



The Roger Bacon Academy

NC State Board of Education

Monthly Meeting - May 30, 31, June 1, 2017

The notes below reflect the observations of Lindalyn Kakadelis, Senior Consultant with NC Education Strategies employed by The Roger Bacon Academy, Inc. We post Mrs. Kakadelis' notes as a service to interested educators, parents, and community members. These notes are not official minutes of the NCSBE nor do they necessarily reflect the opinions of RBA or its staff.

Agenda & Handouts:

[May 30, 2017](#)

[May 31, 2017](#)

[June 1, 2017](#)

[June 1, 2017, SBE & Whole Child NC Committee Meeting](#)

May 30, 2017

SBE Planning & Work Session on Every Student Succeeds Act (Federal mandated state plan)

II. Stakeholder Feedback Sessions on ESSA – Overview & Guidance for Discussion Sessions

- Chairman Cobey welcomed the 7 stakeholder groups to Raleigh for this special work session with the SBE. These individuals, invited by DPI, came from across the state to discuss and give feedback regarding the state's ESSA Plan.
- Dr. Pitre-Martin, Deputy State Superintendent, talked about the expectations from the US Department of Education (DOE) and the current draft plan. She explained the work session would be divided into two sessions for feedback.
 - The first session involved groups giving feedback regarding the Superintendent Association's [recommendations](#) from SBE's meeting last month. These recommendations consisted of performance and student success indicators at the elementary, middle and high school levels. The recommendations also included the weights to be used for each of the indicators. (See notes from [May 2017](#) SBE work session)
 - The second session involved the groups providing feedback over specific sections of the plan. Below is a list of these stakeholder groups and the sections of the proposed ESSA draft given to them:
 - Business & Community – 1) Long-term goals & interim progress for academic achievement & growth; 2) Graduation rates; 3) Measurements of interim progress
 - Charter Schools - 1) Long-term goals & interim progress for academic achievement & growth; 2) Graduation rates; 3) Measurements of interim progress
 - Early Childhood Education – 1) School transitions 2) Supporting effective instruction

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The Three Laws

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- *Institutions of Higher Ed* – 1) Disproportionate rates of access to educators; 2) Supporting effective instruction
- *Local Board of Education* – Continued support for school & LEA improvement
- *Principals* – 1) School conditions 2) School transitions 3) Transitions between correctional facilities & local programs; 4) English Language Learners; 5) Rural & Low-income school programs; 6) Homeless Children & Youth/McKinney-Vento
- *Teachers* – 1) Disproportionate rates of access to educators; Supporting effective instruction

Comments from groups:

Business & Community – This group thought it was good for the goals to have starting benchmarks tailored to each school. However, they did not feel the goals were ambitious enough to make real progress. They felt the need to accelerate the progress of students. Someone mentioned the [Education Equality Index](#) stated North Carolina had the fastest growing academic gap in the country. [This was later proved not to be accurate] Board Member Oxendine suggested the importance of putting attention on the performance gap in the state plan and possibly the Board’s strategic plan.

Charter Schools - This group felt the goals very weak. In fact, the Charter School Advisory Board would not give a charter to an applicant with goals as low as these presented. They felt DPI should have 10-year long-term goals with check-ins every 2 years. This group believed that without having any consequence for not meeting goals, there was no incentive to meet goals. Looking at historical data, DPI needs to determine where they want schools to perform and begin to work backwards.

Early Childhood - This group focused on transitions between preschool and kindergarten. They thought the standardized method for collecting data between PreK & K was an impressive strength. Good to see more of the WSCC model and working with Birth – 8 age group. They would like to see more professional development and common language used by everyone in the field. Wanted to see more opportunity to teach the child around emotional development, educating the “whole” child. This group also stressed the importance of parent participation. Important that teachers are adequately prepared and the system needs to employ teachers more reflective of whom they are teaching.

Principals – They thought the transitions of ELL students and their support for rural schools was a strength and very much needed. There were concerns regarding the timeline and implementation being conducted in schools. Many of these initiatives would take money and where was the money coming? These initiatives seemed to be unfunded. They wanted to see more collaboration between agencies and schools. There also seemed to be a lot of good ideas in the plan but not weaved together very well and a lack of alignment. The plan was full of getting services to students but they had a concern of instructional time lost to specific students groups who need services.

Local Boards of Ed. – This group liked the target support for students and the collaboration between agencies and schools. They felt like there needed to be more staff added to accomplish the initiatives. Where was the funding coming from to add staff? Local Boards liked that “NC Start” will be used in 45 LEAs, which is a web-based system designed for use with school improvement teams. However, would there be enough professional development to get the biggest impact from this tool? Will every LEA receive a comprehensive needs report? Not sure the plan addresses how the state will help hire, train and retain the best teachers. Right now we have problems with just the calendar issues we face.

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Higher Education - Community Colleges – There is already good progress with partnerships between colleges, community colleges and LEAs. They thought there was a need to expand the Leadership Academy initiative. Stated the need to leverage partnerships to meet the expanding workload. This group was concerned about the number of strategies listed in the plan and if each program really addressed the intended problem. Many of the programs are hard to evaluate. There are many teachers not prepared to access and use Home Base. They were also concern there had not been enough professional development in the UDL (Universal Design Learning) principals.

Teachers – This group was supportive of the high quality on online professional development for all teachers. They supported the focus of local control for EC students. They did not feel there was enough time for the emphasis placed on professional development as written in the plan. They felt there was a need for more training on social & emotional aspects of the student. They also stated there was a need to look at charter schools as more partners rather than being competition. There is a need to learn from these charter schools. They wished there was more in the plan regarding building a support system for educators.

Dr. Fabrizio, Director of Federal Policy, thanked all the groups for giving input as DPI continues to write the plan. They would take into account all comments and suggestions to again revise the draft ESSA plan. He explained the next steps consisted of a new draft, which will be released around the end of June. There would be a public notice sent out communicating that the public has 30 days for comments. The Governor also has a 30-day period for review. The Gov.'s review will begin the middle of July and go through the middle of August. SBE will continue to address the plan in their July and August meetings. The final plan will be submitted to the USDOE in September.

May 31, 2017

II. SBE Committee Meetings

A. Student Learning & Achievement Committee (SLA)

1. Action

- SLA 1 – Change to Course for Credit Policy
Item was discussed last month. DPI recommends that dual enrollment college courses that have 1-2 credit hours receive NO high school credit beginning with 2018-19 school year. Basically 1-2 credit hours from a community college or college are not the same as a yearlong high school course, which receives 1 credit.
- SLA 2 – Extended Content English Language Arts K-12
Item discussed last month. This aligns the new ELA's standards used in regular classes to the ELA standards used in classes for students with disabilities. These standards are called, "NC Extended State Standards for ELA K-12."
- SLA 3 – K-8 Mathematics Standard Course of Study Revisions
Item had lots of discussion last month. Presented again for a SBE approval.
Board Member Oxendine: Based on what we heard yesterday about the performance gap, how can we be sure these new standards will close the gap? What are you doing so differently? Why do you think the gap is becoming wider?
DPI shared this concern. DPI thinks the gap is due to lack of quality professional development statewide.

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Board Member Davis: Suggested SBE task Superintendent Johnson with reviewing SBE's strategic plan and updating it to reflect concerns regarding the academic performance gap.

2. Action on First Reading

- SLA 6 – Alternative Schools Accountability Model

DPI allows alternative traditional and charter schools to participate in a different accountability model that provides four choices:

- Used the same model as defined in state law that rest of schools use
- Return the data back to student's "home school." (Alternative charters are excluded)
- Participate in a total different formula using different components directed by DPI
- Propose its own alternative accountability model approved by SBE

Three schools want to propose their own alternative model and are asking SBE for approval. – Steward Creek High School, Commonwealth High School and Central Wake Charter High School. All three of these schools are charter schools.

3. Discussion

- SLA 4 – Addition of Cambridge International Courses & Amendment to Associated SBE Policies

This is a new program used by the Charlotte Meck. LEA. The Cambridge International Exam (CIE) courses are advance and require a more in depth study like the traditional AP course or the IB course of study. These courses require teacher training and a school partnership with the [Cambridge Assessment](#), a department of the University of Cambridge in England. The LEA is asking the SBE to include this option in state policy.

- SLA 5 – Update to Graduation Requirement: Occupational Course of Study Requirements
The Occupational Course of Study provides an NC Diploma option for student with disabilities whose primary goal is employment. DPI is recommending American History: Founding Principles, Civics & Economics be required for graduation.

4. New Business

- Every Student Succeeds Act (ESSA) Update

DPI updated SBE on the timeline involving a 30-day public review prior to a 30-day review by the Governor. The plan is to take the input from the stakeholders heard yesterday and develop a new draft to be presented at the July Board meeting. The draft will use the USDOE template and be updated to the ESSA [DPI's website](#). Public review will begin in July and the Gov.'s review will begin in August.

SBE heard a presentation on [students' perception surveys](#), which could be used as an indicator for School Quality or Student Success. These surveys were piloted in several LEAs and charter schools. Included over 50,000 student responses representing 396 elementary classes and 869 high school classes. Surveys were given to 3rd – 12th grade students. These responses were link to the teacher's EVASS score seeing if any connection exists between students' perspective and academic performance.

These surveys are completely online and schools must have enough electronic devices. Concerns were expressed about the availability and cost if this was taken statewide.

DPI does not suggest using the surveys as some type of evaluation tool for teachers.

Superintendents wanted it for only a "school climate" evaluation not teacher quality. We need to be careful not to over interpret the surveys.

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[You can get a [copy of the survey from DPI's site](#). This will be interesting if SBE decides to mandate statewide. Also, the questions on the survey need to be monitored for any intrusive questions without parental knowledge. I am concern about the validity of these surveys being used as an indicator for ESSA.]

Board Member Collins suggested our state plan was not ambitious enough. He has concerns about the quality. DPI stated the plan is in draft form and there will be changes.

- Status Report on Implementation of High School Math Standards

The State Board voted on high school math standards in 2016, and immediately DPI began the implementation process. DPI hosted the [NC Collaborative for Mathematics Learning \(NC2ML\)](#), which is a partnership between UNC Greensboro, DPI and math leaders/teachers across the state. The NC2ML met to discuss/develop new [tools](#) for math teachers. DPI is offering on-time virtual support, state & regional workshops and monthly leader sessions for implementation of these new standards.

DPI highlighted two LEAs – Iredell-Statesville Schools & Richmond County Schools.

[As you may know, I did NOT support the approval of the new math standards. I did not feel they were age appropriate and covered mastery of skills in elementary school. The high school pathway consists of all “integrated math” vs. Algebra I, Geometry & Algebra II. There was even a split vote from the SBE on these standards. NOW, let’s see what happens! Hopefully, the “naysayers” are wrong because the stakes are too high for students to receive weak math instruction. Time will tell. Since DPI highlighted two LEAs, I think it important to watch what happens with math performance scores in those systems and over all NAEP scores in math for our state. Another indicator of success will be the percentage of students taking higher-level math (AP classes) and how they perform. All of these indicators should increase if these standards help teach math concepts. Don’t worry, I am watching!]

B. Business Operations Committee (BSOP)

1. Action

- BSOP 1 – Bertie County Financial Recovery Plan

This item was discussed last month and will have action tomorrow.

This system was found to be in [serious financial deficiencies](#) and violated General Statutes for spending more than appropriated. There was a \$704,996 deficit in the general fund and \$135,078 in the restricted fund. SBE was asked to approve a five-year financial recovery plan for the system. There have been no public comments over the past 30 days.

[The Bertie County School Board replaced former Superintendent, Elaine White, and the CFO, but no mention of further consequences for such financial mismanagement. If this had been a charter school, people would have been jailed and it would have been closed immediately.]

2. Action on First Reading

- BSOP 2 – Pre-Approval of Financial & Business Services Policy Manual

This approval happens every year so DPI can immediately align manuals and formulas to changes made in legislation and then get information out to LEAs and charters ASAP.

3. Information

- BSOP 3 – Funding School Construction

DPI gave a presentation on the current funding issues surrounding school construction. School construction includes the land purchases, additions, renovations and new buildings. In our state, local funding pays 96% of capital outlay, with state funding paying only 4%. Local funding is dependent on the local tax base, tax rate and competing needs. Since 1995, 98 local bond referendums passed, with a value of \$11.29 billion, and 21 were defeated, with a value of \$2.05 billion. The “Public School Building Capital Fund” is based on a LEAs student enrollment and \$1,620,595 was allocated in 2015-16. The “Education Lottery” allocated \$105,033,891 in 2015-16. Last statewide school construction bond was in 1996 and had a value of \$1.8 billion. There were 3 recommendations that came from a study in 2015:

- General Assembly should fund repairs, renovations, new construction, additions & consolidations.
- General Assembly should recognize hardships of rural communities, community colleges & water/sewer systems.
- General Assembly should develop uniform system to determine cost efficiency to build, lease or renovate state building.

Currently, the General Assembly is reviewing 8 different bills to provide funding for this statewide need. Listed are DPIs recommendations for any new construction money:

- SBE should authorize an independent evaluator to assess all LEAs construction needs, determine capacity of each county to raise revenue to meet needs and then tabulate findings to rank results.
- Funding should be directed first to districts of greatest need, not distributed statewide according to enrollment.
- Funding should be enough to make difference.
- Funding should support ALL types of school construction needs not just new buildings. For counties losing enrollment consolidation of schools also is a construction cost.

Questions:

- Will the counties’ fund balance also be considered? Yes.
- There is nothing that sets aside 2-3% of the cost of the building for maintenance and accumulate funds for maintenance. Not having enough maintenance reserves consistently presents problems years later for the LEA.
- Will the review also look at parcels the LEA could sell for extra revenue for construction needs? That could be part of what the independent evaluators consider.
- Are there suggestions to revert to the original percentages of the lottery paying for construction needs? Yes, but this will only take money from other competitive needs.

[One thought on this item – CHARTER ARE NOT ELIGIBLE FOR ANY OF THIS. MONEY! This needs to change it is not fair to the families/taxpayers who choose charter options for their children

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4. Update on Contracts

Ten contracts were posted this month. The largest one (#3) worth over \$8million went to ACT Inc. to provide testing for all of our 10th and 11th graders. The ACT is the only way we can [compare](#) our state with other states that also mandate 100% of students taking the assessment.

C. Educator Standards & Practices Committee (ES&P)

1. Action

- ES&P 1 – Amendment to General Licensure Requirements Policy: Addition to Indicate Specific World Languages
This item was discussed last month. DPI is asking SBE to approve 11 new specific language licenses. This way a teacher can teach in their specific licensed field.
- ES&P 2 – Licensure Renewal Policy: Digital Learning Competencies for Teachers & Administrators
This item was discussed last month. It adds requirements for teacher and administrator licensure renewal to include credits regarding “Digital Learning Competencies.”
- ES&P 3 – Amendment to the General Licensure Requirements Policy: Career & Technical Ed Alternative Licensing Section of Policy LICN-001
This item was discussed last month. DPI is asking the SBE to update a policy. This will also mean moving the CTE alternative licensing policy to a manual and link to it from the policy.

2. Action on First Reading

- ES&P 4 – Educator Preparation Program Approvals for Institutions of Higher Ed
NC colleges and universities continue to submit their program descriptions and proposals for SBE approval. The Educator Preparation Program Approval Committee is reviewing more than 1200 educator preparation programs and presenting them before SBE. There were 200 for approval this month.
- ES&P 5 – Recommendations from the Advisory Board on Request for Exception from Teacher Licensure Requirements
Individuals who have not met licensing requirements due to extenuating circumstances may request an exception from the requirement or an extension of time. DPI is presenting their recommendations for SBE approval. This will be presented in closed session.

3. Discussion

- ES&P 6 – Amendment to the General Licensure Requirement Policy: Career & Technical Ed Alternative Licensing, LICN-002 (Moved to action on first read)
DPI recommends these changes to Career & Technical Education licensing. These changes will be placed into the “Manual for Alternative Career & Technical Education License Routes & CTE Endorsement Areas.”
- ES&P 7 – Amendment to the Licensure Renewal Requirements Policy – LICN- 005
This is a change in policy to give LEAs and charter schools more flexibility in requiring specific CEUs (continuing education unit) to better meet the needs of the teacher.

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The lab school at East Carolina University has the support of the medical program that is also located there and can provide many wrap-around services. They have branded this as a “School within the School.”

[It will be interesting what these lab schools say and do when they receive the same amount as charters, which is about 70% less than the traditional schools. This is also something to watch, as we should expect GREAT results. However, schools of education have not been known for [producing the best teachers](#). Time will tell!]

3. Discussion

- EICS 6 – Aristotle Preparatory Academy’s Request to Partner with an Education Management Organization
Delayed until next month.

- EICS 7 – Reform Models Restart Applications

These are 21 recurring low-performing schools asking for SBE approval to adopt the “Restart” model. This is one of the [four school improvement model](#) options. There is a concern of how many schools are now requesting this model. The list is currently over 122 schools. These schools can operate under the same flexibility as charter schools. There is a concern regarding the monitoring of these schools and if they will be aligned with their application.

[If these schools want the same flexibility as charters, I suggest they also submit to the mandates of reporting and funding as charters. I wonder if their application is like the charter application? It would be interesting to see this group go before the SBE using the same application and renewal process of charter schools. However, I doubt this process would have the same results unless everyone realizes the school **WILL be closed** unless there is significant improvement!]

- EICS 8 – Pinnacle Classical Academy’s Request to Amend its Teacher Evaluation

This is an example of a charter school amending their original charter. This school wants to amend the process being used to evaluate their teachers. OCS is recommending SBE’s approval. OCS is also asking this to be move to action of first reading so the school can prepare to use a new model.

4. New Business

- NCDPI Presentation on it support of Charter Schools
OCS highlighted Union Academy. The school shared how the OCS and DPI supports Union Academy, so the school can “make a difference in a child’s life.” DPI’s office of Character Education assisted the school in obtaining state and national school of character recognitions. The school appreciates how the OCS communicates with weekly emails and through a very user friendly website. Their power-point presentation described how various offices/departments help support the operations of the school.

III. Open Session

A. Special Recognition – Mr. Yates McConnell, Senior Student Advisor

Mr. McConnell has been the senior student advisor to SBE for the past year and this is his last meeting. He made a presentation to the state board regarding charter schools and their relationship to LEAs. He determined through his research there appeared to be “a lot of untapped opportunity for charter schools & traditional public schools to collaborate.”

[I agree, but working together to share ideas is a two way street. Is it that charters do not want to share their ideas or is that LEAs don't want to collaborate? That was not answered.]

Adjourn 3:15

June 1, 2017

II. Special Recognitions

A. STEM School Recognition

Three schools were recognized for achieving this distinction. This program allows schools the opportunity to submit an application for review describing their schools' approaches to leading & learning by implementing the [11 essential STEM Attributes](#).

Hilburn Academy – Wake County

Weatherstone Elementary - Wake County

Hendersonville Elementary – Henderson County

B. National Adapted Physical Ed Teacher of the Year

Ms. Lara Brickhouse – Durham Public Schools

III. Special Presentation

A. North Carolina Civil War History Museum

This is a [new museum](#) that will be located in Fayetteville, NC. There was a presentation telling SBE about their mission and vision.

IV. Chairman's Report

A. Legislative Update – Ms. Cecilia Holden, Legislative Director

Ms. Holden stated she aligned [her report](#) and the education bills in the General Assembly to [SBE's strategic plan](#). She described major components of the Senate budget and said there would be lots of changes as the budget bill as it goes to the conference committee.

Board Member McDevitt expressed concern regarding cuts to DPI. He feels the Department is being asked to do more with less. He asked if the Board was speaking out to the General Assembly Members. Chairman Cobey responded by saying he is working hard to get the message to the General Assembly.

V. State Superintendent's Report

A. Listening Tour

Superintendent Johnson highlighted NC Star, which is a computer-based tool to help schools with their annual School Improvement Plan. He visited a blended learning school in Johnston County. In Caldwell County he visited a STEM school and went to a masonry competition. The winner of the masonry competition won a job offer paying \$60,000 a year. He felt this opportunity demonstrated the multiple pathways to success.

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VI. Consent Agenda - *No discussion - item passed unanimously*

A. Education Innovation & Charter Schools

- EICS 9 – Bradford Preparatory Academy’s request to amend its Mission Statement
- EICS 10 – Coastal Preparatory Charter School’s One-year Delay Stipulation Removal Request

VII. Action & Discussion Agenda Committee Reports

A. Business Operations Committee (BSOP) – *See notes from yesterday*

1. Action – *Passed unanimously*
 - BSOP 1 – Bertie County Financial Recovery Plan
2. Action on First Reading – *Passed unanimously*
 - BSOP 2 – Pre-Approval of Financial & Business Services’ Policy Manuals
3. Information
 - BSOP3 – Funding School Construction
4. Update on Contracts
5. New Business - *Items passed unanimously*
 - Approval of the DPI Organization Chart
SBE made some changes and hires at the May meeting. [This chart](#) reflects those decisions.
 - Approval of Resolution Supporting the Proposed Public School Building Bond Act of 2017 from the General Assembly

B. Student Learning & Achievement Committee (SLA) – *See notes from yesterday*

1. Action – *SLA 1 & 2 passed unanimously - SLA passed 6-4 split vote*
 - SLA 1 – Change to Course for Credit Policy
 - SLA 2 – Extended Content English Language Arts K-12
 - SLA 3 – K-8 Mathematics Standard Course of Study Revisions
There was an extensive discussion on the standards. Every board member expressed his or her views. The widening of the performance gap is concerning to each member. Board Members Collins, Oxendine, White, Chasteen voted NO, Lt. Gov. Forest, Treasurer Folwell and Board Member Taylor were absent.
[Please read my notes from yesterday. This was frustrating to watch! Now we wait to see how/if these standards advance student performance in our state.]
2. Action on First Reading - *Items passed unanimously*
 - SLA 6 – Alternative Schools Accountability Model
 - SLA 4 – Addition of Cambridge International Courses & Amendment to Associated SBE Policies
3. Discussion
 - SLA 5 – Update to Graduation Requirements: Occupational Course of Study Requirements
4. New Business
 - Every Student Succeeds Act Update (ESSA)
 - Statue Report on the Implementation of High School Math Standards

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2) Winston Salem – School Health Advisory Council

Shared their story of working with the community to make sure students were immunized before they were suspended from school. The number of suspension for this reason drastically declined when the community worked together.

Dr. Pitre-Martin stated there would be a deep dive on absenteeism at the next meeting.

A video of the meeting can be found at [EdNC](#).

[LK’s thoughts:

It is a laudable goal to help children and families with all types of needs and services. Schools can’t do everything and why it is important to partner with outside community organizations.

However, more importantly we know children need a responsible adult in their life. In fact, without that responsible adult the child is at risk regarding all types of issues. Poverty is a huge, but you can find neglected children in every economic level.

After looking at the model’s diagram, I ask one simply but profound question: Where is the responsible adult in the life of the child? I assume that person is over in the “family engagement.” However, is that where we place the most important factor in a child’s life?

We expect that adult to be the child’s parent, but in some cases it is guardian. No matter every child needs that adult! I suggest our state adds that responsible adult to the diagram with a silhouette behind the child’s figure in the center. This would remind everyone how important that adult is to the health and well being of the child.



To get more information on the WSCC model you might want to read:
 Dr. Erik Root’s article: [Whole Child, Whole Catastrophe](#)]

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