

Guilford County Board of Education  
**LEGISLATIVE COMMITTEE MEETING**

October 25, 2017, 2:30 p.m.

Swann Room, GCS Administrative Offices



Committee Members: Linda Welborn, Chairperson  
Darlene Garrett  
T. Dianne Bellamy Small  
Pat Tillman

Nora Carr, Staff Liaison

<b>AGENDA</b>	
Welcome and Introductions	<i>Discussion Leader: Linda Welborn</i>
Review of Minutes (09/21/17)	<i>Discussion Leader: Linda Welborn</i>
2017-2018 Legislative Agenda  <i>Note: The NC House of Representatives and the Senate adjourned on October 17. They are scheduled to reconvene the 2017 Regular Session on January 10.</i>	<i>Discussion Leader: Linda Welborn</i>
Next Steps	<i>Discussion Leader: Linda Welborn</i>
Other Business Items	<i>Discussion Leader: Linda Welborn</i>
Next Meeting: November 21, 2:30 p.m.	
Adjournment	

*Guilford County Board of Education*  
**LEGISLATIVE COMMITTEE MEETING**

*Wednesday, September 21, 2017, 10:30 a.m.*  
*Swann Room, GCS Administrative Offices*



**Present:** Linda Welborn (Chairperson), Pat Tillman  
**Staff:** Sharon Contreras, Nora Carr, Shirley Morrison, Kim Hipp  
**Absent:** T. Dianne Bellamy Small, Darlene Garrett

**Approval of Minutes**

The minutes from the August 23, 2017 meeting were approved.

**2017-2018 Legislative Agenda** – *Linda Welborn*

The Committee reviewed the draft 2018 GCS Legislative Agenda. Linda Welborn shared copies of the 2017 Legislative Update that she received at the September NCSBA district meeting.

**Follow Up Regarding GCS Potential Priority Areas Discussion** – *Pat Tillman and Shirley Morrison*

Pat Tillman shared a CTE Legislative Agenda handout he created with attendees.

**ESSA Update** – *Linda Welborn*

Linda Welborn shared an update on ESSA and Title II professional development with the Committee and distributed copies of the ESSA Update presentation that she received at the September NCSBA district meeting.

**Next Steps**

- Nora Carr will incorporate the Committees' feedback on the 2018 Legislative Agenda.
- Nora Carr will share the HB 13 class size information reporting requirements with the Superintendent and appropriate staff.
- Staff will share "Roads Near Schools" information (found on page 28 of the 2017 Legislative Update that was presented at the September NCSBA district meeting) with Julius Monk.
- The Superintendent will revise the CTE Legislative Agenda handout and align with the Blue Ribbon Task Force, and District Relations will brand the CTE Legislative Agenda handout with the GCS logo so that it can be used for marketing/communications once the school board's Legislative Agenda is finalized.
- Nora Carr will contact Donna Brown, Director of Federal Program Monitoring & Support in the Office of the Deputy State Superintendent, for a condensed version of the ESSA Update presentation that was presented at the September NCSBA district meeting.

**Next Meeting**

The next meeting is scheduled for October 25 at 2:30 p.m.

Submitted by:

Nora K. Carr, Ed.D.

Chief of Staff, Guilford County Schools

**DRAFT 2**

Legislative Agenda 2018

**State**

**K-2 Class-Size Reduction-Mandate**

*We support:*

Repealing the K-2 class-size reduction-mandate (HB 1030 and HB 13). We also support restoring flexibility in adjusting class sizes to meet local staffing needs and concerns, and fully funding specials or enrichment teachers (art, music, physical education) as a separate line item as was done previously by the legislature.

**Career and Technical Education**

*We support:*

Additional funding at the state level for Career and Technical Education (CTE) to expand programming for K-12 students and to purchase and sustain advanced manufacturing technologies, equipment and instructional materials and supplies, and the additional costs associated with fees, books and transportation costs for dually enrolled students;

Considering targeting 1 to 2 percent of the North Carolina Lottery funds annually specifically to support career and technical education in local education agencies without reducing other PreK-12 education allocations to local school districts.

A streamlined and more flexible process for certifying skilled and industry and trade professionals as teachers or co-teachers in K-12 schools; and,

Tax incentives and funding to expand paid internships and apprenticeships for high school and community college students in high demand career and technical professions.

**Teacher and Principal Pipeline**

*We support:*

Removing the sixth-month wait-period so retired teachers and principals may return to work more quickly part-time or fulltime, and removing the stipulation that retirees may work only 30 hours or risk permanently losing their state health insurance benefits.

Increasing teacher and principal pay to the national average within four years and providing additional incentives to recruit and retain experienced and effective educators at schools highly impacted by poverty and in difficult-to-fill positions.

Creating more scholarships and incentives to encourage top performing high school graduates to pursue teaching as a profession, particularly for hard-to-fill positions in Science, Technology, Engineering and Math (STEM), Special Education and Career and Technical Education.

**Facilities and Capital Needs**

10.23.17

*We support:*

Increasing state funding for renovating and upgrading facilities, technology and other capital outlay to meet 21<sup>st</sup> Century learning needs.

### **Pre-K**

*We support:*

Expanding high-quality pre-kindergarten programs to serve all four-year-olds and expanding daily programming at no cost to parents beyond the current six-hour format to allow more working poor parents to take advantage of existing prekindergarten opportunities.

### **Quality Public Education Options**

We support:

Quality public education options held to the same standards for academics, staffing, transparency, fiscal accountability and review as traditional public schools.

Providing local school boards and traditional public schools with the flexibility and timelines provided to charter schools and the Innovation School District (ISD).

Allowing local education agencies (LEAs or school districts) to contract with educational management organizations to operate schools while maintaining oversight authority of the school.

### **Deferred Action for Childhood Arrivals**

*We support:*

Leveraging our investment in K-12 education for Deferred Action for Childhood Arrivals (DACA) students by allowing those who meet admission criteria to public community colleges and UNC system schools to enroll and pay in-state tuition.

Providing a streamlined path to citizenship for DACA students so we may benefit from these longtime residents' civic and economic contributions to our communities, state and nation.

### **Discipline Disparities**

*We support:*

Funding for high-quality programming for students and professional development for school and district personnel to end the school-to-prison pipeline and reduce disparities in student disciplinary data and life outcomes.

### **School Funding Formula**

*We support:*

Equitable school funding formulas that are weighted by student need, district concentrations of student need, and that adequately support a high-quality education in 21<sup>st</sup> century learning environments without reducing the state's overall support of PreK-12 public education.

10.23.17

We also support funding formulas that do not seek to reduce the state's responsibility to fully and adequately fund its schools by shifting more of the cost of PreK-12 education to local counties and taxpayers, and that hold districts harmless for three years or more from reduced state funding created by any change in funding formulas or allotments.

### **Federal Education Issues**

#### *We support:*

Maintaining categorical funding for Title I, Title II, Title III and Title IV based on high concentrations of student poverty and other needs.

Maintaining public schools' ability to seek Medicaid reimbursement for IEP-required health and related services for students with disabilities.

#### *We oppose:*

Proposals at the federal level that leave too little dollars in the nation's schools with the highest concentrations of poverty under the guise of making such dollars more portable to more providers.

Dismantling key protections and rights provided to students with disabilities under IDEA and the Americans with Disabilities Act.