

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2013

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SENATE BILL 168  
Education/Higher Education Committee Substitute Adopted 3/14/13  
PROPOSED HOUSE COMMITTEE SUBSTITUTE S168-PCS75349-TB-24

Short Title: Clarify Education Reporting Requirements. (Public)

Sponsors:

Referred to:

March 5, 2013

1 A BILL TO BE ENTITLED  
2 AN ACT TO ELIMINATE UNNECESSARY REPORTS AND CLARIFY CURRENT  
3 EDUCATION PROGRAM REQUIREMENTS.

4 The General Assembly of North Carolina enacts:

5  
6 **PART I. REPEAL DISADVANTAGED STUDENT SUPPLEMENTAL FUNDING**  
7 **INITIATIVES REPORT**

8 **SECTION 1.(a)** Section 7.8(b) of S.L. 2005-276 reads as rewritten:

9 "SECTION 7.8.(b) Funds are appropriated in this act to evaluate the Disadvantaged  
10 Student Supplemental Funding Initiatives and Low-Wealth Initiatives. The State Board of  
11 Education shall use these funds to:

12 (1) Evaluate the strategies implemented by local school administrative units with  
13 Disadvantaged Student Supplemental Funds and Low-Wealth Funds and assess their impact on  
14 student performance; and

15 (2) Evaluate the efficiency and effectiveness of the technical assistance and support  
16 provided to local school administrative units by the Department of Public Instruction.

17 ~~The State Board of Education shall report the results of the evaluation to the Office of State~~  
18 ~~Budget and Management, the Joint Legislative Education Oversight Committee, and the Fiscal~~  
19 ~~Research Division by February 15, 2006, and by January 15 of each subsequent year."~~

20 **SECTION 1.(b)** Section 7.8(b) of S.L. 2007-323 reads as rewritten:

21 "SECTION 7.8.(b) Funds are appropriated in this act to evaluate the Disadvantaged  
22 Student Supplemental Funding Initiatives and Low Wealth Initiatives. The State Board of  
23 Education shall use these funds to:

24 (1) Evaluate the strategies implemented by local school administrative units with  
25 Disadvantaged Student Supplemental Funds and Low Wealth Funds and assess their impact on  
26 student performance; and

27 (2) Evaluate the efficiency and effectiveness of the technical assistance and support  
28 provided to local school administrative units by the Department of Public Instruction.

29 ~~The State Board of Education shall report the results of the evaluation to the Office of State~~  
30 ~~Budget and Management, the Joint Legislative Education Oversight Committee, and the Fiscal~~  
31 ~~Research Division by January 15 of each year."~~

32  
33 **PART II. ELIMINATE STATE BOARD REPORT ON PERSONAL EDUCATION**  
34 **PLANS**

35 **SECTION 2.** G.S. 115C-105.41(a) reads as rewritten:



\* S 1 6 8 - P C S 7 5 3 4 9 - T B - 2 4 \*

1       "(a) In order to implement Part 1A of Article 8 of this Chapter, local school  
2 administrative units shall identify students who are at risk for academic failure and who are not  
3 successfully progressing toward grade promotion and graduation, beginning in kindergarten.  
4 Identification shall occur as early as can reasonably be done and can be based on grades,  
5 observations, diagnostic and formative assessments, State assessments, and other factors,  
6 including reading on grade level, that impact student performance that teachers and  
7 administrators consider appropriate, without having to await the results of end-of-grade or  
8 end-of-course tests. No later than the end of the first quarter, or after a teacher has had up to  
9 nine weeks of instructional time with a student, a personal education plan for academic  
10 improvement with focused intervention and performance benchmarks shall be developed or  
11 updated for any student at risk of academic failure who is not performing at least at grade level,  
12 as identified by the State end-of-grade test and other factors noted above. Focused instructional  
13 supports and services, reading interventions, and accelerated activities should include  
14 evidence-based practices that meet the needs of students and may include coaching, mentoring,  
15 tutoring, summer school, Saturday school, and extended days. Local school administrative units  
16 shall provide these activities free of charge to students. Local school administrative units shall  
17 also provide transportation free of charge to all students for whom transportation is necessary  
18 for participation in these activities.

19       Local school administrative units shall give notice of the personal education plan and a  
20 copy of the personal education plan to the student's parent or guardian. Parents should be  
21 included in the implementation and ongoing review of personal education plans. If a student's  
22 school report card provides all the information required in a personal education plan, then no  
23 further personal education plan is mandated for the student.

24       ~~Local school administrative units shall certify that they have complied with this section~~  
25 ~~annually to the State Board of Education. The State Board of Education shall periodically~~  
26 ~~review data on the progress of identified students and report to the Joint Legislative Education~~  
27 ~~Oversight Committee.~~

28       No cause of action for monetary damages shall arise from the failure to provide or  
29 implement a personal education plan under this section."  
30

### 31 **PART III. REPEAL REPORT ON TEACHER MENTORING**

32       **SECTION 3.** Section 7.8 of S.L. 2008-107, as amended by Section 1(b) of S.L.  
33 2009-305, reads as rewritten:

34       "**SECTION 7.8.** The State Board of Education shall allot funds for mentoring services to  
35 local school administrative units based on the highest number of employees in the preceding  
36 three school years who (i) are paid with State, federal, or local funds and (ii) are either teachers  
37 paid on the first or second steps of the teacher salary schedule or instructional support  
38 personnel paid on the first step of the instructional support personnel salary schedule.

39       Local school administrative units shall use these funds to provide mentoring support to  
40 eligible employees in accordance with a plan approved by the State Board of Education. The  
41 plan shall include information on how all mentors in the local school administrative unit will be  
42 adequately trained to provide mentoring support. ~~The State Board of Education shall report to~~  
43 ~~the Joint Legislative Education Oversight Committee prior to January 15 of each year on the~~  
44 ~~use of funds for mentoring services. The report shall include, at a minimum, the impact of each~~  
45 ~~unit's mentoring program on teacher retention and how all mentors in the unit are trained."~~  
46

### 47 **PART IV. BOARD OF GOVERNORS' PROFESSIONAL DEVELOPMENT** 48 **PROGRAMS FOR PUBLIC SCHOOL EMPLOYEES**

49       **SECTION 4.** G.S. 116-11 reads as rewritten:

50       "**§ 116-11. Powers and duties generally.**

51       ...

(12a) ~~The Board of Governors of The University of North Carolina shall implement, administer, and revise programs for meaningful professional development for professional public school employees based upon the evaluations and recommendations made by the State Board of Education under G.S. 115C-12(26). The programs shall be aligned with State education goals and directed toward improving student academic achievement.~~

...."

## PART V. CLARIFY TEACHER LICENSE AND EDUCATOR PREPARATION PROGRAM REQUIREMENTS

SECTION 5.(a) Section 1 of S.L. 2013-11 is repealed.

SECTION 5.(b) G.S. 115C-296 reads as rewritten:

### "§ 115C-296. Board sets licensure requirements; reports; lateral entry and mentor programs.

(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs and school administrator programs in order to enhance the competence of professional personnel licensed in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several licensure requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

#### (1) Licensure standards. –

- a. The licensure program shall provide for initial licensure after completion of preservice training, continuing licensure after three years of teaching experience, and license renewal every five years thereafter, until the retirement of the teacher. The last license renewal received prior to retirement shall remain in effect for five years after retirement. The licensure program shall also provide for lifetime licensure after 50 years of teaching.
- b. The State Board of Education, in consultation with the Board of Governors of The University of North Carolina, shall evaluate and develop enhanced requirements for continuing licensure. The new requirements shall reflect more rigorous standards for continuing licensure and shall be aligned with high-quality professional development programs that reflect State priorities for improving student achievement.
- c. The State Board of Education, in consultation with local boards of education and the Board of Governors of The University of North Carolina, shall (i) reevaluate and enhance the requirements for renewal of teacher licenses and (ii) consider modifications in the license renewal achievement and to make it a mechanism for teachers to renew continually their knowledge and professional skills.

#### (2) Teacher education programs. –

- a. The State Board of Education, as lead agency in coordination with the Board of Governors of The University of North Carolina, the North Carolina Independent Colleges and Universities, and any other

1 public and private agencies as necessary, shall continue to raise  
2 standards for entry into teacher education programs.

3 b. **Reserved for future codification.**

4 c. To further ensure that teacher preparation programs remain current  
5 and reflect a rigorous course of study that is aligned to State and  
6 national standards, the State Board of Education, in consultation with  
7 the Board of Governors of The University of North Carolina, shall do  
8 all of the following to ensure that students preparing are prepared  
9 to teach in elementary schools schools:

10 1. ~~(i) have~~ Provide students with adequate coursework in the  
11 teaching of reading and ~~mathematics; mathematics.~~

12 2. ~~(ii) are assessed~~ Assess students prior to ~~certification~~ licensure  
13 to determine that they possess the requisite knowledge in  
14 scientifically based reading and mathematics instruction that  
15 is aligned with the State Board's ~~expectations; expectations.~~

16 3. ~~(iii) continue to receive~~ Continue to provide students with  
17 preparation in applying formative and summative assessments  
18 within the school and classroom setting through  
19 technology-based assessment systems available in North  
20 Carolina schools that measure and predict expected student  
21 ~~improvement; and~~ improvement.

22 4. ~~(iv) are prepared~~ Prepare students to integrate the arts  
23 ~~education~~ across the curriculum.

24 d. The State Board of Education, in consultation with local boards of  
25 education and the Board of Governors of The University of North  
26 Carolina, shall evaluate and modify, as necessary, the academic  
27 requirements of teacher preparation programs for students preparing  
28 to teach science in middle and high schools to ensure that there is  
29 adequate preparation in issues related to science laboratory safety.

30 ~~The State Board of Education, in consultation with the Board of Governors of The~~  
31 ~~University of North Carolina, shall evaluate and develop enhanced requirements for continuing~~  
32 ~~licensure. The new requirements shall reflect more rigorous standards for continuing licensure~~  
33 ~~and to the extent possible shall be aligned with quality professional development programs that~~  
34 ~~reflect State priorities for improving student achievement.~~

35 ~~The State Board of Education, in consultation with local boards of education and the Board~~  
36 ~~of Governors of The University of North Carolina, shall reevaluate and enhance the~~  
37 ~~requirements for renewal of teacher licenses. The State Board shall consider modifications in~~  
38 ~~the license renewal achievement and to make it a mechanism for teachers to renew continually~~  
39 ~~their knowledge and professional skills. The State Board shall adopt new standards for the~~  
40 ~~renewal of teacher licenses by May 15, 1998.~~

41 e. The standards for approval of institutions of teacher education shall  
42 require that teacher education programs for all students include  
43 demonstrated competencies in (i) the identification and education of  
44 children with disabilities and (ii) positive management of student  
45 behavior and effective communication techniques for defusing and  
46 deescalating disruptive or dangerous behavior.

47 f. The State Board of Education shall incorporate the criteria developed  
48 in accordance with G.S. 116-74.21 for assessing proposals under the  
49 School Administrator Training Program into its school administrator  
50 program approval standards.

1 All North Carolina institutions of higher education that offer teacher education programs,  
2 masters degree programs in education, or masters degree programs in school administration  
3 shall provide performance reports to the State Board of Education. The performance reports  
4 shall follow a common format, shall be submitted according to a plan developed by the State  
5 Board, and shall include the information required under the plan developed by the State Board.

6 (b1) The State Board of Education shall develop a plan to provide a focused review  
7 of require teacher education programs, master's degree programs in education, and  
8 master's degree programs in school administration to submit annual performance reports. The  
9 performance reports shall provide the State Board of Education with a focused review of the  
10 programs and the current process of accrediting these programs in order to ensure that the  
11 programs produce graduates that are well prepared to teach. The plan shall include the  
12 development and implementation of a school of education performance report for each teacher  
13 education program in North Carolina.

14 (1) Report contents. – The performance report for each teacher education  
15 program and master's degree program in education and school administration  
16 in North Carolina shall follow a common format and include at least the  
17 following elements:

- 18 a. (i) quality Quality of students entering the schools of education,  
19 including the average grade point average and average score on  
20 preprofessional skills tests that assess reading, writing, math and  
21 other competencies; competencies.
- 22 b. (ii) graduation rates; Graduation rates.
- 23 c. (iii) time to graduation rates; Time-to-graduation rates.
- 24 d. (iv) average Average scores of graduates on professional and content  
25 area examination for the purpose of licensure; licensure.
- 26 e. (v) — percentage Percentage of graduates receiving initial  
27 licenses; licenses.
- 28 f. (vi) percentage Percentage of graduates hired as teachers; teachers.
- 29 g. (vii) percentage Percentage of graduates remaining in teaching for  
30 four years; years.
- 31 h. (viii) graduate Graduate satisfaction based on a common survey;  
32 and survey.
- 33 i. (ix) employer Employer satisfaction based on a common survey.
- 34 j. Effectiveness of teacher education program graduates.

35 The performance reports shall follow a common format. The performance reports shall be  
36 submitted annually. The State Board of Education shall develop a plan to be implemented  
37 beginning in the 1998-99 school year to reward and sanction approved teacher education  
38 programs and masters of education programs and to revoke approval of those programs based  
39 on the performance reports and other criteria established by the State Board of Education.

40 The State Board also shall develop and implement a plan for annual performance reports for  
41 all masters degree programs in education and school administration in North Carolina. To the  
42 extent it is appropriated, the performance report shall include similar indicators to those  
43 developed for the performance report for teacher education programs. The performance reports  
44 shall follow a common format.

45 (2) Submission of annual performance reports. – Both plans for  
46 performance Performance reports also shall include a method to provide the  
47 annual performance reports be provided annually to the Board of Governors  
48 of The University of North Carolina, the State Board of Education, and the  
49 boards of trustees of the independent colleges. The State Board of Education  
50 shall review the schools of education performance reports and the

1 performance reports for masters degree programs in education and school  
2 administration each year the performance reports are submitted.

3 (3) Educator preparation program report card. – The State Board shall create a  
4 higher education educator preparation program report card reflecting the  
5 information collected in the annual performance reports for each North  
6 Carolina institution offering teacher education programs and master of  
7 education programs. The report cards shall, at a minimum, summarize  
8 information reported on all of the performance indicators for the  
9 performance reports required by subdivision (1) of this subsection.

10 (4) ~~Annual State Board of Education report.~~ – ~~The State Board shall submit the~~  
11 ~~performance report for the 1999 2000 school year to the Joint Legislative~~  
12 ~~Education Oversight Committee by December 15, 2000. Subsequent~~  
13 ~~performance reports~~The educator preparation program report cards shall be  
14 submitted to the Joint Legislative Education Oversight Committee on an  
15 annual basis by October 1.

16 (5) State Board of Education action based on performance. – The State Board of  
17 Education shall reward and sanction approved teacher education programs  
18 and master of education programs and revoke approval of those programs  
19 based on the performance reports and other criteria established by the State  
20 Board of Education.

21 ...

22 (c1) The State Board of Community Colleges may provide a program of study for lateral  
23 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the  
24 State Board of Education, in consultation with the State Board of Community Colleges, shall  
25 establish a competency-based program of study for lateral entry teachers to be implemented  
26 within the Community College System no later than May 1, 2006. This program must meet  
27 standards set by the State Board of Education. To ensure that programs of study for lateral entry  
28 remain current and reflect a rigorous course of study that is aligned to State and national  
29 standards, the State Board of Education shall do all of the following to ensure that lateral entry  
30 personnel are prepared to teach:

31 (i)(1) Provide adequate coursework in the teaching of reading and mathematics is  
32 available for lateral entry teachers seeking certification in elementary  
33 education; education.

34 (ii)(2) Assess lateral entry teachers ~~are assessed~~ prior to certification to determine  
35 that they possess the requisite knowledge in scientifically based reading and  
36 mathematics instruction that is aligned with the State Board's ~~expectations;~~  
37 expectations.

38 (iii)(3) Prepare all lateral entry teachers ~~continue to receive preparation in~~  
39 applying to apply ~~formative and summative assessments within the school~~  
40 and classroom setting through technology-based assessment systems  
41 available in North Carolina schools that measure and predict expected  
42 student improvement; and improvement.

43 (iv) ~~are prepared to integrate arts education across the curriculum.~~

44 ...."

45 SECTION 5.(c) G.S. 115C-296, as rewritten by Section 5(b) reads as rewritten:

46 "**§ 115C-296. Board sets licensure requirements; reports; lateral entry and mentor**  
47 **programs.**

48 ...

49 (b) It is the policy of the State of North Carolina to maintain the highest quality teacher  
50 education programs and school administrator programs in order to enhance the competence of  
51 professional personnel licensed in North Carolina. To the end that teacher preparation programs

1 are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead  
2 agency in coordination and cooperation with the University Board of Governors, the Board of  
3 Community Colleges and such other public and private agencies as are necessary, shall  
4 continue to refine the several licensure requirements, standards for approval of institutions of  
5 teacher education, standards for institution-based innovative and experimental programs,  
6 standards for implementing consortium-based teacher education, and standards for improved  
7 efficiencies in the administration of the approved programs.

8 (1) Licensure standards. –

- 9 a. The licensure program shall provide for initial licensure after  
10 completion of preservice training, continuing licensure after three  
11 years of teaching experience, and license renewal every five years  
12 thereafter, until the retirement of the teacher. The last license renewal  
13 received prior to retirement shall remain in effect for five years after  
14 retirement. The licensure program shall also provide for lifetime  
15 licensure after 50 years of teaching.
- 16 b. The State Board of Education, in consultation with the Board of  
17 Governors of The University of North Carolina, shall evaluate and  
18 develop enhanced requirements for continuing licensure. The new  
19 requirements shall reflect more rigorous standards for continuing  
20 licensure and shall be aligned with high quality professional  
21 development programs that reflect State priorities for improving  
22 student achievement.
- 23 c. The State Board of Education, in consultation with local boards of  
24 education and the Board of Governors of The University of North  
25 Carolina, shall (i) reevaluate and enhance the requirements for  
26 renewal of teacher licenses, ~~and~~ (ii) consider modifications in the  
27 license renewal achievement and to make it a mechanism for teachers  
28 to renew continually their knowledge and professional ~~skills~~–~~skills~~,  
29 and (iii) integrate digital teaching and learning into the requirements  
30 for licensure renewal.

31 (2) Teacher education programs. –

- 32 a. The State Board of Education, as lead agency in coordination with  
33 the Board of Governors of The University of North Carolina, the  
34 North Carolina Independent Colleges and Universities, and any other  
35 public and private agencies as necessary, shall continue to raise  
36 standards for entry into teacher education programs.
- 37 b. The State Board of Education, in consultation with the Board of  
38 Governors of The University of North Carolina, shall require that all  
39 students preparing to teach demonstrate competencies in using digital  
40 and other instructional technologies to provide high-quality,  
41 integrated digital teaching and learning to all students.
- 42 c. To further ensure that teacher preparation programs remain current  
43 and reflect a rigorous course of study that is aligned to State and  
44 national standards, the State Board of Education, in consultation with  
45 the Board of Governors of The University of North Carolina, shall do  
46 all of the following to ensure that students are prepared to teach in  
47 elementary schools:
- 48 1. Provide students with adequate coursework in the teaching of  
49 reading and mathematics.
  - 50 2. Assess students prior to licensure to determine that they  
51 possess the requisite knowledge in scientifically based

- 1 reading and mathematics instruction that is aligned with the  
 2 State Board's expectations.  
 3 3. Continue to provide students with preparation in applying  
 4 formative and summative assessments within the school and  
 5 classroom setting through technology-based assessment  
 6 systems available in North Carolina schools that measure and  
 7 predict expected student improvement.  
 8 4. Prepare students to integrate the arts across the curriculum.  
 9 d. The State Board of Education, in consultation with local boards of  
 10 education and the Board of Governors of The University of North  
 11 Carolina, shall evaluate and modify, as necessary, the academic  
 12 requirements of teacher preparation programs for students preparing  
 13 to teach science in middle and high schools to ensure that there is  
 14 adequate preparation in issues related to science laboratory safety.  
 15 e. The standards for approval of institutions of teacher education shall  
 16 require that teacher education programs for all students include  
 17 demonstrated competencies in (i) the identification and education of  
 18 children with disabilities and (ii) positive management of student  
 19 behavior and effective communication techniques for defusing and  
 20 deescalating disruptive or dangerous behavior.  
 21 f. The State Board of Education shall incorporate the criteria developed  
 22 in accordance with G.S. 116-74.21 for assessing proposals under the  
 23 School Administrator Training Program into its school administrator  
 24 program approval standards.

25 ...  
 26 (c1) The State Board of Community Colleges may provide a program of study for lateral  
 27 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the  
 28 State Board of Education, in consultation with the State Board of Community Colleges, shall  
 29 establish a competency-based program of study for lateral entry teachers to be implemented  
 30 within the Community College System no later than May 1, 2006. This program must meet  
 31 standards set by the State Board of Education. To ensure that programs of study for lateral entry  
 32 remain current and reflect a rigorous course of study that is aligned to State and national  
 33 standards, the State Board of Education shall do all of the following to ensure that lateral entry  
 34 personnel are prepared to teach:

- 35 (1) Provide adequate coursework in the teaching of reading and mathematics is  
 36 available for lateral entry teachers seeking certification in elementary  
 37 education.  
 38 (2) Assess lateral entry teachers prior to certification to determine that they  
 39 possess the requisite knowledge in scientifically based reading and  
 40 mathematics instruction that is aligned with the State Board's expectations.  
 41 (3) Prepare all lateral entry teachers to apply formative and summative  
 42 assessments within the school and classroom setting through  
 43 technology-based assessment systems available in North Carolina schools  
 44 that measure and predict expected student improvement.  
 45 (4) Require that lateral entry teachers demonstrate competencies in using digital  
 46 and other instructional technologies to provide high-quality, integrated  
 47 digital teaching and learning to all students.

48 ...."

49  
 50 **PART VI. REPEAL CHILD NUTRITION STATE STANDARDS AND REPORT**  
 51 **SECTION 6.** Section 2 of S.L. 2005-457 is repealed.



**PART VII. ELIMINATE ESC REPORTING**

**SECTION 7.** G.S. 96-33 is amended by adding a new subsection to read:

"(a1) Local school administrative units shall not be required to report directly to the Labor and Economic Analysis Division. The Department of Public Instruction shall be responsible for the collection of information from local school administrative units for input into the common follow-up information management system authorized under this Article and for such other official functions as are performed by the Division."

**PART VIII. DISADVANTAGED STUDENT REPORT**

**SECTION 8.** To the extent allowed by federal law, the State Board of Education shall consolidate and limit reports to the State Board by local school administrative units on data related to economically disadvantaged students, including household size and income information, to one report each school year.

**PART IX. IIS REPORTING**

**SECTION 9.(a)** The Department of Public Instruction shall simplify and minimize data entry requirements of local school administrative units to achieve the least burdensome administrative data entry workload possible, particularly as it relates to the implementation of the PowerSchool application and any other component of the Instructional Improvement System.

**SECTION 9.(b)** The Department of Public Instruction shall comply with G.S. 115C-12(19)(i) and not require as a separate submission at least all of the following reports to reduce unnecessary reporting requirements for local school administrative units:

- (1) The Principal's Monthly Report (PMR) Final, required by the 30th of each month.
- (2) The Teacher Vacancy Report, required by October 20th each year.
- (3) The Professional Personnel Activity Report (PPAR), required annually.
- (4) The Pupils in Membership by Race and Sex, required annually by October 31st.
- (5) The Report of School Sales of Textbooks and Used Books, required annually by October 31st.
- (6) The School Activity Report (SAR), required annually.

**SECTION 9.(c)** The Department of Public Instruction may collect any information contained in the reports eliminated in accordance with subsection (b) of this section that is necessary for compliance with State or federal law through the implementation of the PowerSchool application or any other component of the Instructional Improvement System.

**SECTION 9.(d)** Local school administrative units shall continue to be responsible for required data entry into the PowerSchool application or any other component of the Instructional Improvement System.

**SECTION 9.(e)** G.S. 115C-12(18) reads as rewritten:

"(18) Duty to Develop and Implement a Uniform Education Reporting System, Which Shall Include Standards and Procedures for Collecting Fiscal and Personnel Information. –

- a. The State Board of Education shall adopt standards and procedures for local school administrative units to provide timely, accurate, and complete fiscal and personnel information, including payroll information, on all school personnel. ~~All local school administrative units shall comply with these standards and procedures by the beginning of the 1987-88 school year.~~

- 1           b.     The State Board of Education shall develop and implement a  
2           Uniform Education Reporting System that shall include requirements  
3           for collecting, processing, and reporting fiscal, personnel, and student  
4           data, by means of electronic transfer of data files from local  
5           computers to the State Computer Center through the State  
6           Communications Network. ~~All local school administrative units shall  
7           comply with the requirements of the Uniform Education Reporting  
8           System by the beginning of the 1989-90 school year.~~
- 9           c.     The State Board of Education shall comply with the provisions of  
10          G.S. 116-11(10a) to plan and implement an exchange of information  
11          between the public schools and the institutions of higher education in  
12          the State. The State Board of Education shall require local boards of  
13          education to provide to the parents of children at a school all  
14          information except for confidential information received about that  
15          school from institutions of higher education pursuant to  
16          G.S. 116-11(10a) and to make that information available to the  
17          general public.
- 18          d.     The State Board of Education shall modify the Uniform Education  
19          Reporting System to provide clear, accurate, and standard  
20          information on the use of funds at the unit and school level. The plan  
21          shall provide information that will enable the General Assembly to  
22          determine State, local, and federal expenditures for personnel at the  
23          unit and school level. The plan also shall allow the tracking of  
24          expenditures for textbooks, educational supplies and equipment,  
25          capital outlay, at-risk students, and other purposes. ~~The revised  
26          Uniform Education Reporting System shall be implemented  
27          beginning with the 1999-2000 school year.~~
- 28          e.     When practicable, reporting requirements developed by the State  
29          Board of Education as part of the Uniform Education Reporting  
30          System under this subdivision shall be incorporated into the  
31          PowerSchool application or any other component of the Instructional  
32          Improvement System to minimize duplicative reporting by local  
33          school administrative units."

34       **SECTION 9.(f)** G.S. 115C-12(19) reads as rewritten:

35       "(19) Duty to Identify Required Reports and to Eliminate Unnecessary Reports  
36       and Paperwork. – Prior to the beginning of each school year, the State Board  
37       of Education shall identify all reports that are required at the State level for  
38       the school year.

39           The State Board of Education shall adopt policies to ensure that local  
40       school administrative units are not required by the State Board of Education,  
41       the State Superintendent, or the Department of Public Instruction staff to (i)  
42       provide information that is already available on the student information  
43       management system or housed within the Department of Public Instruction;  
44       (ii) provide the same written information more than once during a school  
45       year unless the information has changed during the ensuing period; ~~or~~ (iii)  
46       complete forms, for children with disabilities, that are not necessary to  
47       ensure compliance with the federal Individuals with Disabilities Education  
48       Act ~~(IDEA)~~.(IDEA); or (iv) provide information that is unnecessary to  
49       comply with State or federal law and not relevant to student outcomes and  
50       the efficient operation of the public schools. Notwithstanding the foregoing,  
51       the State Board may require information available on its student information

1 management system or require the same information twice if the State Board  
2 can demonstrate a compelling need and can demonstrate there is not a more  
3 expeditious manner of getting the information.

4 The State Board shall permit schools and local school administrative  
5 units to submit all reports to the Department of Public Instruction  
6 electronically.

7 The State Board of Education, in collaboration with the education  
8 roundtables within the Department of Public Instruction, shall consolidate all  
9 plans that affect the school community, including school improvement plans.  
10 The consolidated plan shall be posted on each school's Web site for easy  
11 access by the public and by school personnel.

12 The State Board shall report to the Joint Legislative Education Oversight  
13 Committee by November 15 of each year on the reports identified that are  
14 required at the State level, the evaluation and determination for continuing  
15 individual reports, including the consideration of whether those reports  
16 exceed what is required by State and federal law, and any reports that it has  
17 consolidated or eliminated for the upcoming school year."

## 18 19 **PART X. SIMPLIFY INDIVIDUALIZED EDUCATION PROGRAM (IEP)** 20 **REPORTING**

21 **SECTION 10.** G.S. 115C-107.2(d) reads as rewritten:

22 "(d) The State Board shall develop forms for local educational agencies to use in order to  
23 comply with this Article. The forms ~~must~~shall comply with ~~G.S. 115C-12(19)~~ and  
24 ~~may~~G.S. 115C-12(19), and whenever practicable, (i) limit the requirement for narrative  
25 reporting to essential components requiring personalized student information and (ii) be in an  
26 electronic format."

## 27 28 **PART XI. EFFECTIVE DATE**

29 **SECTION 11.** Section 5(c) of this act becomes effective July 1, 2017, and applies  
30 beginning with the 2017-2018 school year. The remainder of this act is effective when it  
31 becomes law and applies beginning with the 2013-2014 school year.