b)

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15. Manage appropriations through the Qualified Zone Academy Bond and the Qualified School Construction Bond programs	15. GS § 115C-489.5; GS § 115C-489.6
16. Serve as Capital Project Coordinator for design and construction projects at Eastern School for the Deaf, Governor Morehead School, Western School for the Deaf, North Carolina Centers for the Advancement of Teaching, and for DPI areas of the New Education Building	16. SL 2013-247
17. Serve as technical liaison between the Residential Schools and other state agencies and entities	17. SL 2013-247
18. Assist LEAs and design professionals in preliminary planning of a new school by tabulating spatial requirements based on Facility Guidelines, and estimating construction costs	18. GS § 115C-521(c)
19. Review and approve plans for re-locatable or mobile classroom units	19. GS § 115C-521
20. Provide facility design and construction assistance to LEAs and designers concerning technical construction issues, safety, project delivery methods, funding, and building utilization	20. GS § 115C-521(c)
21. Present training sessions and workshops related to public school planning and construction	21. GS § 115C-521(c)
22. Publish facility guidelines describing best practices for design of safe, healthy, and energy efficient schools, consistent with 21st century educational programming	22. GS § 115C-521(c)
23. Perform on-site observation of existing school buildings to determine deficiencies relating to use and capacity, energy savings, life safety, and future growth	23. GS § 115C-521(a)
24. Provide recommendations for future renovations, repairs, and construction, or for repurposing or removal from use	24. GS § 115C-521(a)
25. Provide guidance to LEAs when considering closure or demolition of existing school buildings	25. GS § 115C-521(b)-(c)
	26. GS § 115C-521(b)-(c)

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	<p>26. Serve as facilitator to ensure proper submittals to the Historic Properties Preservation Office and other agencies.</p> <p>27. Generate and report projections of future Average Daily Membership for LEAs, to develop long-range facility plans</p> <p>28. Provide advocacy for 21st Century School planning, design, and construction, as liaison to organizations and as members of groups</p> <p>29. Monitor and report new legislation relating to school design and construction</p>	<p>27. GS § 115C-521(a)</p> <p>28. GS § 133.1.1; GS § 115C-150.11</p> <p>29. GS § 115C-521(c)</p>
<p>Student Information System</p>	<p>1. Produce School Activity Reportsz showing an individual school's full year academic schedule, courses offered, enrollment of classes, length of classes, staffing of classes, and activities for certified personnel and selected non-certified personnel</p> <p>2. Collect summary enrollment, membership, and attendance by grade level from each public school in a Principal's Monthly Report</p> <p>3. Collect and produce report on Pupils in Membership by Race and Sex</p> <p>4. Collect the AIG-Child Count on those AIGs with a Differentiated Education Plan including those identified as Exceptional Children</p> <p>5. Collect and Produce Alternative Learning Program (ALP) Reports by ethnicity, gender, grade</p> <p>6. Collect and Produce Annual Dropout Report</p> <p>7. Produce Common Follow-up Report: Student record on every student in grades 9-12 to Employment Security Commission for support of job training, education, and placement programs</p>	<p>1. 20 USC 3221-3261; PL 95-561; GS § 115C-301(g); GS § 115C-301(f); GS § 115C-47(10)</p> <p>2. GS § 115C-12(18)(b)</p> <p>3. GS § 115C-12(18)(b)</p> <p>4. GS § 115C-110</p> <p>5. GS § 115C-12(27)</p> <p>6. GS §115C-12(27); GS § 115C-378</p> <p>7. GS § 96-33</p>

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	<ol style="list-style-type: none"> 8. Collect and Produce Report on Graduate Data Verification including course of study, post grad intentions & demographics 9. Collect Immigrant Count relating immigrant students born =out of the US not including Puerto Rico or other US territories 10. Report aggregate number of identified English Learners who speak a language other than English by showing the language and number of students speaking that language who are enrolled in the school district/charter school for the current school year, up to and including October 1 11. Collect Data on Migrant Education Program (MEP) 12. Collect data and produce a count of Neglected and Delinquent students served in state agencies and LEAs broken down by demographic and academic indicators 13. Support the management and business of student information from local, state, and Federal levels 	<ol style="list-style-type: none"> 8. ESEA, reauthorized by ESSA, Title I, § 1003, § 1111(h)(1)(C) GS § 115C-12(25a) 9. ESEA, Title III, reauthorized by ESSA Title I, Part C 10. ESEA, Title III, reauthorized by ESSA Title III, § 3121(j)(1) SL 2003-284 (HB397) 11. ESEA, Title I, Part C, amended and affirmed by ESSA, Title I, Part C, §1308 12. ESEA, Title 1, Part D 13. GS § 115C-301 (g); GS § 115C-301(f); PL 95-561; 20 USC 3221-3261; GS § 115C-47(10)
<p>Technology Services Architecture, Integration & Quality Assurance)</p>	<ol style="list-style-type: none"> 1. Submit the School Technology Plan to the State CIO for approval of the technical components 	<ol style="list-style-type: none"> 1. GS § 115C-102.6B
<p>Technology Services</p>	<ol style="list-style-type: none"> 1. Develop an agency information technology plan and submit it to the State Chief Information Officer by October 1 of each even-numbered year 2. Notify the Governor and the General Assembly annually by October 1 of the following: <ol style="list-style-type: none"> a. New student data, whether aggregate data, de-identified data, or personally identifiable student data, included or 	<ol style="list-style-type: none"> 1. GS § 147-33.72B(c) 2. SL 2014-50 (SB 815), sec. 1

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<p>proposed for inclusion in the student data system for the current school year.</p>	
<p>b. Changes to existing data collections required for any reason, including changes to federal reporting requirements made by the United States Department of Education</p>	
<p>3. Report to the JLEOC the goals, benchmarks, and recommendations described by the Four-Year Cohort Graduation Rate differentiating for students with disabilities and other specially identified subcategories, and LEAs goals and benchmarks, the strategies and recommendations for achieving the goals and benchmarks, any evidence or data supporting the strategies and recommendations, and the identity of the persons responsible for LEA oversight</p>	<p>3. SL 2010-111 (SB 1246), sec. 1</p>
<p>4. Issue annual school report cards containing the school performance grade</p>	<p>4. SL 2013-360, sec. 9.4(f) amended by SL 2014-100 sec.8.3</p>
<p>5. Develop, review, and update a Business and Disaster Recovery Plan establishing a disaster recovery planning team that implements the plan and submits it annually to the State CIO</p>	<p>5. GS § 147-33.89</p>
<p>6. Report by October 15 to the JLEOC on the educational performance of children with disabilities on (i) the most recent State performance plan and amendments to that plan submitted to the Secretary of Education, (ii) compliance and monitoring reports submitted to the Secretary of Education, (iii) the annual report submitted to the Secretary of Education on the performance of the State under its performance plan, and (iv) any other information required for public awareness including an analysis of children’s educational performance</p>	<p>6. GS § 115C-107.5</p>

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| 7. Produce a Child Nutrition Application with information on contact person and programs to be implemented | 7. CFR, Title 7, § 210 ;National School Lunch Program (NSLP) 215-Special Milk Program (SMP), 220; School Breakfast Program (SBP) Part 245 |
| 8. Produce and maintain LEA and school numbers used to prepare Education Directory | 8. GS § 115C-12(18)(b) |
| 9. Collect data to complete Impermissible Uses of Seclusions and Restraints, Suspended and Expelled Students, Acts of Crime and Violence, Transfers offered to and accepted by student victims of violence reports | 9. GS § 115C-391.1, GS § 115C-47(45); GS §115C-12(27); SL 2001-424, sec. 28.30(f); GS § 115C-288; HRS-A-006 |
| 10. Calculate Per Pupil Expenditures reported by LEA/charters for the Monthly and Annual Financial Reports | 10. GS § 115C-12(18)(b) |
| 11. Collect financial information from the LEAs including refunds, transfers, and salary adjustments | 11. GS §§ 115C-47(21) 302(a), 315(d) |
| 12. Maintain system for LEA's and Charter Schools to make cash requests covering payroll and general expenses | 12. GS § 115C-12(18)(b) |
| 13. Manage Property Insurance Policy and Loss System for public schools and community colleges | 13. GS §§115C-535-542 |
| 14. Support track allotted state/federal dollars and positions in the school systems as they are initially allotted and changed throughout the year | 14. GS § 115C-12(18)(b) |
| 15. Maintain and operate a Salary Compliance System that collects payroll data from LEAs via UERS | 15. GS § 115C-12(18)(b) |
| 16. Maintain and operate External GL system to collect and report Public School and Charter School expenditures and cash by Fund | 16. GS § 115C-12(18)(b); GAAP |
| 17. Maintain and operate Expenditure Report/Cash Advance System for Educ Cent to report expenditures and request cash reimbursement | 17. GS § 115C-12(18)(b) |
| 18. Maintain and operate Budget and Amendment System to review and approve federal budgets and amendments | 18. GS § 115C-12(18)(b) |

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	<p>19. Maintain and operate Licensing-Salary web site giving LEAs, Universities, Community Colleges, and other secured individuals access to selected licensure and payroll information</p> <p>20. Collect results from State Testing to use in a state report card</p> <p>21. Provide a scanning and scoring system for state testing</p> <p>22. Maintain a student data system to score testing record</p> <p>23. Collect records for subgroup tags related to test scores</p> <p>24. Provide selection for National Assessment of Educational Progress</p> <p>25. Provide data systems and reports for parents</p> <p>26. Track student plans for Exceptional Children, 504, and LEP</p> <p>27. Identify low-performing schools</p> <p>28. Work with Charter school office to provide monitoring data</p>	<p>19. GS § 115C-12(18)(b)</p> <p>20. ESEA, Title I, part A, § 1111(b)(2)(B)(iii), (h)(1)(C), reauthorized by ESSA</p> <p>21. GS § 115C-105.40</p> <p>22. GS § 115C-105.40</p> <p>23. GS § 115C-105.40</p> <p>24. GS § 115C-105.40</p> <p>25. GS § 115C-105.40</p> <p>26. GS § 115C-105.41</p> <p>27. GS § 115C-105.37</p> <p>28. GS § 115C-562.7</p>
Textbook Depository	<p>1. Operate the State-owned Textbook Depository to acquire and distribute free basic textbooks</p> <p>2. Monitor "textbooks" for compatibility to standards</p> <p>3. Acquire textbooks in compliance to contract specifications</p>	<p>1. GS § 115C-96</p> <p>2. GS §§ 115C-85-86</p> <p>3. GS § 115C-95</p>
Transportation	<p>1. Administer processes and contract for DWI seized vehicles</p> <p>2. Conduct Inspection of 10% of Bus Specifications and purchasing</p> <p>3. Coordinate Development of Bus Specifications and purchasing</p> <p>4. Implement and maintain a system of funding vehicle replacements</p> <p>5. Implement and maintain a system of providing funding for operations</p> <p>6. Coordinate with vendors on school bus safety equipment</p> <p>7. Determine transportation allotments for each county.</p>	<p>1. GS § 20-28.9</p> <p>2. GS § 115C-248</p> <p>3. GS § 115C-240</p> <p>4. GS § 115C-249(f)</p> <p>5. GS § 115C-240(e)</p> <p>6. GS § 115C-240(c)</p> <p>7. GS § 115C-240(e)</p>

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	<ol style="list-style-type: none"> 8. Develop, review and maintain statewide transportation budgets (e.g. continuation, expansion, capital) for operations and vehicle replacement 9. Systems implementation assistance with school bus routing using the Transportation Information Management System (TIMS) 10. Spot inspection of school buses 11. Implement and maintain a system of funding vehicle replacements 12. Implement and maintain a system of providing funding for operations 13. Develop uniform guidance on transportation to LEAs to ensure educational stability of children in foster care 	<ol style="list-style-type: none"> 8. GS § 115C-249(c) 9. GS § 115C-240(d) 10. GS § 115C-248 11. GS § 115C-249(f) 12. GS § 115C-240(e) 13. ESSA, Title I, Part A, §1112(c)(5)(B)
<p>Pilot Programs and Other Temporary Requirements</p>	<ol style="list-style-type: none"> 1. Pilot Programs <ol style="list-style-type: none"> a. Establish a three-year pilot program² advancing teaching roles and organization models linking teacher performance to salary increases <ol style="list-style-type: none"> i. Review Requests for Proposal (RFP) and select up to 10 schools b. Establish the Advanced Placement/International Baccalaureate Pilot Program³ rewarding teachers and encouraging students c. Establish Industry Certifications and Credentials Teacher Bonus Pilot Program⁴ to reward teachers of students who earned industry certifications 	<ol style="list-style-type: none"> a. Newly enacted SL 2016-94, (HB 1030), sec. 8.7(a) <ol style="list-style-type: none"> i. Newly enacted SL 2016-94, (HB 1030), sec. 8.7(c) b. Newly enacted SL 2016-94, (HB 1030), sec. 8.8(a) c. Newly enacted SL 2016-94 (HB 1030), sec. 8.9(a)

² This pilot program is required to begin in the 2017-2018 school year and end with the 2019-2020 school year.

³ This section creating the Advanced Placement/International Baccalaureate Pilot program expires June 30, 2018.

⁴ This section creating the Industry Certifications and Credential Teacher Bonus Pilot Program is required to expire by June 30, 2018.

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	<ul style="list-style-type: none"> d. Establish a local alternative teacher preparation program (LATP program)⁵ for five schools to recommend continued licensure <ul style="list-style-type: none"> i. Issue license to teachers who completed the LATP program e. Establish the Third Grade Reading Teacher Performance Pilot program⁶ to reward teacher performance through bonus pay <ul style="list-style-type: none"> i. Administer bonus pay to licensed third grade teachers who have an EVAAS index score f. Establish pilot program authorizing two virtual charter schools to serve students K-12⁷ g. Implement a pilot program raising the drop-out age in select school districts⁸ 	<ul style="list-style-type: none"> d. Newly enacted SL 2016-94 (HB1030), sec. 8.27(a) i. Newly enacted SL 2016-94 (HB 1030), sec. 27(g) e. Newly enacted SL 2016-94 (HB 1030), sec. 9.7(a) i. Newly enacted SL 2016-94 (HB 1030), sec. 9.7(a) f. SL 2014-100 (SB 744), sec. 8.35(a) g. SL 2014-95 (HB1030), sec. 8.21(b)
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⁵ The LATP program shall start in the 2017-2018 school year and end with the 2021-2022 school year.

⁶ The section creating the Third Grade Reading Teacher Performance pilot program is set to expire June 30, 2018.

⁷ This program is required to end at the end of the 2018-2019 school year under SL 2014-100 (SB 744), sec. 8.35(a)

⁸ This pilot program does not have an end date; it is just allowed to continue for the subsequent school years at the end of the 2015-2017 fiscal biennium. However, under 8.27(h) local school boards could end it if they desired.

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