

State Statutory Requirements for the NC Department of Public Instruction

April 2015



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NC DEPARTMENT OF PUBLIC INSTRUCTION

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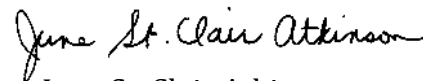
The State Board of Education and the Department of Public Instruction carry out three broad areas of work for K-12 education in North Carolina. Those areas are to

- provide service to local school districts and schools
- provide leadership for improving educational opportunities for students
- carry out state and federal laws

This work touches every classroom in North Carolina – from licensing teachers to providing funding allotments to developing learning standards, to provide just three basic examples.

This booklet identifies the primary activities statutory responsibilities of the Board and Department as well as the legal designation requiring them. The activities of the Board and Department are driven by laws passed by the NC General Assembly and the US Congress. Within this booklet, the state activities and requirements are divided by function to provide ease of use.

We hope this will be useful to you.



June St. Clair Atkinson
State Superintendent
of Public Instruction



William Cobey
Chairman
State Board of Education

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Division	Requirements	State or Federal Citation
General	<ol style="list-style-type: none"> 1. Submit a Budget Request to the Director of the Budget 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 by which 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 unit, assessing each unit's efforts to improve student performance based on the growth in performance of the students in each school and taking into account progress over the previous years' level of performance and the State's performance in comparison with other states 9. Award an overall numerical school achievement, growth, and performance score on a scale of zero to 100 and a corresponding performance letter grade of A, B, C, D, or F earned by each school within the local school administrative unit 10. Develop a system of school building improvement reports for each school building to measure improvement in the growth in student performance at each school building from year to year, not to compare school buildings 11. Develop guidelines, procedures, and rules to establish, 	<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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	implement, and enforce the School-Based Management and Accountability Program in order to improve student performance, increase local flexibility and control, and promote economy and efficiency	
12.	Formulate rules and regulations for the enforcement of the compulsory attendance law	12. GS 115C-12 (9)(d)
13.	Manage and operate a system of insurance for public school property	13. GS 115C-12 (9)(e)
14.	Conduct hearings throughout the state whenever feasible 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 Board of Governors of The University of North Carolina to ensure that teacher and school administrator degree programs, ongoing professional development, and other university activity 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 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)
25.	Identify required State and Federal reports and eliminate	25. GS 115C-12 (19)

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	unnecessary reports and paperwork; consolidate applications for state funding	
26.	Monitor acts of school violence	26. GS 115C-12 (21)
27.	Monitor the Decisions of Teachers to Leave the Teaching Profession	27. GS 115C-12 (22)
28.	Adopt Eligibility Rules for Interscholastic Athletic Competition	28. GS 115C-12 (23)
29.	Develop standards for alternative learning programs, provide technical assistance on implementation of programs, and evaluate programs	29. GS 115C-12 (24)
30.	Report to Joint Legislative Education Oversight Committee upon request	30. GS 115C-12 (25)
31.	Development goals and provide annual report on improvement in graduation rate	31. GS 115C-12 (25a)
32.	Report dropout rates, corporal punishment, suspensions, expulsions, and alternative placements; develop plan for tracking dropouts	32. GS 115C-12 (27)(27a)
33.	Develop rules for issuance of driving eligibility certificates	33. GS 115C-12 (28)
34.	Adopt model guidelines and policies for the establishment of local task forces on closing the academic achievement gap	34. GS 115C-12 (30)
35.	Assist Schools in meeting Adequate Yearly Progress as specified in the No Child Left Behind Act of 2001	35. GS 115C-12 (30a)
36.	Adopt guidelines for individual diabetes care plans	36. GS 115C-12 (31)
37.	Encourage early entry of motivated students into four-year college programs	37. GS 115C-12 (32)
38.	Protect the health of school-age children from toxicants at school	38. GS 115C-12 (34)
39.	Encourage local boards of education to enter into joint agreements for use of facilities for physical activity	39. GS 115C-12 (35)
40.	Adopt guidelines for the development and implementation of evidence-based fitness testing for students statewide in grades kindergarten through eight	40. GS 115C-12 (37)
41.	Evaluate and accredit schools that meet acceptable levels of quality upon the request of a local board of education.	41. GS 115C-12 (39)

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	<p>42. Establish high school diploma endorsements</p> <p>43. Establish Career and Technical Education incentives</p> <p>44. Notify the General Assembly of federal grant applications</p> <p>45. Ensure that Local Boards of Education Implement Injury Prevention and Return-to-Work Programs</p> <p>46. Ensure educational services in private Psychiatric Residential Treatment Facilities (PRTFs).</p> <p>47. Inform the public as to the problems and needs of the public schools by constant contact with all school administrators and teachers, by personal appearance at public gatherings, and by information furnished to the press of the State.</p> <p>48. Report biennially to the Governor 30 days prior to each regular session of the General Assembly, such report to include information and statistics of the public schools, with recommendations for their improvement and for changes in the school law.</p> <p>49. Print and distribute educational bullets as are necessary for the professional improvement of teachers and for the cultivation of public sentiment for public education, and to have printed all forms necessary and proper for the administration of the Department of Public Instruction.</p> <p>50. Make available to the public schools a continuous program of comprehensive supervisory services.</p> <p>51. Collect and organize information regarding the public schools, on the bases of which he shall furnish the Board such tabulations and reports, as may be required by the Board.</p> <p>52. Communicate to the public schools administration all information and instructions regarding instructional policies and procedures adopted by the Board.</p>	<p>42. GS 115C-12 (40)</p> <p>43. GS 115C-12 (41)</p> <p>44. GS 115C-12 (42)</p> <p>45. GS 115C-12 (43)</p> <p>46. GS 115C-12 (44)</p> <p>47. GS 115C-21 (a)(2)</p> <p>48. GS 115C-21 (a)(3)</p> <p>49. GS 115C-21 (a)(4)</p> <p>50. GS 115C-21 (b)(4)</p> <p>51. GS 115C-21 (b)(5)</p> <p>52. GS 115C-21 (b)(6)</p>
<p>Accountability Services</p>	<p>1. Develop and administer assessments in English language arts/reading, mathematics, and science with the purpose of reporting growth and achievement</p> <p>2. Collect and compile data for school-based accountability system</p>	<p>1. GS 115C-12 (9) c1. (ESEA)</p> <p>2. GS 115C-105.2(a),</p>

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	<p>to improve student performance</p> <ol style="list-style-type: none"> 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 7. Evaluate Rigorous Academic Performance Standards 	<p>GS 115C-105.35, (ESEA)</p> <ol style="list-style-type: none"> 3. GS 115C-105.2(a) and GS 115C-105.35, (ESEA) 4. GS 115C-12(25a), (ESEA) 5. GS 115C-83.15, (ESEA Flexibility Waiver) 6. GS 115C-12(24), (ESEA) 7. GS 115C-105.40, (ESEA)
Academically and Intellectually Gifted (AIG)	<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. 4. Ensure funding has been provided to cover all exam fees and registration fees for students enrolled in AP/IB courses. 5. Partner with the College Board to form and implement the NC Advanced Placement Partnership to assist LEAs with a focus on college readiness and increasing access to AP courses and reports to the JLEOC annual progress. 6. Coordinate and monitor the establishment of Cooperative Innovative High Schools (CIHS) with colleges and universities to expand educational opportunities. Develop and oversee the application process, approves the CIHS with applicable governing IHE Board 7. Support the implementation and evaluation of CIHS, and manages the financial implications of the legislation. 	<ol style="list-style-type: none"> 1. Article 9B, GS 115C-150.5-.8 2. Article 9B, GS 115C-150.5-.8 3. Article, 10A, GS 115C-174.26 4. Article, 10A, GS 115C-174.26 5. Article, 10A, GS 115C-174.26 6. Article 16, GS 115C-238.50-.55 7. Article 16, GS 115C-238.50-.55,
Business Technology	<ol style="list-style-type: none"> 1. NC Longitudinal Data System Board: Quarterly reporting requirement to Government Operations, Education Oversight 	<ol style="list-style-type: none"> 1. GS 116E

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	<p>and IT Oversight committees. DPI received a grant from USED for a Statewide Longitudinal Data System (N.C. P20W SLDS Project). A State mandated board oversee grant activity.</p> <p>2. Increase Access to Career/Technical Education: The SBE and the State Board of Community Colleges shall jointly report to the Joint Legislative Education Oversight Committee by October 15, 2014, on progress made on developing strategies to increase student engagement in career and technical education, especially in engineering and industrial technologies, and in other occupations with high numbers of employment opportunities.</p> <p>3. Competitive Grants To Improve After-School Services: DPI shall provide interim reports on the grant program to the Joint Legislative Education Oversight Committee by September 15, 2015, and September 15, 2016, with a final report on the program by September 15, 2017. The final report shall include the final results of the program and recommendations regarding effective after-school program models, standards, and performance measures based on student performance, leveraging of community-based resources to expand student access to learning activities and academic support, and the experience of the grant recipients.</p>	<p>2. SL 2013-1 (SB 14), sec. 3(b) as amended by SL 2014-115, sec. 90</p> <p>3. SL 2014-100 (SB 744, Budget Bill), sec. 8.19(e)</p>
<p>Career and Technical Education</p>	<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 10. Develop and maintain a data collection and reporting system 	<ol style="list-style-type: none"> 1. SL2013-1 2. SL2013-360 3. SL2013-360 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) 10. GS 115C-154(10)

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	<ol style="list-style-type: none"> 11. Support articulation agreements between public schools and community colleges 12. Engage business and industry partners as advisors to CTE 13. Conduct public hearings related to the CTE state plan 14. Develop licensure requirements for CTE teachers 15. Monitor for compliance of equipment standards 16. Develop and implement allotment of CTE funds 17. Develop guideline for production work activities 18. Monitor for maintenance of effort 19. Plan annual budgets for federal funds 20. Monitor for access of special populations 21. Develop and implement measures of technical attainment 22. Ensure adequate numbers of trained staff (professional development) 23. Develop strategies to improve performance of special populations 24. Provide Technical Assistance to LEAs 25. Develop CTE program guidance aligned to labor market demand 26. Develop work-based learning guidelines 27. Provide guidance of linking secondary and post-secondary CTE 28. Provide preparation for non-traditional fields in current and emerging fields and expose students to high skill, high wage occupations 	<ol style="list-style-type: none"> 11. GS 115C-154(1) 12. GS 115C-154(2) 13. GS 115C-154(3) 14. GS 115C-154(7) 15. GS 115C-154.2 16. GS 115C-156 17. GS 115C-159 18. PL109-270 Sec. 311(b) 19. GS 115C-153 20. PL 109-270 Sec. 124(b)(4) 21. GS 115C-152(3), PL109-270 113(b)(2)(B) 22. GS 115C-154(6) 23. PL109-270 Sec. 122(c)(1)(H) 24. PL 109-270 Sec. 124 (b)(9) 25. GS 115C-154.1(4) 26. PL109-270Sec134 (B)(3)(C) 27. PL 109-270 Sec 135 (b)(2) 28. PL 109-270 Sec 124 (b)(5)
<p>Charter Schools</p>	<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. Provide technical assistance to applicant groups for charter schools 3. Staff the Charter School Advisory Board 4. Monitor charter performance through site visits 5. Facilitate statutory renewals or five year reviews 6. Respond to inquiries from the public. 	<ol style="list-style-type: none"> 1. GS 115C-218 2. GS 115C-218 3. GS 115C-218 4. GS 115C-218 5. GS 115C-218 6. GS 115C-218

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Communications	<ol style="list-style-type: none"> 1. Manage NCDPI’s public website and 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 	<ol style="list-style-type: none"> 1. GS 115C-21(a)(2), (3), (4); (b) (5), (6); GS 115C-3; GS 143-318.10-12
Data, Research and Federal Policy	<ol style="list-style-type: none"> 1. Publish a State Report Card which also includes information for all schools and school districts in the state 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 Local Education Agencies (LEAs) regarding Student Data System Security 4. Coordinate work on the NCDPI longitudinal data system (Common Education Data Analysis Reporting System [CEDARS] and the P20-W federal grant) 	<ol style="list-style-type: none"> 1. PL 107-110 (ESEA), GS 115C-(9)c1 2. PL 107-110 (ESEA) 3. FERPA, GS 115C-402.5 4. SL 2012-133, SL 2013-80
Digital Teaching and Learning	<ol style="list-style-type: none"> 1. Report annually to the Joint Legislative Education Oversight Committee on the status of the State School Technology Plan. 2. Manage RFP, application and grant review process for the Digital Learning Grants to local education agencies (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. 	<ol style="list-style-type: none"> 1. 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, GS 115C-102.6A(1) -(4) 2. SB 402 (SL 2013-360) sec. 6.11 (g)

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	<ol style="list-style-type: none"> 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. 5. Develop, vet and implement digital teaching and learning standards for teachers and school administrators; include 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"> 3. SB 402 (SL 2013-360) Sec. 6.11 (g) 4. SL 2013-12 (HB 44) 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 	<ol style="list-style-type: none"> 1. GS 115C-12 2. GS 115C-105.20 3. GS 115C-105.37 4. GS 115C-105.37 5. GS 115C-105.37 6. GS 115C-105.37A 7. GS 115C-105.37A 8. GS 115C-105.37A

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d. Customized services adapted to the unique or individual characteristics and needs of the schools	
9. Approve local school board's request(s) to reform continually low performing schools through the selection of a reform model	9. GS 115C-105.37B
10. Develop, train, support and monitor the implementation of selected reform model	10. GS 115C-105.37B
11. Provide annual reporting on implementation of reform model	11. GS 115C-105.37B
12. Assign teams of assistance to support schools and coordinate needed services from all divisions within DPI	12. GS 115C-105.38
13. Conduct process for assigning teams to assist low performing schools:	13. GS 115C-105.38
a. Review all facets of school operations and assist in developing recommendations for improving student performance	
b. Assist in continuous improvement of all staff	
c. Collaborate with school staff, central offices, and local boards of education in the design, implementation, and monitoring of a plan that, if fully implemented, can reasonably be expected to alleviate problems and improve student performance	
d. Make recommendations as the school develops and implements this plan.	
e. Review the school's progress.	
f. Report, as appropriate, to the local board of education, the community, and the State Board on the schools' status and progress	
14. Report to the State Board of Education: 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:	14. GS 115C-105.38
a. Assume all powers and duties previously conferred upon that local board and that school	

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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. Ongoing but, at a minimum 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, in the event a local board of education has failed to cooperate with the interim superintendent or has otherwise hindered the ability to improve student performance and perform all of these 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	
21. Recommend the dismissal of any principal who is assigned to a low-performing school to which an assistance team has been	21. GS 115C-325.12

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	<p>assigned and the principal has inadequate performance</p> <p>22. Dismissal of a teacher, assistant principal, director, or supervisor when the State Board receives two consecutive evaluations that include written findings and recommendations regarding that person's inadequate performance in low performing schools</p> <p>23. Intervene in the administration of Halifax County Public Schools and take measures necessary to assure that:</p> <ul 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 <p>24. Assure Halifax County Public Schools provide all children with the opportunity to obtain a sound basic education</p> <p>25. Provide direction and assistance to the Halifax County Board of Education in the exercise of its lawful powers and duties</p> <p>26. Develop, implement, monitor and report progress on a plan to improve education opportunities provided to all children in the Halifax County Public Schools</p>	<p>22. GS 115C-325.13</p> <p>23. North Carolina State Constitution, Article IV, Sec. 13 (Consent Order: Superior Court Division)</p> <p>24. North Carolina State Constitution, Article IV, Sec. 13 (Consent Order: Superior Court Division)</p> <p>25. North Carolina State Constitution, Article IV, Sec. 13 (Consent Order: Superior Court Division)</p> <p>26. North Carolina State Constitution, Article IV, Sec. 13 (Consent Order: Superior Court Division)</p>
<p>Driver Education</p>	<ul style="list-style-type: none"> 1. Organize and administer a standardized program of driver education to be offered at public high schools of the State 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 5. Adopt rules to permit local boards of education to enter contracts with public or private providers 6. Develop rules for issuance of driver eligibility certificates 	<ul 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) 5. GS 115C-215 (e) 6. GS 115C-12(28)

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<p>Educator Effectiveness</p>	<p>1. Educator Evaluation</p> <ul 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 (currently piloting with 400 participants) 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 in all 8 regions for all principals (teacher observation skills, using EVAAS data for instructional decision-making, using Teacher Working Conditions Survey data) h. Deploy the Teacher Working Conditions Survey every 2 years; support all LEAs in the state and update the website with current data i. Creation of 77 online learning modules linked to professional teaching standards and elements to facilitate continuous learning for teachers as identified in professional growth plans j. Develop and update the Institutions of Higher Education (IHE) online state report card for all public and private institutions 	<p>1. GS 115C-286.1, GS 115C-333, GS 115C-35, GS 115C-288(i)</p>
	<p>2. Teacher Preparation</p> <ul style="list-style-type: none"> a. Communicate the requirements and expectations for the credit types of professional development to be achieved by teachers to renew their licenses 	<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>

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	<ul style="list-style-type: none"> 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 (initiative updates and program approval planning sessions) 	
	<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 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>3. GS 115C-296.2</p>

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	<p>4. Teacher Turnover</p> <ul style="list-style-type: none"> a. Compile an annual report on decision of teachers to leave teaching profession b. Collect exit interview data from all Human Resource Directors from LEAs in all regions c. Analyze data for reporting 5 year patterns and trends d. Retention planning with HR Directors in all LEAs e. Use pertinent data for Beginning Teacher Support face to face and virtual meeting with IHEs and LEA Human Resource Offices; use data with training materials 	<p>4. GS 115C-12(22)</p>
<p>Educator Human Capital Policy and Research</p>	<p>1. EVAAS (Education Value-Added Assessment System)</p> <ul style="list-style-type: none"> a. Facilitate early grade reading proficiency-Kindergarten, first, second, and third grade student assessment. b. Ensure that valid and reliable, formative, and diagnostic reading assessments are made available to local education agencies by the State Board of Education. c. Provide support to districts on how K-2 assessment data is used in the determination of growth. Establish business rules and policies for how mCLASS data is used in the state's growth model. Review data to ensure accuracy. d. Ensure that school achievement, growth, performance scores, and grades are made available. e. Work with SAS-EVAAS to provide school- and teacher-level growth data. f. Review student growth data for accuracy. g. Establish business rules and policies for how assessment data are used in the state's growth model having 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 	<ul style="list-style-type: none"> a. GS 115C-83.6 b. GS 115C-83.6 c. GS 115C-83.6 d. GS. 115C-83.15 e. GS. 115C-83.15 f. GS. 115C-83.15 g. 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)

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	<p style="text-align: center;">Achievement Scores</p> <ul style="list-style-type: none"> v. Indication of Growth vi. Development and approval of school improvement plans <p>h. Provide analyses of educator effectiveness data to districts to assist in the development of school improvement plans.</p>	<ul style="list-style-type: none"> v. GS 115C-83.15(e) vi. GS 115C-105.27 <p>h. GS 115C-105.27</p>
	<p>2. Personnel Evaluation</p> <ul style="list-style-type: none"> a. Educator Evaluation (Observational Data)–Provide support to local education agencies on using the online educator effectiveness platform. Collect and analyze observational data. Provide training to local education agencies on how to improve educator evaluation b. Educator Evaluation (Student Growth Data, EVAAS)– Collect and analyze student growth data from SAS-EVAAS. Present key findings to districts on the relationship between evaluation data and student growth. Establish business rules and policies on the estimation and use of student-growth data. c. Educator Evaluation (Student Growth Data, Analysis of Student Work)–Determine effectiveness of teachers who do not have standardized assessment data. Collect and analyze effectiveness data. Provide training to districts on how to complete the ASW process. Establish policies and business rules for participation in ASW process. d. Educator Evaluation (Effectiveness Status) –Determine educator-effectiveness status using observational and student growth data. Analyze state-wide trends in effectiveness data to support local education agencies in school/district improvement efforts e. Educator Evaluation (Differentiated Pay) –Work to strengthen the educator evaluation system to support a performance-based salary system for teachers. 	<ul style="list-style-type: none"> a. GS 115C-333 b. GS 115C-333 c. GS 115C-333 d. GS 115C-333.1 e. SL 2014-100 (SB 744)

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	<p>2. District Human Resources Support</p> <ul style="list-style-type: none"> a. Employee Classification- Define the classifications of public school employees to determine certain benefits and privileges afforded to employees. b. Employee Salary and Benefits – 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. Disability Income Plan- Assist and provide an overview of the Disability Income Plan ensuring the proper execution is followed. d. Workers’ Compensation Leave- Assist the local education agencies in defining all aspects of workers’ compensation leave. e. Family Medical Leave Act- Define eligibility, participation and Federal guidelines regarding FLMA to the local education agencies. f. Employee Longevity- Ensure the proper implementation of employee longevity including state service, creditable service and payment. g. Employment Contracts-Ensure the proper guidelines are being used by local education agencies regarding employment contracts. Provide model contracts to local education agencies. h. School Calendar- Assist local education agencies with requirements and 	<ul style="list-style-type: none"> a. NC Constitution, Article IX, Sec 5, 16 NCAC 6.C.0101, 16 NCAC 6C.0402, GS 115C-12.2, Code of Federal Regulations, Title 29, Part 825, The Family and Medical Leave Act of 1993, as amended b. GS 115C-301-310 c. GS 135-100 to GS 135-114 NCGA 2003, HB 397, Sec. 30.20(k) and 30.20(l) d. GS 97-6, GS 97-7, GS 97-25, GS 97-28, GS 97-92 GS 115C-337 e. Code of Federal Regulations, 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 115C-325, GS 143-318.11(a)(6), NCSL 2009-326, SB962, NCSL 2010-31, SB897, GS 115C-287.1, NCGA 2003, SB 955, GS 115C-271, GS 115C-278 h. GS 115C-84.2, GS 115C-302.1, GS 115C-316, NCSL 2011-93, HB 197, SL
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	<p>issues regarding school calendars.</p> <p>i. Retired Employees- Assist local education agencies in regard to the limitation and restrictions of employment for retired individuals within the school district.</p>	<p>2011-145, HB 200</p> <p>i. GS 128-24(5)c, GS 135-3(8)c, S.L. 2005-276, Sec. 29.28, S.L. 2007-236, HB 956 (Retired Teacher Provisions expired September 30.2009), 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; continuum of services; aids, supports and services, as they related 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 three through 21. 4. Ensure that each LEA/Charter School/State Operated Program has in place effective policies and procedures to identify, locate and evaluate students who are in need of special education and related services. 5. Use quantifiable and qualitative indicators to adequately measure performance, compliance and delivery of special education and related services. 6. Establish the goals for the performance of children with disabilities. 7. Ensure the provision of services for students who have been place on Homebound due to disciplinary actions, through a change of placement. 8. Ensure that each LEA uses State, local or Federal funds to meet the requirement of providing services to students with disabilities without delay. 9. Ensure that a copy of the procedural safeguards is made available to parents of a child with a disability at least one time per year and at other specified times. 10. Ensure that the Individualized Education Program (IEP), a 	<ol style="list-style-type: none"> 1. NC 1500-1-1.2; 2.35, 34 CFR 300.2,34 CFR 300.41, 34 CFR 300.101-199 2. NC 1500-2.1-2.39, 34 CFR 300.39, 34 CFR 300.5-300.45 3. NC 1501-1, 34 CFR 300.101 4. NC 1501-2.9, NC 1501-6.2, 34 CFR 300.111, 34 CFR 300.130 5. NC 1505-1.9, 34 CFR 300.608 6. NC 1501-12.3, 34 CFR 300.157 7. NC 1504-2.9, No Federal Reference 8. NC 1501-2.1, NC 1501-11, 34 CFR 300.103, 34 CFR 300.154 9. NC 1504-1.5, 34 CFR 300.504 10. NC 1503-4.1, 34 CFR 300.320

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	<p>written statement for each child with a disability who requires special education and related services, is developed, reviewed and revised in a meeting in accordance with State and Federal component requirements.</p> <p>11. Provide guidance so that each LEA ensures that the rights of a student with a disability are protected when no parent can be identified or located, is an unaccompanied homeless youth or is currently a ward of the state, through the assignment of a Surrogate Parent.</p> <p>12. Ensure that when a child with a disability reaches the age of 18 and is deemed competent, they are entitled to exercise their Rights at Age of Majority; all rights accorded to parents under Part B of the Individual with Disabilities Education Act (IDEA) are transferred to the student.</p> <p>13. Ensure the protection of confidentiality of any personally identifiable data, information, and records regarding students with disabilities, which is collected or maintained by the State or LEAs.</p> <p>14. Establish that each LEA has procedures in place and implemented to allow parties involved in disputes that arise prior to the filing of a petition for a due process hearing to resolve through a mediation process.</p> <p>15. Ensure that prior written notice must be provided to parents of a child with a disability by the LEA in a reasonable time before changes, evaluations, educational placement, development of an IEP or other special education decisions are determined.</p> <p>16. Provide information so that a parent or an LEA may file a request for a due process hearing 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 resolution must be offered with Due Process filings, in an attempt to resolve the dispute prior to a Due Process</p>	<p>11. NC 1504-1.20, 34 CFR 300.519</p> <p>12. NC 1504-1.21, 34 CFR 300.520</p> <p>13. NC 1505-2.4, NC 1505-2.5, 34 CFR 300.613, 34 CFR 300.614</p> <p>14. NC 1504-1.7, 34 CFR 300.506</p> <p>15. NC 1504-1.4, 34 CFR 300.503</p> <p>16. NC 1504-1.8, NC 1504-1.9, NC 1504-1.12, 34 CFR 300.507, 34 CFR 300.508, 34 CFR 300.51</p> <p>17. NC 1504-1.11, 34 CFR 300.510</p>
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	<p>Hearing.</p> <p>18. Provide information so that Hearing Officers have guidelines and requirements to adhere to regarding decision on the provision of FAPE.</p> <p>19. Ensure that guidelines and timelines are adhered to regarding Impartial Due Process Hearings.</p> <p>20. Establish and maintain qualifications to ensure that special education and related services personnel are appropriately and adequately prepared and trained, to serve students with disabilities.</p> <p>21. Ensure that LEAs follow the requirement that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate in said meetings.</p> <p>22. Ensure that Related Services, such as transportation and developmental, corrective and other supportive service, are provided when they are required to assist a child with a disability to benefit from special education.</p> <p>23. Approve the use of funds toward the payment of the excess cost of the placement of a child with a disability in a program not operated by the LEA, with funds available.</p> <p>24. Implement the requirements of IDEA as determined by the Office of Special Education Programs (OSEP).</p> <p>25. Set aside annually an amount of state funding to provide special education and related services for the first-year placement 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 on the budgeting of the Special Education Funding under section 611 of the IDEA to include State Administration and LEA sub-grants for special education and related services.</p> <p>27. Provide sub-grants under section 619 of the IDEA to assist LEAs</p>	<p>18. NC 1504-1.14, 34 CFR 300.513</p> <p>19. NC 1504-1.16, 34 CFR 300.515</p> <p>20. NC 1501-12.2, CFR 300.156</p> <p>21. NC 1503-4.3, 34 CFR 300.322</p> <p>22. NC 1500-2.28, 34 CFR 300.34</p> <p>23. NC 1506-1.9, 34 CFR 300.705</p> <p>24. NC 1505-1.5, 34 CFR 300.604</p> <p>25. NC 1506-1.8, 34 CFR 300.705</p> <p>26. NC 1506-1.3-1.4, 34 CFR 300.704-705</p> <p>27. NC 1507, 34 CFR 300.800-818</p>
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	<p>in the provision of special education and related services to preschool children up to kindergarten eligibility.</p> <p>28. Ensure that there are public hearings, adequate notice of the hearings and the opportunity for public comment prior to the adoption of any policies and procedures needed to comply with Part B of the IDEA.</p> <p>29. Establish and maintain an advisory panel (The Council on Educational Services for Exceptional Children) for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in NC.</p> <p>30. Use the targets establish in the State’s performance plan and the priority areas identified in GS referenced to analyze and report the performance of each LEA, using the OSEP identified 17 Indicators.</p>	<p>28. NC 1501-12.8, 34 CFR 300.165</p> <p>29. NC 1501-13.1, NC 1501-13.2, NC 1501-13.3, 34 CFR 300.167, 34 CFR 300.168, 34 CFR 300.169</p> <p>30. NC 1505-1.3, 34 CFR 300.602</p>
<p>Federal Program Monitoring and Support</p>	<ol style="list-style-type: none"> 1. Administer 10 federally funded programs through grants administration, compliance monitoring, data collection and reporting, and technical assistance 2. Approve applications for \$514,000,000 in federal funds for 115 local education agencies and over 90 charter schools. 3. Facilitate competitive process for federal grants for over 400 applicants. 4. Facilitate competitive process and data collection for the state-funded After-School Quality Improvement Grant Program. 5. Conduct approximately 120 on-site compliance reviews and 75 quality reviews annually. 6. Monitor parent involvement programs in over 1400 schools and 90 public charter schools 7. Monitor equitable participation in federal funds for private schools in 115 local education agencies. 8. Monitor over 90 public charter schools receiving federal funds. 9. Facilitate federal data collection and reporting for 115 local education agencies, over 140 public charter schools, and over 125 after-school programs. 	<ol style="list-style-type: none"> 1. ESEA (PL 107-110) 2. GS 115C-111.5 3. GS 115C-111.5 4. SL 2014-100 5. OMB Circular A-133.400(d)(3), P.L. 98-502, P.L. 104-156 6. GS 115C-105.32 & Title I, Part A and Part C of ESEA. 7. GS 115C-111.5 & Title IX, Part E, Subpart 1 of ESEA 8. GS 115C-8.30 9. GS 115C-218.30 & Title IX, Part C of ESEA

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	<ol style="list-style-type: none"> 10. Collect prayer certifications for 115 local education agencies and over 90 public charter schools. 11. Submit prayer certification data to US Department of Education to enable LEAs/charter schools to receive \$514,000,000 in federal funds. 12. Review 350 local budgets for federal funds. 13. Monitor background checks for 126 after-school providers 14. Provide written guidance, information, and technical assistance to 115 local education agencies and over 90 public charter schools to ensure federal funds support high-quality services to at-risk students. 15. Provide technical assistance to local education agencies, public charter schools and families of students with disabilities to ensure appropriate accommodations are provided to students with 504 plans. 	<p>10. GS 115C-407.30</p> <p>11. & Title IX, Part E, Subpart 2 of ESEA</p> <p>12. GS 115C-27</p> <p>13. GS 115C-332.1</p> <p>14. GS 115C-21</p> <p>15. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794</p>
<p>Financial Services</p>	<ol style="list-style-type: none"> 1. Establish and administer a planning and budget process which ensures the planning and preparation of the DPI's budget and the State Public School Fund budget in accordance with the procedures and deadlines established by the Office of State Budget and Management (OSBM) 2. Prepare the Comprehensive Annual Financial Report (CAFR) and Single Audit reports for presentation to the Office of the State Controller and is responsible for the Department's general ledger accounting, payroll, and internal control functions. Serves as the Agency's Fixed Asset Officer. 3. Administer the agency's cash management plan; draws down funds from the Federal Government; transmits funds to LEAs and Charter Schools; manages the agency's electronic commerce operations; prepares and submits Federal Grant financial reports 4. Audit and pay invoices from vendors; audits and pays travel reimbursements; audits and reimburses Child Nutrition Claims for LEAs, Charter Schools and other State operated programs; 	<ol style="list-style-type: none"> 1. GS 143C-6-8; State Budget Manual 2. GS 143B-426.40H; 143D-6-8; GS 147-86.20 thru 147-86.27 3. GS 147-86.10; G.S. 147-77; GS 143-27; GS 143C-8-3; (CMIA) – Sec. 6501 of title 31 4. GS 143B-426-40G; GS 143B-426.39(5); Federal CMIA

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	<p>and, prepares and submits related Federal reports</p> <p>5. Administer the agency's purchasing and contracting activities in accordance with the Division of Purchase and Contract (P&C), the Information and Technology Services Agency as well as the Attorney General's Office policies and procedures; receives goods delivered to DPI; and, provides oversight of the agency's surplus property</p> <p>6. 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</p>	<p>5. GS 143-3 & 3c, GS 147-3D, Title 1, Chapter 5, and Title 1, Chapter 6</p> <p>6. GS 143D-6-8</p>
<p>Graduation and Dropout Prevention</p>	<p>1. State Advisory Council on Indian Education</p> <p style="padding-left: 20px;">a. Review annually relevant data on American Indian students using reports made available to the Council by the Department of Public Instruction. The review shall include, but not be limited to, data on academic performance, growth, suspension and expulsion events, dropouts, and graduation rates.</p> <p style="padding-left: 20px;">b. Prepare an annual report that includes an action plan and make an annual presentation to the State Board of Education to advise the State Board on ways to meet the educational needs of American Indian students more effectively based on the State Board's strategies, policies, and information.</p> <p>2. High School Accreditation (the powers and duties of the State Board of Education include power to accredit schools.</p> <p style="padding-left: 20px;">a. Evaluate schools in local school administrative units to determine whether the education provided by those schools meets acceptable levels of quality upon request of a local board of education</p> <p style="padding-left: 20px;">b. The accreditation process incorporates aspects of</p>	<p>1. GS 115C-210 (13A)</p> <p>2. SL 2011-306 GS 115C-12 Sec. 3 (38)</p>

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	<p>absolute achievement (the school’s performance composite) and student growth as well as other indicators such as the cohort graduation rate and post-secondary readiness measures. A self-study and on-site review forms the qualitative component of the process.</p>	
<p>Internal Audit & Advisory Services</p>	<ol style="list-style-type: none"> 1. Promote an effective system of internal controls that safeguards 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 consulting 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 issued by the Institute for Internal Auditors or, if appropriate, Government Auditing Standards issued by the Comptroller General of the United States. 8. Participate in external peer assessment every five years through 	<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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	participation in the Quality Assurance Review Program administered by the Council of Internal Auditing.	
IT Infrastructure	1. School Connectivity Initiative: Report by January 15, 2009, on its progress towards achieving the connectivity initiative and annually thereafter to the JLEOC on Information Technology, JLEOC, OSBM, the State Information Technology Officer and the Fiscal Research Division	1. SL 2007-323 (HB 1473), sec. 7.28(d)
K-12 Curriculum & Instruction (English Language Arts)	1. Develop the Standard Course of Study for English Language Arts standards and provide leadership in the review of the Standard Course of Study English Language Arts standards. <ul 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 	1. GS 115C-81, GS 115C-85 – 86, GS 115C-81 (l)
K-12 Curriculum & Instruction (Math)	1. Develop the Standard Course of Study for Mathematics standards and provide leadership in the review of the Standard Course of Study Mathematics standards. <ul 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 	1. (MSP) PRC 112, GS 115C-81, GS 115C-81(k), GS 115C-85 – 86
K-12 Curriculum & Instruction (Programs- Arts Education)	1. Develop the Standard Course of Study for Arts Education standards and provide leadership in the review of the Standard Course of Study Arts Education standards. <ul style="list-style-type: none"> a. Provide ongoing professional development for Arts Education Standard Course of Study. b. Establish the procedures for implementation of a credit in arts education for HS graduation and also report to 	1. GS 115C-81, GS 115C-296, GS 115C-307

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	<p>JLEOC beginning Dec. 2018 on Comprehensive Arts Education and implementation of this requirement. (pending)</p> <p>c. Assist in the development of the content rubric for the textbook adoption process</p>	
<p>K-12 Curriculum & Instruction (Programs-ESL/Title III)</p>	<ol style="list-style-type: none"> 1. Prepare a headcount of all limited English proficient (LEP) students and report it to the Joint Legislative Education Oversight Committee by December 1 of each year. State funding is determined by this headcount. 2. Prepare the Oct 1 Headcount - Statewide reporting of aggregate number of Limited English Proficient students (PreK-12, including private schools who are served by a school district) who are speakers of languages other than English reported by language and per student count of the above students who are identified as LEP enrolled in the school 3. Prepare Title III Annual Performance Report (Program Evaluation) which includes 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; reflection on LEP student achievement, participation, and progress. 4. Monitor LEA Title III Sub-grantees 5. Monitor program compliance and Implementation of federal (White House) and state OMB (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, Title VI of the Civil Rights Act of 1964, Title VI regulations, EEOA
<p>K-12 Curriculum & Instruction (Programs-NC Healthy Schools)</p>	<ol style="list-style-type: none"> 1. Develop the Standard Course of Study for Health and Physical Education standards and provide leadership in the review of the Standard Course of Study Health and Physical Education standards. 	<ol style="list-style-type: none"> 1. GS 115C-81

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	<ol style="list-style-type: none"> 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 schools in 15 LEAs with Highest HIV rates among adolescents. (\$400,000/year) 5. Implement School Health PROFILES and Youth Risk Behavior Survey (YRBS)(\$65,000/year) 6. Implement Abstinence Education in 19 LEAs with highest pregnancy rates (\$1.7 million/year) 7. Provide standards and guidance to LEAs regarding what is to be taught in Reproductive Health and Safety 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 Schools and Middle Schools 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 PD and curriculum around child abuse. Once accepted by committee, will be responsible for PD to school personnel. 14. Provide to LEAs guidelines for fitness testing 15. Provide professional development on health education and specifically Drug and Alcohol education. 16. Develop rules for athletic participation. Currently the Healthy Schools section oversees rules for Middle School Athletics. 	<ol style="list-style-type: none"> 2. GS 115C-81 3. GS 115c-81 4. CDC 1308 School Based HIV Prevention 5. CDC 1308 School Based Surveillance 6. Administration of Children and Families (ACF) Title V 7. GS 115C-81 8. GS 115C-81 9. GS 115C-81 10. GS 115C-407.15-.18 11. GS 115C-12 12. GS 115C-81 13. SL 2014-119 (Erin’s Law) 14. GS 115C-12 15. GS 115C-81 16. GS 115C-47(4)
K-12 Curriculum & Instruction (Programs-	<ol style="list-style-type: none"> 1. Manage the Textbook Adoption process to ensure that all schools have access to a list of high-quality instructional 	<ol style="list-style-type: none"> 1. GS 115C-86-86

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Instructional Content)	<p>materials that are aligned to the North Carolina Standard Course of Study at the lowest costs that can be purchased locally</p> <ol style="list-style-type: none"> a. Prepare the documentation that invites Publishers from across the nation to submit textbooks for evaluation and adoption in North Carolina by the State Board of Education and details the guidelines and procedures for submission of textbooks. b. Ensure that all rules for the execution and delivery of contracts, requirement of performance bonds, cancellation clauses, and such other material matters as may affect the validity of the contracts are enforced. c. Manage all existing textbook contracts including monitoring changes in textbooks, extending or canceling contracts when appropriate, authorizing the release of performance bonds, as appropriate and ensuring textbooks on contract continue to be offered at the lowest price. 	
K-12 Curriculum & Instruction (Programs-Multi-tiered Systems of Support, Personal Education Plans)	<ol style="list-style-type: none"> 1. Provide guidance and support to LEAs in writing Personal Education Plans for students who have been placed at risk of academic failure; personal education plans; transition teams and transition plans. 	<ol style="list-style-type: none"> 1. GS 115C-105.41
K-12 Curriculum & Instruction (Programs-School Counseling)	<ol style="list-style-type: none"> 1. Support school district in implementing the requirements for school counseling set out in state statute. 	<ol style="list-style-type: none"> 1. GS 115-C-316.1
K-12 Curriculum & Instruction (Programs-World Languages)	<ol style="list-style-type: none"> 1. Develop the Standard Course of Study for World Language standards and provide leadership in the review of the Standard Course of Study 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 in the area of world languages. 4. Assist in the development of the content rubric for the textbook 	<ol 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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	adoption process	
K-12 Curriculum & Instruction (Science)	<ol style="list-style-type: none"> 1. Develop the Standard Course of Study for Science standards and provide leadership in the review of the Standard Course of Study Science standards. 2. Provide ongoing professional development for the Science Standard Course of Study. 3. Oversee the Math Science Partnership Grants including selection of grantees, monitoring and compliance to 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. HB 42, 2009, (MSP) PRC 112, GS 115C-81 3. GS 115C-85 – 86 4. GS 115C-86-98
K-12 Curriculum & Instruction (Social Studies)	<ol style="list-style-type: none"> 1. Develop the Standard Course of Study for Social Studies standards and provide leadership in the review of the Standard Course of Study 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 in 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, and continuously evaluate and improve comprehensive plan to improve reading achievement in the public schools based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. Report to the JLEOC every two years on the implementation, evaluation, and revisions to the 	<ol style="list-style-type: none"> 1. GS 115C-83.4

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	<p>comprehensive plan with recommendations for legislative changes.</p> <ol style="list-style-type: none"> 2. 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. Provide assistance to LEAs on the implementation of instructional supports and services for students as a result of analyzing the assessment data. 3. Provide to LEAs alternative assessment options and portfolio process options to document Good Cause Exemptions for students under the Read to Achieve legislation. 4. Provide guidance on the development of local reading camps and access to the state portfolio system and the state alternative assessments. Developed a mid-year promotion policy for transitional and fourth grade accelerated students. Provide training on the components of a successful 90-minute reading block along with research-based reading strategies to be included in the instructional supports and services and reading interventions. 5. Provide notification templates for teachers to use to assist parents in understanding the areas of concern in their child’s reading development 6. Provide technical assistance in all aspects of implementation of the Read to Achieve legislation and teacher/administrator training on research-based literacy instruction. 7. Create a cadre of 266 Master Literacy Trainers within all districts across NC to begin to establish a foundation for building local capacity for quality research-based literacy instruction to address instructional supports and services. 	<ol style="list-style-type: none"> 2. GS 115C-83.6 3. GS 115C-83.7 4. GS 115C-83.8 5. GS 115C-83.9 6. GS 115C-83.10 (d) 7. GS 115C-83.6
Licensure	<ol style="list-style-type: none"> 1. Evaluate teaching credentials 2. Issue new and renewal licenses that qualify individuals to seek and to be employed in North Carolina public, non-public schools, as well as in federal, charter, and some private schools. 	<ol style="list-style-type: none"> 1. GS 115C-296 2. GS 115C-296

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North Carolina Center for the Advancement of Teaching (NCCAT)	1. Provide professional development opportunities to teachers in sciences, arts, and humanities	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 funding model for NCVPS based on projections for each charter school or district's historical enrollments 3. Approve a revenue generation plan for NCVPS in order to offset costs to districts. 4. Ensure all course standards are met and aligned to the NC Standard Course of Study. 5. Consolidate all e-learning opportunities for students under NCVPS with the exception of statewide charter schools. 	<ol style="list-style-type: none"> 1. SB 1052, SL 2005 2. SL 2011*-145 (Sec. 7.22 (d)) 3. SL 2011-145, Section 7.22 (g) 4. SL 2011-145 section 7.22 (h)(2) 5. SL 2011-145 section 7.22 (h)(2)
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 – serve children aged 3-5 with disabilities 3. Early Learning Sensory Support for Visually and/or Hearing Impaired – serve children and families aged 0-5 with visual and/or hearing impairments 4. Title I Preschool – serve children prior to school entry at risk of school failure 5. Head Start State Collaboration – work with local Head Start grantees to improve and strengthen educational outcomes for children served. 	<ol style="list-style-type: none"> 1. GS 115-831.E, GS 115C-174.11. (a) 2. Individuals with Disabilities Act-Part B Section 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 Section 619 Preschool Program 4. ESEA-Title I, Part A Improving Basic Programs Operated by Local Education Agencies 5. PL 110-134
Plant Operation	1. Enforce that certain buildings involving public funds are designed, etc., by architect or engineer	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 so that a permit shall be issued. 3. Ensure NC Engineering and Land Surveying Act, "In order to safeguard life, health, and property and to promote the public welfare, the practice of engineering... in this State are hereby declared to be subject to regulation in the public interest. 4. Enforce Water Supply Treatment and Operations for drinking water and enforce Federal Cleanwater Act of 1972 5. Enforce Wastewater Treatment and Operation Requirements 6. Asbestos Training and management for Public Schools 	<ol style="list-style-type: none"> 2. GS 302.4 3. GS 89C-1 4. Federal CFR 141.2, State of NC GS 130A: 311-327, NC DENR chapter 18, Federal Cleanwater Act of 1972, NC Sedimentation and Control Act of 1972, numerous regulations. 5. GS 113A-333-343,143-215, NC DENR Title 15A chapters 2 & 8 6. Occupational Safety and Health Act of 1971, AHERA – Asbestos Hazard Emergency Response Act, ASHARA – Asbestos School Hazard Abatement Reauthorization, NESHAP – National Emissions Standards for Hazardous Air Pollutants.
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 2. Manage/monitor uniform administrative requirements, cost principles and audit requirement for Federal awards under the US Department of Agriculture 	<ol style="list-style-type: none"> 1. 2 CFR 200 Series 2. 2 CFR 400 Series

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	3. Administrator and provide oversight of the National School Lunch Program	3. 7 CFR 210.1 – 210.32
	4. Administrator and provide oversight of the Special Milk Program for Children	4. 7 CFR 215.1 – 215.18
	5. Administrator and provide oversight of the School Breakfast Program	5. 7 CFR 220.1-220.23
	6. Administrator and provide oversight of the Summer Food Service Program	6. 7 CFR 225.1 – 225.20
	7. Administrator and provide oversight of the Nutrition Education and Training Program	7. 7 CFR 227.1 - 227.44
	8. Administrator and provide oversight of the State Plan and use of State Administrative Expense Funds	8. 7 CFR 235.1 – 235.12
	9. Monitor Cash in Lieu of USDA Foods program	9. 7 CFR 201.1 0 240.11
	10. Determine Eligibility for Free and Reduced Price Meals and Free Milk in Schools and the Community Eligibility Provision	10. 7 CFR 245.1 – 245.15
	11. Monitor the use of USDA Foods for use in the Federally-funded School Nutrition Program	11. 7 CFR 240.1 – 240.11
	12. Provide oversight of the NC School Nutrition Procurement Alliance relative to the processing of USDA foods	12. 7 CFR 257.1 – 252.7
	13. Provide School Nutrition services in accordance with General Statutes and State Board of Education	13. GS 115C-263
	14. Oversee School Nutrition Procurement Activities	14. GS 115C-264.1
	15. Oversee Vending Operations in Public Schools	15. GS 115C-264.2
	16. Oversee Child Nutrition Program Standards in Public Schools	16. GS 115C-264.3
	17. Oversee indirect cost in School Food Authorities	17. GS 115C-450
	18. Manage the elimination of the Cost of Reduced Price meals	18. SL 21-342
School Planning	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.	1. GS 115C-12 (27). Data also required for federal Civil Rights Data Collection (CRDC), School Report Card, CEDARS, and EDEN reporting.

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2. Collect data and report disaggregated data on school crime. Data also required for School Report Cards, CEDARS, and EDEN reporting	2. GS 115C-12(21)
3. Collect data on uses of seclusions and restraints in schools.	3. GS 115C-391.1, GS 115C-47(45) and Civil Rights Data Collection (CRDC)
4. Collect data on transfers offered to and accepted by school victims of violent crimes. Conduct safety monitoring visits of schools that have at least two violent crimes and a rate at least 5 violent crimes per 1000 students.	4. GS 115C-12(21) and SBE Policy HRS-A-006
5. Provide general coordination of state alternative learning programs and alternative schools; monitor alternative schools and alternative learning programs for compliance with state standards.	5. GS 115C-12(24), GS 115C-47(32a)
6. Provide professional architectural and engineering review for all new and renovated public school construction statewide, to address issues of health, safety, fiscal responsibility, code compliance, and energy conservation. We are often the only professional review agency involved in protecting the LEA's interests.	6. GS 115C-521
7. Manage implementation of specific school safety requirements to include appropriations for School Resource Officers, Panic Alarms, and School Improvement floor plans.	7. SL 2013-360
8. Review and approve science facilities in middle and high schools to ensure safe design, construction, and operation.	8. GS 115C-521
9. Manage five-year and ten-year Long Range Plans to forecast capital facility needs for each LEA.	9. GS 115C-521
10. Review and approve requests for funding from the Public School Building Capital Fund (the Education Lottery); track revenues and appropriations of funds; publish monthly and annual reports and other special reports as requested.	10. GS 115C-546.1, GS 115C-546.2
11. Collect, organize, and report costs of schools constructed in the State, as an aid to LEAs in projecting 21st Century Schools	11. GS 115C-521(c) and performed in support of SBE Goal #5.3 / Objective

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construction costs.

12. Manage the School Clearinghouse web site, to include electronic publication of prototypical 21st Century Schools which can be adapted for use by LEAs.
13. Monitor and report on distribution of state bonds for school construction. Monitor and publish results of local bond issues for school construction.
14. Manage appropriations through the Qualified Zone Academy Bond and the Qualified School Construction Bond programs.
15. 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. Serve as technical liaison between the Residential Schools and other state agencies and entities--i.e., DHHS, School of Science and Math, local LEA, etc.
16. Assist LEAs and design professionals in preliminary planning of a new school by tabulating spatial requirements based on Facility Guidelines, and estimating construction costs, determined by projected student enrollment and current curriculum.
17. Review and approve plans for re-locatable or mobile classroom units.
18. Provide facility design and construction assistance to LEAs and designers concerning technical construction issues, safety, project delivery methods, funding, and building utilization. Present training sessions and workshops related to public school planning and construction.
19. Publish facility guidelines describing best practices for design of safe, healthy, and energy efficient schools, consistent with 21st

1.2: "Provide needed assistance to schools and LEAs."

12. GS 115C-521
13. GS 115C-439.b(b) and performed in support of SBE Goal #5.2 / Objective 2.1: "Obtain and align resources to support strategic initiatives."
14. GS 115C-489.5, GS 115C-489.6
15. SL 2013-247, and to comply with various policies and procedures of the State Construction Office
16. GS 115C-521(c) and performed in support of SBE Goal #5.3 / Objective 1.2: "Provide needed assistance to schools and LEAs."
17. GS 115C-521
18. GS 115C-521(c) and performed in support of SBE Goal #5.3 / Objective 1.2: "Provide needed assistance to schools and LEAs."
19. GS 115C-521(c) and performed in support of SBE Goal #5.3 / Objective

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	<p>century educational programming.</p> <p>20. Perform on-site observation of existing school buildings to determine deficiencies in facilities relating to use and capacity, energy savings, life safety, and future growth. Provide recommendations for future renovations, repairs, and construction, or for repurposing or removal from use (At the request of LEAs)</p> <p>21. Provide guidance to LEAs when considering closure or demolition of existing school buildings. Serve as facilitator to ensure proper submittals to the Historic Properties Preservation Office and other agencies.</p> <p>22. Generate and report projections of future Average Daily Membership for LEAs, for purposes of developing long-range facility plans.</p> <p>23. Provide advocacy for 21st Century Schools planning, design, and construction, through service as liaison to organizations such as the State Construction Office and the Building Code Council, and as members of groups such as the committee for pre-approval of energy performance contractors, and of professional school planning organizations.</p> <p>24. Monitor and report new legislation relating to school design and construction</p>	<p>1.2: "Provide needed assistance to schools and LEAs."</p> <p>20. GS 115C-521(a) and performed in support of SBE Goal #5.3 / Objective 1.2: "Provide needed assistance to schools and LEAs."</p> <p>21. GS 115C-521</p> <p>22. GS 115C-521(a) and performed in support of SBE Goal #5.3 / Objective 1.2: "Provide needed assistance to schools and LEAs."</p> <p>23. GS 133.1.1, GS 115C-150.11 and performed in support of SBE Goal #5.3 / Objective 1.6: "Partner with external groups."</p> <p>24. GS 115C-521(c) and performed in support of SBE Goal #5.3 / Objective 1.2: "Provide needed assistance to schools and LEAs."</p>
<p>Student Information System</p>	<p>1. School Activity Report (SAR): Produce SAR reports an individual school's full year academic schedule, courses offered, enrollment of classes, length of classes, and staffing of classes. Activities for certified personnel and selected non-certified personnel are reported on SAR.</p>	<p>1. GS 115C-301 (g), GS 115C-301 (f), PL 95-561, 20 USC 3221-3261, GS 115C-47 (10)</p>

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2. Principal's Monthly Report (PMR): Collect summary enrollment, membership, and attendance by grade level from each public school	2. GS 115C-12(18)(b)
3. Collect and produce Report on Pupils in Membership by Race and Sex	3. GS 115C-12(18)(b)
4. Collect the AIG-Child Count: Children who are academically or intellectually gifted (AIG) who have a Differentiated Education Plan (DEP), including AIG who are also identified as Exceptional Children	4. GS 115C-110
5. Collect and Produce Alternative Learning Program (ALP) Reports: Reports Roster-Placements by ethnicity, gender, grade	5. GS 115C-12(27)
6. Collect and Produce Annual Dropout Report: Reports Dropout information	6. GS 115C-12(27) & GS 115C-378
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	7. GS 96-33
8. Collect and Produce Report on Graduate Data Verification: Data on individual graduates incl. course of study, post grad intentions & demographics	8. ESEA, GS 115C-12 (25a)
9. Collect Immigrant Count: Number of immigrant students and born in or out of US	9. Title III, PL 107-110 (ESEA)
10. Limited English Proficient (LEP): Report aggregate number of Limited English Proficient students (PreK-12, including private schools who are served by a school district) who are speakers of languages other than English reported by language and per student count of the above students who are identified as LEP enrolled in the school district/charter school for the current school year, up to and including October 1; English Language Proficiency (ELP) test tier verification.	10. Title III, PL 107-110 (ESEA), Title III, PL 107-110 (ESEA), Title III, PL 107-110 (ESEA), SL2003-284
11. Collect Date on Migrant Education Program (MEP): School, MEP, and service data on migrant children	11. Title I Part C Section 1301-1309

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	<p>12. Neglected & Delinquent (N&D) Data Collection: Produce count of N&D students served in state agencies broken down by demographic and academic indicators. Also, N&D students served in LEAs and academic indicators.</p> <p>13. PowerSchool (PS): Support the management of student information from an enterprise to a local level. Support school business and management of student data from the school, state and Federal levels. This system is one piece of Home Base.</p>	<p>12. Title I, Part D (ESEA)</p> <p>13. GS 115C-301 (g), GS 115C-301 (f), PL 95-561, 20 U>S>C> 3221-3261, GS 115C-47 (10)</p>
<p>Technology Services Architecture, Integration & Quality Assurance)</p>	<p>1. School Technology Plan: Submit the School Technology Plan to the State CIO for approval of the technical components</p>	<p>1. GS 115C-102.6B</p>
<p>Technology Services</p>	<p>1. Agency Technology Plan: Develop an agency information technology plan and submit this plan to the State Chief Information Officer by October 1 of each even-numbered year.</p> <p>2. Ensure Security of Student Records: Notify the Governor and the General Assembly annually by October 1 of the following:</p> <ul style="list-style-type: none"> a. New student data, whether aggregate data, de-identified data, or personally identifiable student data, included or proposed for inclusion in the student data system for the current school year. b. Changes to existing data collections for the student data system required for any reason, including changes to federal reporting requirements made by the United States Department of Education <p>3. Four-Year Cohort Graduation Rate: Report to the Joint Legislative Education Oversight Committee the goals, benchmarks, and recommendations described in this section. Such goals, benchmarks, and recommendations shall appropriately differentiate for students with disabilities and other specially identified subcategories within each four-year cohort. The report shall include goals and benchmarks by local school administrative unit, the strategies and recommendations</p>	<p>1. SL 2004-129 (SB 991), sec. 2 GS § 147-33.72B. (c)</p> <p>2. SL 2014-50 (SB 815), sec. 1</p> <p>3. SL 2010-111 (SB 1246), sec. 1</p>

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for achieving the goals and benchmarks, any evidence or data supporting the strategies and recommendations, and the identity of the persons employed by the SBE who are responsible for oversight of local school administrative units in achieving the goals and benchmarks.

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| 4. School Performance Grades: Issue annual school report cards | 4. SL 2013-360, sec. 9.4(f) amended by SL 2014-100 sec.8.3 0 |
| 5. Business and Disaster Recovery Planning: Develop and continually review and update as necessary a business and disaster recovery plan with respect to information technology. Establish a disaster recovery planning team to develop the disaster recovery plan and to administer implementation of the plan. Submit plan on an annual basis to the State CIO. | 5. GS 147-33.89 |
| 6. Educational Performance Report-Children with Disabilities: Report annually (by October 15) to the Joint Legislative Education Oversight Committee on the implementation of this Article and the educational performance of children with disabilities to include: (i) the most recent State performance plan and any 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 under IDEA to be made available to the public. In addition, include an analysis of the educational performance of children with disabilities in the State and a summary of disputes under Part 1D of this Chapter. | 6. SL 2006-69 (HB 1908), sec. 2 GS 115C-107.5 |
| 7. Child Nutrition (CN) Application: Produce Application - Site and program information on contact person and programs to be implemented | 7. 7CFR Part 210 - NSLP 215-SMP, 220-SBP Part 245 |
| 8. Educational Directory & Demographic Information Exchange: Produce and maintain LEA and School Numbers used to prepare Education Directory, for Federal Reporting, Accountability, | 8. GS 115C-12(18)(b) |

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PowerSchool, etc.	
9. Discipline Data Collection: Collect data to complete the following reports: 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	9. GS 115C-391.1, 115C-47(45), GS 115-12(27), SL 2001-424 Sec. 28.30(f), GS 115C-288, HRS-A-006
10. Monthly Financial Report (MFR)/Annual Financial Report (AFR): Calculate Per Pupil Expenditures reported by LEA/charters	10. GS 115C-12(18)(b)
11. Collect and Produce No Child Left Behind (NCLB) Teacher Quality Report: Annual report details percentage of classes taught by "highly qualified" teachers, number of paraprofessionals that are qualified, number of teachers completing quality professional development, and number of lateral entry teachers completing two-weeks of training	11. PL 107-110 (ESEA)
12. BUD/IRM Systems: Collect financial information from the LEAs to DPI - including refunds, transfers, and salary adjustments. IRM resides at NC DPI and interfaces data into the Salary Audit System, GEAC external, NCAS, and LEA Cash Management. BUD resides at the LEA and interfaces to the LEAs General Ledger	12. GS 115C-47(21), 302(a) & 315(d)
13. LEA Cash Management System: Maintain system for LEA's and Charter Schools to make cash requests for state and federal funds to cover payroll and general expenses. Process refunds for expenditures.	13. GS 115C-12(18)(b)
14. Manage Property Insurance Policy and Loss System: The North Carolina Public School Insurance Fund (Fund) has the duty to manage and operate a system of insurance for public schools and community colleges within the state of North Carolina. The North Carolina State Board of Education empowers the Department of Public Instruction (DPI) to operate and manage this Fund.	14. GS 115C-535-542

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15. Budgetary Allotment System: Support track allotted state/federal dollars and positions in the school systems as they are initially allotted and changed throughout the year. Initial allotments and revision reports are created for the LEAs and files are prepared for upload to DPI's General Ledger System.	15. GS 115C-12(18)(b)
16. Salary Compliance System: Maintain and operate system that collects payroll data from all LEAs via UERS. System edits data for compliance with State/Federal laws. Reports are given to LEAs via the Licensure/Salary website. This system generates notices of non-compliance, which results in millions of dollars worth of refunds each year.	16. GS 115C-12(18)(b)
17. NC DPI's External GL: Maintain and operate system used for collection and reporting of Public School and Charter School expenditures and cash by Fund. It is the same software as NCAS, but operates in a separate CICS region for DPI.	17. GS 115C-12(18)(b), GAAP
18. ERaCA-Expenditure Report/Cash Advance System for Educ Cent: Maintain and operate ERaCA, a system used by Non-LEAs/Education Centers to report their expenditures and request cash reimbursement.	18. GS 115C-12(18)(b)
19. BAAS-Budget and Amendment System: Maintain and operate application used to review and approve federal budgets and amendments from LEAs and Charter Schools. Also the authoritative source for UERS Chart of Accounts.	19. GS 115C-12(18)(b)
20. Licensing-Salary Web Site: Maintain and operate secured web page that gives LEAs, Universities, Community Colleges, and other secured individuals access to selected licensure and payroll information.	20. GS 115C-12(18)(b)
21. Collect results from State Testing	21. ESEA, GS 115C-189 through 115C-202: Repealed by Session Laws 198
22. Provide a scanning and scoring system for state testing. Student Academic Performance Standards	22. GS 115C-105.40

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	<p>23. Maintain a student data system to score testing record. Student Academic Performance Standards</p> <p>24. Collect records for subgroup tags related to test scores. Student Academic Performance Standards</p> <p>25. Provide Selection for National Assessment of Educational Progress</p> <p>26. Provide data systems and reports for parents. National Assessment of Educational Progress (NAEP)</p> <p>27. Track student plans for Exceptional children, 504, LEP (Students who have been placed at risk of academic failure; personal education plans)</p> <p>28. Identify low-performing schools. Create systems to report</p> <p>29. Work with Charter school office to provide monitoring data</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-105.40</p> <p>27. GS 115C-105.41</p> <p>28. GS 115C-105.37</p> <p>29. 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>8. Develop, review and maintain statewide transportation budgets (e.g. continuation, expansion, capital) for operations and vehicle replacement, in consideration of historical data, future projections, etc.</p>	<p>1. GS 20-28.9</p> <p>2. GS 115C-248</p> <p>3. GS 115C-240</p> <p>4. GS 115C-249F</p> <p>5. GS 115C-240e</p> <p>6. GS 115C-240c</p> <p>7. GS 115C-240e</p> <p>8. GS 115C-249c</p>

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9. Systems implementation assistance with school bus routing using the Transportation Information Management System (TIMS)	9. GS 115C-240d
10. Spot inspection of school buses	10. GS 115C-248
11. Implement and maintain a system of funding vehicle replacements	11. GS 115C-249f
12. Implement and maintain a system of providing funding for operations	12. GS 115C-240e