2017-2018

HOUSE
EDUCATION – K-12

MINUTES

HOUSE COMMITTEE ON EDUCATION - K-12

MEMBER		ASSISTANT	PHONE	OFFICE	SEAT
CONRAD, Debra	Chairman	Danielle Brinton	733-5787	416B	44
ELMORE, Jeffrey	Chairman	Linda Stevenson	733-5935	306A3	63
HORN, Craig	Chairman	Pattie Fleming	733-2406	305	13
JOHNSON, Linda	Chairman	Rhonda Todd	733-5861	301D	3
BROCKMAN, Cecil	Vice-Chair	Grady O'Brien	733-5825	1311	106
RICHARDSON, Bobbie	Vice-Chair	Anna Meadows	715-3032	1217	81
AGER, John		Meredith, Graf	733-5746	1315	103
BLACKWELL, Hugh		Dixie Riehm	733-5805	541	102
BRADFORD, John		Anita Spence	733-5828	2123	75
CORBIN, Kevin		Cindy Hobbs	733-5859	2215	98
DIXON, Jimmy		Michael Wiggins	715-3021	2226	18
FARMER-BUTTERFIELD, Jean		Portia Bright	733-5898	1220	33
GILL, Rosa		Lisa Ray	733-5880	1303	45
GRAHAM, Charles		Linda Laton	715-0875	1309	84
GRANGE, Holly		Laura Holt-Kabel	733-5830	604	89
HALL, Destin		Katelyn Garlow	733-5931	306C	87
HALL, Kyle		Cameron Dawson	733-5609	536	78
HARDISTER, Jon		Jayne Nelson	733-5191	638	39
HENSON, Cody		Megan Kluttz	715-4466	537	101
HUNTER, Howard		Brenda Bennett	733-5780	1307	46
HURLEY, Pat		Deborah Holder	733-5865	532	10

ILER, Frank	Carla Farmer	301-1450	639	14
JONES, Bert	Brenda Olls	733-5779	416A	54
LAMBETH, Donny	Pan Briles	733-5747	303	65
MEYER, Graig	Daphne Quinn	715-3019	1426	105
MOORE, Rodney	Charmey Morgan	733-5606	402	36
PITTMAN, Larry	Tammy Pittman	715-2009	1010	61
QUICK, Amos	Mildred Alston	733-5902	1317	91
RIDDELL, Dennis	Polly Riddell	733-5905	533	99
ROGERS, David	Baxter Knight	733-5749	418C	86
SAINE, Jason	Stephen Wiley	733-5782	1326	26
SHEPARD, Phillip	Pamela Pate	715-9644	530	53
STONE, Scott	Marissa Turner	733-5886	2213	77
TURNER, Rena	Barbara Gaiser	733-5661	606	52
WHITE, Donna McDowell	Susan Mullins	733-5605	306A2	111

Drupti Chauhan
Kara McCraw
Brian Gwyn
Dee Atkinson
Committee Counsel
LOB – Room 643

HOUSE COMMITTEE ON EDUCATION – K-12
2017-2018 SESSION

Clerks: Danielle Brinton, Linda Stevenson, Pattie Fleming, Rhonda Todd



Rep. Debra Conrad, Chair



Rep. Jeffrey Elmore, Chair



Rep. Craig Horn, Chair



Rep. Linda Johnson, Chair



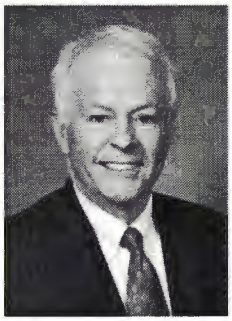
Rep. Cecil Brockman, Vice-Chair



Rep. Bobbie Richardson, Vice-Chair



Rep. John Ager



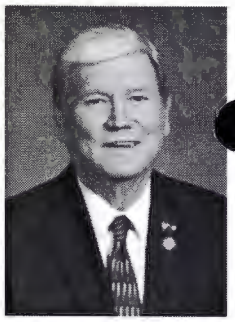
Rep. Hugh Blackwell



Rep. John Bradford



Rep. Kevin Corbin



Rep. Jimmy Dixon



Rep. Jean Farmer-Butterfield



Rep. Rosa Gill



Rep. Charles Graham



Rep. Holly Grange



Rep. Destin Hall



Rep. Kyle Hall



Rep. Jon Hardister



Rep. Cody Henson



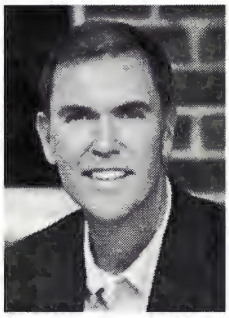
Rep. Howard Hunter



Rep. Pat Hurley



Rep. Frank Iler



Rep. Bert Jones



Rep. Donny Lambeth



Rep. Graig Meyer



Rep. Rodney Moore



Rep. Larry Pittman



Rep. Amos Quick



Rep. Dennis Riddell



Rep. David Rogers



Rep. Jason Saine



Rep. Phillip Shepard



Rep. Scott Stone



Rep. Rena Turner



Rep. Donna McDowell White

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	2/07/17	2/14/17	2/21/17	2/28/17	3/14/17	3/21/17	3/28/17	4/04/17	4/11/17	4/20/17	4/24/17	4/25/17	5/16/17	6/21/17	
Chair of the Committee	Johnson	Conrad	Elmore	Horn	Johnson	Conrad	Elmore	Horn	Johnson	Conrad	Horn	Elmore	Horn	Elmore	
Meeting minutes	X	X	X		X	X	X		X	X		X		X	
Rep. Debra Conrad, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rep. Jeffrey Elmore, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rep. Craig Horn, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rep. Linda Johnson, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rep. Cecil Brockman, Vice Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	
Rep. Bobbie Richardson, Vice Chair	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	
Rep. John Ager	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	
Rep. Hugh Blackwell	-	✓	✓	✓	✓	✓	-	✓	-	✓	✓	✓	✓	✓	
Rep. John Bradford	✓	✓	✓	-	✓	✓	-	✓	-	✓	✓	✓	-	-	
Rep. Kevin Corbin	✓	✓	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓	
Rep. Jimmy Dixon	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	
Rep. Jean Farmer-Butterfield	✓	✓	✓	✓	✓	-	✓	✓	-	✓	-	✓	✓	-	
Rep. Rosa Gill	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	-	✓	✓	✓	
Rep. Charles Graham	-	-	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	-	
Rep. Holly Grange	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	
Rep. Destin Hall	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	
Rep. Kyle Hall	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	
Rep. Jon Hardister	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	
Rep. Cody Henson	✓	✓	✓	✓	✓	✓	✓	-	-	✓	✓	✓	✓	✓	
Rep. Howard Hunter	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	-	

DATES	2/07/17	2/14/17	2/21/17	2/28/17	3/14/17	3/21/17	3/28/17	4/04/17	4/11/17	4/20/17	4/24/17	4/25/17	5/16/17	6/21/17	
Rep. Pat Hurley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	
Rep. Frank Iler	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	
Rep. Bert Jones	-	✓	-	✓	✓	✓	✓	✓	-	-	-	✓	✓	-	
Rep. Donny Lambeth	✓	✓	✓	✓	✓	✓	✓	-	-	-	-	✓	-	✓	
Rep. Graig Meyer	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rep Rodney Moore	✓	✓	✓	✓	✓	✓	-	-	-	✓	-	✓	-	✓	
Rep. Larry Pittman	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	-	
Rep. Amos Quick	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Rep. Dennis Riddell	✓	✓	✓	✓	✓	✓	-	✓	✓	✓	✓	✓	-	-	
Rep. David Rogers	-	-	✓	✓	✓	✓	✓	-	-	✓	-	✓	-	-	
Rep. Jason Saine	-	-	-	-	-	✓	✓	-	-	-	✓	✓	-	-	
Rep. Phil Shepard	-	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	✓	-	✓	
Rep. Scott Stone	✓	✓	-	✓	✓	✓	✓	-	-	✓	✓	-	✓	✓	
Rep. Rena Turner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	-	
Rep. Donna McDowell White	✓	✓	✓	✓	✓	-	-	✓	-	✓	✓	✓	✓	-	

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, February 7, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 13	Class Size Requirement Changes.	Representative McGrady Representative Elmore Representative Malone Representative Corbin

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 4:37 PM on Thursday, February 02, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Rhonda Todd (Committee Assistant)

House Committee on Education - K-12
Tuesday, February 7, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Linda Johnson, Co-Chairman
Committee on Education – K-12

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 13	Class Size Requirement Changes.	Representative McGrady Representative Elmore Representative Malone Representative Corbin

Adjournment

House Committee on Education K-12
Tuesday, February 7, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education K-12 met at 10:00 AM on February 7, 2017 in Room 643 of the Legislative Office Building. Representative Linda Johnson – Co-Chairs; Representatives Elmore, Horn, and Conrad – Vice-Chairs; Rep. Brockman and Rep. Richardson. Representatives Rep. Ager, Rep. Blackwell, Rep. Bradford, Rep. Corbin, Rep. Dixon, Rep. Farmer-Butterfield, Rep. Gill, Rep. Grange, Rep. Destin Hall, Rep. K. Hall, Rep. Hardister, Rep. Henson, Rep. Hunter, Rep. Hurley, Rep. Iler, Rep. Lambeth, Rep. Meyer, Rep. R. Moore, Rep. Pittman, Rep. Quick, Rep. Riddell, Rep. Stone, Rep. R. Turner, Rep. White were in attendance.

Bill Sponsors: Rep. McGrady, Rep. Elmore, Rep. Malone, and Rep. Corbin

Representative Johnson, Co-Chair, called the meeting to order and introduced the Co-Chairs, Pages, and Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-3).

HB 13 - *Class Size Requirement Changes* (Attachment 4).

Rep. Johnson stated that House Bill 13, ***Class Size Requirement Changes*** was before the Committee for discussion and recognized Rep. McGrady to explain the bill. House Bill 13 Amends GS 115C-301(c) to prohibit the average class size for kindergarten through third grade from exceeding the funded allotment ratio of teachers to students in kindergarten through third grade by no more than three students (was, must not exceed the funded allotment ratio). Prohibits the size of an individual class in kindergarten through third grade, at the end of the second school month and for the remainder of the school year, from exceeding the allotment ratio by more than six (was, three) students..

Following this explanation, Rep. Johnson recognized members for questions and comments. Rep. Hardister was recognized and moved that House Bill13 receive a favorable report referred to Appropriations. Rep. Johnson called for a vote and the motion carried.

Meeting adjourned at 10:45 AM

Respectfully submitted:

Representative Linda Johnson, Co-Chair

Rhonda Todd, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant at Arms and Pages
4. Visitor Registration
5. HB 13 and Summary

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	2.7.17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell															
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill	✓														
Rep. Charles Graham															
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones															
Rep. Donny Lambeth	✓														

DATES	2-7-17														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers															
Rep. Jason Saine															
Rep. Phil Shepard															
Rep. Scott Stone	✓														
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

Rep. Chuck McGrady ✓

Rep John Fraley ✓

Linda M Stevenson ✓
Comm Clerk

Danielle Brinton
Comm Clerk ✓

Rhonda Todd ✓
Comm Clerk

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm on Education K-12

DATE: 2/7/17 **Room:** 643

House Sgt-At Arms:

1. **Name:** Young Bae
2. **Name:** Jim Moran
3. **Name:** Bill Moore
4. **Name:** David Linthicum
5. **Name:** 1

Senate Sgt-At Arms:

1. **Name:**
2. **Name:**
3. **Name:**
4. **Name:**
5. **Name:**

Education K-12

HOUSE PAGES

Name:	County:	Sponsor:
Olivia Lee	Pitt	Representative Gregory F. Murphy, M.D.
Grace Tippett	New Hanover	Former Representative Susi Hamilton

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 2/7/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Burt Jenkins	NCDPI
Bryan Holloway	Holloway Group Inc
Sarah [illegible]	KC ANC
Johanna Reese	NCACC
Andy Chase	KMA
Sarah Jacobson	American Heart Association
Leanne Winner	NCSBA
Matt Calder	NCCapConn
Jessica Englert	Office of Governor Cooper
Rhaegan Jackson	Focus Consulting
Julia Adams Scheurich	Oak City GR LLC

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 2/7/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
JOEL MARINARO	GPM + ASSOC
Courtney Crowder	Crowder consulting
[illegible]	MLC
Robb Jansen	State Bd. of Education
Christie Lynch Ebert	NCDPI
[illegible]	Mise
Richard Bostic	NC School Boards Assoc
Ashley Peterson	Perkinson Law
Adam Prideaux	NCASA
Penny Griffin	School of Gov.
Lis Hall	NCDPI

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 2/7/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Madeline Hurley	Ward and Smith, P.A.
David Crawford	AIA NC
Kris Nordstrom	NC Justice Center
Matthew Herr	Disability Rights NC
Ed Emery	NCSBE
Katherine Joyce	NCAE
Chris Broughton	NCAE
Katy Kingsbury	BP
Alex Schauss	NC DPI
DAVID POWERS	POWERS STRATEGIES
Margie Foreman	NCAE

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 2/7/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Paul Joyner	Lyon Ike
Charles Jeter	Char-Meck Schools
Kevin Wilkinson	NCDPI
Taft Wireback	Greensboro News & Record

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 2/7/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rob LaMure	PLA
Gregory McDonald	RTI International

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H 1

HOUSE BILL 13

Short Title:	Class Size Requirement Changes.	(Public)
Sponsors:	Representatives McGrady, Elmore, and Malone (Primary Sponsors).	
Referred to:	Education - K-12, if favorable, Appropriations	

January 26, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY THE MAXIMUM AVERAGE CLASS SIZE REQUIREMENTS AND INDIVIDUAL CLASS SIZE REQUIREMENTS FOR KINDERGARTEN THROUGH THIRD GRADE.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-301(c) reads as rewritten:

"(c) Maximum Class Size for Kindergarten Through Third Grade. – The average class size for kindergarten through third grade in a local school administrative unit shall at no time exceed the funded allotment ratio of teachers to students in kindergarten through third ~~grade.~~grade by more than three students. At the end of the second school month and for the remainder of the school year, the size of an individual class in kindergarten through third grade shall not exceed the allotment ratio by more than ~~three~~six students. The funded class size allotment ratio for kindergarten through third grade shall be as follows:

(1) For kindergarten, one teacher per 18 students.
(2) For first grade, one teacher per 16 students.
(3) For second grade, one teacher per 17 students.
(4) For third grade, one teacher per 17 students.

In grades four through 12, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement."

SECTION 2. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 13:
Class Size Requirement Changes.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Appropriations	**Date:**	February 7, 2017
Introduced by:	Reps. McGrady, Elmore, Malone, Corbin	**Prepared by:**	Kara McCraw Staff Attorney
Analysis of:	First Edition		

OVERVIEW: House Bill 13 would change the allowable average and individual class sizes permitted under the statute establishing maximum class sizes for kindergarten through third grade.

CURRENT LAW: G.S. 115C-301(c) establishes maximum class sizes for kindergarten through third grade by requiring that the average class size for kindergarten through third grade cannot exceed the funded allotment ratio of teachers to students in those grades. At the end of the second school month and for the remainder of the school year, the size of an individual class in kindergarten through third grade cannot exceed the allotment ratio by more than three students. The funded class size allotment ratios for kindergarten through third grade, beginning with the 2017-2018 school year, are as follows:

(1) For kindergarten, one teacher per 18 students.

(2) For first grade, one teacher per 16 students.

(3) For second grade, one teacher per 17 students.

(4) For third grade, one teacher per 17 students.

BILL ANALYSIS: HB 13 would provide that the average class size for kindergarten through third grade could not exceed the funded allotment ratio of teachers to students in those grades by more than three students, and that the size of an individual class could not exceed the allotment ratio by more than six students.

EFFECTIVE DATE: This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

BACKGROUND: See reverse for Classroom Teacher Ratio Chart prepared by Fiscal Research Division.

Karen Cochrane-Brown
Director

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Classroom Teacher Ratios

	Kindergarten			1st Grade			2nd Grade			3rd Grade		
	Funded Teacher Allotment	LEA Avg. Class Size	Individual Class Size Max	Funded Teacher Allotment	LEA Avg. Class Size	Individual Class Size Max	Funded Teacher Allotment	LEA Avg. Class Size	Individual Class Size Max	Funded Teacher Allotment	LEA Avg. Class Size	Individual Class Size Max
Current 2016-17	18	21	24	16	21	24	17	21	24	17	21	24
Effective FY 2017-18, if GA takes no action	18	18	21	16	16	19	17	17	20	17	17	20
HB 13	18	21	24	16	19	22	17	20	23	17	20	23

Class Sizes in K-3
Current Status

2016-17 Class Sizes

	Funded Allotment Ratio	Max Avg Class Size for LEA	Max Individual Class Size
Kindergarten	1:18	1:21	1:24
Grade 1	1:16	1:21	1:24
Grades 2-3	1:17	1:21	1:24

2017-18 Class Sizes

	Funded Allotment Ratio		Max Avg Class Size for LEA		Max Individual Class Size
Kindergarten	1:18	=	**1:18**	+3	**1:21**
Grade 1	1:16	=	**1:16**	+3	**1:19**
Grades 2-3	1:17	=	**1:17**	+3	**1:20**

Class Sizes in K-3
HB 13 Proposal

REPRESENTATIVE JEFFREY ELMORE
N.C. HOUSE OF REPRESENTATIVES
94TH DISTRICT

306A3 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
RALEIGH, NC 27603-5925
(919) 733-5935
JEFFREY.ELMORE@NCLEG.NET

DISTRICT ADDRE
POST OFFICE BOX 5
NORTH WILKESBORO, NC 286

PHONE: (336) 667-03

2016-17 Class Sizes

	Funded Allotment Ratio	Max Avg Class Size for LEA	Max Individual Class Size
Kindergarten	1:18	1:21	1:24
Grade 1	1:16	1:21	1:24
Grades 2-3	1:17	1:21	1:24

2017-18 Class Sizes

	Funded Allotment Ratio		Max Avg Class Size for LEA		Max Individual Class Size
Kindergarten	1:18	+3	**1:21**	+3	**1:24**
Grade 1	1:16	+3	**1:19**	+3	**1:22**
Grades 2-3	1:17	+3	**1:20**	+3	**1:23**

Linda Stevenson (Rep. Jeffrey Elmore)

From: Danielle Brinton (Rep. Debra Conrad)
Sent: Thursday, February 09, 2017 11:12 AM
To: Rep. Marvin Lucas; Rep. Linda Johnson; Rep. Craig Horn; Rep. Chuck McGrady
Cc: Thelma Utley (Rep. Marvin Lucas); Rhonda Todd (Rep. Linda Johnson); Pattie Fleming (Rep. Craig Horn); Brittany Eller (Rep. Chuck McGrady)
Subject: <NCGA> House Education - K-12 Committee Meeting Notice for Tuesday, February 14, 2017 at 10:00 AM
Attachments: Add Meeting to Calendar_LINC_.ics

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, February 14, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 6	Ed. Finance Reform Task Force/PED Report.	Representative Horn Representative Lucas Representative Johnson Representative McGrady

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:11 AM on Thursday, February 09, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Danielle Brinton (Committee Assistant)

House Committee on Education - K-12
Tuesday, February 14, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Debra Conrad, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 6	Ed. Finance Reform Task Force/PED Report.	Representative Horn Representative Lucas Representative Johnson Representative McGrady

Adjournment

House Committee on Education - K-12
Tuesday, February 14, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education - K-12 met at 10:00 AM on February 14, 2017 in Room 643 of the Legislative Office Building. Representative Conrad, Elmore, Horn, and Johnson – Co-Chairs; Representatives Brockman and Richardson – Vice-Chairs; and Representatives Rep. Ager, Rep. Blackwell, Rep. Bradford, Rep. Corbin, Rep. Dixon, Rep. Farmer-Butterfield, Rep. Gill, Rep. Grange, Rep. D. Hall, Rep. K. Hall, Rep. Hardister, Rep. Henson, Rep. Hunter, Rep. Hurley, Rep. Jones, Rep. Lambeth, Rep. Meyer, Rep. R. Moore, Rep. Pittman, Rep. Quick, Rep. Riddell, Rep. Shepard, Rep. Stone, Rep. R. Turner, and Rep. White were in attendance.

Representative Conrad, Co-Chair, called the meeting to order and introduced the Co-Chairs, Pages, and Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-4).

The following bills were considered:

HB 6 Ed. Finance Reform Task Force/PED Report. (Representatives Horn, Lucas, Johnson, McGrady), (Attachment 5).

Rep. Conrad stated that House Bill 6, "Ed. Finance Reform Task Force/PED Report" was before the Committee for discussion and recognized Rep. Horn to explain the bill. House Bill 6 would create the Joint Legislative Task Force on Education Finance Reform (Task Force) consisting of 18 legislators (9 from each body). The Task Force would be charged with studying various weighted student formula funding models and develop a new funding model for the elementary and secondary public schools of North Carolina. Detailed requirements of the Task Force are laid out in the bill. Rep. Horn referenced 4 handouts in his explanation, (Attachment 6-7).

Following this explanation, Rep. Conrad recognized Rep. Horn to bring forth and explain an amendment, H6-ABE-1 [v.4] (Attachment 8), on the bill. After an explanation, Rep. Hardister was recognized for a motion for a vote on the amendment. Rep. Conrad called for a vote and the amendment passed unanimously.

Rep. Conrad recognized Rep. Horn to bring forth and explain a second amendment, H6-ABE-2 [v.3], (Attachment 9). Rep. Horn then took questions and comments from the committee members. After much discussion, it was determined to not take a vote on the amendment or the bill and continue the discussion on both during the next meeting.

The meeting adjourned at 10:50.

Rep. Debra Conrad

Representative Debra Conrad, Chair
Presiding

Danielle Brinton

Danielle Brinton, Committee Clerk

Attachments:

1.) Agenda
2.) Attendance
3.) Committee Sergeant at Arms and Pages
4.) Visitor Registration
5.) HB6 and Summary
6.) Handouts 1-2
7.) Handouts 3-4
8.) Amendment H6-ABE-1 [v.4]
9.) Amendment H6-ABE-2 [v.3]

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	Feb. 7th	Feb. 14th													
Rep. Debra Conrad, Chair	✓	✓													
Rep. Jeffrey Elmore, Chair	✓	✓													
Rep. Craig Horn, Chair	✓	✓													
Rep. Linda Johnson, Chair	✓	✓													
Rep. Cecil Brockman, Vice Chair	✓	✓													
Rep. Bobbie Richardson, Vice Chair	✓	✓													
Rep. John Ager	✓	✓													
Rep. Hugh Blackwell		✓													
Rep. John Bradford	✓	✓													
Rep. Kevin Corbin	✓	✓													
Rep. Jimmy Dixon	✓	✓													
Rep. Jean Farmer-Butterfield	✓	✓													
Rep. Rosa Gill	✓	✓													
Rep. Charles Graham															
Rep. Holly Grange	✓	✓													
Rep. Destin Hall	✓	✓													
Rep. Kyle Hall	✓	✓													
Rep. Jon Hardister	✓	✓													
Rep. Cody Henson	✓	✓													
Rep. Howard Hunter	✓	✓													
Rep. Pat Hurley	✓	✓													
Rep. Frank Iler	✓														
Rep. Bert Jones		✓													
Rep. Donny Lambeth	✓	✓													

DATES															
Rep. Graig Meyer	✓	✓													
Rep Rodney Moore	✓	✓													
Rep. Larry Pittman	✓	✓													
Rep. Amos Quick	✓	✓													
Rep. Dennis Riddell	✓	✓													
Rep. David Rogers															
Rep. Jason Saine															
Rep. Phil Shepard		✓													
Rep. Scott Stone	✓	✓													
Rep. Rena Turner	✓	✓													
Rep. Donna McDowell White	✓	✓													

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm on Edu K-12

DATE: 2-14-17 Room: Room 643

House Sgt-At Arms:

1. Name: Dean Marshbourne
2. Name: Terry McCraw
3. Name: Will Crocker
4. Name: Joe Crook
5. Name: Bill Moore

[redacted] Sgt-At Arms:

1. Name: Thomas Terry
2. Name: MARVIN Lee
3. Name:
4. Name:
5. Name:

VISITOR REGISTRATION SHEET

House Comm on Education K-12 — 2-14-17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leanne Winner	NCSBA
Josh Lavin	SML
Lee Teague	NCAPCS
Mary Klenz	League of Women Voters NC
Lucille Howard	League of Women Voters Chair.
Michelle Frazier	SML
Dr. A. Taylor-Jones	AARP
JOHN F. MERRELL	NC AARP
Dennis Stokley	NC AARP

VISITOR REGISTRATION SHEET

House Comm on Education K-12 — 2-14-17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kevin Wilkinson	NCDPI
Susan Harrison	NCDTSEA
Wendy Kelly	Focus Carolina
Rhaegan Jackson	Focus Carolina
Jessica England	Office of Governor Cooper
Robb Jansen	State Board of Education
Sarah Hachin	NCEL
[illegible]	CINC 806
Ed Dennison	Moore County Schools BOE
Ray Covington	Hunt Institute
Leah Sutton	Hunt Institute

VISITOR REGISTRATION SHEET

House Comm on Education K-12 — 2-14-17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Tim Lavallee	Wake Ed Partnership
Jonathan Kappler	UNC GA
Jan Grant	S/A
Adam Pridemore	NCASA
Katherine Joyce	NCASA
Richard Bostic	NCSBA
Chris Emanuel	Emanuel Group
Margie Freeman	NCAE
Anna Shelby	Policy Group
Shana Lauder	MWC
Martez Hill	NC SBE

VISITOR REGISTRATION SHEET

House Comm on Education K-12 — 2-14-17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kristopher Nordstrom	NC Justice Center
Matt Ellinwood	NCSC
Sarah Jacobson	AFT A
Morgan Gramann	NCAE
Steve Metcalf	The Policy Group
Amber Harris	NCAEE
Flint Benson	SEANC
Sarah Sturdivant	SBE

H 1

HOUSE BILL 6*

Short Title:	Ed. Finance Reform Task Force/PED Report.	(Public)
Sponsors:	Representatives Horn, Lucas, Johnson, and McGrady (Primary Sponsors).	
Referred to:	Education - K-12	

January 26, 2017

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE JOINT LEGISLATIVE TASK FORCE ON EDUCATION FINANCE REFORM, AS RECOMMENDED BY THE JOINT LEGISLATIVE PROGRAM EVALUATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. There is created the Joint Legislative Task Force on Education Finance Reform (Task Force).

SECTION 2. The Task Force shall consist of nine members of the Senate appointed by the President Pro Tempore of the Senate and nine members of the House of Representatives appointed by the Speaker of the House of Representatives. The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each appoint a cochair of the Task Force from among its membership. These appointments shall be made no later than September 1, 2017.

SECTION 3. In consultation with the State Board of Education and the Department of Public Instruction, the Task Force shall study various weighted student formula funding models and develop a new funding model for the elementary and secondary public schools of North Carolina based on a weighted student formula. As a part of this process, the Task Force shall do all of the following:

(1) Review the State's current public school allotment system and undertake an in-depth study of various types of weighted student formula funding models. In its study, the Task Force is encouraged to consider models used by other states.

(2) Determine the base amount of funds that must be distributed on a per student basis to cover the cost of educating a student in the State.

(3) Identify the student characteristics eligible for weighted funding and the associated weights for each of these characteristics.

(4) Resolve the extent to which the base amount of funds to be distributed would be adjusted based on the characteristics of each local school administrative unit.

(5) Decide which funding elements, if any, would remain outside the base of funds to be distributed under a weighted student formula.

(6) Study any other issue the Task Force considers relevant.

SECTION 4. The Task Force shall meet upon the call of its cochairs. A quorum of the Task Force is a majority of its members. No action may be taken except by a majority vote at a meeting at which a quorum is present. The Task Force, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4. The Task Force may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02. If the Task Force hires a consultant, the consultant shall not be a State employee

or a person currently under contract with the State to provide services. Members of the Task Force shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1. The expenses of the Task Force shall be considered expenses incurred for the joint operation of the General Assembly.

SECTION 5. The Legislative Services Officer shall assign professional and clerical staff to assist the Task Force in its work. The Director of Legislative Assistants of the House of Representatives and the Director of Legislative Assistants of the Senate shall assign clerical support to the Task Force.

SECTION 6. Meetings of the Task Force shall begin no later than October 1, 2017. The Task Force shall submit a final report on the results of its study and development, including proposed legislation, to the Joint Legislative Education Oversight Committee on or before July 1, 2018, by filing a copy of the report with the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Legislative Library. The Task Force shall terminate on July 1, 2018, or upon the filing of its final report, whichever comes first.

SECTION 7. This act is effective when it becomes law.

HOUSE BILL 6:
Ed. Finance Reform Task Force/PED Report.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	February 14, 2017
Introduced by:	Reps. Horn, Lucas, Johnson, McGrady	**Prepared by:**	Brian Gwyn
Analysis of:	First Edition		Committee Co-Counsel

OVERVIEW: House Bill 6 would establish the Joint Legislative Task Force on Education Finance Reform, based on the recommendation of the Joint Legislative Program Evaluation Oversight Committee.

[As introduced, this bill was identical to S9, as introduced by Sens. Foushee, McInnis, Krawiec, which is currently in Senate Rules and Operations of the Senate.]

BILL ANALYSIS: House Bill 6 would create the Joint Legislative Task Force on Education Finance Reform (Task Force) consisting of 18 legislators (9 from each body). The Task Force would be charged with studying various weighted student formula funding models and develop a new funding model for the elementary and secondary public schools of North Carolina. As part of the study, the Task Force would be required to do the following:

- Review the State's current public school allotment system and undertake an in-depth study of various types of weighted student formula funding models, including models used by other states.
- Determine the base amount of funds that must be distributed on a per student basis to cover the cost of educating a student in the State.
- Identify the student characteristics eligible for weighted funding and the associated weights for each of these characteristics.
- Resolve the extent to which the base amount of funds to be distributed would be adjusted based on the characteristics of each local school administrative unit.
- Decide which funding elements, if any, would remain outside the base of funds to be distributed under a weighted student formula.
- Study any other issue the Task Force considers relevant.

The Task Force would submit a final report on the results of its study and development, including proposed legislation to the Joint Legislative Education Oversight Committee, on or before July 1, 2018. The Task Force would terminate on July 1, 2018, or upon the filing of its final report, whichever comes first.

EFFECTIVE DATE: The bill would be effective when it becomes law.

BACKGROUND: In its report, entitled "Allotment-Specific and System-Level Issues Adversely Affect North Carolina's Distribution of K-12 Resources," the Program Evaluation Division "examine[d] the State's system for allotting resources of local education agencies (LEAs) and charter schools for the operation of K-12 public schools." The study found that there are inefficiencies and inequities in North Carolina's current resource allocation model. The report ultimately recommended that the General Assembly either "overhaul the model for how resources are distributed by developing a plan to implement a weighted student funding model" or "reform the current allotment system." The report recommended that the General Assembly create a joint task force to study the issue further.

The report can be found online at: http://www.ncleg.net/PED/Reports/documents/K12/K12_Report.pdf

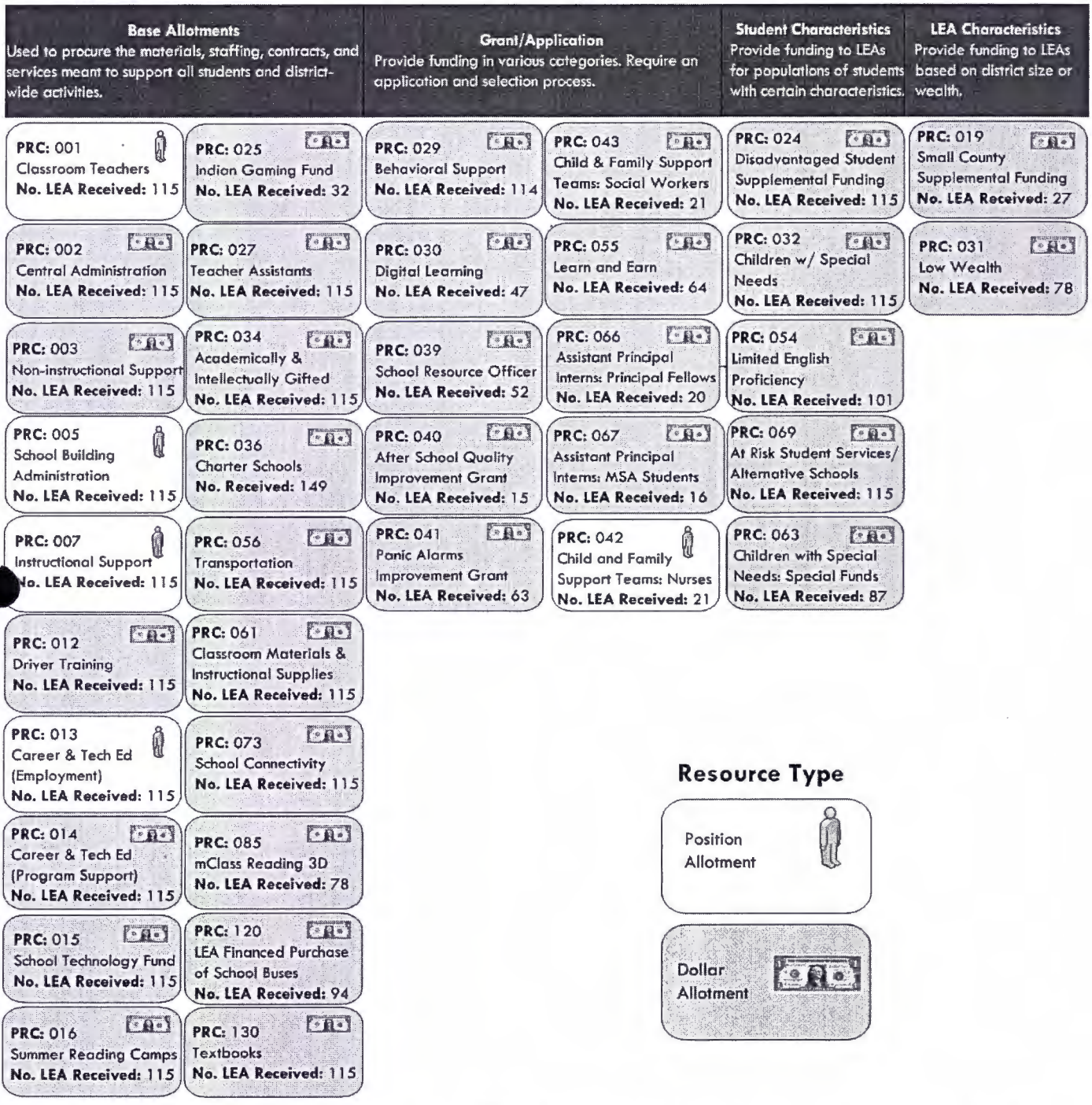
Karen Cochrane-Brown
Director

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Handout 1: North Carolina's Resource Allocation System Distributes Dollars and Positions Using 37 Different Allotments

State Allotments – 37 Total
$8.4 Billion Allotted in 2014–15 School Year



Note: The exhibit includes carryover funds from Fiscal Year 2014–15 for the Indian Gaming allotment, which is why only 32 LEAs received funds through PRC 025. 2015–16 Indian Gaming funds were provided as part of the Textbook allotment. PRC 055 provides funds for the Cooperative Innovate High Schools program.

Handout 2: The Allotment System Consists of the Initial Allotments—Which Account for 92% of Allotted State Funds—and a Series of Revisions to Modify the Initial Allotments and to Distribute Other State and Federal Funds

Initial Allotments

DPI first distributes funding to LEAs in **19 PRCs – $7.7 billion in FY 14– 15** (92% of all state resources allotted)

PRC: 001 Classroom Teachers $3,868,846,015	PRC: 032 Children w Special Needs $716,185,033	PRC: 007 Instructional Support $441,688,352	PRC: 013 Career & Tech Education $412,689,428	PRC: 027 Teacher Assistants $357,681,307	PRC: 003 Non-Instructional Support $349,746,369	PRC: 056 Transportation $328,542,677
PRC: 005 Building Administration $299,225,440	PRC: 069 At-Risk Student Services $278,130,136	PRC: 031 Low Wealth Supplement $199,750,852	PRC: 002 Central Administration $93,216,875	PRC: 024 Disadvantaged Students $80,275,421	PRC: 054 Limited English Proficiency $76,313,309	PRC: 034 Academically Gifted $74,593,189
PRC: 019 Small County Supplement $42,396,749	PRC: 061 Classroom Materials $41,973,340	PRC: 012 Drivers Training $26,307,358	PRC: 130 Textbooks $21,631,048	PRC: 014 Career & Tech Ed $20,016,175		

Other State Allotments
$672 million
(8% of state resources)

PRC: 036 Charter Schools $369,947,769	PRC: 039 School Resource Officer $6,660,251
PRC: 015 School Technology Fund $35,726,800	PRC: 030 Digital Learning $683,283
PRC: 016 Summer Reading Camps $23,091,779	PRC: 025 Indian Gaming Fund $460,396
PRC: 055 Learn and Earn $24,765,499	PRC: 042 Support Teams: Nurses $3,966,107
PRC: 073 School Connectivity $9,499,970	PRC: 043 Support: Social Workers $6,085,433
PRC: 029 Behavioral Support $11,104,330	PRC: 066 Assistant Principal Interns $344,236
PRC: 120 Purchase School Buses $42,226,120	PRC: 067 Assistant Principal Interns $2,348,856
PRC: 063 Children w Special Needs $26,745,329	PRC: 040 After School Grant $4,784,339
PRC: 085 mClass Reading 3D $348,400	PRC: 096 Special Position $746,338
PRC: 041 Panic Alarms Grant $664,908	PRC: 095 Special Dollar Allotment $424,483

Allotment Revisions

After distributing the initial 19 allotments, DPI allocates the remaining 8% of state funds and all federal funds through the revision process. The original 19 allotments are also adjusted for other purposes.

- Revisions do the following: 1) add or subtract funds from the initial allotments; 2) allocate funding for the 31 federal PRCs; and 3) allocate funding for the remaining 19 state PRCs
- 50 revisions took place during FY 2014-15 with as many as 6 revisions occurring per month
- $1.5 Billion = Total Amount of Revisions in FY 2014-15
- Examples of the main revisions that occur include the following: New and Growing Charter School Adjustments; ABC Transfers (legislated ability to move money between most PRCs); Carry-Over; funding for other state allotments

Post Revision Initial Allotments

PRC: 001	PRC: 032	PRC: 007	PRC: 013	PRC: 027	PRC: 003	PRC: 056	PRC: 005	PRC: 069
Revision: $3,797,492,793 Difference: $-71,353,276	Revision: $712,956,438 Difference: $-3,228,595	Revision: $440,030,434 Difference: $-1,658,118	Revision: $380,078,344 Difference: $-32,611,138	Revision: $311,643,698 Difference: $-46,037,609	Revision: $380,141,606 Difference: $30,395,237	Revision: $434,378,133 Difference: $105,635,456	Revision: $300,507,408 Difference: $1,281,968	Revision: $289,705,544 Difference: $11,575,408

PRC: 031	PRC: 002	PRC: 024	PRC: 054	PRC: 034	PRC: 019	PRC: 061	PRC: 012	PRC: 130	PRC: 014
Revision: $224,699,094 Difference: $24,948,241	Revision: $92,963,003 Difference: $-253,872	Revision: $71,615,257 Difference: $-8,660,164	Revision: $57,605,840 Difference: $76,313,509	Revision: $40,514,886 Difference: $-34,078,303	Revision: $44,464,969 Difference: $2,068,220	Revision: $57,397,873 Difference: $15,424,533	Revision: $26,307,354 Difference: $-4	Revision: $663,922 Difference: $-20,967,126	Revision: $37,080,366 Difference: $17,064,191

Federal Allotments
$844 million

- 31 PRCs distributed Federal funds
- 6 PRCs based on Title I funding. Provide financial assistance to local educational agencies (LEAs) and schools with high numbers ar high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.
- 7 PRCs based on Title VI funding. The Individuals with Disabilities Education Act (IDEA) distributes federal special education funds through three state grant programs & several discretionary grant programs. Part B authorizes grants to state and local education agencies to offset part of the costs of the K-12 education needs of children with disabilities; it also authorizes preschool state grants.
- 20 remaining PRCs account for 14% of federal allotments
- Distribution determined by federal government

Handout 3: State Teacher Salary is Determined by a Combination of Experience, Education, and National Board Certification

3 Factors Influence Resources Allotted to LEAs

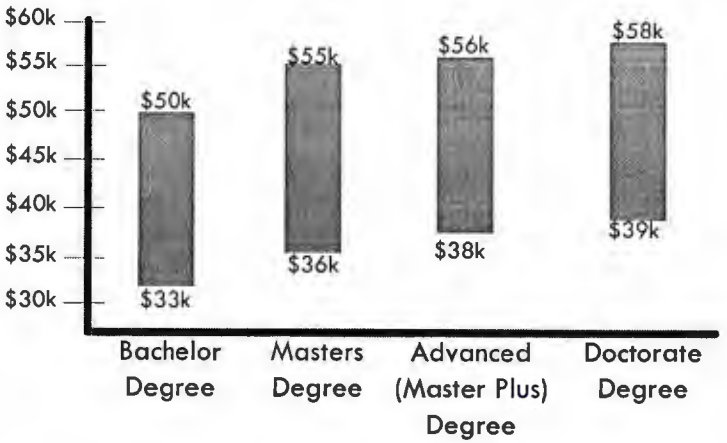
Experience

Teacher pay is commensurate with teaching experience



Education

A teacher's level of education affects earnings



Credentials

Teachers with National Board Certification earn more

National Board Certified Teacher



Licensed teachers who have National Board for Professional Teaching Standards Certification earn a salary supplement each month of 12% of their monthly salary on the "A" salary schedule.

Handout 4: Hypothetical Example of How a Weighted Student Formula Would Work for Students with Different Characteristics

Weighted Student Formula Components

Base Amount
Covers the costs associated with educating a general student

Weights
Student characteristics provide additional funding relative to the base amount

Base	Weights	
Base value derived from the cost of a basic education for a general 9-12 grade student:	**Grade**	**Value**
	K-3	.19
	3-5	.13
	6-8	.06
	Student Characteristics	**Value**
$7,500	Limited English Proficiency	.38
	At-risk Students	.54
	Children with Disabilities	.98

Operationalizing the Weighted Student Formula Using 3 Hypothetical Students



Student 1
General 10th Grade Student

Base = $7,500 → **Distributed to district or charter school as dollars**



Student 2
Second Grade Student with Learning Disabilities

Base $7,500 + K-3 Grade Weight $1,425 (or ($7,500 x .19)) + Children With Disabilities Weight $7,350 (or ($7,500 x .98)) = Weighted Per Student Amount $16,275 → **Distributed to district or charter school as dollars**



Student 3
Middle School Student classified as being at-risk and having limited English proficiency

Base $7,500 + 6-8 Grade Weight $450 (or ($7,500 x .06)) + Limited English Proficiency Weight $2,850 (or ($7,500 x .38)) + At-Risk Student Weight $4,050 (or ($7,500 x .54)) = Weighted Per Student Amount $14,850 → **Distributed to district or charter school as dollars**

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 6*

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H6-ABE-1 [v.4]

Amends Title [NO]
First Edition

Date _____,2017

Representative Horn

moves to amend the bill on page 1, line 30 by rewriting the line to read:

"(6) Study other funding models for elementary and secondary public schools, including public charter schools, in addition to the weighted student funding formula.

(7) Study any other issue the Task Force considers relevant.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 6*

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H6-ABE-2 [v.3]

Amends Title [NO]
First Edition

Date _____,2017

Representative Horn

moves to amend the bill on page 1, lines 8 – 13 by rewriting the lines to read:

"**SECTION 2.** The Task Force shall consist of 18 members as follows:

(1) Six members of the Senate appointed upon the recommendation of the President Pro Tempore of the Senate, with one of those members serving as a cochair.

(2) Six members of the House of Representatives appointed upon the recommendation of the Speaker of the House of Representatives, with one of those members serving as a cochair.

(3) Two superintendents of local school administrative units appointed by the President Pro Tempore of the Senate, serving as nonvoting members.

(4) Two superintendents of local school administrative units appointed by the Speaker of the House of Representatives, serving as nonvoting members.

(5) One chief finance officer of a local school administrative unit appointed by the President Pro Tempore of the Senate, serving as a nonvoting member.

(6) One chief finance officer of a local school administrative unit appointed by the Speaker of the House of Representatives, serving as a nonvoting member.

These appointments shall be made no later than September 1, 2017.";

And on page 2, line 2 by rewriting the line to read:

"shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1, G.S. 138-5, or G.S. 138-6, as appropriate. The".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

Corrected #1: Corrected notice comment

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, February 21, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Representative Jeffrey Elmore will chair**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 6	Ed. Finance Reform Task Force/PED Report.	Representative Horn Representative Lucas Representative Johnson Representative McGrady

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:56 PM on Thursday, February 16, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB 6 Ed. Finance Reform Task Force/PED Report.

Draft Number:	H6-PCS30079-BE-1
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Horn

TOTAL REPORTED: 1



House Committee on Education - K-12
Tuesday, February 21, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Jeffrey Elmore, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 6	Ed. Finance Reform Task Force/PED Report.	Representative Horn Representative Lucas Representative Johnson Representative McGrady

Adjournment

House Committee on Education K-12
Tuesday, February 21, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education K-12 met at 10:00 AM on February 21, 2017 in Room 643 of the Legislative Office Building. Representatives Elmore, Horn and Johnson – Co-Chairs; Representatives Brockman and Richardson - Vice-Chairs; and Representatives, Rep. Ager, Rep. Blackwell, Rep. Bradford, Rep. Corbin, Rep. Dixon, Rep. Farmer-Butterfield, Rep. Gill, Rep. Graham, Rep. Grange, Rep. D. Hall, Rep. K. Hall, Rep. Hardister, Rep. Henson, Rep. Hunter, Rep. Hurley, Rep. Iler, Rep. Lambeth, Rep. Meyer, Rep. Moore, Rep. Pittman, Rep. Quick, Rep. Riddell, Rep. Rogers, Rep. Shepard, Rep. Turner, Rep. Mc Dowell White were in attendance. Also in attendance was Rep. Lucas.

Representative Elmore, Co-Chair, called the meeting to order at 10:06 and introduced the Pages and Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-4).

The following bill was considered:

Primary Sponsors – Representative Horn, Lucas, Johnson and McGrady

HB 6 - AN ACT TO ESTABLISH THE JOINT LEGISLATIVE TASK FORCE ON EDUCATION FINANCE REFORM, AS RECOMMENDED BY THE JOINT LEGISLATIVE PROGRAM EVALUATION OVERSIGHT COMMITTEE. (Attachment 5)

Rep. Elmore stated that House Bill 6 is a continuation from last week's meeting. Rep. Horn was recognized to explain the bill. Rep. Horn explained the bill would create a joint task force to study various weighted student formula funding models and develop a new funding process/model for K-12. Rep. Elmore stated there was an amendment to the bill, H6-ABE-4 [V.1], (Attachment 6), requested by Rep. Dixon. Rep. Dixon was recognized to explain the amendment. He explained the amendment would change the filing report date from "on or before September 1, 2017" to "on or before October 1, 2018". It also gives the committee a full year to report and make determinations. After the explanation, Rep. Horn stated the sponsors had no problems with the amendment. Rep. Elmore asked for questions. Rep. Turner was recognized and motioned to move H6-ABE-4 [v.1]. Rep. Elmore called for a vote, the amendment passed, motion carried.

Rep. Elmore recognized Rep. Jones's amendment. Rep. Jones was not able to attend. Rep. Elmore announced Rep. Jones's amendment will be displaced and heard on the floor. Rep. Horn explained there was a third amendment that would allow twelve legislators and other members from various agencies appointed by the speaker of the house, non-voting members (advisory board). He stated he had not heard from anyone to change the bill. Since there were no problems he would like a motion to approve the bill with the two amendments rolled into the bill. Rep. Elmore asked for questions. Rep. Dixon and Rep. Pittman were recognized; both agreed they would like to see the bill as eighteen legislative members.

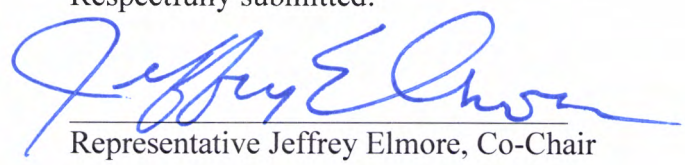
Rep. Horn explained the sponsors had no problems with the bill with the two amendments, he asked for support. Rep. Horn motioned to move the amendments, roll amendments into the bill. Rep. Elmore asked if there were any other questions or concerns. Rep. Elmore recognized Rep. Lucas; he notified the committee there is a bill in the senate that is similar. Rep. Dixon and Rep. Pittman were recognized; both agreed they would like to see the bill as eighteen legislative members. Rep. Moore was recognized for a concern stating there should be one or two members of the minority in each chamber.

Following questions, Rep. Horn was recognized, he withdrew his motion to move the bill. Rep. Elmore recognized Rep. Johnson; she stated there was another amendment requested by Rep. Jones, who could not be at this meeting. Rep. Johnson explained amendment, H6-ARQ-2 [v.2], (Attached 7) would expect the makeup of the Task force reflect geographical and urban/rural diversity. There will need to be at least one member of the House of Representative and at least one member of the Senate shall be from the minority party from each chamber. Rep. Elmore asked for questions. Rep. Graham was recognized with a concern, he stated there was not cultural diversity. He would like to see this addressed. Rep. Johnson was recognized; she stated Rep. Graham can address this on the floor since the bill was initiated by Rep. Jones. Rep. Elmore asked the members if there were any questions or comments, there being none, he asked for a vote on H6-ARQ-2 [v.2], the motion carried, the amendment passed.

Rep. Horn was recognized for a motion for HB 6 to receive a favorable report to the bill as amended, rolled into a proposed committee substitute, with a favorable report to the committee substitute and an unfavorable report to the original bill. Rep. Elmore asked for questions, there being none, he called for a vote to, receive a favorable report to the bill as amended, rolled into a proposed committee substitute, with a favorable report to the committee substitute and an unfavorable report to the original bill. The motion carried

There being no further business before the Committee, Representative Elmore adjourned the meeting at 10:23 AM.

Respectfully submitted:



Representative Jeffrey Elmore, Co-Chair



Linda M. Stevenson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant at Arms and Pages
4. Visitor Registration
5. HB 6
6. Amendment H6-ABE -4 [v.1]
7. Amendment H6-ARQ -2 [v.2]

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	2/21/17														
Rep. Debra Conrad, Chair															
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill	✓														
Rep. Charles Graham	✓														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones															
Rep. Donny Lambeth	✓														

DATES	2/21/17														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers	✓														
Rep. Jason Saine															
Rep. Phil Shepard	✓														
Rep. Scott Stone															
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

Rep. Lucas ✓

ATTENDANCE FOR POLICY ADVISORS & STAFF

House Education-K-12 Committee

2017 LONG SESSION

DATES	2/21/17														
ED POLICY ADVISORS															
Lewis King															
Lindsey Dowling															
FISCAL STAFF															
Brett Altman	–														
Lisa Fox	–														
Jennifer Hoffman	–														
Lauren Metayer	–														
Brian Matteson	–														
LAD STAFF															
Drupti Chauhan	✓														
Kara McCraw	✓														
Brian Gwyn	✓														
Dee Atkinson	✓														
BILL DRAFTING															
Leslie Karkanawi															
Emily Johnson															
COMMITTEE CLERK															
Danielle Brinton	✓														
Linda M Stevenson	✓														
Pattie Fleming	✓														
Rhonda Todd	✓														

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Education K-12

DATE: 2/21/2017 Room: 643

House Sgt-At Arms:

1. Name: Warren Hawkins
2. Name: Doug Harris
3. Name: Malachi McCullough, Jr
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, February 21, 2017
Session: 12:00 PM

Committee	Room	Time	Staff	Comments	Member
Education - K-12	643	10:00 AM	Kurtis Johnson		Rep. Speaker Tim Moore

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 2/21/2017

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Brock Wonbles	NCCAT
Bryan N. Hollowell	Hollowell Group Inc.
Adam Podimore	NCASA.
Cheryl Posner-Cahill	NC School Psych Assoc
Jodi Maynard	GPAN & Assoc
Peyton Mayne	
Madeline Keeter	Charter Schools USA
Dejon Bosley	NCGA Rep. Richardson
Leah Sutton	The Hunt Institute
Justin Clayton	Gov. Cooper
Richard Watkins	Rep Meyer

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 2/21/2017

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Caitlin Saunders	Rep. Meyer
Hugh Johnson	NCACC
Johanna Reese	NCACC
Frederick Douglass	
Amber Harris	NCACC
Sarah Jacobson Cohen	AHA
Saran Sturdivant	SBE
Josh Lanier	SmL
Peter Bolac	NC State Bar

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 2/21/2017

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jennifer Mahan	ASNC
Bruce Muldrow	NCSBA
Lee Teague	NCAPCS
C. Philip Byers	UNC BOG
Kevin Wilkinson	Office of the NC Superintendent
Robb Jansen	State Board of Education
Tim Lavallee	Wake Ed Partnership
Richard Bostic	NCSBA
Carson Poteat	NVA
[illegible]	[illegible]
David Powers	UNC BOG

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 2/21/2017

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rachel Bradley	PEBlaw PLLC
Mark Ellinwood	NCSC
Kris Nordstrom	"
Dennis English	BLSC
Margie Foreman	NCAE

HOUSE BILL 6*

Short Title:	Ed. Finance Reform Task Force/PED Report.	(Public)
Sponsors:	Representatives Horn, Lucas, Johnson, and McGrady (Primary Sponsors).	
Referred to:	Education - K-12	

January 26, 2017

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE JOINT LEGISLATIVE TASK FORCE ON EDUCATION FINANCE REFORM, AS RECOMMENDED BY THE JOINT LEGISLATIVE PROGRAM EVALUATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

SECTION 1. There is created the Joint Legislative Task Force on Education Finance Reform (Task Force).

SECTION 2. The Task Force shall consist of nine members of the Senate appointed by the President Pro Tempore of the Senate and nine members of the House of Representatives appointed by the Speaker of the House of Representatives. The President Pro Tempore of the Senate and the Speaker of the House of Representatives shall each appoint a cochair of the Task Force from among its membership. These appointments shall be made no later than September 1, 2017.

SECTION 3. In consultation with the State Board of Education and the Department of Public Instruction, the Task Force shall study various weighted student formula funding models and develop a new funding model for the elementary and secondary public schools of North Carolina based on a weighted student formula. As a part of this process, the Task Force shall do all of the following:

(1) Review the State's current public school allotment system and undertake an in-depth study of various types of weighted student formula funding models. In its study, the Task Force is encouraged to consider models used by other states.

(2) Determine the base amount of funds that must be distributed on a per student basis to cover the cost of educating a student in the State.

(3) Identify the student characteristics eligible for weighted funding and the associated weights for each of these characteristics.

(4) Resolve the extent to which the base amount of funds to be distributed would be adjusted based on the characteristics of each local school administrative unit.

(5) Decide which funding elements, if any, would remain outside the base of funds to be distributed under a weighted student formula.

(6) Study any other issue the Task Force considers relevant.

SECTION 4. The Task Force shall meet upon the call of its cochairs. A quorum of the Task Force is a majority of its members. No action may be taken except by a majority vote at a meeting at which a quorum is present. The Task Force, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and G.S. 120-19.1 through G.S. 120-19.4. The Task Force may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02. If the Task Force hires a consultant, the consultant shall not be a State employee

or a person currently under contract with the State to provide services. Members of the Task Force shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1. The expenses of the Task Force shall be considered expenses incurred for the joint operation of the General Assembly.

SECTION 5. The Legislative Services Officer shall assign professional and clerical staff to assist the Task Force in its work. The Director of Legislative Assistants of the House of Representatives and the Director of Legislative Assistants of the Senate shall assign clerical support to the Task Force.

SECTION 6. Meetings of the Task Force shall begin no later than October 1, 2017. The Task Force shall submit a final report on the results of its study and development, including proposed legislation, to the Joint Legislative Education Oversight Committee on or before July 1, 2018, by filing a copy of the report with the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Legislative Library. The Task Force shall terminate on July 1, 2018, or upon the filing of its final report, whichever comes first.

SECTION 7. This act is effective when it becomes law.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 6*

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H6-ABE-4 [v.1]

Amends Title [NO]
First Edition

Date _____,2017

Representative Dixon

moves to amend the bill on page 2, lines 11 – 14, by rewriting the lines to read:

"proposed legislation, to the Joint Legislative Education Oversight Committee on or before October 1, 2018, by filing a copy of the report with the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Legislative Library. The Task Force shall terminate on October 1, 2018, or upon".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 6*

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H6-ARQ-2 [v.2]

Amends Title [NO]
First Edition

Date _____ ,2017

Representative Bert Jones

moves to amend the bill on page 1, between lines 13-14 by inserting the following:

"It is expected that the makeup of the Task Force reflect geographic and urban/rural diversity. At least one member of the House of Representatives and at least one member of the Senate shall be from the minority party of their respective chambers.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, February 28, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Representative Horn will be presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 87	ESSA Plan Submission.	Representative Elmore Representative K. Hall Representative Hurley
HB 97	Arts Education Requirement.	Representative Elmore Representative Carney Representative Johnson

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:33 AM on Thursday, February 23, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Pattie Fleming (Committee Assistant)

House Education - K-12
Notes for Agenda Items
February 28, 2017, 10:00 A.M.
Rep. Horn, Chair

HB 87 ESSA Plan Submission.
Representatives Elmore, K. Hall, Hurley

- Brian is handling this bill.

HB 97 Arts Education Requirement.
Representatives Elmore, Carney, Johnson

- Drupti is handling this bill.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB **87** ESSA Plan Submission.

Draft Number:	H87-PCS30093-BE-2
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Elmore

TOTAL REPORTED: 1

* C M R 2 7 - V - 2 *

House Committee on Education K-12
Tuesday, February 28, 2017 at 10:00 AM

MINUTES

The House Committee on Education K-12 met at 10:00 AM on February 28, 2017 in Room 643 of the Legislative Office Building. Chairs Conrad, Elmore, Horn, Johnson and Vice-Chairs Brockman, and Richardson were present. Representatives Ager, Blackwell, Dixon, Farmer-Butterfield, Gill, Graham, Grange, D. Hall, K. Hall, Hardister, Henson, Hunter, Hurley, Iler, Jones, Meyer, Moore, Pittman, Quick, Riddell, Rogers, Shepard, Stone, Turner, White were present. Research Department staff in attendance was Drupti Chauhan, Kara McCraw and Brian Gwyn. Visitor registration sheets are provided. (Attachment 1)

Representative Craig Horn, Chair, presided. He called the meeting to order at 10:05 AM and introduced the Sergeant-at-Arms and Pages.

Representative Horn called on Rep. Elmore to present HB 87, ESSA Plan Submission. Following Rep. Elmore's explanation of HB 87 several members addressed the reason for changing the date to the latest possible date allowed by the U. S. Department of Education. Rep. Blackwell offered a friendly amendment to amend page 1, lines 10-11. The amendment passed on a voice vote from the Committee. (Attachment 2)

After further discussion Rep. Horn asked if anyone present from DPI could help clarify the issue of start dates. Dr. Lou Fabrizio, NCDPI, responded that they could have up to 120 days to review the submitted plan and that schools could start the 2017-18 school year without a plan.

Following discussion Rep. Horn called for a voice vote of ayes and nays on HB 87. The ayes prevailed and HB 87 passed favoroal to the bill as amended, rolled into a proposed committee substitute with a favorable report to the committee substitute and unfavorable to the original bill.

Rep. Horn called on Rep. Elmore to present HB 97, Arts Education Requirement. Rep. Elmore spoke to the bill and then called on Rep. Becky Carney to speak on the bill. Rep. Carney is a champion of this bill and she reported that it has been shown that there will be no cost attached to HB 97. Following brief discussion Rep. Horn called for a vote and the ayes prevailed for a favorable report for HB 97.

Chairman Horn adjourned the meeting at 10:55 AM.

Representative Craig Horn, Chair

Pattie Fleming, Committee Clerk

Committee Sergeants at Arms

NAME OF COMMITTEE House Committee on Education-K-12

DATE: 02/28/2017 Room: 643

House Sgt-At Arms:

1. Name: Warren Hawkins
2. Name: Dough Harris
3. Name: Malachi McCullough, Jr
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, February 28, 2017
Session: 3:30 PM

Committee	Room	Time	Staff	Comments	Member
Education - K-12	643	10:00 AM	Melvin McLawhorn		Rep. Speaker Tim Moore
		"Grace"	Elizabeth Sebestyen		Rep. Phillip Shepard

VISITOR REGISTRATION SHEET

House Committee on Education-K-12 — 02/28/2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Ashley Parkinson	Parkinson Law
Pat Hall	NC Music Educators Assoc
Karen Wells	Arts NC
David Heron	NC Center for Nonprofits
Matthew Herr	DRNC
Chris Emanuel	Emanuel Group
Lou Fabrizio	NCDPI
Leah Sutton	Hunt Institute
Alexa Modeston	BEST NC
Teri Riddle	NCEL
Tiffany Perkins	NCDPI

VISITOR REGISTRATION SHEET

House Committee on Education-K-12 — 02/28/2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Amanda Flynn	NDA
Perry Griffin	SOG
Lee Tapp	NCAPCS
Rhonda Jackson	Duke Corporate
Betsy Baily	CMAC
Leanne Winner	NCSBA
Meghan Lewis	NC chamber
Margie Freeman	NCAE
Emma Shelby	The Policy Group.
Ed Thulfo	BP
Adam Prideaux	NCASA

VISITOR REGISTRATION SHEET

House Committee on Education-K-12 — 02/28/2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Maia Pitre-Martin	NC DPI
Christie Lynch Ebert	NC DPI
Chris Broughton	MWC
Tim Lawallee	Wake Ed Partnership
Tom Bu	JEANL
Tony Lyd	MWC
Richard Bostic	NCSBA
Michelle Frazier	SML
Josh Lane	SML
Katherine Joyce	NCASA
Bruce Mildwurf	NCSBA

VISITOR REGISTRATION SHEET

House Committee on Education-K-12 — 02/28/2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Susan Harrison	TYCDTSEA
Joel Maynard	GTM & Assoc
Bryan R. Hallaway	Hallaway Group Inc
Lee Dobson	BAYADA

VISITOR REGISTRATION SHEET

House Committee on Education-K-12 — 02/28/2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jake Sipe	NCFPC
Rachel Bealin	PBLaw
Robb Jansen	State Bd. of Education
Jonathan Kappler	UNC GA
Thom Goolsby	Goolsby Gov't Relations

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 87

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H87-ATC-9 [v.2]

Amends Title [NO]
First Edition

Date _____ ,2017

Representative Blackwell

moves to amend the bill on page 1, lines 10-11, by rewriting those lines to read:

"Every Student Succeeds Act, P.L. 114-95, earlier than the seven business days preceding the latest available date established by the U.S. Department of Education for submission without penalty of a consolidated State Plan.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H 1

HOUSE BILL 87

Short Title:	ESSA Plan Submission.	(Public)
Sponsors:	Representatives Elmore, K. Hall, and Hurley (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

February 14, 2017

A BILL TO BE ENTITLED

AN ACT TO PROHIBIT THE STATE BOARD OF EDUCATION AND THE DEPARTMENT OF PUBLIC INSTRUCTION FROM SUBMITTING THE STATE PLAN REQUIRED BY THE EVERY STUDENT SUCCEEDS ACT UNTIL THE LATEST POSSIBLE DATE ESTABLISHED BY THE U.S. DEPARTMENT OF EDUCATION FOR SUBMISSION.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education and the Department of Public Instruction shall not submit a consolidated State Plan to the U.S. Department of Education as required by the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301, et seq., as amended by the Every Student Succeeds Act, P.L. 114-95, until the latest available date established by the U.S. Department of Education for submission of a consolidated State Plan.

SECTION 2. This act is effective when it becomes law.

HOUSE BILL 87:
ESSA Plan Submission.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	February 28, 2017
Introduced by:	Reps. Elmore, K. Hall, Hurley	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 87 would require the State Board of Education and the Department of Public Instruction to submit North Carolina's state plan required by the federal Every Student Succeeds Act (ESSA) at the latest possible date allowed by the U.S. Department of Education.

CURRENT LAW: Under state law, there are no restrictions on the State Board of Education and the Department of Public Instruction as to when they choose to submit North Carolina's state plan required by ESSA (ESSA plan), other than guidelines established by the federal government.

BILL ANALYSIS: House Bill 87 would require the State Board of Education and the Department of Public Instruction to submit North Carolina's ESSA plan on the latest possible date allowed by the U.S. Department of Education.

EFFECTIVE DATE: The act would be effective when it becomes law.

BACKGROUND: Each state seeking to receive funds under ESSA is required to submit a state plan to the Secretary of Education that provides assurances the state is in compliance with the provisions of ESSA. On November 29, 2016, the U.S. Department of Education issued guidance declaring that states could submit their plans on either April 3, 2017 or September 18, 2017. On February 10, 2017, Secretary of Education Betsy Devos wrote a letter to chief state school officers indicating that these dates are still in effect. Currently, North Carolina's draft ESSA plan indicates that the final plan will be submitted on September 18, 2017.

Karen Cochrane-Brown
Director

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H 1

HOUSE BILL 97

Short Title:	Arts Education Requirement.	(Public)
Sponsors:	Representatives Elmore, Carney, and Johnson (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

February 15, 2017

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO REQUIRE ONE ARTS EDUCATION CREDIT PRIOR TO GRADUATION FROM HIGH SCHOOL.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall modify the State graduation requirements to include one required credit in arts education to be completed by each student at any time in grades six through 12.

The State Board of Education shall implement this arts education graduation requirement beginning with students entering the sixth grade in 2020. The State Board shall include an exemption from the arts education graduation requirement for students transferring into a North Carolina public school beginning in the ninth grade or later if such requirement would prevent a student from graduating with the graduation cohort to which the student was assigned when transferring.

SECTION 2. The State Board of Education shall do the following:

(1) Establish procedures and a time line for a phased-in implementation of the arts education graduation requirement.

(2) Establish the minimum criteria to meet the arts education graduation requirement.

(3) By December 15, 2020, report to the Joint Legislative Education Oversight Committee on the following:

a. The statewide implementation of the three interdependent components of comprehensive arts education (arts education, arts integration, and arts exposure).

b. The graduation requirement set forth in this act.

SECTION 3. This act is effective when it becomes law.

HOUSE BILL 97:
Arts Education Requirement.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	February 28, 2017
Introduced by:	Reps. Elmore, Carney, Johnson	**Prepared by:**	Drupti Chauhan
Analysis of:	First Edition		Committee Counsel

House Bill 97 would direct the State Board of Education to require one arts education credit for graduation from high school beginning with students entering the sixth grade in 2020.

CURRENT LAW:

Arts Education: G.S. 115C 81(a1) provides that the arts must be included as an area of instruction that must be offered in the public schools and an arts education standard course of study has been adopted by the SBE. The North Carolina Arts Education Essential Standards provide a comprehensive framework for each of the arts disciplines (dance, music, theatre arts, and visual arts) in the public schools.

In North Carolina, licensure is available for all four disciplines of arts education. G.S. 115C-296.10 specifically provides that elementary education teacher education preparation programs include instruction in integration of arts education across the curriculum.

Future-Ready Core Course of Study:

Under G.S. 115C-12(9c), the State Board of Education (SBE) has the authority to develop and mandate content standards and the standard course of study. For 9th graders entering in 2012-2013 and later, the Future-Ready Core Course of Study requires 22 credits for graduation which include the following:

- 4 Mathematics credits
- 4 English credits
- 4 Social Studies credits
- 3 Science credits
- 1 Health and Physical Education credit
- 6 Electives credits
    - 2 elective credits of any combination of career and technical education, arts education, or world languages
    - 4 elective credits constituting a concentration recommended from 1 of the following: career and technical education, JROTC, arts education, second languages, or any other subject area

Local school administrative units (LEAs) may add additional requirements.

According to the Department of Public Instruction, as of 2015, the following LEAs have an local arts education requirement for high school graduation: Burke County Schools, Columbus County Schools, Newton Conover Schools, Pitt County Schools, and Rowan-Salisbury Schools.

Karen Cochrane-Brown
Director

H97-SMRQ-3-E1-V-3

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

BILL ANALYSIS:

House Bill 97 would direct the SBE to modify the State graduation requirements to include one credit in arts education to be completed by each student at any time in grades six through 12. The requirement would begin with students entering the 6th grade in 2020. The SBE would have to include an exemption from the arts education graduation requirement for a student transferring into a North Carolina public school in the 9th grade or later if the requirement would prevent the student from graduating with the cohort to which the student was assigned when transferring.

The SBE must also do the following:

- Establish procedures and a time line for the phased-in implementation of the arts education graduation requirement.
- Establish the minimum criteria to meet the arts education graduation requirement.
- Report to the Joint Legislative Education Oversight Committee by December 15, 2020 on (i) statewide implementation of the comprehensive arts education and (ii) the graduation requirement.

EFFECTIVE DATE: The bill would become effective when it becomes law.

BACKGROUND:

Both the 2008 Joint Select Committee on Arts Education and the 2012 Arts Education Commission recommended to the General Assembly that the State Board of Education be directed to require one arts education credit for graduation from high school. According to the Department of Public Instruction, the percentage of students participating in arts education classes state-wide in all grades in 2014-2015 was 139.37%. For middle and high school students this disaggregated as follows:

Arts Education	Middle School	High School
Dance	4.68%	3.33%
Music	53.17%	44.31%
Theatre Arts	8.22%	8.16%
Visual Arts	42.16%	24.01%

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

HB **97** Arts Education Requirement.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Elmore

TOTAL REPORTED: 1

CMR30-V-1

Linda Stevenson (Rep. Jeffrey Elmore)

From: Rhonda Todd (Rep. Linda Johnson)
Sent: Monday, March 13, 2017 06:26 PM
To: Rep. Pat Hurley; Rep. Jeffrey Elmore; Rep. Kyle Hall; Rep. Linda Johnson; Rep. Debra Conrad; Rep. John Bell; Rep. Craig Horn; Rep. Larry Bell; Rep. Elmer Floyd
Cc: Deborah Holder (Rep. Pat Hurley); Linda Stevenson (Rep. Jeffrey Elmore); Cameron Dawson (Rep. Kyle Hall); Rhonda Todd (Rep. Linda Johnson); Danielle Brinton (Rep. Debra Conrad); Susan West Horne (Rep. John Bell); Pattie Fleming (Rep. Craig Horn); Carolyn Edwards (Rep. Larry Bell); Dorothy McLean (Rep. Elmer Floyd)
Subject: <NCGA> House Education - K-12 Committee Meeting Notice for Tuesday, March 14, 2017 at 10:00 AM - CORRECTED #1
Attachments: Add Meeting to Calendar_LINC_.ics

Corrected #1: Added HB155 and HB322

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, March 14, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 90	Eliminate NC Final Exam.	Representative Elmore Representative K. Hall Representative Hurley
HB 135	Technical Changes to Courses of Study Statute.	Representative Elmore Representative Johnson Representative Conrad
HB 235	Teacher Mentor Qualifications.	Representative Conrad Representative Elmore Representative J. Bell
HB 322	School Performance Grades.	Representative Johnson Representative Horn Representative Elmore
HB 155	Modify Educator Licensure Requirements.	Representative K. Hall Representative Conrad Representative L. Bell Representative Floyd

House Committee on Education - K-12
Tuesday, March 14, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 90	Eliminate NC Final Exam.	Representative Elmore Representative K. Hall Representative Hurley
HB 135	Technical Changes to Courses of Study Statute.	Representative Elmore Representative Johnson Representative Conrad
HB 235	Teacher Mentor Qualifications.	Representative Conrad Representative Elmore Representative J. Bell
HB 322	School Performance Grades.	Representative Johnson Representative Horn Representative Elmore
HB 155	Modify Educator Licensure Requirements.	Representative K. Hall Representative Conrad Representative L. Bell Representative Floyd

Presentations

Other Business

Adjournment

House Committee on Education - K-12
Tuesday, March 14, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education - K-12 met at 10:00 AM on March 14, 2017 in Room 643 of the Legislative Office Building. Representatives Ager, Blackwell, Bradford, Brockman, Conrad, Corbin, Dixon, Elmore, Farmer-Butterfield, Gill, C. Graham, Grange, Destin Hall, K. Hall, Hardister, Henson, Horn, Hunter, Hurley, Iler, Johnson, Bert Jones, Lambeth, R. Moore, Pittman, B. Richardson, Riddell, Rogers, Shepard, Stone, R. Turner, and White attended.

Presiding Chair Linda P. Johnson called the meeting to order and introduced Pages and Sergeant at Arms assisting with the committee. Copies of the attendance and visitor registration are attached to the minutes (Attachments 1-3)

The following bills were considered:

HB 90 Eliminate NC Final Exam. (Representatives Elmore, K. Hall, Hurley) (Attachment 4) **For DISCUSSION ONLY** – Representative Elmore explains the bill which directs the State Board of Education (Board) to eliminate the use of the NC Final Exam and the analysis of student work process to assess teacher performance and professional growth as part of the North Carolina Teacher Evaluation System. Instead, directs the Board to adopt a policy to require that local school administrative units assess teacher performance and professional growth by using: (1) for teachers who teach at least 60% of their time in an End-of-Grade or End-of-Course tested subject, End-of-Course and End-of-Course assessments to determine student growth values or (2) for all other teachers, school-wide growth values.

HB 90 requires the Board and the Department of Public Instruction to reflect these requirements in the consolidated State plan to be submitted to the US Department of Education in accordance with 20 USC 6301, et seq., as amended.

Applies beginning with the 2017-18 school year.

Following the explanation, Chairwoman Johnson recognized members for discussion only.

Chairman Johnson will skip HB 135 and move to HB 235

HB 135 Technical Changes to Courses of Study Statute. (Representatives Elmore, Johnson, Conrad)

HB 235 Teacher Mentor Qualifications. (Representatives Conrad, Elmore, J.Bell)
Representative Conrad presented the bill before the committee **(Attachment – 5)** and stated HB235 amends §115C-296(e), directing the State Board of Education to develop a new teacher mentor program, to provide that in developing criteria for selecting teachers to be participants in

the mentor training program, the Board must include criteria requiring mentor teachers to be rated through formal evaluations at least at the proficient level (currently, at least at the accomplished level) as part of the North Carolina Teacher Evaluation System and have met expectations for student growth. Directs the principal to determine which mentor teacher best meets the needs of each new teacher and to assign the mentor teacher most appropriate to that new teacher with priority consideration for those mentor teachers rated as distinguished and accomplished. The bill also directs the principal to maintain records for the reasons for determining that a mentor teacher rated as proficient is the most appropriate mentor teacher for a new teacher. Applies to mentors selected for the 2017-18 school year.

Representative Iler motioned to have a PCS presented to committee (**Attachment 6**) which is to include retired teacher to the language of the bill.

Representative Conrad stated an analysis was done by Public Schools of North Carolina State Board of Education **(Attachment 7)**

Chairman Johnson requested for Thomas Thomlinson from the School Board to speak on behalf of the bill and to share findings of the analysis.

Chairman Johnson requested the study to be shared with the committee members.

Representative Hardister motioned favorable for the PCS unfavorable to the original.

Chairman Johnson moved for a vote, the amendment passes.

HB 322 School Performance Grades. (Representatives Johnson, Horn, Elmore)
Representative Horn presented HB322 **(Attachment 8)** before committee which amends G.S. 115C-83.15(d) to increase the weight of the school growth score in calculating the total school performance scores that are used to determine school performance grades. Establishes the school growth score and the school achievement score each account for 50% of the total school performance score (currently, the school achievement score accounts for 80% and the school growth score accounts for 20%). The bill will be applied beginning with the 2017-18 school year.

Chairman Johnson stated the bill is open for discussion and if none a motion for a vote. **Representative Gill motioned for a favorable report**. The bill passes without objection.

HB 135 Technical Changes to Courses of Study Statute. (Representatives Elmore, Johnson, Conrad) (Attachment 9) Representative Elmore shared with the committee the bill is merely to clean up unnecessary statutory language, Drupti confirmed and shared basically same a HB29 which has passed last year it recodifies. Representative Graham moved for a favorable report HB135. Chairman Johnson moved for a vote. The bill passes without objection.

The meeting adjourned at 10:50AM.

Representative Linda P. Johnson, Chair
Presiding

Rhonda Todd, Committee Clerk

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

HB **135** Technical Changes to Courses of Study Statute.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Elmore

HB **322** School Performance Grades.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Horn

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB **235** Teacher Mentor Qualifications.

Draft Number:	H235-PCS30155-BE-6
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Conrad

TOTAL REPORTED: 3

CMR75-V-1

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	3/14/17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill	✓														
Rep. Charles Graham	✓														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones	✓														
Rep. Donny Lambeth	✓														

DATES	3/14/13														
Rep. Graig Meyer															
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick															
Rep. Dennis Riddell	✓														
Rep. David Rogers	✓														
Rep. Jason Saine															
Rep. Phil Shepard	✓														
Rep. Scott Stone	✓														
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rob Elliot	Fairview Elementary School PTA
Meaghan Ellis	NC chamber
Kerri Burke	NCWC
Kevin Wilkinson	NCDPI
Amanda Tyson	~~JDA~~
Jere Royall	NCFPC
John Sitz	NCFPC
Sarah Martin	NC PTA
Kelly Langston	NC ~~PTA~~
Cheryl Posner-Cahill	NC School Psych Assoc
Martez Hill	NC SBE

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Chris McClure	BP
Stephany Enders	NCPTA
Julie von Haefen	North Carolina PTA
Melissa Smith	NCPTA
Jennifer Dittman	NCPTA
Arleno "Dutchie" Sexsmith	NCPTA
Jen Zerda	NCPTA
Jennifer Tebordi	NCPTA
Kellen Nixon	Discovery Place
Eric Klein	Yancey Ct. Schools
Penny Hazelton	SOG

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 — 03/14/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Charlene Reiss	NCPTA / Durham CPTA
Laurence J. Kamolski	NCPTA
Lauren Bock	Public School Forum of NC
Summer Gainey	Public School Forum EPFP
John Worley	Public School Forum EPFP
Anna Lankford	Public School Forum EPFP
Donna Cotton	Public School Forum EPFP
Melody Chalmers	Public School Forum EPFP
Angela Teachey	Public School Forum EPFP
Jennifer McBrayer	Public School Forum EPFP
Jordan Hohm	Public School Forum EPFP

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Brooks	Public School Forum EPFP
Trisha Caviness	Public School Forum EPFP
Erin Robbins	Public School Forum-EPFP
Michael Maher	Public School Forum EPFP
Matthew Herr	DPNC
Sarah Gillooly	ACLU
Carol Ann Hudgens	Public School Forum-EPFP
Sherri Vernelson	Public School Forum-EPFP
Adell Baldwin Jr.	Public School Forum-EPFP
LINDA LAY	Public School Foeum-EPFP
Greg Garner	Public School Forum-EPFP

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Shannon Baker	NCDPI
Vicki Boyer	self
Richard Bostic	NCSBA
[illegible]	Ed Consultant
Wendy Kelly	Focus Carolina
Liselle Clowers	PTA
Elizabeth Dixon	PTA - Johnston County
Ashley Perkinson	Perkinson Law
Susan Vick	Duke Energy
Joel Maynard	GPMI; KSPV
[illegible]	EPFP / Public School Forum

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Gary Lewis	NCPTA - Wake County
Rachel Boulier	RBLaw
Lee Tayon	
Michelle Frazier	SML
R Whitesell Mayer	Crowder Consulting
[illegible]	SA
Ryan Gee	Cap Ad
Chris Broughton	MMC
Lisa Martin	Cap-Ad
Margie Foreman	NCAE
Eric [illegible]	Charter Ed

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 — 03/14/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Valeur Bridges	ECPS fellow
Tiece Ruffin	EPFP fellow
Matt Ellinwood	NCSC
Kris Nordstrom	"
Rachel McBroom	EPFP
Michelle Lourcey	EPFP
Tiffany Perkins	EPFP
Verna Lalbeharie	EPFP
Meera Phaltankar	EPFP
Bobbie Cavnar	EPFP
Karsin Willard	Intern Rep. Gill

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jerica Morgan	EPFP,
Anne Murtha	EPFP
Tammy Howard	NCDPI
Jennifer DeNeal	NCDPI
Jennifer Kearse	EPFP
Rebekah Gardner	EPFP
Kim Chastain	EPFP
Sumer Williams	EPFP
Brook Thompson	EPFP
LaVerne Mathis	EPFP
Tracey Tardiff	EPFP

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jessica English	Governor Cooper
Mckenzie Hillis	EPFP
Amy C. Rice	EPFP
Jessica Watts	EPFP
Megan Langdon	EPFP
Andrea Anderson	EPFP
Tom Tomberlin	EPFP
Marco Fonseca	EPFP
Meredith Rowe Davis	NC PTA
Isabel Villa-Garcia	NC REALTORS
Adam Pridemore	NCASA

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 — 03/14/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Tim Lavallee	Wake Ed Partnership
Milena Wuerth	New Frame
Skye David	New Frame
President Khem Irby	Penn-Griffin School for the Arts PTSA 825 Washington St, High Point 27260
Amy Miller PTA TREASURER	Brinson Memorial Elementary School PTA New Bern, NC (Craven County)
JENNIFER BERTLING, PTA PRESIDENT	BRINSON MEMORIAL ELEMENTARY PTA NEW BERN NC (CRAVEN CO.)
Dial [illegible]	SEANC
Bruce Mildwurf	NCSBA
Leanne Winn	NCSBA
Tom Most	NCICU
Patricia Cervenka	NC PTA - Wake Cty

VISITOR REGISTRATION SHEET

House Comm. on Edu. K-12 03/14/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Matthew Nes	NCDMV

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Edu. K-12

DATE: 03/14/17 Room: 643

House Sgt-At Arms:

1. Name: Young Bae
2. Name: Jim Moran
3. Name: David Linthicum
4. Name:
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, March 14, 2017

Committee	Room	Time	Staff	Comments	Member
					Moore
Finance	544	9:00 AM	Eliza Hilton		Rep. Speaker Tim Moore
			Wilson Moore		Rep. Speaker Tim Moore
Education - K-12	643	10:00 AM	Yasmeen Ayesh		Rep. Speaker Tim Moore
			Jasmine Jones		Rep. Speaker Tim Moore
			Yara Mahmoud		Rep. Speaker Tim Moore
			Mariah Pride		Rep. Speaker Tim Moore

House Pages
Assignments
Tuesday, March 14, 2017
Session: 2:00 PM

Committee	Room	Time	Staff	Comments	Member
Appropriations on Department of Transportation	1027/1128	8:30 AM	Emilie Norwood		Rep. Speaker Tim Moore
			Emily Pennington		Rep. Speaker Tim Moore
Appropriations on Education / Higher Education	Other	8:30 AM	Marissa Huggins		Rep. Mike Clampitt
			Sophia Sload		Rep. Speaker Tim Moore
Appropriations on General Government and Information Technology	425	8:30 AM	Savannah Barnes		Rep. Speaker Tim Moore
			Eleanor McNamee		Rep. Speaker Tim Moore
Appropriations on Justice and Public Safety	415	8:30 AM	Hannah Bethea		Rep. Garland Pierce
			Makenzie Waites		Rep. Sarah Stevens
Appropriations, Agriculture and Natural and Economic Resources	421	8:30 AM	Emily Kornegay		Rep. Speaker Tim Moore
			Hannah Lewis		Rep. Speaker Tim

Rhonda Todd (Rep. Linda Johnson)

Subject: Please recognize Rachel Beaulieu

Start: Tue 03/14/2017 10:00 AM
End: Tue 03/14/2017 10:30 AM

Recurrence: (none)

Organizer: Rep. Linda Johnson

Public School Forum of NC
Education Policy Fellows:
From all walks of education life, teachers administrators, and professors

GENERAL ASSEMBLY OF NORTH CARO
SESSION 2017

HOUSE BILL 90

Short Title:	Eliminate NC Final Exam.	(Public)
Sponsors:	Representatives Elmore, K. Hall, and Hurley (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

February 15, 2017

A BILL TO BE ENTITLED

AN ACT TO ELIMINATE THE NC FINAL EXAM AND THE ANALYSIS OF STUDENT WORK PROCESS AS THE MEASURES USED TO EVALUATE TEACHER PERFORMANCE AS PART OF THE EVALUATION INSTRUMENT AND INSTEAD USE SCHOOL-WIDE GROWTH VALUES FOR TEACHERS WHO TEACH LESS THAN SIXTY PERCENT OF THEIR TIME IN END-OF-GRADE OR END-OF-COURSE SUBJECTS.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall eliminate the use of the NC Final Exam and the analysis of student work process to assess teacher performance and professional growth as part of the North Carolina Teacher Evaluation System. The State Board shall adopt a policy to require that local school administrative units assess teacher performance and professional growth in the following manner: (i) End-of-Grade assessments and End-of-Course assessments shall be used for determining student growth values for teachers who teach at least sixty percent (60%) of their time in an End-of-Grade or End-of-Course tested subject and (ii) school-wide growth values shall be used for all other teachers.

SECTION 2. The consolidated State plan to be submitted by the State Board of Education and the Department of Public Instruction to the U.S. Department of Education as required by the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301, et seq., as amended by the Every Student Succeeds Act, P.L. 114-95, shall reflect the requirements of Section 1 of this act.

SECTION 3. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

GENERAL ASSEMBLY OF NORTH CAR(
SESSION 2017

H 1

HOUSE BILL 235

Short Title:	Teacher Mentor Qualifications.	(Public)
Sponsors:	Representatives Conrad, Elmore, and J. Bell (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

March 6, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY THE CRITERIA FOR SELECTION OF TEACHER MENTORS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296(e) reads as rewritten:

"(e) The State Board of Education shall develop a mentor program to provide ongoing support for teachers entering the profession. In developing the mentor program, the State Board shall conduct a comprehensive study of the needs of new teachers and how those needs can be met through an orientation and mentor support program. For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute guidelines which address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations. These guidelines shall provide that initially licensed teachers not be assigned extracurricular activities unless they request the assignments in writing and that other noninstructional duties of these teachers be minimized. The State Board shall develop and coordinate a mentor teacher training program. The State Board shall develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program, including requiring that mentor teachers have been rated, through formal evaluations, at least at the ~~"accomplished"~~"proficient" level as part of the North Carolina Teacher Evaluation System and have met expectations for student growth. The principal shall determine which mentor teacher best meet the needs of each new teacher and shall assign the mentor teacher most appropriate to that new teacher, with priority consideration for those mentor teachers rated as "distinguished" and "accomplished." If a principal determines that a mentor teacher rated as "proficient" is the most appropriate mentor teacher for a new teacher, the principal shall maintain records of the reasons for that determination."

SECTION 2. This act is effective when it becomes law and applies to mentors selected for the 2017-2018 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 235
PROPOSED COMMITTEE SUBSTITUTE H235-CSBE-6 [v.1]
03/13/2017 05:54:17 PM

Short Title: Teacher Mentor Qualifications. (Public)

Sponsors:

Referred to:

March 6, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY THE CRITERIA FOR SELECTION OF TEACHER MENTORS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296(e) reads as rewritten:

"(e) The State Board of Education shall develop a mentor program to provide ongoing support for teachers entering the profession. In developing the mentor program, the State Board shall conduct a comprehensive study of the needs of new teachers and how those needs can be met through an orientation and mentor support program.

(1) Guidelines for New Teachers. - For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute guidelines which address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations. These guidelines shall provide that initially licensed teachers not be assigned extracurricular activities unless they request the assignments in writing and that other noninstructional duties of these teachers be minimized.

(2) Mentor Program. - The State Board shall develop and coordinate a mentor teacher training program. The State Board shall develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training ~~program,~~program as follows.

a. Mentor teachers shall be either of the following:

1. ~~including requiring that mentor teachers have been~~Teachers rated, through formal evaluations, at least at the ~~"accomplished"~~"proficient" level as part of the North Carolina Teacher Evaluation System and have met expectations for student ~~growth.~~growth.

2. Retired teachers.

b. The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to that new teacher, with priority consideration for those mentor teachers rated as "distinguished" and "accomplished."

c. If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination."

SECTION 2. This act is effective when it becomes law and applies to mentors selected for the 2017-2018 school year.

HOUSE BILL 235:
Teacher Mentor Qualifications.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 14, 2017
Introduced by:	Reps. Conrad, Elmore, J. Bell	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	PCS to First Edition H235-CSBE-6		

OVERVIEW: ***House Bill 235 would change the minimum rating of mentor teachers from "accomplished" to "proficient". The PCS would also allow retired teachers to be mentor teachers at the principal's discretion.***

CURRENT LAW: Under the North Carolina Teacher Evaluation System, teachers can be rated as either developing, proficient, accomplished, or distinguished. G.S. 115C-296(e) directs the State Board of Education to establish a mentor program for new teachers and requires mentor teachers to have been rated, through formal evaluations, at least at the "accomplished" level and have met expectations for student growth.

BILL ANALYSIS: The PCS to House Bill 235 would change the minimum rating of mentor teachers from "accomplished" to "proficient". Additionally, the bill would allow principals to select retired teachers as mentor teachers. Priority consideration must be given for mentor teachers rated as "distinguished" and "accomplished," but a teacher rated as "proficient" or a retired teacher may be selected if the principal finds the teacher to be the most appropriate mentor for a particular new teacher. The principal must maintain records of the reasons for such a determination.

EFFECTIVE DATE: This act is effective when it becomes law and applies to mentors selected for the 2017-2018 school year.

Karen Cochrane-Brown
Director

H235-SMBE-16 CSBE-6 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

GENERAL ASSEMBLY OF NORTH CAR(
SESSION 2017

HOUSE BILL 155

Short Title:	Modify Educator Licensure Requirements.	(Public)
Sponsors:	Representatives K. Hall, Conrad, L. Bell, and Floyd (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO EXPAND ACTIVITIES QUALIFYING FOR CONTINUING LICENSURE OF RETIRED TEACHERS, EXEMPT MEMBERS OF THE GENERAL ASSEMBLY FOR CONTINUING EDUCATION REQUIREMENTS FOR TEACHERS, AND ALLOW SCHOOL BOARDS TO HIRE RETIRED EDUCATORS TO SERVE AS INTERIM PRINCIPALS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296(b)(1) reads as rewritten:

"(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 licensure based on teaching experience as follows:

1. Continuing licensure of a teacher as defined in G.S. 115C-325(6) who has met all of the following requirements: ~~(i)~~

I. The teacher has 30 or more years of teaching experience in North Carolina upon the date of the teacher's retirement.~~retirement of the teacher and (ii)~~

II. The teacher has been employed by a local school administrative unit after retirement as any of the following:

A. ~~served as a~~ A substitute ~~teacher at least once every three years since retirement.~~teacher.

B. A part-time position providing any of the following services: classroom instruction, tutoring, mentoring teachers, modeling demonstration lessons for teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

2. 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. Standards for continuing licensure shall include the following:

1. For all teachers, at least eight continuing education credits with at least three credits required in a teacher's academic subject area.
2. For elementary and middle school teachers, at least three continuing education credits related to literacy. Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers.
3. For retired teachers ~~serving as substitutes~~ seeking a continuing license who qualify under sub-subdivision a. of this subdivision, at least 640 hours of documented ~~substitute teaching~~employment in a local school administrative unit each renewal cycle and eight hours of annual professional development approved by a local school administrative unit.

...."

SECTION 2. G.S. 115C-296(b)(1) is amended by adding a new sub-subdivision to read:

"e. A member of the General Assembly is exempt from the continuing education credit requirements for teachers during any five-year licensure renewal cycle in which the member serves a term or some portion thereof in the General Assembly as long as the member notifies the Department of Public Instruction of the exemption during that five-year licensure renewal cycle."

SECTION 3. G.S. 115C-284 is amended by adding a new subsection to read:

"(b2) Notwithstanding the requirements for licensure as a professional educator, a local board of education may select a retired principal, retired assistant principal, or retired teacher to serve as an interim principal for the remainder of any school year regardless of the school administrator certification status of the retired principal, retired assistant principal, or retired teacher."

SECTION 4. This act is effective when it becomes law. Section 1 of this act applies to applications for continuing licensure on or after that date. Section 3 of this act applies beginning with the 2017-2018 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 155
PROPOSED COMMITTEE SUBSTITUTE H155-CSBE-5 [v.2]
03/10/2017 03:03:01 PM

Short Title: Modify Educator Licensure Requirements. (Public)

Sponsors:

Referred to:

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO EXPAND ACTIVITIES QUALIFYING FOR CONTINUING LICENSURE OF RETIRED TEACHERS, EXEMPT MEMBERS OF THE GENERAL ASSEMBLY FROM CONTINUING EDUCATION REQUIREMENTS FOR TEACHERS, AND ALLOW SCHOOL BOARDS TO HIRE RETIRED PRINCIPALS AND ASSISTANT PRINCIPALS TO SERVE AS INTERIM PRINCIPALS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296(b)(1) reads as rewritten:

"(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 licensure based on teaching experience as follows:

1. ~~Continuing~~ Retirement licensure of a teacher as defined in ~~G.S. 115C-325(6)~~G.S. 115C-325.1(6) who has met all of the following requirements: ~~(i)~~

I. The teacher has 30 or more years of teaching experience in North Carolina upon the date of the teacher's retirement.~~retirement of the teacher and (ii)~~

II. The teacher has been employed by a local school administrative unit after retirement as any of the following:

A. ~~served as a~~ A substitute ~~teacher at least once every three years since retirement.~~teacher.

B. A part-time position providing any of the following services: classroom instruction, tutoring, mentoring teachers, modeling demonstration lessons for teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

2. 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. Standards for continuing licensure shall include the following:

1. For all teachers, at least eight continuing education credits with at least three credits required in a teacher's academic subject area.
2. For elementary and middle school teachers, at least three continuing education credits related to literacy. Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers.
3. For ~~retired~~ teachers ~~serving as substitutes~~ seeking a ~~continuing~~retirement license who qualify under sub-subdivision a. of this subdivision, at least 640 hours of documented ~~substitute teaching~~employment in a local school administrative unit each renewal cycle and eight hours of annual professional development approved by a local school administrative unit.

...."

SECTION 2. G.S. 115C-296(b)(1) is amended by adding a new sub-subdivision to read:

"e. A member of the General Assembly is exempt from the continuing education credit requirements for teachers during any five-year licensure renewal cycle in which the member serves a term or some portion thereof in the General Assembly as long as the member notifies the Department of Public Instruction of the exemption during that five-year licensure renewal cycle."

SECTION 3. G.S. 115C-284(e) reads as rewritten:

"(e) It shall be unlawful for any board of education to employ or keep in service any principal or supervisor who neither holds nor is qualified to hold a ~~certificate~~license in compliance with the provision of the law or in accordance with the regulations of the State Board of Education. However, a local board of education may select a retired principal or retired assistant principal to serve as an interim principal for the remainder of any school year regardless of licensure status."

SECTION 4. Section 1 of this act applies to applications for retirement licensure on or after that date. Section 3 of this act applies beginning with the 2017-2018 school year. The remainder of this act is effective when it becomes law.

HOUSE BILL 155:
Modify Educator Licensure Requirements.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 14, 2017
Introduced by:	Reps. K. Hall, Conrad, L. Bell, Floyd	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	PCS to First Edition H155-CSBE-5		

OVERVIEW: ***House Bill 155 would expand activities qualifying for continuing licensure of retired teachers, exempt members of the General Assembly from continuing education requirements for teachers, and allow school boards to hire retired educators to serve as interim principals. The PCS would remove retired teachers from the list of those who would be exempted from school administrator licensure requirements when serving as an interim principal.***

SECTION 1

CURRENT LAW: Under G.S. 115C-296(b)(1)a.1., the State Board of Education must provide for the continuing licensure of a teacher who has 30 or more years of teaching experience in North Carolina upon the date of retirement and has served as a substitute teacher at least once every three years since retirement.

BILL ANALYSIS: In addition to substitute teaching, the PCS for House Bill 155 would allow a retired teacher with 30-years of experience to also qualify for continuing licensure if he or she engages in a part-time position providing any of the following services: classroom instruction, tutoring, mentoring teachers, modeling, demonstration lessons for teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

SECTION 2

CURRENT LAW: For teachers to renew their licenses, they must complete at least eight continuing education credits with at least three credits required in a teacher's academic subject area.

BILL ANALYSIS: The PCS for House Bill 155 would exempt teachers who serve in the General Assembly from the continuing education requirement during any five-year licensure renewal cycle in which the teacher serves as a member of the General Assembly.

SECTION 3

CURRENT LAW: The State Board of Education is given the discretion to establish continuing education requirements for principals, G.S. 115C-284(c), but those requirements must at least include high-quality, integrated digital teaching and learning, G.S. 115C-284(c3). Under G.S. 115C-284(e), a local board of education is prohibited from employing a principal who does not hold a current license.

BILL ANALYSIS: Notwithstanding the requirements outlined above, House Bill 155 would allow a retired principal or assistant principal to serve as interim principal for the remainder of the school year, regardless of current licensure status.

EFFECTIVE DATE: The act would be effective when it becomes law. Section 1 of this act applies to applications for continuing licensure on or after that date. Section 3 of this act applies beginning with the 2017-2018 school year.

Karen Cochrane-Brown
Director

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

PUBLIC SCHOOLS OF NORTH CAROLINA
STATE BOARD OF EDUCATION | William W. Cobey Jr., Chairman
WWW.NCPUBLICSCHOOLS.ORG

Attachment 7

February 2, 2017

VIA HAND-DELIVERY & ELECTRONIC MAIL

The Honorable Phil Berger
President Pro Tempore
North Carolina Senate
16 West Jones Street, Room 2007
Raleigh, NC 27601-2808

The Honorable Tim Moore
Speaker of the House
North Carolina House of Representatives
16 West Jones Street, Room 2304
Raleigh, NC 27601-1096

RE: Mentor Teacher Requirements

Dear President Pro Tempore Berger and Speaker Moore:

The North Carolina State Board of Education (NCSBE) has been working to implement the new statutory provisions of the Mentor Teacher Requirements, which were passed into law in July 2016:

> The State Board shall develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program, including requiring that mentor teachers have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations for student growth.

SL 2016-94, sec. 8.32(f); *amending* G.S. 115C-296(e) (new 2016 language underlined).

Many local education agencies (LEAs) across the state have contacted members of the NCSBE explaining substantial impediments to fulfilling the law as written. The difficulty in implementation is due, in large part, to the distribution of beginning teachers (BTs) and qualifying mentors across the state. Many LEAs have a disproportionately large number of BTs and relatively few experienced teachers who qualify as mentors.

The NCSBE directed the NC Department of Public Instruction (NCDPI) to conduct an analysis of the relative number of mentors to BTs in every public school in the state (see Attachment 1). There are a number of schools in the state that have no eligible mentors for their beginning teachers. Schools that have less than one mentor teacher for two BTs are considered to be "critical need" schools. Our analysis indicates that there are 158 schools in the state that are in critical need of additional mentor teachers. This analysis does not reflect the fact that some of the mentor teachers may not align with the BTs in terms of content area (e.g., a school may have a Math teacher who qualifies as a mentor but BTs who teach English and Social Studies).

State Superintendent Mark Johnson and NCDPI staff met with LEA superintendents and HR directors to discuss the matter and generate possible solutions for maintaining high standards for mentor teachers while satisfying the requirement to provide a mentor for every BT in the state. Here are some recommendations from the field for helping to address the mentor shortage in critical need schools:

1. **Allow retired teachers to serve as mentors** – Many LEAs use recently retired teachers to serve as mentors to their BTs. Retired teachers are able to visit with their BTs during the school day and can provide job-embedded professional development to their colleagues. One LEA, Newton-Conover City Schools, that uses retired teachers as mentors reported that 85.7% (42 of 49) of their BTs met or exceeded growth in the 2015-16 school year. Other LEAs have indicated positive outcomes with using retirees as mentoring teachers.

2. **Allow other instructional experts to serve as mentors** – Many highly effective teachers leave the classroom to pursue leadership roles in the LEAs (e.g., instructional facilitators, academic coaches, central office curriculum specialists, etc.). These qualified staff members could be leveraged by the LEA to provide mentoring to BTs in critical need schools.

3. **Allow "best available" teachers to serve as mentors** – Critical needs schools may have no alternative but to assign BTs to the best available experienced teacher. School administrators in critical needs schools should be empowered to exercise their professional judgment concerning the assignment of mentor teachers to BTs when there are insufficient mentors in the school.

The above recommendations are not permissible under the law as currently written. The NC State Board of Education would welcome the opportunity to collaborate with the NC General Assembly in order to find solutions for LEAs that are unable to comply with the current law. The NCSBE, NCDPI, and the 115 LEAs of North Carolina are committed to providing beginning teachers with the best possible mentors. We look forward to working together with the NC General Assembly to achieve that common goal.

Sincerely,

Bill Cobey
Chairman, State Board of Education

cc: Mark Johnson, State Superintendent of Public Instruction
Senator Chad Barefoot, Co-Chair Senate Education/Higher Education
Senator David Curtis, Co-Chair Senate Education/Higher Education
Senator Michael Lee, Co-Chair Senate Education/Higher Education
Representative Debra Conrad, Chair House Education - K-12
Representative Jeffrey Elmore, Chair House Education - K-12
Representative Craig Horn, Chair House Education - K-12
Representative Linda Johnson, Chair House Education - K-12
Lewis King, House Education Policy Advisor
Sara Riggins Ulm, Senate Education Policy Advisor

Attachment as stated

Table 1: Districts and Schools with Lowest Ratio of Mentors to Beginning Teachers (ratio<0.50) and New Ratio for 1 "Accomplished" Rating

Districts/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio	Total Number of Mentor Teachers using 1 "Accomplished"	New Ratio
Anson County Schools	**0**	**2**	**0.00**	**0**	**0.00**
Anson New Tech High	0	2	0.00	0	0.00
Asheboro City Schools	**1**	**4**	**0.25**	**4**	**1.00**
Balfour Elementary	1	4	0.25	4	1.00
Beaufort County Schools	**1**	**3**	**0.33**	**1**	**0.33**
B C Ed Tech Center	1	3	0.33	1	0.33
Bertie County Schools	**2**	**13**	**0.15**	**5**	**0.38**
Bertie Middle	2	9	0.22	5	0.56
Bertie STEM High	0	4	0.00	0	0.00
Bladen County Schools	**0**	**3**	**0.00**	**8**	**2.67**
Tar Heel Middle	0	3	0.00	8	2.67
Brunswick County Schools	**1**	**7**	**0.14**	**5**	**0.71**
Brunswick County Early College	0	3	0.00	2	0.67
Jessie Mae Monroe Elementary	1	4	0.25	3	0.75
Chapel Hill-Carrboro City Schools	**0**	**2**	**0.00**	**0**	**0.00**
Phoenix Academy High	0	2	0.00	0	0.00
Charlotte-Mecklenburg Schools	**95**	**386**	**0.25**	**230**	**0.60**
Berewick Elementary	3	8	0.38	5	0.63
Briarwood Elementary	4	18	0.22	13	0.72
Cochrane Collegiate Academy	8	17	0.47	14	0.82
David Cox Road Elementary	2	7	0.29	12	1.71
Eastway Middle	2	23	0.09	11	0.48
Garinger High	14	48	0.29	20	0.42
Harding University High	5	37	0.14	19	0.51
Hawthorne High	2	8	0.25	3	0.38
Hickory Grove Elementary	2	15	0.13	7	0.47
Highland Renaissance Academy	2	10	0.20	3	0.30
Lawrence Orr Elementary	5	13	0.38	10	0.77
Martin Luther King Jr Middle	3	20	0.15	8	0.40
Nations Ford Elementary	0	17	0.00	2	0.12
Olympic High-Leadership and Development	3	10	0.30	6	0.60
Phillip O Berry Academy of Technology	3	20	0.15	11	0.55
Sterling Elementary	4	9	0.44	11	1.22
Vance High	7	28	0.25	20	0.71
West Mecklenburg High	11	36	0.31	18	0.50
Whitewater Middle	9	23	0.39	26	1.13
Windsor Park Elementary	6	19	0.32	11	0.58
Cherokee County Schools	**0**	**5**	**0.00**	**15**	**3.00**
Murphy Elementary	0	1	0.00	14	14.00
Ranger Elementary/Middle	0	4	0.00	1	0.25
Cleveland County Schools	**2**	**5**	**0.40**	**7**	**1.40**
James Love Elementary	2	5	0.40	7	1.40
Columbus County Schools	**2**	**12**	**0.17**	**9**	**0.75**
Acme Delco Middle	0	4	0.00	0	0.00
Chadbourn Elementary	0	2	0.00	1	0.50
Guideway Elementary	0	1	0.00	0	0.00
Tabor City Elementary	2	5	0.40	8	1.60
Cumberland County Schools	**18**	**54**	**0.33**	**39**	**0.72**

Districts/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio	Total Number of Mentor Teachers using 1 "Accomplished"	New Ratio
Alger B. Wilkins High School	1	4	0.25	1	0.25
E E Miller Elementary	3	9	0.33	7	0.78
Ferguson-Easley Elementary	0	7	0.00	3	0.43
Howard Learning Academy	0	1	0.00	2	2.00
Manchester Elementary	3	7	0.43	6	0.86
Mary McArthur Elementary	3	7	0.43	8	1.14
Ponderosa Elementary	4	9	0.44	7	0.78
William H Owen Elementary	4	10	0.40	5	0.50
Duplin County Schools	**2**	**8**	**0.25**	**11**	**1.38**
North Duplin Jr Sr High	2	8	0.25	11	1.38
Durham Public Schools	**30**	**160**	**0.19**	**90**	**0.56**
Eastway Elementary	2	11	0.18	4	0.36
Fayetteville Street Elementary	1	5	0.20	3	0.60
Glenn Elementary	2	11	0.18	11	1.00
James E Shepard Middle	2	8	0.25	4	0.50
Lakewood Elementary	1	5	0.20	11	2.20
Lowe's Grove Middle	6	14	0.43	12	0.86
Lucas Middle	3	12	0.25	8	0.67
Merrick-Moore Elementary	5	15	0.33	9	0.60
Neal Middle	2	27	0.07	14	0.52
Oak Grove Elementary	2	16	0.13	8	0.50
Southern School of Energy and Sustainabi	3	29	0.10	5	0.17
W G Pearson Elementary	1	7	0.14	1	0.14
Edgecombe County Public Schools	**5**	**18**	**0.28**	**18**	**1.00**
Martin Millennium Academy	5	15	0.33	15	1.00
Princeville Elementary	0	3	0.00	3	1.00
Elizabeth City-Pasquotank Public Schools	**1**	**3**	**0.33**	**5**	**1.67**
Sheep-Harney Elementary	1	3	0.33	5	1.67
Franklin County Schools	**2**	**18**	**0.11**	**4**	**0.22**
Franklinton Middle	2	5	0.40	2	0.40
Louisburg Elementary	0	5	0.00	1	0.20
Royal Elementary	0	8	0.00	1	0.13
Gaston County Schools	**2**	**9**	**0.22**	**6**	**0.67**
Carr Elementary	2	9	0.22	6	0.67
Granville County Schools	**3**	**8**	**0.38**	**14**	**1.75**
Joe Toler-Oak Hill Elementary	0	1	0.00	5	5.00
Northern Granville Middle	3	7	0.43	9	1.29
Greene County Schools	**2**	**8**	**0.25**	**7**	**0.88**
Greene County Middle	2	8	0.25	7	0.88
Guilford County Schools	**23**	**84**	**0.27**	**82**	**0.98**
Brightwood Elementary	4	9	0.44	17	1.89
Ceasar Cone Elementary	3	9	0.33	12	1.33
Fairview Elementary	2	16	0.13	4	0.25
Northwood Elementary	2	5	0.40	4	0.80
Otis L Hairston Sr Middle	0	8	0.00	5	0.63
Rankin Elementary	3	11	0.27	23	2.09
Triangle Lake Montessori Elem	5	11	0.45	8	0.73
Waldo C Falkener Sr Elementary	2	9	0.22	5	0.56
Wiley Accel/Enrichment	2	6	0.33	4	0.67
Halifax County Schools	**0**	**14**	**0.00**	**5**	**0.36**
Aurelian Springs Elementary	0	7	0.00	1	0.14
Everetts Elementary	0	4	0.00	2	0.50
Northwest Halifax High	0	3	0.00	2	0.67

Districts/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio	Total Number of Mentor Teachers using 1 "Accomplished"	New Ratio
Harnett County Schools	**2**	**8**	**0.25**	**13**	**1.63**
South Harnett Elementary	2	8	0.25	13	1.63
Hoke County Schools	**4**	**9**	**0.44**	**14**	**1.56**
East Hoke Middle	4	9	0.44	14	1.56
Hyde County Schools	**2**	**12**	**0.17**	**16**	**1.33**
Mattamuskeet Early College High	2	6	0.33	8	1.33
Mattamuskeet Elementary	0	6	0.00	8	1.33
Iredell-Statesville Schools	**2**	**8**	**0.25**	**8**	**1.00**
Pressly School	1	3	0.33	1	0.33
Statesville Middle	1	5	0.20	7	1.40
Jackson County Public Schools	**0**	**2**	**0.00**	**2**	**1.00**
Jackson Co Sch of Alternatives	0	2	0.00	2	1.00
Jones County Schools	**2**	**6**	**0.33**	**8**	**1.33**
Jones Senior High	2	6	0.33	8	1.33
Lee County Schools	**0**	**1**	**0.00**	**5**	**5.00**
Warren Williams Elementary Alternative	0	1	0.00	5	5.00
Lenoir County Public Schools	**7**	**21**	**0.33**	**21**	**1.00**
E B Frink Middle	4	11	0.36	13	1.18
Northeast Elementary	2	7	0.29	4	0.57
Southeast Elementary	1	3	0.33	4	1.33
McDowell County Schools	**1**	**10**	**0.10**	**1**	**0.10**
East McDowell Middle	1	10	0.10	1	0.10
Montgomery County Schools	**0**	**5**	**0.00**	**8**	**1.60**
Candor Elementary	0	5	0.00	8	1.60
Moore County Schools	**3**	**7**	**0.43**	**8**	**1.14**
Aberdeen Elementary	3	7	0.43	8	1.14
Nash-Rocky Mount Schools	**2**	**14**	**0.14**	**9**	**0.64**
Spring Hope Elementary	0	5	0.00	2	0.40
Tar River Academy	0	2	0.00	4	2.00
Williford Elementary	2	7	0.29	3	0.43
Northampton County Schools	**1**	**5**	**0.20**	**2**	**0.40**
Central Elementary	1	4	0.25	2	0.50
Gaston Middle	0	1	0.00	0	0.00
Onslow County Schools	**5**	**16**	**0.31**	**14**	**0.88**
Jacksonville Commons Middle	5	16	0.31	14	0.88
Pender County Schools	**1**	**3**	**0.33**	**3**	**1.00**
West Pender Middle	1	3	0.33	3	1.00
Perquimans County Schools	**3**	**8**	**0.38**	**5**	**0.63**
Perquimans County Middle	3	8	0.38	5	0.63
Person County Schools	**1**	**6**	**0.17**	**5**	**0.83**
North Elementary	1	6	0.17	5	0.83
Pitt County Schools	**16**	**56**	**0.29**	**33**	**0.59**
Belvoir Elementary	8	17	0.47	11	0.65
Falkland Elementary	4	9	0.44	6	0.67
H B Sugg Elementary	1	12	0.08	5	0.42
Northwest Elementary	2	12	0.17	4	0.33
Wellcome Middle	1	6	0.17	7	1.17
Public Schools of Robeson County	**7**	**37**	**0.19**	**25**	**0.68**
Fairmont High	2	7	0.29	5	0.71
Pembroke Middle	1	8	0.13	4	0.50
Peterson Elementary	2	7	0.29	2	0.29
R B Dean Elementary	0	5	0.00	0	0.00
Rosenwald Elementary	1	3	0.33	7	2.33

Districts/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio	Total Number of Mentor Teachers using 1 "Accomplished"	New Ratio
Southside/Ashpole Elem	0	1	0.00	4	4.00
Townsend Middle	1	6	0.17	3	0.50
Randolph County School System	**11**	**39**	**0.27**	**19**	**0.48**
Eastern Randolph High	2	10	0.20	4	0.40
Ramseur Elementary	6	17	0.35	9	0.53
Southeastern Randolph Middle	3	12	0.25	6	0.50
Richmond County Schools	**10**	**33**	**0.30**	**29**	**0.88**
Ashley Chapel Educational Center	0	3	0.00	2	0.67
Cordova School	0	2	0.00	0	0.00
Monroe Avenue Elementary	2	8	0.25	4	0.50
Rockingham Middle	6	14	0.43	14	1.00
Washington Street Elementary	2	6	0.33	9	1.50
Rowan-Salisbury Schools	**0**	**1**	**0.00**	**0**	**0.00**
Henderson High	0	1	0.00	0	0.00
Sampson County Schools	**0**	**3**	**0.00**	**5**	**1.67**
Union Middle	0	3	0.00	5	1.67
Scotland County Schools	**1**	**3**	**0.33**	**7**	**2.33**
North Laurinburg Elementary	1	3	0.33	7	2.33
Stanly County Schools	**1**	**3**	**0.33**	**1**	**0.33**
Stanly Academy Learning Center	1	3	0.33	1	0.33
Stokes County Schools	**1**	**12**	**0.08**	**1**	**0.08**
North Stokes High	0	8	0.00	0	0.00
Stokes Early College	1	4	0.25	1	0.25
Thomasville City Schools	**5**	**26**	**0.19**	**11**	**0.42**
Liberty Drive Elementary	2	8	0.25	4	0.50
Thomasville Primary	3	18	0.17	7	0.39
Vance County Schools	**2**	**26**	**0.08**	**19**	**0.73**
Eaton-Johnson Middle	1	7	0.14	13	1.86
Henderson Middle	0	9	0.00	2	0.22
L B Yancey Elementary	0	2	0.00	3	1.50
STEM Early High	1	5	0.20	1	0.20
Western Vance High	0	3	0.00	0	0.00
Wake County Schools	**1**	**4**	**0.25**	**7**	**1.75**
Walnut Creek Elementary	1	4	0.25	7	1.75
Warren County Schools	**3**	**14**	**0.21**	**6**	**0.43**
Northside K-8	2	7	0.29	4	0.57
Warren New Tech High	1	7	0.14	2	0.29
Washington County Schools	**0**	**3**	**0.00**	**1**	**0.33**
Washington County Union	0	3	0.00	1	0.33
Wayne County Public Schools	**7**	**17**	**0.41**	**19**	**1.12**
Brogden Middle	3	7	0.43	7	1.00
Brogden Primary	4	10	0.40	12	1.20
Weldon City Schools	**2**	**9**	**0.22**	**7**	**0.78**
Roanoke Valley Early College	1	4	0.25	3	0.75
Weldon Middle	1	5	0.20	4	0.80
Wilson County Schools	**1**	**4**	**0.25**	**4**	**1.00**
B O Barnes Elementary	1	4	0.25	4	1.00
Winston Salem/Forsyth County Schools	**17**	**84**	**0.20**	**87**	**1.04**
Ashley Academy	0	6	0.00	1	0.17
Forest Park Elementary	0	11	0.00	1	0.09
Gibson Elementary	3	7	0.43	20	2.86
J F Kennedy High	2	10	0.20	14	1.40
Kimberley Park Elementary	1	9	0.11	6	0.67

Districts/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio	Total Number of Mentor Teachers using 1 "Accomplished"	New Ratio
Konnoak Elementary	4	12	0.33	16	1.33
Middle Fork Elementary	1	6	0.17	8	1.33
Mineral Springs Middle	3	9	0.33	10	1.11
North Hills Elementary	1	6	0.17	7	1.17
Philo-Hill Magnet Academy	2	8	0.25	4	0.50
Grand Total	**313**	**1341**	**0.23**	**988**	**0.74**

Table 2: Total Number of Mentor and Beginning Teachers by District and School

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Alamance-Burlington Schools	**719**	**222**	**3.24**
Alamance-Burlington Middle College	4	0	*
Alexander Wilson Elementary	19	4	4.75
Altamahaw Ossipee Elem	22	3	7.33
B Everett Jordan Elem	10	4	2.50
Broadview Middle	32	10	3.20
Career Technical Education Center	11	1	11.00
E M Yoder Elementary	14	4	3.50
Eastern Alamance High	40	9	4.44
Eastlawn Elementary	17	12	1.42
Edwin M Holt Elementary	22	3	7.33
Elon Elementary	23	6	3.83
Garrett Elementary	16	5	3.20
Graham High	9	16	0.56
Graham Middle	15	8	1.88
Grove Park Elementary	11	3	3.67
Harvey R Newlin Elementary	14	5	2.80
Haw River Elementary	17	8	2.13
Hawfields Middle	25	2	12.50
Highland Elementary	29	5	5.80
Hillcrest Elementary	11	10	1.10
Hugh M Cummings High	35	12	2.92
Marvin B Smith Elementary	11	5	2.20
North Graham Elementary	23	3	7.67
Pleasant Grove Elementary	8	3	2.67
R Homer Andrews Elementary	28	10	2.80
Ray Street Academy	8	5	1.60
South Graham Elementary	10	9	1.11
South Mebane Elementary	20	8	2.50
Southern High	29	13	2.23
Southern Middle	26	7	3.71
Sylvan Elementary	9	1	9.00
Turrentine Middle	27	4	6.75
Walter M Williams High	29	8	3.63
Western Alamance High	51	8	6.38
Western Middle	37	4	9.25
Woodlawn Middle	7	4	1.75
Alexander County Schools	**210**	**24**	**8.75**
Alexander Central High	66	8	8.25
Alexander Early College	2	0	*
Bethlehem Elementary	21	1	21.00
East Alexander Middle	23	4	5.75
Ellendale Elementary	14	1	14.00
Hiddenite Elementary	12	3	4.00
Stony Point Elementary	7	2	3.50
Sugar Loaf Elementary	13	0	*

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Taylorsville Elementary	12	4	3.00
West Alexander Middle	27	1	27.00
Wittenburg Elementary	13	0	*
Alleghany County Schools	**49**	**14**	**3.50**
Alleghany High	3	4	0.75
Glade Creek Elementary	11	2	5.50
Piney Creek Elementary	12	3	4.00
Sparta Elementary	23	5	4.60
Anson County Schools	**77**	**33**	**2.33**
Anson Academy	2	1	2.00
Anson Co. Early College High	5	3	1.67
Anson High School	8	12	0.67
Anson Middle	17	7	2.43
Anson New Tech High	0	2	0.00
Ansonville Elementary	8	0	*
Lilesville Elementary	10	2	5.00
Morven Elementary	5	0	*
Peachland-Polkton Elem	17	3	5.67
Wadesboro Elementary	3	1	3.00
Wadesboro Primary	2	2	1.00
Ashe County Schools	**142**	**21**	**6.76**
Ashe County High	45	8	5.63
Ashe County Middle	15	1	15.00
Blue Ridge Elementary	27	4	6.75
Mountain View Elementary	32	4	8.00
Westwood Elementary	23	4	5.75
Asheboro City Schools	**142**	**40**	**3.55**
Asheboro High	59	8	7.38
Balfour Elementary	1	4	0.25
Charles W McCrary Elementary	18	5	3.60
Donna L Loflin Elementary	13	4	3.25
Guy B Teachey Elementary	13	3	4.33
Lindley Park Elementary	11	5	2.20
North Asheboro Middle	15	8	1.88
South Asheboro Middle	12	3	4.00
Asheville City Schools	**147**	**49**	**3.00**
Asheville High	52	9	5.78
Asheville Middle	21	11	1.91
Claxton Elementary	7	7	1.00
Hall Fletcher Elementary	10	6	1.67
Ira B Jones Elementary	14	9	1.56
Isaac Dickson Elementary	12	3	4.00
School of Inquiry and Life Sciences	14	1	14.00
Vance Elementary	17	3	5.67
Avery County Schools	**120**	**13**	**9.23**
Avery County High	16	3	5.33
Avery High STEM Academy	4	1	4.00
Avery High Viking Academy	5	1	5.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Avery Middle	18	3	6.00
Banner Elk Elementary	12	0	*
Blue Ridge Academy	1	0	*
Cranberry Middle	13	1	13.00
Crossnore Elementary	12	1	12.00
Freedom Trail Elementary	14	1	14.00
Newland Elementary	16	2	8.00
Riverside Elementary	9	0	*
Beaufort County Schools	**196**	**63**	**3.11**
B C Ed Tech Center	1	3	0.33
Bath Elementary	30	2	15.00
Beaufort Co Early College High	4	1	4.00
Chocowinity Middle	7	3	2.33
Chocowinity Primary	8	6	1.33
Eastern Elementary	24	5	4.80
John C Tayloe Elementary	29	1	29.00
John Small Elementary	16	1	16.00
Northeast Elementary	12	1	12.00
Northside High	17	6	2.83
P S Jones Middle	24	18	1.33
S W Snowden Elementary	3	5	0.60
Southside High	11	4	2.75
Washington High	10	7	1.43
Bertie County Schools	**23**	**27**	**0.85**
Aulander Elementary	0	0	*
Bertie Early College High	1	2	0.50
Bertie High	4	6	0.67
Bertie Middle	2	9	0.22
Bertie STEM High	0	4	0.00
Colerain Elementary	3	4	0.75
West Bertie Elementary	6	1	6.00
Windsor Elementary	7	1	7.00
Bladen County Schools	**93**	**33**	**2.82**
B T Washington Primary	2	0	*
Bladen Lakes Primary	7	1	7.00
Bladenboro Middle	10	0	*
Bladenboro Primary	14	4	3.50
Clarkton School of Discovery	6	3	2.00
Dublin Primary	12	2	6.00
East Arcadia Elementary	4	3	1.33
East Bladen High	2	3	0.67
Elizabethtown Middle	5	3	1.67
Elizabethtown Primary	15	4	3.75
Plain View Primary	4	1	4.00
Tar Heel Middle	0	3	0.00
West Bladen High	12	6	2.00
Brunswick County Schools	**249**	**112**	**2.22**
Belville Elementary	16	7	2.29

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Bolivia Elementary	6	2	3.00
Brunswick County Academy	5	2	2.50
Brunswick County Early College	0	3	0.00
Cedar Grove Middle	13	2	6.50
Jessie Mae Monroe Elementary	1	4	0.25
Leland Middle	10	11	0.91
Lincoln Elementary	13	7	1.86
North Brunswick High	13	15	0.87
Shallotte Middle	11	5	2.20
South Brunswick High	41	7	5.86
South Brunswick Middle	4	7	0.57
Southport Elementary	11	0	*
Supply Elementary	16	9	1.78
Town Creek Elementary	11	8	1.38
Union Elementary	29	4	7.25
Virginia Williamson Elem	12	6	2.00
Waccamaw	11	1	11.00
West Brunswick High	26	12	2.17
Buncombe County Schools	**1012**	**181**	**5.59**
Avery's Creek Elementary	30	4	7.50
Barnardsville Elementary	4	2	2.00
Bell Elementary	14	4	3.50
Black Mountain Elementary	6	4	1.50
Black Mountain Primary	15	6	2.50
Candler Elementary	9	7	1.29
Cane Creek Middle	19	4	4.75
Community High School	9	2	4.50
Early College	11	2	5.50
Eblen Intermediate	34	2	17.00
Emma Elementary	18	3	6.00
Enka High	43	7	6.14
Enka Intermediate	22	2	11.00
Enka Middle	20	7	2.86
Erwin High	41	11	3.73
Erwin Middle	25	7	3.57
Estes Elementary	27	7	3.86
Fairview Elementary	36	3	12.00
Glen Arden Elementary	17	3	5.67
Haw Creek Elementary	14	6	2.33
Hominy Valley Elementary	22	0	*
Johnston Elementary	11	4	2.75
Koontz Intermediate	29	9	3.22
Leicester Elementary	18	8	2.25
Middle College	4	0	*
Nesbitt Discovery Academy	13	1	13.00
North Buncombe Elementary	25	1	25.00
North Buncombe High	48	3	16.00
North Buncombe Middle	20	3	6.67

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
North Windy Ridge Intermediate	29	3	9.67
Oakley Elementary	15	5	3.00
Owen High	40	2	20.00
Owen Middle	28	3	9.33
Pisgah Elementary	12	0	*
Reynolds High	54	8	6.75
Reynolds Middle	26	3	8.67
Roberson High	63	11	5.73
Sand Hill-Venable Elem	21	8	2.63
Valley Springs Middle	40	3	13.33
Weaverville Elementary	10	1	10.00
Weaverville Primary	11	1	11.00
West Buncombe Elementary	34	3	11.33
Williams Elementary	16	5	3.20
Woodfin Elementary	9	3	3.00
Burke County Schools	**489**	**58**	**8.43**
Burke Middle College	2	0	*
Chesterfield Elementary	5	3	1.67
Drexel Elementary	16	4	4.00
East Burke High	32	6	5.33
East Burke Middle	27	2	13.50
Forest Hill Elementary	14	5	2.80
Freedom High	42	1	42.00
George Hildebrand Elementary	22	1	22.00
Glen Alpine Elementary	22	3	7.33
Hallyburton Academy	1	1	1.00
Heritage Middle	19	0	*
Hildebran Elementary	14	2	7.00
Icard Elementary	14	1	14.00
Jimmy C Draughn High School	24	1	24.00
Liberty Middle	17	3	5.67
Mountain Crest Elementary	20	3	6.67
Mull Elementary	14	1	14.00
North Liberty	8	1	8.00
Oak Hill Elementary	16	1	16.00
Ray Childers Elementary	13	7	1.86
Robert L. Patton High School	31	4	7.75
Rutherford College Elem	12	1	12.00
Salem Elementary	20	0	*
Table Rock Middle	19	2	9.50
Valdese Elementary	22	0	*
W A Young Elementary	24	2	12.00
Walter R Johnson Middle	19	3	6.33
Cabarrus County Schools	**782**	**233**	**3.36**
A T Allen Elementary	31	6	5.17
Bethel Elementary	11	2	5.50
Beverly Hills Elementary	16	3	5.33
C C Griffin Middle	17	5	3.40

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Cabarrus Co Opportunity School	3	2	1.50
Cabarrus Early College of Technology	1	0	*
Cabarrus-Kannapolis Early Coll	3	4	0.75
Carl A Furr Elementary	30	8	3.75
Central Cabarrus High	32	24	1.33
Charles E Boger Elementary	18	1	18.00
Coltrane-Webb Elementary	15	6	2.50
Concord High	37	3	12.33
Concord Middle	18	11	1.64
Cox Mill Elementary	10	5	2.00
Cox Mill High School	34	13	2.62
Harold E. Winkler Middle	20	8	2.50
Harris Road Middle	22	7	3.14
Harrisburg Elementary	32	9	3.56
Hickory Ridge High	42	15	2.80
Hickory Ridge Middle	40	6	6.67
J N Fries Magnet School	14	6	2.33
Jay M Robinson High	49	9	5.44
Mount Pleasant Elementary	31	0	*
Mount Pleasant High	15	2	7.50
Mount Pleasant Middle	17	3	5.67
Northwest Cabarrus High	19	8	2.38
Northwest Cabarrus Middle	17	4	4.25
Patriots Elementary	28	10	2.80
Performance Learning Center	5	0	*
Pitts School Road Elementary	19	4	4.75
R Brown McAllister Elementary	11	2	5.50
Rocky River Elementary	14	7	2.00
Royal Oaks Elementary	6	4	1.50
W M Irvin Elementary	15	12	1.25
W R Odell Elementary	16	1	16.00
W R Odell Primary	14	8	1.75
Weddington Hills Elementary	37	5	7.40
Winecoff Elementary	18	6	3.00
Wolf Meadow Elementary	5	4	1.25
Caldwell County Schools	**544**	**89**	**6.11**
Baton Elementary	17	3	5.67
Caldwell Career Cen Mid. Coll.	11	1	11.00
Caldwell Early College	15	2	7.50
Collettsville School	18	2	9.00
Davenport A+ School	26	2	13.00
Dudley Shoals Elementary	21	2	10.50
Gamewell Elementary	10	3	3.33
Gamewell Middle	15	6	2.50
Gateway School	9	0	*
Granite Falls Elementary	30	1	30.00
Granite Falls Middle	27	4	6.75
Happy Valley Elementary	11	3	3.67

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Hibriten High	48	4	12.00
Horizons Elementary	8	1	8.00
Hudson Elementary	30	8	3.75
Hudson Middle	37	4	9.25
Kings Creek Elementary	8	2	4.00
Lower Creek Elementary	16	4	4.00
Oak Hill Elementary	7	2	3.50
Sawmills Elementary	19	1	19.00
South Caldwell High	69	9	7.67
Valmead Elementary	8	3	2.67
West Caldwell High	27	10	2.70
West Lenoir Elementary	9	3	3.00
Whitnel Elementary	18	4	4.50
William Lenoir Middle	30	5	6.00
Camden County Schools	**89**	**5**	**17.80**
Camden County High	21	1	21.00
Camden Early College High	7	1	7.00
Camden Intermediate	20	1	20.00
Camden Middle	14	0	*
Grandy Primary	27	2	13.50
Carteret County Public Schools	**329**	**53**	**6.21**
Atlantic Elementary	5	1	5.00
Beaufort Elementary	16	3	5.33
Beaufort Middle	10	2	5.00
Bogue Sound Elementary	25	2	12.50
Bridges School	1	0	*
Broad Creek Middle	16	5	3.20
Croatan High	33	9	3.67
Down East Middle and Smyrna Elementary	12	2	6.00
East Carteret High	12	3	4.00
Harkers Island Elementary	3	0	*
Morehead City Middle	25	3	8.33
Morehead City Primary	32	4	8.00
Morehead Elem at Camp Glenn	9	5	1.80
Newport Elementary	30	6	5.00
Newport Middle	16	0	*
West Carteret High	47	5	9.40
White Oak Elementary	37	3	12.33
Caswell County Schools	**62**	**28**	**2.21**
Bartlett Yancey High	9	9	1.00
N L Dillard Middle	22	5	4.40
North Elementary	12	3	4.00
Oakwood Elementary	3	6	0.50
South Elementary	14	3	4.67
Stoney Creek Elementary	2	2	1.00
Catawba County Schools	**482**	**95**	**5.07**
Balls Creek Elementary	26	3	8.67
Bandys High	31	3	10.33

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Banoak Elementary	3	2	1.50
Blackburn Elementary	18	4	4.50
Bunker Hill High	11	12	0.92
Catawba Elementary School	23	0	*
Catawba Rosenwald Education Center	6	2	3.00
Challenger Early College High	7	2	3.50
Charles H Tuttle Elementary	21	0	*
Claremont Elementary	15	2	7.50
Clyde Campbell Elementary	24	0	*
Fred T Foard High	13	6	2.17
Harry M Arndt Middle	22	6	3.67
Jacobs Fork Middle	10	1	10.00
Lyle Creek Elementary	15	7	2.14
Maiden Elementary	5	3	1.67
Maiden High	32	4	8.00
Maiden Middle School	5	7	0.71
Mill Creek Middle	16	1	16.00
Mountain View Elementary	21	4	5.25
Oxford Elementary	29	1	29.00
River Bend Middle	9	3	3.00
Saint Stephens Elementary	25	8	3.13
Saint Stephens High	48	2	24.00
Sherrills Ford Elementary	11	3	3.67
Snow Creek Elementary	6	3	2.00
Startown Elementary	19	4	4.75
Webb A Murray Elementary	11	2	5.50
Chapel Hill-Carrboro City Schools	**479**	**141**	**3.40**
Carrboro Elementary	23	7	3.29
Carrboro High	27	6	4.50
Chapel Hill High	59	7	8.43
Culbreth Middle	39	12	3.25
East Chapel Hill High	53	11	4.82
Ephesus Elementary	17	5	3.40
Estes Hills Elementary	26	3	8.67
FPG Elementary	15	16	0.94
Glenwood Elementary	20	4	5.00
McDougle Elementary	15	8	1.88
McDougle Middle	27	10	2.70
Morris Grove Elementary	26	6	4.33
Northside Elementary	12	6	2.00
Phillips Middle	13	7	1.86
Phoenix Academy High	0	2	0.00
Rashkis Elementary	24	8	3.00
Scroggs Elementary	18	5	3.60
Seawell Elementary	25	10	2.50
Smith Middle	32	7	4.57
UNC Hospital School	8	1	8.00
Charlotte-Mecklenburg Schools	**3225**	**1584**	**2.04**

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Albemarle Road Elementary	14	20	0.70
Albemarle Road Middle	16	16	1.00
Alexander Graham Middle	54	8	6.75
Allenbrook Elementary	13	8	1.63
Ardrey Kell High	83	31	2.68
Ashley Park PreK-8 School	17	10	1.70
Bailey Middle	38	9	4.22
Bain Elementary	38	2	19.00
Ballantyne Elementary	22	10	2.20
Barnette Elementary	14	1	14.00
Barringer Academic Center	25	6	4.17
Berewick Elementary	3	8	0.38
Berryhill School	24	8	3.00
Beverly Woods Elementary	26	2	13.00
Billingsville Elementary	6	8	0.75
Blythe Elementary	36	8	4.50
Briarwood Elementary	4	18	0.22
Bruns Academy	11	12	0.92
Butler High	53	9	5.89
Carmel Middle	20	11	1.82
Cato Middle College High	4	1	4.00
Chantilly Montessori	9	0	*
Charlotte Engineering Early College-UNCC	7	0	*
Clear Creek Elementary	29	2	14.50
Cochrane Collegiate Academy	8	17	0.47
Collinswood Language Academy	21	9	2.33
Community House Middle	52	9	5.78
Cornelius Elementary	25	5	5.00
Cotswold Elementary	27	9	3.00
Coulwood STEM Academy	25	9	2.78
Crestdale Middle	23	4	5.75
Croft Community Elementary	17	8	2.13
Crown Point Elementary	11	7	1.57
David Cox Road Elementary	2	7	0.29
Davidson Elementary	28	1	28.00
Devonshire Elementary	12	10	1.20
Dilworth Elementary	19	7	2.71
Druid Hills Academy	10	5	2.00
East Mecklenburg High	54	14	3.86
Eastover Elementary	6	4	1.50
Eastway Middle	2	23	0.09
eLearning Academy	0	0	*
Elizabeth Lane Elem	44	2	22.00
Elizabeth Traditional Elem	16	3	5.33
Elon Park Elementary	28	6	4.67
Endhaven Elementary	34	1	34.00
First Ward Creative Arts Acad	7	8	0.88
Francis Bradley Middle	18	10	1.80

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Garinger High	14	48	0.29
Grand Oak Elementary	20	0	*
Greenway Park Elementary	18	6	3.00
Harding University High	5	37	0.14
Harper Middle College High	1	0	*
Hawk Ridge Elementary	28	14	2.00
Hawthorne High	2	8	0.25
Hickory Grove Elementary	2	15	0.13
Hidden Valley Elementary	14	13	1.08
Highland Creek Elementary	13	5	2.60
Highland Mill Montessori	8	5	1.60
Highland Renaissance Academy	2	10	0.20
Hopewell High	26	26	1.00
Hornets Nest Elementary	7	11	0.64
Huntersville Elementary	28	3	9.33
Huntingtowne Farms Elementary	31	9	3.44
Idlewild Elementary	22	15	1.47
Independence High	35	17	2.06
Irwin Academic Center	15	4	3.75
J H Gunn Elementary	13	16	0.81
J M Alexander Middle	10	10	1.00
J.V. Washam Elementary	19	2	9.50
James Martin Middle	15	20	0.75
Jay M Robinson Middle	44	6	7.33
Joseph W Grier Academy	5	5	1.00
Kennedy Middle	14	20	0.70
Lake Wylie Elementary	17	6	2.83
Lansdowne Elementary	22	3	7.33
Lawrence Orr Elementary	5	13	0.38
Lebanon Road Elementary	30	5	6.00
Levine Middle College High	5	0	*
Lincoln Heights Academy	5	6	0.83
Long Creek Elementary	14	4	3.50
Mallard Creek Elementary	9	6	1.50
Mallard Creek High	60	19	3.16
Martin Luther King Jr Middle	3	20	0.15
Matthews Elementary	26	4	6.50
McAlpine Elementary	16	4	4.00
McClintock Middle	23	8	2.88
McKee Road Elementary	19	3	6.33
Merry Oaks Elementary	10	9	1.11
Metro School	17	4	4.25
Military and Global Leadership Academy	24	12	2.00
Mint Hill Middle	26	8	3.25
Montclaire Elementary	17	4	4.25
Morehead STEM Academy	16	11	1.45
Mountain Island Lake Academy	11	9	1.22
Myers Park High	93	21	4.43

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Myers Park Traditional	23	4	5.75
Nathaniel Alexander Elementary	8	10	0.80
Nations Ford Elementary	0	17	0.00
Newell Elementary	12	16	0.75
North Mecklenburg High	39	20	1.95
Northeast Middle	5	7	0.71
Northridge Middle	9	9	1.00
Northwest School of the Arts	42	5	8.40
Oakdale Elementary	10	15	0.67
Oakhurst STEAM Academy	10	13	0.77
Oaklawn Language Academy	10	9	1.11
Olde Providence Elementary	16	5	3.20
Olympic High - Biotech Health Pub Admin	10	4	2.50
Olympic High - Renaissance School	13	7	1.86
Olympic High-Leadership and Development	3	10	0.30
Olympic High-Math Eng Tech Science	14	6	2.33
Olympic TEAM High School	4	3	1.33
Palisades Park Elementary	23	7	3.29
Park Road Montessori	13	1	13.00
Parkside Elementary	19	2	9.50
Paw Creek Elementary	13	7	1.86
Performance Learning Center	4	1	4.00
Phillip O Berry Academy of Technology	3	20	0.15
Piedmont IB Middle	29	11	2.64
Pineville Elementary	21	5	4.20
Pinewood Elementary	14	8	1.75
Piney Grove Elementary	19	4	4.75
Polo Ridge Elementary	21	3	7.00
Providence High	40	12	3.33
Providence Spring Elementary	29	10	2.90
Quail Hollow Middle	22	13	1.69
Rama Road Elementary	24	3	8.00
Randolph Middle	24	9	2.67
Ranson Middle	12	13	0.92
Reedy Creek Elementary	20	7	2.86
Reid Park Academy	13	17	0.76
Ridge Road Middle	43	10	4.30
River Gate Elementary	17	6	2.83
River Oaks Academy	8	8	1.00
Rocky River High	21	18	1.17
Sedgefield Elementary	5	4	1.25
Sedgefield Middle	8	5	1.60
Selwyn Elementary	28	6	4.67
Shamrock Gardens Elementary	15	5	3.00
Sharon Elementary	17	8	2.13
Smithfield Elementary	30	8	3.75
South Charlotte Middle	21	4	5.25
South Mecklenburg High	43	16	2.69

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Southwest Middle School	29	15	1.93
Starmount Acad of Excellence	11	9	1.22
Statesville Road Elementary	15	10	1.50
Steele Creek Elementary	33	5	6.60
Sterling Elementary	4	9	0.44
Stoney Creek Elementary	16	6	2.67
Thomasboro Academy	18	12	1.50
Torrence Creek Elementary	16	3	5.33
Trillium Springs Montessori	4	2	2.00
Tuckaseegee Elementary	18	8	2.25
Turning Point Academy	5	4	1.25
University Meadows Elementary	20	5	4.00
University Park Creative Arts	14	5	2.80
Vance High	7	28	0.25
Waddell Language Academy	48	11	4.36
Walter G Byers School	16	9	1.78
West Charlotte High	31	17	1.82
West Mecklenburg High	11	36	0.31
Westerly Hills Academy	14	5	2.80
Whitewater Academy	11	7	1.57
Whitewater Middle	9	23	0.39
William Amos Hough High	46	11	4.18
Winding Springs Elementary	22	6	3.67
Windsor Park Elementary	6	19	0.32
Winget Park Elementary	13	4	3.25
Winterfield Elementary	7	14	0.50
Chatham County Schools	**240**	**86**	**2.79**
Bennett School	10	0	*
Bonlee School	13	1	13.00
Chatham Central High	9	4	2.25
Chatham Middle	20	9	2.22
Horton Middle	5	4	1.25
J S Waters School	10	4	2.50
Jordan Matthews High	14	5	2.80
Margaret B. Pollard Middle	20	7	2.86
Moncure School	8	4	2.00
North Chatham Elementary	16	9	1.78
Northwood High	34	9	3.78
Perry W Harrison Elementary	10	3	3.33
Pittsboro Elementary	11	5	2.20
SAGE Academy	2	2	1.00
Siler City Elementary	22	11	2.00
Silk Hope School	11	4	2.75
Virginia Cross Elementary	25	5	5.00
Cherokee County Schools	**107**	**27**	**3.96**
Andrews Elementary	14	3	4.67
Andrews High	13	5	2.60
Andrews Middle	9	1	9.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Hiwassee Dam Elementary/Middle	2	1	2.00
Hiwassee Dam High	10	3	3.33
Marble Elementary	3	1	3.00
Martins Creek Elementary/Mid	13	3	4.33
Murphy Elementary	0	1	0.00
Murphy High	11	1	11.00
Murphy Middle	15	2	7.50
Peachtree Elementary	11	0	*
Ranger Elementary/Middle	0	4	0.00
The Oaks Academy	2	0	*
Tri-County Early College High	4	2	2.00
Clay County Schools	**44**	**9**	**4.89**
Hayesville Elementary	14	2	7.00
Hayesville High	21	2	10.50
Hayesville Middle	9	5	1.80
Cleveland County Schools	**515**	**104**	**4.95**
Bethware Elementary	22	0	*
Boiling Springs Elementary	30	0	*
Burns High	24	9	2.67
Burns Middle	22	5	4.40
Casar Elementary	20	0	*
Cleveland ECHS	6	2	3.00
Crest High	19	5	3.80
Crest Middle	15	3	5.00
East Elementary	12	1	12.00
Fallston Elementary	31	1	31.00
Graham Elementary	10	5	2.00
Grover Elementary	11	4	2.75
James Love Elementary	2	5	0.40
Jefferson Elementary	16	5	3.20
Kings Mountain High	41	10	4.10
Kings Mountain Intermediate	19	8	2.38
Kings Mountain Middle	21	3	7.00
Marion Elementary	13	4	3.25
North Elementary	8	2	4.00
North Shelby	6	4	1.50
Shelby High	30	5	6.00
Shelby Intermediate	22	4	5.50
Shelby Middle	9	8	1.13
Springmore Elementary	31	1	31.00
Township Three Elementary	23	3	7.67
Turning Point Academy	3	3	1.00
Union Elementary	23	1	23.00
Washington Elementary	9	3	3.00
West Elementary	17	0	*
Clinton City Schools	**76**	**25**	**3.04**
Butler Avenue Elementary	14	2	7.00
Clinton High	5	7	0.71

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Langdon C Kerr Elementary	23	3	7.67
Sampson Middle	20	9	2.22
Sunset Avenue Elementary	14	4	3.50
Columbus County Schools	**135**	**59**	**2.29**
Acme Delco Elementary	10	3	3.33
Acme Delco Middle	0	4	0.00
CCCA - Fair Bluff /Southeastern Campuses	3	2	1.50
Cerro Gordo Elementary	15	4	3.75
Chadbourn Elementary	0	2	0.00
Chadbourn Middle	2	2	1.00
East Columbus High	14	10	1.40
Evergreen Elementary	4	3	1.33
Guideway Elementary	0	1	0.00
Hallsboro Middle	3	4	0.75
Hallsboro-Artesia Elementary	12	2	6.00
Nakina Middle	7	1	7.00
Old Dock Elementary	2	0	*
South Columbus High	21	7	3.00
Tabor City Elementary	2	5	0.40
Tabor City Middle	2	2	1.00
West Columbus High	9	4	2.25
Williams Township	29	3	9.67
Craven County Schools	**394**	**142**	**2.77**
Albert H Bangert Elementary	13	4	3.25
Arthur W Edwards Elementary	20	5	4.00
Ben D Quinn Elementary	16	4	4.00
Bridgeton Elementary	21	1	21.00
Brinson Memorial Elementary	16	9	1.78
Craven Early College High	4	3	1.33
Creekside Elementary	16	5	3.20
Early College EAST High	3	3	1.00
Graham A Barden Elementary	13	2	6.50
Grover C Fields Middle	27	4	6.75
H J MacDonald Middle	8	8	1.00
Havelock Elementary	10	9	1.11
Havelock High	39	13	3.00
Havelock Middle	9	5	1.80
J T Barber Elementary	22	3	7.33
James W Smith Elementary	5	8	0.63
New Bern High	59	8	7.38
Oaks Road Elementary	8	8	1.00
Roger R Bell Elementary	9	5	1.80
Trent Park Elementary	5	10	0.50
Tucker Creek Middle	17	1	17.00
Vanceboro-Farm Life Elementary	18	7	2.57
W Jesse Gurganus Elementary	14	0	*
West Craven High	17	8	2.13
West Craven Middle	5	9	0.56

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Cumberland County Schools	**1350**	**474**	**2.85**
Alderman Road Elementary	13	3	4.33
Alger B. Wilkins High School	1	4	0.25
Alma O Easom Elementary	9	2	4.50
Anne Chesnutt Middle	5	4	1.25
Armstrong Elementary	13	2	6.50
Ashley Elementary	9	0	*
Beaver Dam Elementary	6	0	*
Benjamin J Martin Elementary	26	4	6.50
Bill Hefner Elementary	23	8	2.88
Brentwood Elementary	5	3	1.67
C Wayne Collier Elementary	12	5	2.40
Cape Fear High	59	7	8.43
Cliffdale Elementary	14	9	1.56
College Lakes Elementary	2	3	0.67
Cross Creek Early College	9	2	4.50
Cumberland International Early CollegeHS	6	0	*
Cumberland Mills Elementary	6	8	0.75
Cumberland Polytechnic	9	1	9.00
Cumberland Road Elementary	7	10	0.70
District No 7 Elementary	17	2	8.50
Douglas Byrd High	28	14	2.00
Douglas Byrd Middle	13	12	1.08
E E Miller Elementary	3	9	0.33
E E Smith High	18	10	1.80
E Melvin Honeycutt Elementary	37	4	9.25
Eastover-Central Elementary	19	5	3.80
Ed V Baldwin Elementary	8	8	1.00
Elizabeth M Cashwell Elementary	18	8	2.25
Ferguson-Easley Elementary	0	7	0.00
Gallberry Farm Elementary	32	9	3.56
Glendale Acres Elementary	9	3	3.00
Grays Creek Elementary	15	6	2.50
Grays Creek High	56	6	9.33
Grays Creek Middle	43	5	8.60
Hope Mills Middle	18	8	2.25
Howard L Hall Elementary	15	15	1.00
Howard Learning Academy	0	1	0.00
Ireland Drive Middle	6	2	3.00
J W Coon Elementary	4	4	1.00
J W Seabrook Elementary	15	4	3.75
Jack Britt High	26	10	2.60
John R Griffin Middle	36	2	18.00
Lake Rim Elementary	9	11	0.82
Lewis Chapel Middle	15	9	1.67
Lillian Black Elementary	7	6	1.17
Long Hill Elementary	8	5	1.60
Loyd E Auman Elementary	23	4	5.75

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Lucile Souders Elementary	11	7	1.57
Luther Nick Jeralds Middle	2	4	0.50
Mac Williams Middle	38	5	7.60
Manchester Elementary	3	7	0.43
Margaret Willis Elementary	21	0	*
Mary McArthur Elementary	3	7	0.43
Massey Hill Classical High	18	2	9.00
Montclair Elementary	17	3	5.67
Morganton Road Elementary	9	3	3.00
New Century International Elementary	20	12	1.67
New Century International Middle	6	3	2.00
Pine Forest High	55	7	7.86
Pine Forest Middle	17	6	2.83
Ponderosa Elementary	4	9	0.44
R Max Abbott Middle	26	7	3.71
Raleigh Road Elementary	9	2	4.50
Ramsey Street High	1	2	0.50
Reid Ross Classical High	15	4	3.75
Reid Ross Classical Middle	8	2	4.00
Rockfish Elementary	21	4	5.25
Seventy-First Classical Middle	20	5	4.00
Seventy-First High	24	11	2.18
Sherwood Park Elementary	6	4	1.50
South View High	51	7	7.29
South View Middle	11	8	1.38
Spring Lake Middle	13	6	2.17
Stedman Elementary	14	0	*
Stedman Primary	5	2	2.50
Stoney Point Elementary	37	4	9.25
Sunnyside Elementary	15	3	5.00
Teresa C Berrien Elementary	3	2	1.50
Terry Sanford High	17	4	4.25
Vanstory Hills Elementary	24	0	*
Walker Spivey Elementary	9	6	1.50
Warrenwood Elementary	9	6	1.50
Westarea Elementary	14	8	1.75
Westover High	18	10	1.80
Westover Middle	12	11	1.09
William H Owen Elementary	4	10	0.40
William T Brown Elementary	8	7	1.14
Currituck County Schools	**151**	**26**	**5.81**
Central Elementary	11	2	5.50
Currituck County High	32	9	3.56
Currituck County Middle	18	3	6.00
Jarvisburg Elementary	6	1	6.00
Knotts Island Elementary	3	1	3.00
Moyock Elementary	17	5	3.40
Moyock Middle	21	4	5.25

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Shawboro Elementary School	23	1	23.00
The JP Knapp ECH (i)School	8	0	*
W T Griggs Elementary	12	0	*
Dare County Schools	**292**	**28**	**10.43**
Cape Hatteras Elementary School	19	2	9.50
Cape Hatteras Secondary School	20	6	3.33
Dare County Alternative School	5	0	*
First Flight Elementary School	21	1	21.00
First Flight High School	44	5	8.80
First Flight Middle School	36	1	36.00
Kitty Hawk Elementary School	27	2	13.50
Manteo Elementary School	39	4	9.75
Manteo High School	28	2	14.00
Manteo Middle School	26	1	26.00
Nags Head Elementary School	27	4	6.75
Davidson County Schools	**456**	**98**	**4.65**
Brier Creek Elementary	9	4	2.25
Central Davidson High	9	6	1.50
Central Davidson Middle	20	6	3.33
Churchland Elementary	16	5	3.20
Davidson County High School	3	0	*
Davidson Early College	4	0	*
Davis-Townsend Elementary	11	2	5.50
Denton Elementary	6	0	*
E Lawson Brown Middle	5	2	2.50
East Davidson High	6	3	2.00
Fair Grove Elementary	2	3	0.67
Friedberg Elementary	12	2	6.00
Friendship Elementary	15	1	15.00
Hasty Elementary	20	2	10.00
Ledford Middle	7	4	1.75
Ledford Senior High	31	9	3.44
Midway Elementary	12	0	*
North Davidson High	38	8	4.75
North Davidson Middle	6	2	3.00
Northwest Elementary	9	0	*
Oak Grove Middle	33	1	33.00
Pilot Elementary	10	0	*
Reeds Elementary	14	3	4.67
Silver Valley Elementary	16	2	8.00
South Davidson High	13	1	13.00
South Davidson Middle	11	4	2.75
Southmont Elementary	11	3	3.67
Southwood Elementary	16	4	4.00
Stoner-Thomas School	9	0	*
Tyro Elementary	5	5	1.00
Tyro Middle	5	2	2.50
Wallburg Elementary	30	4	7.50

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Welcome Elementary	12	6	2.00
West Davidson High	24	3	8.00
Yadkin Valley Regional Career Academy	6	1	6.00
Davie County Schools	**138**	**53**	**2.60**
Central Davie Academy	3	0	*
Cooleemee Elementary	12	10	1.20
Cornatzer Elementary	14	2	7.00
Davie County Early College High	6	0	*
Davie County High	28	20	1.40
Mocksville Elementary	15	6	2.50
North Davie Middle	9	3	3.00
Pinebrook Elementary	7	4	1.75
Shady Grove Elementary	9	1	9.00
South Davie Middle	8	3	2.67
William Ellis Middle	12	2	6.00
William R Davie Elementary	15	2	7.50
Duplin County Schools	**276**	**116**	**2.38**
B F Grady Elementary	32	9	3.56
Beulaville Elementary	41	6	6.83
Charity Middle	14	10	1.40
Chinquapin Elementary	21	4	5.25
Duplin Early College High	5	1	5.00
E E Smith Middle	4	6	0.67
East Duplin High	41	5	8.20
James Kenan High	13	10	1.30
Kenansville Elementary	21	3	7.00
North Duplin Elementary	10	5	2.00
North Duplin Jr Sr High	2	8	0.25
Rose Hill-Magnolia Elementary	23	15	1.53
Wallace Elementary	9	11	0.82
Wallace-Rose Hill High	18	6	3.00
Warsaw Elementary	9	10	0.90
Warsaw Middle	13	7	1.86
Durham Public Schools	**711**	**463**	**1.54**
Bethesda Elementary	12	21	0.57
Brogden Middle	12	7	1.71
Burton Elementary	13	6	2.17
C C Spaulding Elementary	3	1	3.00
C E Jordan High	50	22	2.27
City of Medicine Academy	12	4	3.00
Club Boulevard Elementary	13	10	1.30
Creekside Elementary	13	11	1.18
DPS Hospital School	7	1	7.00
Durham School of the Arts	70	9	7.78
Durham's Performance Learning Center	1	1	1.00
E K Powe Elementary	10	8	1.25
Easley Elementary	13	6	2.17
Eastway Elementary	2	11	0.18

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Eno Valley Elementary	9	6	1.50
Fayetteville Street Elementary	1	5	0.20
Forest View Elementary	40	11	3.64
George L Carrington Middle	18	9	2.00
George Watts Elementary	7	6	1.17
Glenn Elementary	2	11	0.18
Hillandale Elementary	33	3	11.00
Hillside High	19	16	1.19
Hillside New Tech High	6	4	1.50
Holt Elementary	13	15	0.87
Holton Career and Resource Center	0	0	*
Hope Valley Elementary	28	2	14.00
J D Clement Early College HS	8	5	1.60
James E Shepard Middle	2	8	0.25
Lakeview School	6	1	6.00
Lakewood Elementary	1	5	0.20
Lakewood Montessori Middle	10	2	5.00
Little River Elementary	20	3	6.67
Lowe's Grove Middle	6	14	0.43
Lucas Middle	3	12	0.25
Mangum Elementary	17	0	*
Merrick-Moore Elementary	5	15	0.33
Middle College HS @ DTCC	5	1	5.00
Morehead Montessori	11	2	5.50
Neal Middle	2	27	0.07
Northern High	22	17	1.29
Oak Grove Elementary	2	16	0.13
Parkwood Elementary	7	10	0.70
Pearsontown Elementary	14	7	2.00
R N Harris Elementary	13	4	3.25
Riverside High	57	20	2.85
Rogers-Herr Middle	15	8	1.88
Sandy Ridge Elementary	17	13	1.31
Sherwood Githens Middle	18	10	1.80
Southern School of Energy and Sustainabi	3	29	0.10
Southwest Elementary	15	5	3.00
Spring Valley Elementary	8	5	1.60
The School for Creative Studies	12	8	1.50
W G Pearson Elementary	1	7	0.14
Y E Smith Elementary	4	3	1.33
Edenton-Chowan Schools	**47**	**15**	**3.13**
Chowan Middle	18	3	6.00
D F Walker Elementary	7	3	2.33
John A Holmes High	9	6	1.50
White Oak Elementary	13	3	4.33
Edgecombe County Public Schools	**96**	**65**	**1.48**
Coker-Wimberly Elementary	1	2	0.50
Edgecombe Early College High	4	3	1.33

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
G W Bulluck Elementary	7	6	1.17
G W Carver Elementary	19	7	2.71
Martin Millennium Academy	5	15	0.33
North Edgecombe High	8	3	2.67
Phillips Middle	1	1	1.00
Princeville Elementary	0	3	0.00
South Edgecombe Middle	8	4	2.00
SouthWest Edgecombe High	23	5	4.60
Stocks Elementary	10	4	2.50
Tarboro High	3	4	0.75
W A Pattillo Middle	3	4	0.75
West Edgecombe Middle	4	4	1.00
Elizabeth City-Pasquotank Public Schools	**116**	**44**	**2.64**
Central Elementary	16	3	5.33
Elizabeth City Middle	7	2	3.50
H L Trigg Community	1	2	0.50
J C Sawyer Elementary	4	4	1.00
Northeastern High	35	8	4.38
Northside Elementary	22	3	7.33
P W Moore Elementary	3	5	0.60
Pasquotank County High	10	7	1.43
Pasquotank Elementary	2	4	0.50
River Road Middle	7	2	3.50
Sheep-Harney Elementary	1	3	0.33
Weeksville Elementary	8	1	8.00
Elkin City Schools	**62**	**5**	**12.40**
Elkin Elementary	33	2	16.50
Elkin High	20	3	6.67
Elkin Middle	9	0	*
Franklin County Schools	**171**	**91**	**1.88**
Bunn Elementary	21	7	3.00
Bunn High	29	6	4.83
Bunn Middle	4	4	1.00
Cedar Creek Middle	15	6	2.50
Edward Best Elementary	12	5	2.40
Franklin County Early College	3	1	3.00
Franklinton Elementary	3	4	0.75
Franklinton High	36	9	4.00
Franklinton Middle	2	5	0.40
Laurel Mill Elementary	7	4	1.75
Long Mill Elementary	15	8	1.88
Louisburg Elementary	0	5	0.00
Louisburg High	10	7	1.43
Royal Elementary	0	8	0.00
Terrell Lane Middle	10	9	1.11
Youngsville Elementary	4	3	1.33
Gaston County Schools	**859**	**277**	**3.10**
Ashbrook High	38	9	4.22

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Belmont Central Elementary	27	3	9.00
Belmont Middle	4	5	0.80
Bessemer City Central Elem	7	8	0.88
Bessemer City High	11	10	1.10
Bessemer City Middle	11	8	1.38
Bessemer City Primary	19	1	19.00
Brookside Elementary	23	5	4.60
Carr Elementary	2	9	0.22
Catawba Heights Elementary	16	2	8.00
Chapel Grove Elementary	13	5	2.60
Cherryville Elementary	18	0	*
Cherryville High	27	2	13.50
Costner Elementary	15	2	7.50
Cramerton Middle	16	2	8.00
East Gaston High	24	6	4.00
Edward D Sadler Jr Elementary School	10	3	3.33
Forestview High	24	9	2.67
Gardner Park Elementary	14	9	1.56
Gaston Early College High School	8	0	*
H H Beam Elementary	13	9	1.44
Hawks Nest STEAM Academy	9	3	3.00
Highland Sch of Technology	28	5	5.60
Holbrook Middle	15	7	2.14
Hunter Huss High	21	16	1.31
Ida Rankin Elementary School	22	1	22.00
J B Page Primary School	16	1	16.00
John Chavis Middle School	16	4	4.00
Kiser Elementary	13	3	4.33
Lingerfeldt Elementary	10	5	2.00
Lowell Elementary	15	4	3.75
McAdenville Elementary	6	1	6.00
Mount Holly Middle	17	11	1.55
New Hope Elementary	5	4	1.25
North Belmont Elementary	19	1	19.00
North Gaston High	20	12	1.67
Pinewood Elementary	15	7	2.14
Pleasant Ridge Elementary	13	5	2.60
Robinson Elementary	21	1	21.00
Sherwood Elementary	14	4	3.50
South Point High	38	6	6.33
Southwest Middle	15	11	1.36
Springfield Primary	17	2	8.50
Stanley Middle	19	4	4.75
Stuart W Cramer High	32	6	5.33
Tryon Elementary	11	4	2.75
W A Bess Elementary School	26	4	6.50
W B Beam Intermediate School	3	2	1.50
W C Friday Middle School	12	7	1.71

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
W P Grier Middle School	6	6	1.00
Warlick Academy	9	5	1.80
Webb Street School	7	5	1.40
Woodhill Elementary	17	8	2.13
York Chester Middle	12	5	2.40
Gates County Schools	**75**	**9**	**8.33**
Buckland Elementary	17	0	*
Central Middle School	13	3	4.33
Gates County Senior High	21	2	10.50
Gatesville Elementary	14	1	14.00
T S Cooper Elementary	10	3	3.33
Graham County Schools	**30**	**10**	**3.00**
Robbinsville Elementary	19	4	4.75
Robbinsville High	9	3	3.00
Robbinsville Middle	2	3	0.67
Granville County Schools	**167**	**79**	**2.11**
Butner-Stem Elementary	8	6	1.33
Butner-Stem Middle	4	8	0.50
C. G. Credle Elementary	15	4	3.75
Center For Innovative Learning	0	0	*
Creedmoor Elementary	8	6	1.33
G. C. Hawley Middle	13	5	2.60
Granville Central High	27	5	5.40
Granville Early College High	4	2	2.00
J. F. Webb High	15	7	2.14
JF Webb HS Of Health And Life Sciences	5	1	5.00
Joe Toler-Oak Hill Elementary	0	1	0.00
Mary Potter Middle	10	1	10.00
Mount Energy Elementary	14	3	4.67
Northern Granville Middle	3	7	0.43
South Granville High	22	9	2.44
Stovall-Shaw Elementary	3	2	1.50
Tar River Elementary	8	4	2.00
West Oxford Elementary	4	6	0.67
Wilton Elementary	4	2	2.00
Greene County Schools	**54**	**37**	**1.46**
Greene Central High	18	12	1.50
Greene County Intermediate	4	4	1.00
Greene County Middle	2	8	0.25
Greene Early College High	6	1	6.00
Snow Hill Primary	11	6	1.83
West Greene Elementary	13	6	2.17
Guilford County Schools	**1939**	**602**	**3.22**
Alamance Elementary	21	2	10.50
Allen Jay Elementary	6	8	0.75
Allen Jay Middle, A Preparatory Academy	11	5	2.20
Allen Middle	7	7	1.00
Archer Elementary	19	3	6.33

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Aycock Middle	19	4	4.75
Ben L. Smith High School	21	16	1.31
Bessemer Elementary	5	6	0.83
Bluford Elementary	11	7	1.57
Brightwood Elementary	4	9	0.44
Brooks Global Elementary	8	1	8.00
Brown Summit Middle	5	0	*
C Joyner Greene Education Center	8	1	8.00
Ceasar Cone Elementary	3	9	0.33
Clara J Peck Elementary	13	2	6.50
Claxton Elementary	24	5	4.80
Colfax Elementary	30	4	7.50
Cyrus P Frazier Elementary	5	5	1.00
David D Jones Elementary	16	10	1.60
Doris Henderson Newcomers Sch	10	2	5.00
Early College at Guilford	3	0	*
Eastern Guilford High	23	15	1.53
Eastern Guilford Middle	23	9	2.56
Edwin A Alderman Elementary	17	2	8.50
EP Pearce Elementary	25	4	6.25
Erwin Montessori	8	3	2.67
Fairview Elementary	2	16	0.13
Ferndale Middle	7	12	0.58
Florence Elementary	27	5	5.40
Gateway Education Center	11	0	*
GC Middle College High	1	1	1.00
General Greene Elementary	15	5	3.00
George C Simkins Jr Elementary	8	9	0.89
Gibsonville Elementary	17	2	8.50
Gillespie Park Elementary	4	5	0.80
Grimsley High	54	11	4.91
GTCC Middle College High	11	3	3.67
Guilford Elementary	27	3	9.00
Guilford Middle	22	2	11.00
Hampton Elem Univ Partnership	6	8	0.75
Haynes Inman Education Center	13	1	13.00
Herbin Metz Education Center	7	1	7.00
High Point Central High	35	21	1.67
High School Ahead Academy	6	1	6.00
Hunter Elementary	16	6	2.67
Irving Park Elementary	8	7	1.14
Jackson Middle	9	7	1.29
James B Dudley High	27	16	1.69
James Y Joyner Elementary	6	1	6.00
Jamestown Elementary	6	2	3.00
Jamestown Middle	27	3	9.00
Jefferson Elementary	28	1	28.00
Jesse Wharton Elem	24	0	*

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
John Van Lindley Elementary	22	3	7.33
Johnson Street Global Studies	20	3	6.67
Julius I Foust Elementary	12	2	6.00
Kernodle Middle	38	1	38.00
Kirkman Park Elementary	4	5	0.80
Kiser Middle	14	5	2.80
Lincoln Academy	21	4	5.25
Lucy Ragsdale High	39	12	3.25
Madison Elementary	10	0	*
McLeansville Elementary	11	3	3.67
Mendenhall Middle	5	9	0.56
Middle College at GTCC-GSO	5	3	1.67
Middle College GTCC High Point	4	0	*
Middle College High @ NC A&T	7	1	7.00
Middle College High at Bennett	9	0	*
Millis Road Elementary	15	3	5.00
Monticello-Brown Summit Elem	11	2	5.50
Montlieu Academy of Technology	7	9	0.78
Morehead Elementary	30	6	5.00
Murphey Traditional Academy	9	6	1.50
Nathanael Greene Elementary	13	0	*
Northeast Guilford High	29	10	2.90
Northeast Guilford Middle	9	6	1.50
Northern Guilford Elementary	28	0	*
Northern Guilford High	33	9	3.67
Northern Guilford Middle	17	5	3.40
Northwest Guilford High	70	13	5.38
Northwest Guilford Middle	48	2	24.00
Northwood Elementary	2	5	0.40
Oak Hill Elementary	15	4	3.75
Oak Ridge Elementary	32	3	10.67
Oak View Elementary	9	3	3.00
Otis L Hairston Sr Middle	0	8	0.00
Page High	24	14	1.71
Parkview Village Elementary	17	5	3.40
Peeler Open Elementary	6	4	1.50
Penn-Griffin Schools	8	5	1.60
Philip J Weaver Ed Center	27	2	13.50
Pilot Elementary	10	6	1.67
Pleasant Garden Elementary	10	1	10.00
Pruette SCALE Academy	0	0	*
Rankin Elementary	3	11	0.27
Reedy Fork Elementary	15	1	15.00
Ronald E. McNair Elementary	15	4	3.75
SCALE School	1	1	1.00
Sedalia Elementary	14	1	14.00
Sedgefield Elementary	28	0	*
Shadybrook Elementary	17	8	2.13

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Southeast Guilford High	64	1	64.00
Southeast Guilford Middle	27	6	4.50
Southern Elementary	8	2	4.00
Southern Guilford High	15	12	1.25
Southern Guilford Middle	18	3	6.00
Southwest Elementary	35	2	17.50
Southwest Guilford High	34	7	4.86
Southwest Guilford Middle	29	5	5.80
STEM Early College @ NC A&T SU	3	1	3.00
Sternberger Elementary	7	3	2.33
Stokesdale Elementary	15	1	15.00
Summerfield Elementary	26	1	26.00
Sumner Elementary	6	6	1.00
T Wingate Andrews High	14	6	2.33
The Academy at Central	4	3	1.33
The Academy at Smith	4	0	*
Triangle Lake Montessori Elem	5	11	0.45
UNCG Early/Middle College	2	0	*
Union Hill Elementary	23	2	11.50
Vandalia Elementary	3	3	1.00
Waldo C Falkener Sr Elementary	2	9	0.22
Washington Elementary	5	1	5.00
Welborn Middle	5	8	0.63
Western Guilford High	21	7	3.00
Wiley Accel/Enrichment	2	6	0.33
Halifax County Schools	**27**	**37**	**0.73**
Aurelian Springs Elementary	0	7	0.00
Enfield Middle	4	3	1.33
Everetts Elementary	0	4	0.00
Hollister Elementary	4	5	0.80
Inborden Elementary	3	4	0.75
Northwest Halifax High	0	3	0.00
Pittman Elementary	7	1	7.00
Scotland Neck Elementary School	1	1	1.00
Southeast Halifax High	4	6	0.67
William R Davie Middle	4	3	1.33
Harnett County Schools	**560**	**194**	**2.89**
Anderson Creek Primary	12	10	1.20
Angier Elementary	18	6	3.00
Benhaven Elementary	17	4	4.25
Boone Trail Elementary	19	12	1.58
Buies Creek Elementary	9	4	2.25
Coats Elementary	33	6	5.50
Coats-Erwin Middle	16	3	5.33
Dunn Middle	11	3	3.67
Erwin Elementary	11	1	11.00
Gentry Primary	7	2	3.50
Harnett Central High	36	9	4.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Harnett Central Middle	35	2	17.50
Harnett Primary	22	7	3.14
Highland Elementary	16	12	1.33
Highland Middle	30	8	3.75
Johnsonville Elementary	8	9	0.89
LaFayette Elementary	22	6	3.67
Lillington-Shawtown Elementary	32	11	2.91
North Harnett Primary	20	7	2.86
Overhills Elementary	15	14	1.07
Overhills High	21	16	1.31
Overhills Middle	22	9	2.44
South Harnett Elementary	2	8	0.25
STAR Academy	5	3	1.67
Triton High	62	4	15.50
Wayne Avenue Elem	8	1	8.00
Western Harnett High	21	15	1.40
Western Harnett Middle	30	2	15.00
Haywood County Schools	**233**	**58**	**4.02**
Bethel Elementary	18	2	9.00
Bethel Middle	8	3	2.67
Canton Middle	6	7	0.86
Central Haywood High	9	2	4.50
Clyde Elementary	18	6	3.00
Haywood Early College	6	0	*
Hazelwood Elementary	13	6	2.17
Jonathan Valley Elementary	14	3	4.67
Junaluska Elementary	20	1	20.00
Meadowbrook Elementary	9	5	1.80
North Canton Elementary	8	4	2.00
Pisgah High	29	4	7.25
Riverbend Elementary	8	3	2.67
Tuscola High	36	5	7.20
Waynesville Middle	31	7	4.43
Henderson County Schools	**471**	**101**	**4.66**
Apple Valley Middle	18	8	2.25
Atkinson Elementary	14	0	*
Balfour Education Center	4	1	4.00
Bruce Drysdale Elementary	16	5	3.20
Clear Creek Elementary	22	7	3.14
Dana Elementary	18	7	2.57
East Henderson High	24	7	3.43
Edneyville Elementary	21	2	10.50
Etowah Elementary	16	3	5.33
Flat Rock Middle	34	5	6.80
Fletcher Elementary	15	2	7.50
Glenn C Marlow Elementary	1	2	0.50
Henderson County Early College	6	1	6.00
Hendersonville Elementary	18	5	3.60

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Hendersonville High	31	6	5.17
Hendersonville Middle	29	2	14.50
Hillandale Elementary	14	2	7.00
Mills River Elementary	28	2	14.00
North Henderson High	40	10	4.00
Rugby Middle	29	6	4.83
Sugarloaf Elementary	18	10	1.80
Upward Elementary	6	5	1.20
West Henderson High	49	3	16.33
Hertford County Schools	**70**	**21**	**3.33**
Ahoskie Elementary	7	2	3.50
Bearfield Primary	25	6	4.17
CS Brown High	2	2	1.00
Hertford Co Early College	4	2	2.00
Hertford County High	22	2	11.00
Hertford County Middle	6	4	1.50
Riverview Elementary	4	3	1.33
Hickory City Schools	**121**	**43**	**2.81**
Grandview Middle	16	3	5.33
Hickory Career Arts Magnet High School	8	3	2.67
Hickory High	23	14	1.64
Longview Elementary	17	5	3.40
Northview Middle	18	4	4.50
Oakwood Elementary	12	2	6.00
Southwest Elementary	7	6	1.17
Viewmont Elementary	17	3	5.67
W M Jenkins Elementary	3	3	1.00
Hoke County Schools	**172**	**116**	**1.48**
Don D Steed Elementary	26	9	2.89
East Hoke Middle	4	9	0.44
Hawk Eye Elementary	4	8	0.50
Hoke County High	41	18	2.28
J W McLauchlin Elementary	10	3	3.33
J W Turlington School	4	2	2.00
Rockfish Hoke Elementary	8	8	1.00
SandHoke Early College High	4	6	0.67
Sandy Grove Elementary	14	15	0.93
Sandy Grove Middle	18	11	1.64
Scurlock Elementary	10	10	1.00
Upchurch Elementary	11	8	1.38
West Hoke Elementary	1	2	0.50
West Hoke Middle	17	7	2.43
Hyde County Schools	**21**	**13**	**1.62**
Mattamuskeet Early College High	2	6	0.33
Mattamuskeet Elementary	0	6	0.00
Ocracoke School	19	1	19.00
Iredell-Statesville Schools	**647**	**127**	**5.09**
Brawley Middle	16	4	4.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Career Academy and Technical School	10	0	*
Celeste Henkel Elementary	29	3	9.67
Central Elementary	11	3	3.67
Cloverleaf Elementary	26	1	26.00
Coddle Creek Elementary	24	0	*
Collaborative College for Technology	7	0	*
Cool Spring Elementary	23	0	*
Crossroads Arts Sciences Early College	10	1	10.00
East Iredell Elementary	17	10	1.70
East Iredell Middle	13	4	3.25
Harmony Elementary	21	1	21.00
Lake Norman Elementary	18	2	9.00
Lake Norman High	44	8	5.50
Lakeshore Elementary	28	1	28.00
Lakeshore Middle	14	4	3.50
Monticello School	2	1	2.00
Mount Mourne School	15	1	15.00
N B Mills Elementary	15	6	2.50
North Iredell High	28	6	4.67
North Iredell Middle	8	2	4.00
Northview School	20	2	10.00
Pressly School	1	3	0.33
Scotts Elementary	14	2	7.00
Sharon Elementary	16	0	*
Shepherd Elementary	17	3	5.67
South Iredell High	40	17	2.35
Statesville High	21	11	1.91
Statesville Middle	1	5	0.20
Third Creek Elementary	18	5	3.60
Troutman Elementary	27	3	9.00
Troutman Middle	11	2	5.50
Union Grove Elementary	11	0	*
West Iredell High	34	4	8.50
West Iredell Middle	8	9	0.89
Woodland Heights Elementary	29	3	9.67
Jackson County Public Schools	**103**	**47**	**2.19**
Blue Ridge Early College	5	1	5.00
Blue Ridge School	4	4	1.00
Cullowhee Valley School	18	6	3.00
Fairview Elementary	34	6	5.67
Jackson Co Early College	1	0	*
Jackson Co Sch of Alternatives	0	2	0.00
Scotts Creek Elementary	7	7	1.00
Smokey Mountain Elementary	9	11	0.82
Smoky Mountain High	25	10	2.50
Johnston County Schools	**1291**	**287**	**4.50**
Archer Lodge Middle	32	8	4.00
Benson Elementary	26	7	3.71

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Benson Middle	10	7	1.43
Clayton High	61	8	7.63
Clayton Middle	28	9	3.11
Cleveland Elementary	42	3	14.00
Cleveland High	47	10	4.70
Cleveland Middle	52	5	10.40
Cooper Elementary	15	7	2.14
Corinth Holders High	65	13	5.00
Corinth-Holders Elementary	12	6	2.00
Dixon Road Elementary	25	3	8.33
East Clayton Elementary	26	4	6.50
Four Oaks Elementary	41	11	3.73
Four Oaks Middle	8	10	0.80
Glendale-Kenly Elementary	25	4	6.25
Johnston Co Early College Academy	7	1	7.00
Johnston Co Middle College	5	0	*
Johnston County Schools Career Technical	3	0	*
McGee's Crossroads Elem	20	4	5.00
McGee's Crossroads Middle	19	8	2.38
Meadow School	35	2	17.50
Micro Elementary	7	3	2.33
North Johnston High	39	4	9.75
North Johnston Middle	22	4	5.50
Pine Level Elementary	22	3	7.33
Polenta Elementary	9	18	0.50
Powhatan Elementary	26	5	5.20
Princeton Elementary	42	0	*
Princeton High	55	1	55.00
River Dell Elementary	45	7	6.43
Riverwood Elementary	33	2	16.50
Riverwood Middle	34	12	2.83
Selma Elementary	15	18	0.83
Selma Middle School	20	11	1.82
Smithfield Middle	32	6	5.33
Smithfield-Selma High	38	11	3.45
South Campus Community High	10	0	*
South Campus Community Middle	4	0	*
South Johnston High	28	7	4.00
South Smithfield Elementary	25	12	2.08
West Clayton Elementary	43	8	5.38
West Johnston High	37	9	4.11
West Smithfield Elementary	30	7	4.29
West View Elementary	45	3	15.00
Wilson's Mills Elementary	26	6	4.33
Jones County Schools	**31**	**13**	**2.38**
Comfort Elementary	3	2	1.50
Jones Middle	5	1	5.00
Jones Senior High	2	6	0.33

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Maysville Elementary	5	2	2.50
Pollocksville Elementary	9	1	9.00
Trenton Elementary	7	1	7.00
Kannapolis City Schools	**198**	**46**	**4.30**
A L Brown High	47	10	4.70
Forest Park Elementary	24	5	4.80
Fred L Wilson Elementary	12	8	1.50
Jackson Park Elementary	17	5	3.40
Kannapolis Intermediate	22	9	2.44
Kannapolis Middle	39	5	7.80
Shady Brook Elementary	19	2	9.50
Woodrow Wilson Elementary	18	2	9.00
Lee County Schools	**244**	**138**	**1.77**
Bragg Street Academy	0	0	*
Broadway Elementary	21	4	5.25
BT Bullock Elementary	11	13	0.85
Deep River Elementary	24	9	2.67
East Lee Middle	7	10	0.70
Floyd L Knight Children Center	13	2	6.50
Greenwood Elementary	11	9	1.22
J Glenn Edwards Elementary	11	11	1.00
J R Ingram Jr Elementary	26	11	2.36
Lee County High	35	26	1.35
Lee Early College	4	3	1.33
SanLee Middle School	15	11	1.36
Southern Lee High School	26	13	2.00
Tramway Elementary	26	5	5.20
Warren Williams Elementary Alternative	0	1	0.00
West Lee Middle	14	10	1.40
Lenoir County Public Schools	**220**	**85**	**2.59**
Banks Elementary	20	5	4.00
Contentnea-Savannah School	25	11	2.27
E B Frink Middle	4	11	0.36
Kinston High	10	8	1.25
La Grange Elementary	10	4	2.50
Lenoir County Early College High	5	2	2.50
Lenoir County Learning Academy	1	0	*
Moss Hill Elementary	16	1	16.00
North Lenoir High	22	5	4.40
Northeast Elementary	2	7	0.29
Northwest Elementary	14	6	2.33
Pink Hill Elementary	20	3	6.67
Rochelle Middle	8	5	1.60
South Lenoir High	27	1	27.00
Southeast Elementary	1	3	0.33
Southwood Elementary	10	6	1.67
Woodington Middle	25	7	3.57
Lexington City Schools	**78**	**41**	**1.90**

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Charles England Elementary School	11	7	1.57
Lexington Middle School	6	10	0.60
Lexington Senior High	14	9	1.56
Pickett Elementary School	21	3	7.00
South Lexington Development Center	1	2	0.50
South Lexington School	18	0	*
Southwest Elementary School	7	10	0.70
Lincoln County Schools	**452**	**58**	**7.79**
Asbury Academy	1	1	1.00
Battleground Elementary	12	4	3.00
Catawba Springs Elementary	22	1	22.00
Childers Elementary	24	2	12.00
East Lincoln High	14	5	2.80
East Lincoln Middle	20	3	6.67
GE Massey Elementary	17	2	8.50
Iron Station Elementary	28	3	9.33
Kiser Intermediate	10	3	3.33
LCST	7	0	*
Lincolnton High	27	0	*
Lincolnton Middle	30	3	10.00
Love Memorial Elementary	18	1	18.00
North Brook Elementary	23	1	23.00
North Lincoln High	36	5	7.20
North Lincoln Middle	34	5	6.80
Pumpkin Center Intermediate	10	3	3.33
Pumpkin Center Primary	15	3	5.00
Rock Springs Elementary	27	1	27.00
S Ray Lowder Elementary	12	1	12.00
St James Elementary	29	2	14.50
Union Elementary	11	0	*
West Lincoln High	9	5	1.80
West Lincoln Middle	16	4	4.00
Macon County Schools	**195**	**33**	**5.91**
Cartoogechaye Elementary	20	4	5.00
East Franklin Elementary	8	3	2.67
Franklin High	45	1	45.00
Highlands School	20	4	5.00
Iotla Valley Elementary	24	3	8.00
Macon Early College High School	2	1	2.00
Macon Middle School	15	7	2.14
Mountain View Intermediate	24	6	4.00
Nantahala School	6	0	*
South Macon Elementary	29	2	14.50
Union Academy	2	2	1.00
Madison County Schools	**122**	**14**	**8.71**
Brush Creek Elementary	21	2	10.50
Hot Springs Elementary	5	2	2.50
Madison Early College High	7	0	*

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Madison High	29	4	7.25
Madison Middle	33	4	8.25
Mars Hill Elementary	27	2	13.50
Martin County Schools	**140**	**13**	**10.77**
E J Hayes Elementary	16	2	8.00
East End Elementary	17	1	17.00
Edna Andrews Elementary	7	0	*
Jamesville Elementary	12	1	12.00
Riverside High	12	3	4.00
Riverside Middle	19	1	19.00
Rodgers Elementary	9	1	9.00
South Creek High	15	3	5.00
South Creek Middle	16	1	16.00
Williamston Primary	17	0	*
McDowell County Schools	**234**	**42**	**5.57**
East McDowell Middle	1	10	0.10
Eastfield Global Magnet	15	3	5.00
Glenwood Elementary	22	0	*
Marion Elementary	15	6	2.50
McDowell	7	0	*
McDowell Early College	6	1	6.00
McDowell High	46	9	5.11
Nebo Elementary	17	6	2.83
North Cove Elementary	14	2	7.00
Old Fort Elementary	17	0	*
Pleasant Gardens Elementary	18	1	18.00
West Marion Elementary	23	2	11.50
West McDowell Middle	33	2	16.50
Mitchell County Schools	**100**	**14**	**7.14**
Bowman Middle	10	5	2.00
Deyton Elementary	18	0	*
Gouge Elementary	13	1	13.00
Greenlee Primary	14	2	7.00
Harris Middle	12	3	4.00
Mayland Early College	1	1	1.00
Mitchell High	32	2	16.00
Montgomery County Schools	**101**	**39**	**2.59**
Candor Elementary	0	5	0.00
East Middle	7	2	3.50
East Montgomery High	11	6	1.83
Green Ridge Elementary	21	3	7.00
Montgomery Learning Academy	3	1	3.00
Mount Gilead Elementary	6	3	2.00
Page Street Elementary	9	0	*
Star Elementary	11	5	2.20
Troy Elementary	8	2	4.00
West Middle	10	8	1.25
West Montgomery High	15	4	3.75

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Moore County Schools	**358**	**111**	**3.23**
Aberdeen Elementary	3	7	0.43
Aberdeen Primary	9	6	1.50
Cameron Elementary	12	1	12.00
Carthage Elementary	20	1	20.00
Crain's Creek Middle	16	4	4.00
Elise Middle	12	2	6.00
Highfalls Elementary	7	6	1.17
New Century Middle	23	7	3.29
North Moore High	12	1	12.00
Pinecrest High	56	16	3.50
Pinehurst Elementary	7	5	1.40
Robbins Elementary	4	7	0.57
Sandhills Farm Life Elementary	19	4	4.75
Southern Middle	10	10	1.00
Southern Pines Elementary	17	4	4.25
Southern Pines Primary	12	1	12.00
The Community Learning Center @ Pinckney	1	2	0.50
Union Pines High	20	8	2.50
Vass-Lakeview Elementary	19	4	4.75
West End Elementary	22	8	2.75
West Pine Elementary	16	4	4.00
West Pine Middle	38	1	38.00
Westmoore Elementary	3	2	1.50
Mooresville Graded School District	**197**	**54**	**3.65**
East Mooresville Intermediate	21	3	7.00
Mooresville Intermediate	18	11	1.64
Mooresville Middle	28	11	2.55
Mooresville Senior High	51	20	2.55
NF Woods Adv Tech and Arts Center	5	0	*
Park View Elementary	17	4	4.25
Rocky River Elementary	28	2	14.00
South Elementary	29	3	9.67
Mount Airy City Schools	**68**	**10**	**6.80**
Bruce H Tharrington Elem	15	2	7.50
Jones Elementary	13	2	6.50
Mount Airy High	27	4	6.75
Mount Airy Middle	13	2	6.50
Nash-Rocky Mount Schools	**299**	**119**	**2.51**
Bailey Elementary	16	5	3.20
Baskerville Elementary	8	3	2.67
Benvenue Elementary	12	5	2.40
Cedar Grove Elementary	2	0	*
Coopers Elementary	18	3	6.00
D S Johnson Elementary	4	3	1.33
Englewood Elementary	14	2	7.00
Fairview Elementary	5	6	0.83
G R Edwards Middle	15	1	15.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
J W Parker Middle	4	4	1.00
M B Hubbard Elementary	4	4	1.00
Middlesex Elementary	15	3	5.00
Nash Central High	21	7	3.00
Nash Central Middle	10	5	2.00
Nashville Elementary	14	7	2.00
Northern Nash High	19	4	4.75
NRM Early College High School	6	0	*
Red Oak Elementary	9	0	*
Red Oak Middle	7	7	1.00
Rocky Mount High	23	8	2.88
Rocky Mount Middle	6	6	1.00
Southern Nash High	15	7	2.14
Southern Nash Middle	22	10	2.20
Spring Hope Elementary	0	5	0.00
Swift Creek Elementary	4	3	1.33
Tar River Academy	0	2	0.00
Williford Elementary	2	7	0.29
Winstead Avenue Elementary	24	2	12.00
New Hanover County Schools	**1096**	**193**	**5.68**
A H Snipes Academy of Arts/Des	23	7	3.29
Bradley Creek Elementary	21	1	21.00
Career Readiness Academy at Mosley PLC	8	0	*
Carolina Beach Elementary	25	2	12.50
Castle Hayne Elementary	18	9	2.00
Charles P Murray Middle	32	9	3.56
College Park Elementary	29	6	4.83
College Road Early Childhood Center	8	0	*
D.C. Virgo Preparatory Academy	11	1	11.00
Dr Hubert Eaton Sr Elem	29	0	*
Dr John Codington Elem	29	3	9.67
Edwin A Alderman Elementary	12	3	4.00
Edwin A Anderson Elementary	25	2	12.50
Emma B Trask Middle	36	6	6.00
Emsley A Laney High	94	9	10.44
Eugene Ashley High	75	15	5.00
Forest Hills Global Elementary	11	8	1.38
Heyward C Bellamy Elem	26	0	*
Holly Shelter Middle	38	5	7.60
Holly Tree Elementary	22	1	22.00
Isaac M Bear Early College High School	7	3	2.33
J. C. Roe Center	6	0	*
John J Blair Elementary	25	3	8.33
John T Hoggard High	62	10	6.20
Lake Forest Academy	10	0	*
M C S Noble Middle	33	5	6.60
Mary C Williams Elementary	22	5	4.40
Murrayville Elementary	30	3	10.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Myrtle Grove Middle	28	6	4.67
New Hanover High	56	13	4.31
Ogden Elementary	29	3	9.67
Pine Valley Elementary	28	8	3.50
R Freeman Sch of Engineering	11	7	1.57
Roland-Grise Middle	30	0	*
Sunset Park Elementary	19	2	9.50
The International School at Gregory	13	13	1.00
Walter L Parsley Elementary	31	3	10.33
Williston Middle	25	7	3.57
Wilmington Early College High	4	1	4.00
Winter Park Model Elementary	17	6	2.83
Wrightsboro Elementary	19	7	2.71
Wrightsville Beach Elem	19	1	19.00
Newton Conover City Schools	**56**	**36**	**1.56**
Conover Special Education	6	5	1.20
Discovery High School	6	0	*
Newton-Conover High	10	6	1.67
Newton-Conover Middle	6	3	2.00
North Newton Elementary	7	10	0.70
Shuford Elementary	7	6	1.17
South Newton Elementary	14	6	2.33
Northampton County Schools	**26**	**21**	**1.24**
Central Elementary	1	4	0.25
Conway Middle	4	5	0.80
Gaston Elementary	3	3	1.00
Gaston Middle	0	1	0.00
Northampton County High School	7	5	1.40
Northampton Early College	3	1	3.00
Willis Hare Elementary	8	2	4.00
Onslow County Schools	**654**	**275**	**2.38**
Bell Fork Elementary	26	5	5.20
Blue Creek Elementary	7	3	2.33
Carolina Forest Elementary	22	11	2.00
Clyde Erwin Elementary	11	11	1.00
Dixon Elementary	21	9	2.33
Dixon High	27	3	9.00
Dixon Middle	12	3	4.00
Hunters Creek Elementary	20	7	2.86
Hunters Creek Middle	10	15	0.67
Jacksonville Commons Elem	18	10	1.80
Jacksonville Commons Middle	5	16	0.31
Jacksonville High	26	10	2.60
Meadow View Elementary	15	10	1.50
Morton Elementary	17	8	2.13
New Bridge Middle	9	7	1.29
Northside High	35	10	3.50
Northwoods Elementary	10	7	1.43

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Northwoods Park Middle	12	6	2.00
Parkwood Elementary	20	5	4.00
Queens Creek Elementary	22	11	2.00
Richlands Elementary	17	12	1.42
Richlands High	27	5	5.40
Richlands Primary	32	7	4.57
Sand Ridge Elementary	18	7	2.57
Silverdale Elementary	6	4	1.50
Southwest Elementary	12	8	1.50
Southwest High	21	9	2.33
Southwest Middle	13	6	2.17
Stateside Elementary	18	11	1.64
Summersill Elementary	27	6	4.50
Swansboro Elementary	21	2	10.50
Swansboro High	33	6	5.50
Swansboro Middle	14	7	2.00
Trexler Middle	19	9	2.11
White Oak High	31	9	3.44
Orange County Schools	**208**	**63**	**3.30**
A L Stanback Middle	10	6	1.67
Cameron Park Elementary	24	5	4.80
Cedar Ridge High	10	7	1.43
Central Elementary	1	1	1.00
Charles W Stanford Middle	33	1	33.00
Efland Cheeks Elementary	10	14	0.71
Grady Brown Elementary	18	3	6.00
Gravelly Hill Middle	24	5	4.80
Hillsborough Elementary	19	4	4.75
New Hope Elementary	22	7	3.14
Orange High	18	8	2.25
Partnership Academy	0	0	*
Pathways Elementary	19	2	9.50
Pamlico County Schools	**45**	**13**	**3.46**
Fred A Anderson Elementary	8	4	2.00
Pamlico County High	14	6	2.33
Pamlico County Middle	13	2	6.50
Pamlico County Primary	10	1	10.00
Pender County Schools	**294**	**92**	**3.20**
Burgaw Elementary	16	10	1.60
Burgaw Middle	4	3	1.33
Cape Fear Elementary	16	5	3.20
Cape Fear Middle	19	4	4.75
Heide Trask High	19	9	2.11
Malpass Corner Elementary	12	13	0.92
North Topsail Elementary	31	3	10.33
Pender Early College High	11	0	*
Pender High	13	9	1.44
Penderlea Elementary	11	3	3.67

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Rocky Point Elementary	18	9	2.00
South Topsail Elementary	17	5	3.40
Topsail Elementary	24	5	4.80
Topsail High	36	7	5.14
Topsail Middle	46	4	11.50
West Pender Middle	1	3	0.33
Perquimans County Schools	**48**	**20**	**2.40**
Hertford Grammar	15	4	3.75
Perquimans Central	14	5	2.80
Perquimans County High	16	3	5.33
Perquimans County Middle	3	8	0.38
Person County Schools	**88**	**51**	**1.73**
Helena Elementary	22	1	22.00
North Elementary	1	6	0.17
North End Elementary	5	2	2.50
Northern Middle	5	8	0.63
Oak Lane Elementary	6	4	1.50
Person Early College Innovation & Ldrshp	1	0	*
Person High	14	13	1.08
South Elementary	8	6	1.33
Southern Middle	7	5	1.40
Stories Creek Elementary	15	5	3.00
Woodland Elementary	4	1	4.00
Pitt County Schools	**677**	**252**	**2.69**
A G Cox Middle	21	8	2.63
Ayden Elementary	19	6	3.17
Ayden Middle	13	1	13.00
Ayden-Grifton High	16	4	4.00
Belvoir Elementary	8	17	0.47
Bethel Elementary	10	8	1.25
C M Eppes Middle	25	4	6.25
Chicod	46	3	15.33
Creekside Elementary	30	3	10.00
D H Conley High	55	11	5.00
E B Aycock Middle	18	7	2.57
Early College High School	5	0	*
Eastern Elementary	23	7	3.29
Elmhurst Elementary	17	3	5.67
Falkland Elementary	4	9	0.44
Farmville Central High	18	5	3.60
Farmville Middle	8	6	1.33
G R Whitfield	17	8	2.13
Grifton	26	6	4.33
H B Sugg Elementary	1	12	0.08
Hope Middle	32	3	10.67
Junius H Rose High	44	10	4.40
Lakeforest Elementary	15	15	1.00
North Pitt High	10	6	1.67

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Northwest Elementary	2	12	0.17
Pactolus	11	8	1.38
Ridgewood Elementary	29	11	2.64
Sam D Bundy Elementary	5	4	1.25
South Central High	35	12	2.92
South Greenville Elementary	7	5	1.40
Stokes	10	6	1.67
Vidant Health/ Sadie Saulter	19	2	9.50
W H Robinson Elementary	24	6	4.00
Wahl Coates Elementary	16	12	1.33
Wellcome Middle	1	6	0.17
Wintergreen Intermediate	17	4	4.25
Wintergreen Primary	20	2	10.00
Polk County Schools	**124**	**11**	**11.27**
Polk Central Elementary School	24	0	*
Polk County Early College	0	0	*
Polk County High School	28	3	9.33
Polk County Middle School	29	5	5.80
Saluda Elementary School	10	2	5.00
Sunny View Elementary School	5	0	*
Tryon Elementary School	28	1	28.00
Public Schools of Robeson County	**462**	**183**	**2.52**
Deep Branch Elementary	12	2	6.00
East Robeson Primary	13	2	6.50
Fairgrove Middle	12	3	4.00
Fairmont High	2	7	0.29
Fairmont Middle	7	2	3.50
Green Grove Elementary	7	3	2.33
Janie C Hargrave Elem	4	1	4.00
L Gilbert Carroll Middle	6	0	*
Littlefield Middle	16	5	3.20
Long Branch Elementary	15	2	7.50
Lumberton Junior High	4	7	0.57
Lumberton Senior High	60	10	6.00
Magnolia Elementary	13	8	1.63
Orrum Middle	11	4	2.75
Oxendine Elementary	2	1	2.00
Parkton Elementary	21	5	4.20
Pembroke Elementary	3	4	0.75
Pembroke Middle	1	8	0.13
Peterson Elementary	2	7	0.29
Piney Grove Elementary	23	4	5.75
Prospect Elementary	2	2	1.00
PSRC Early College at RCC	7	1	7.00
Purnell Swett High	8	14	0.57
R B Dean Elementary	0	5	0.00
Red Springs High	27	5	5.40
Red Springs Middle	22	4	5.50

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Rex-Rennert Elementary	7	9	0.78
Robeson Co Career Ctr	5	1	5.00
Rosenwald Elementary	1	3	0.33
Rowland Middle	5	2	2.50
Rowland Norment Elementary	18	4	4.50
Saint Pauls Elementary	25	10	2.50
Saint Pauls High	13	6	2.17
Saint Pauls Middle	7	7	1.00
South Robeson High	11	6	1.83
Southside/Ashpole Elem	0	1	0.00
Tanglewood Elementary	17	3	5.67
Townsend Middle	1	6	0.17
Union Chapel Elementary	13	4	3.25
Union Elementary	10	2	5.00
W H Knuckles	2	1	2.00
West Lumberton Elementary	27	2	13.50
Randolph County School System	**408**	**140**	**4.84**
Archdale Elementary	12	2	6.00
Archdale-Trinity Middle	22	2	11.00
Braxton Craven Middle	13	0	*
Coleridge Elementary	11	3	3.67
Eastern Randolph High	2	10	0.20
Farmer Elementary	8	4	2.00
Franklinville Elementary	8	5	1.60
Grays Chapel Elementary	13	4	3.25
Hopewell Elementary	32	3	10.67
John R Lawrence Elementary	16	6	2.67
Level Cross Elementary	19	3	6.33
Liberty Elementary	9	4	2.25
New Market Elementary	23	1	23.00
Northeastern Randolph Middle	9	3	3.00
Providence Grove High	19	8	2.38
Ramseur Elementary	6	17	0.35
Randleman Elementary	26	5	5.20
Randleman High	23	8	2.88
Randleman Middle	9	6	1.50
Randolph Early College High	10	1	10.00
Seagrove Elementary	9	1	9.00
Southeastern Randolph Middle	3	12	0.25
Southmont Elementary	22	3	7.33
Southwestern Randolph High	10	6	1.67
Southwestern Randolph Middle	7	2	3.50
Tabernacle Elementary	9	2	4.50
Trindale Elementary	17	2	8.50
Trinity Elementary	6	0	*
Trinity High	6	9	0.67
Uwharrie Middle	8	3	2.67
Wheatmore High	21	5	4.20

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Richmond County Schools	**99**	**96**	**1.03**
Ashley Chapel Educational Center	0	3	0.00
Cordova School	0	2	0.00
East Rockingham Elementary	4	8	0.50
Ellerbe Middle	6	3	2.00
Fairview Heights Elementary	4	1	4.00
Hamlet Middle	9	4	2.25
L J Bell Elementary	11	5	2.20
Mineral Springs Elementary	8	2	4.00
Monroe Avenue Elementary	2	8	0.25
Richmond 9th Grade Academy	13	9	1.44
Richmond Early College High	7	2	3.50
Richmond Senior High	17	18	0.94
Rockingham Middle	6	14	0.43
Rohanen Middle	3	6	0.50
Washington Street Elementary	2	6	0.33
West Rockingham Elementary	7	5	1.40
Roanoke Rapids City Schools	**90**	**15**	**6.00**
Belmont Elementary School	20	3	6.67
Chaloner Middle School	21	1	21.00
Manning Elementary School	21	2	10.50
Roanoke Rapids High School	28	9	3.11
Rockingham County Schools	**301**	**66**	**4.56**
Bethany Elementary	4	4	1.00
Central Elementary	12	1	12.00
Dalton McMichael High	26	6	4.33
Douglass Elementary	7	3	2.33
Draper Elementary	9	2	4.50
Huntsville Elementary	20	2	10.00
J E Holmes Middle	5	3	1.67
John M Morehead High	4	6	0.67
John W Dillard Elementary	8	4	2.00
Leaksville-Spray Elementary	13	3	4.33
Lincoln Elementary	15	2	7.50
Monroeton Elementary	9	2	4.50
Moss Street Elementary	14	3	4.67
New Vision Sch.of Math/Sci/Tec	13	2	6.50
Reidsville High	26	3	8.67
Reidsville Middle	4	3	1.33
Rockingham Co Early College High	6	1	6.00
Rockingham County High	19	3	6.33
Rockingham County Middle	17	4	4.25
South End Elementary	4	0	*
Stoneville Elementary	13	2	6.50
The SCORE Center	3	1	3.00
Wentworth Elementary	18	1	18.00
Western Rockingham Middle	15	1	15.00
Williamsburg Elementary	17	4	4.25

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Rowan-Salisbury Schools	**505**	**147**	**3.44**
Bostian Elementary	24	2	12.00
Carson High	39	7	5.57
China Grove Elementary	13	3	4.33
China Grove Middle	8	2	4.00
Cleveland Elementary	9	1	9.00
Corriher Lipe Middle	11	4	2.75
Dole Elementary	20	3	6.67
East Rowan High	25	4	6.25
Enochville Elementary	19	3	6.33
Erwin Middle	20	8	2.50
Faith Elementary	9	1	9.00
Granite Quarry Elementary	24	2	12.00
Henderson High	0	1	0.00
Hurley Elementary	9	5	1.80
Isenberg Elementary	2	3	0.67
Knollwood Elementary	10	6	1.67
Knox Middle	6	10	0.60
Koontz Elementary	7	6	1.17
Landis Elementary	15	5	3.00
Millbridge Elementary	20	6	3.33
Morgan Elementary	13	0	*
Mt Ulla Elementary	5	3	1.67
North Rowan Elementary	11	5	2.20
North Rowan High	9	6	1.50
North Rowan Middle	11	7	1.57
Overton Elementary	10	5	2.00
Rockwell Elementary	23	1	23.00
Rowan Co Early College	5	0	*
Salisbury High	27	6	4.50
Shive Elementary	19	1	19.00
South Rowan High	17	7	2.43
Southeast Middle	7	7	1.00
West Rowan High	31	10	3.10
West Rowan Middle	12	6	2.00
Woodleaf Elementary	15	1	15.00
Rutherford County Schools	**274**	**60**	**4.57**
Chase High School	6	6	1.00
Chase Middle School	7	9	0.78
Cliffside Elementary School	14	0	*
East Rutherford High School	28	5	5.60
East Rutherford Middle School	15	6	2.50
Ellenboro Elementary School	29	3	9.67
Forest City-Dunbar Elementary School	22	5	4.40
Forrest W. Hunt Elementary School	16	1	16.00
Harris Elementary School	10	5	2.00
Mt. Vernon-Ruth Elementary School	11	1	11.00
Pinnacle Elementary School	6	2	3.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
R-S Central High School	35	7	5.00
R-S Middle School	19	7	2.71
Rutherford Early College High School	2	0	*
Rutherford Opportunity Center	5	1	5.00
Rutherfordton Elementary School	18	1	18.00
Spindale Elementary School	18	1	18.00
Sunshine Elementary School	13	0	*
Sampson County Schools	**191**	**60**	**3.18**
Clement Elementary	21	0	*
Hargrove Elementary	4	4	1.00
Hobbton Elementary	3	2	1.50
Hobbton High	15	7	2.14
Hobbton Middle	10	3	3.33
Lakewood High	5	4	1.25
Midway Elementary	24	0	*
Midway High	35	4	8.75
Midway Middle	22	4	5.50
Plain View Elementary	5	2	2.50
Roseboro Elementary	7	1	7.00
Roseboro-Salemburg Middle	3	3	1.00
Salemburg Elementary	4	3	1.33
Sampson Early College High	5	1	5.00
Union Elementary	9	9	1.00
Union High	12	8	1.50
Union Intermediate	7	2	3.50
Union Middle	0	3	0.00
Scotland County Schools	**112**	**58**	**1.93**
Carver Middle	6	12	0.50
Covington Street Elementary	11	2	5.50
I E Johnson Elementary	19	5	3.80
Laurel Hill Elementary	22	4	5.50
North Laurinburg Elementary	1	3	0.33
Scotland Early College High	7	1	7.00
Scotland High School	11	14	0.79
Shaw Academy	1	0	*
South Scotland Elementary	7	4	1.75
Spring Hill Middle	13	7	1.86
Sycamore Lane Elementary	9	2	4.50
Wagram Elementary	5	4	1.25
Stanly County Schools	**290**	**51**	**5.69**
Albemarle High	12	8	1.50
Albemarle Middle	21	4	5.25
Aquadale Elementary	17	1	17.00
Badin Elementary	21	4	5.25
Central Elementary	22	4	5.50
East Albemarle Elementary	10	2	5.00
Endy Elementary	11	3	3.67
Locust Elementary	19	2	9.50

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Millingport Elementary	9	0	*
North Stanly High	17	4	4.25
North Stanly Middle	9	0	*
Norwood Elementary	9	1	9.00
Richfield Elementary	17	0	*
South Stanly High	9	4	2.25
South Stanly Middle	4	0	*
Stanfield Elementary	22	2	11.00
Stanly Academy Learning Center	1	3	0.33
Stanly Early College High	7	0	*
West Stanly High	29	7	4.14
West Stanly Middle School	24	2	12.00
Stokes County Schools	**194**	**58**	**3.34**
Chestnut Grove Middle	20	5	4.00
Germanton Elementary	4	3	1.33
King Elementary	24	4	6.00
Lawsonville Elementary	10	1	10.00
London Elementary	6	3	2.00
Meadowbrook Academy	5	0	*
Mount Olive Elementary	12	1	12.00
Nancy Reynolds Elementary	7	0	*
North Stokes High	0	8	0.00
Pine Hall Elementary	7	3	2.33
Piney Grove Middle	6	5	1.20
Pinnacle Elementary	11	1	11.00
Poplar Springs Elementary	16	0	*
Sandy Ridge Elementary	3	1	3.00
South Stokes High	12	2	6.00
Southeastern Middle	19	4	4.75
Stokes Early College	1	4	0.25
Walnut Cove Elementary	9	1	9.00
West Stokes High	22	12	1.83
Surry County Schools	**323**	**53**	**6.09**
Cedar Ridge Elementary	17	1	17.00
Central Middle	29	0	*
Copeland Elementary	16	3	5.33
Dobson Elementary	17	2	8.50
East Surry High	17	1	17.00
Flat Rock Elementary	18	1	18.00
Franklin Elementary	27	7	3.86
J Sam Gentry Middle	19	3	6.33
Meadowview Magnet Middle	10	7	1.43
Mountain Park Elementary	7	1	7.00
North Surry High	26	7	3.71
Pilot Mountain Elementary	10	4	2.50
Pilot Mountain Middle	15	3	5.00
Rockford Elementary	18	3	6.00
Shoals Elementary	16	1	16.00

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Surry Central High	28	4	7.00
Surry Early College	8	1	8.00
Westfield Elementary	16	1	16.00
White Plains Elementary	9	3	3.00
Swain County Schools	**70**	**25**	**2.80**
Cherokee Extension School	0	0	*
Swain County East Elementary	16	4	4.00
Swain County High School	19	8	2.38
Swain County Middle School	21	4	5.25
Swain County West Elementary	14	9	1.56
Thomasville City Schools	**18**	**42**	**0.43**
Liberty Drive Elementary	2	8	0.25
Thomasville High	8	9	0.89
Thomasville Middle	5	7	0.71
Thomasville Primary	3	18	0.17
Transylvania County Schools	**131**	**31**	**4.23**
Brevard Elementary	10	7	1.43
Brevard High	29	10	2.90
Brevard Middle	28	5	5.60
Davidson River School	5	0	*
Pisgah Forest Elementary	12	4	3.00
Rosman Elementary	7	4	1.75
Rosman High	20	1	20.00
Rosman Middle	13	0	*
T C Henderson	7	0	*
Tyrrell County Schools	**17**	**5**	**3.40**
Columbia High	5	2	2.50
Columbia Middle	6	2	3.00
Tyrrell Elementary	6	1	6.00
Union County Public Schools	**1391**	**302**	**4.61**
Antioch Elementary	25	6	4.17
Benton Heights Elementary	24	11	2.18
Central Academy of Technology and Arts	26	3	8.67
Cuthbertson High	29	5	5.80
Cuthbertson Middle	49	2	24.50
East Elementary	19	11	1.73
East Union Middle	18	11	1.64
Fairview Elementary	16	1	16.00
Forest Hills High	37	7	5.29
Hemby Bridge Elementary	18	4	4.50
Indian Trail Elementary	19	5	3.80
Kensington Elementary	24	3	8.00
Marshville Elementary	20	5	4.00
Marvin Elementary	13	7	1.86
Marvin Ridge High	45	12	3.75
Marvin Ridge Middle	50	3	16.67
Monroe High	39	8	4.88
Monroe Middle	27	11	2.45

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
New Salem Elementary	8	2	4.00
New Town Elementary	29	2	14.50
Parkwood High	33	5	6.60
Parkwood Middle	22	9	2.44
Piedmont High	50	4	12.50
Piedmont Middle	32	6	5.33
Poplin Elementary	28	6	4.67
Porter Ridge Elementary	12	6	2.00
Porter Ridge High School	45	12	3.75
Porter Ridge Middle School	45	3	15.00
Prospect Elementary	10	7	1.43
Rea View Elementary	22	2	11.00
Rock Rest Elementary	17	15	1.13
Rocky River Elementary	42	6	7.00
Sandy Ridge Elementary	25	1	25.00
Sardis Elementary	15	6	2.50
Shiloh Elementary	24	4	6.00
South Providence	13	1	13.00
Stallings Elementary	23	1	23.00
Sun Valley Elementary	12	9	1.33
Sun Valley High	48	4	12.00
Sun Valley Middle	33	8	4.13
Union County Early College	12	1	12.00
Union Elementary	11	8	1.38
Unionville Elementary	28	5	5.60
Walter Bickett Elementary	34	17	2.00
Waxhaw Elementary	21	5	4.20
Weddington Elementary	21	6	3.50
Weddington High	56	5	11.20
Weddington Middle	40	3	13.33
Wesley Chapel Elementary	21	4	5.25
Western Union Elementary	21	6	3.50
Wingate Elementary	31	8	3.88
Wolfe School	9	0	*
Vance County Schools	**109**	**73**	**1.49**
Aycock Elementary	15	1	15.00
Carver Elementary	5	1	5.00
Clarke Elementary	3	2	1.50
Dabney Elementary	14	5	2.80
E M Rollins Elementary	3	3	1.00
E O Young Jr Elementary	9	1	9.00
Eaton-Johnson Middle	1	7	0.14
Henderson Middle	0	9	0.00
L B Yancey Elementary	0	2	0.00
New Hope Elementary	8	0	*
Northern Vance High	12	17	0.71
Pinkston Street Elementary	6	5	1.20
Southern Vance High	17	12	1.42

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
STEM Early High	1	5	0.20
Vance Co Early College	8	0	*
Western Vance High	0	3	0.00
Zeb Vance Elementary	7	0	*
Wake County Schools	**5745**	**1175**	**4.89**
Abbotts Creek Elementary	35	5	7.00
Adams Elementary	35	6	5.83
Alston Ridge Elementary	23	9	2.56
Apex Elementary	21	3	7.00
Apex Friendship High	50	10	5.00
Apex High	87	6	14.50
Apex Middle	46	8	5.75
Athens Drive High	61	23	2.65
Aversboro Elementary	17	6	2.83
Baileywick Road Elementary	15	7	2.14
Ballentine Elementary	15	5	3.00
Banks Road Elementary	14	4	3.50
Barwell Road Elementary	1	2	0.50
Baucom Elementary	32	0	*
Brassfield Elementary	23	3	7.67
Brentwood Elementary	12	7	1.71
Briarcliff Elementary	28	3	9.33
Brier Creek Elementary	28	7	4.00
Brooks Elementary	21	7	3.00
Bugg Elementary	23	9	2.56
Carnage Middle	32	6	5.33
Carpenter Elementary	24	14	1.71
Carroll Middle	21	16	1.31
Carver Elementary	20	2	10.00
Cary Elementary	28	4	7.00
Cary High	102	13	7.85
Cedar Fork Elementary	34	12	2.83
Centennial Campus Middle	16	4	4.00
Combs Elementary	36	11	3.27
Conn Elementary	28	2	14.00
Creech Road Elementary	23	6	3.83
Crossroads FLEX	2	1	2.00
Daniels Middle	37	9	4.11
Davis Drive Elementary	46	0	*
Davis Drive Middle	40	9	4.44
Dillard Drive Elementary	36	9	4.00
Dillard Drive Middle	44	6	7.33
Douglas Elementary	11	11	1.00
Durant Road Elementary	29	5	5.80
Durant Road Middle	47	10	4.70
East Cary Middle	24	12	2.00
East Garner Elementary	16	12	1.33
East Garner Middle	41	10	4.10

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
East Millbrook Middle	27	5	5.40
East Wake High	11	13	0.85
East Wake Middle	16	11	1.45
Enloe High	85	19	4.47
Farmington Woods Elementary	26	10	2.60
Forest Pines Drive Elementary	23	6	3.83
Forestville Road Elementary	36	7	5.14
Fox Road Elementary	16	4	4.00
Fuller Elementary	29	7	4.14
Fuquay-Varina Elementary	35	6	5.83
Fuquay-Varina High	75	17	4.41
Fuquay-Varina Middle	34	9	3.78
Garner High	63	21	3.00
Green Elementary	22	10	2.20
Green Hope Elementary	24	11	2.18
Green Hope High	61	16	3.81
Harris Creek Elementary	45	5	9.00
Herbert Akins Rd Elementary	47	9	5.22
Heritage Elementary	42	3	14.00
Heritage High	84	9	9.33
Heritage Middle	63	2	31.50
Highcroft Elementary	38	8	4.75
Hilburn Drive Academy	36	9	4.00
Hodge Road Elementary	30	6	5.00
Holly Grove Elementary	44	7	6.29
Holly Grove Middle	68	9	7.56
Holly Ridge Elementary	35	3	11.67
Holly Ridge Middle	54	8	6.75
Holly Springs Elementary	34	5	6.80
Holly Springs High	71	11	6.45
Hunter Elementary	33	5	6.60
Jeffreys Grove Elementary	14	3	4.67
Jones Dairy Elementary	40	2	20.00
Joyner Elementary	31	4	7.75
Kingswood Elementary	21	10	2.10
Knightdale Elementary	34	13	2.62
Knightdale High	39	18	2.17
Lacy Elementary	42	2	21.00
Lake Myra Elementary	35	5	7.00
Laurel Park Elementary	41	9	4.56
Lead Mine Elementary	9	4	2.25
Leesville Road Elementary	23	2	11.50
Leesville Road High	75	13	5.77
Leesville Road Middle	44	5	8.80
Ligon Middle	36	9	4.00
Lincoln Heights Elementary	27	4	6.75
Lockhart Elementary	32	4	8.00
Longview	6	4	1.50

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Lufkin Road Middle	37	5	7.40
Lynn Road Elementary	19	2	9.50
Martin Middle	51	4	12.75
Middle Creek Elementary	35	2	17.50
Middle Creek High	76	10	7.60
Millbrook Elementary	23	10	2.30
Millbrook High	47	11	4.27
Mills Park Elementary	44	7	6.29
Mills Park Middle	67	7	9.57
Moore Square Museum Magnet Middle	22	2	11.00
Morrisville Elementary	25	10	2.50
Mount Vernon	16	3	5.33
Needham Broughton High	86	16	5.38
North Forest Pines Elementary	27	6	4.50
North Garner Middle	34	1	34.00
North Ridge Elementary	16	4	4.00
Northwoods Elementary	23	2	11.50
Oak Grove Elementary	41	4	10.25
Oakview Elementary	26	5	5.20
Olds Elementary	16	3	5.33
Olive Chapel Elementary	23	7	3.29
Panther Creek High	81	25	3.24
Partnership Elementary	15	6	2.50
Penny Road Elementary	31	4	7.75
Phillips High	22	2	11.00
Pine Hollow Middle	27	1	27.00
Pleasant Grove Elementary	21	2	10.50
Pleasant Union Elementary	23	4	5.75
Poe Elementary	12	6	2.00
Powell Elementary	20	6	3.33
Rand Road Elementary	22	3	7.33
Reedy Creek Elementary	18	6	3.00
Reedy Creek Middle	22	14	1.57
Richland Creek Elementary	12	3	4.00
River Bend Elementary	25	7	3.57
River Oaks Middle	9	1	9.00
Rolesville Elementary	21	4	5.25
Rolesville High	54	16	3.38
Rolesville Middle	64	9	7.11
Root Elementary	13	4	3.25
Salem Elementary	27	5	5.40
Salem Middle	43	7	6.14
Sanderson High	59	11	5.36
Sanford Creek Elementary	30	1	30.00
Scotts Ridge Elementary	27	5	5.40
Smith Elementary	15	6	2.50
Southeast Raleigh High	58	18	3.22
Stough Elementary	17	11	1.55

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Swift Creek Elementary	21	3	7.00
Sycamore Creek Elementary	39	12	3.25
Timber Drive Elementary	23	5	4.60
Turner Creek Elementary	28	7	4.00
Underwood Elementary	24	1	24.00
Vance Elementary	19	1	19.00
Vandora Springs Elementary	22	2	11.00
Vernon Malone College and Career Academy	17	3	5.67
Wake Early College of Health and Science	11	1	11.00
Wake Forest Elementary	21	2	10.50
Wake Forest High School	79	10	7.90
Wake Forest Middle School	39	8	4.88
Wake STEM Early College High School	10	0	*
Wake Young Men's Leadership Academy	7	3	2.33
Wake Young Women's Leadership Academy	18	3	6.00
Wakefield Elementary	31	5	6.20
Wakefield High	85	8	10.63
Wakefield Middle	29	2	14.50
Wakelon Elementary	27	7	3.86
Walnut Creek Elementary	1	4	0.25
Washington Elementary	30	4	7.50
Weatherstone Elementary	43	4	10.75
Wendell Elementary	28	5	5.60
Wendell Middle	21	8	2.63
West Cary Middle	22	5	4.40
West Lake Elementary	43	2	21.50
West Lake Middle	35	8	4.38
West Millbrook Middle	28	3	9.33
White Oak Elementary	21	4	5.25
Wilburn Elementary	14	8	1.75
Wildwood Forest Elementary	38	4	9.50
Wiley Elementary	22	4	5.50
Willow Springs Elementary	51	3	17.00
Yates Mill Elementary	24	4	6.00
York Elementary	20	3	6.67
Zebulon Elementary	25	7	3.57
Zebulon Middle	7	8	0.88
Warren County Schools	**29**	**30**	**0.97**
Mariam Boyd Elementary	8	1	8.00
Northside K-8	2	7	0.29
South Warren Elementary	4	4	1.00
Vaughan Elementary	3	1	3.00
Warren County High	5	5	1.00
Warren County Middle	4	4	1.00
Warren Early College High	2	1	2.00
Warren New Tech High	1	7	0.14
Washington County Schools	**21**	**17**	**1.24**
Creswell Elementary	2	3	0.67

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Creswell High	8	2	4.00
Pines Elementary	6	5	1.20
Plymouth High	5	4	1.25
Washington County Union	0	3	0.00
Watauga County Schools	**245**	**46**	**5.33**
Bethel Elementary	8	4	2.00
Blowing Rock Elementary	23	3	7.67
Cove Creek Elementary	13	1	13.00
Green Valley Elementary	24	4	6.00
Hardin Park Elementary	47	14	3.36
Mabel Elementary	16	1	16.00
Parkway Elementary	25	2	12.50
Valle Crucis Elementary	21	4	5.25
Watauga High	68	13	5.23
Wayne County Public Schools	**462**	**134**	**3.45**
Brogden Middle	3	7	0.43
Brogden Primary	4	10	0.40
Carver Elementary	13	4	3.25
Carver Heights Elementary	6	4	1.50
Charles B Aycock High	18	9	2.00
Dillard Middle	13	10	1.30
Eastern Wayne Elementary	24	7	3.43
Eastern Wayne High	28	6	4.67
Eastern Wayne Middle	19	8	2.38
Edgewood Cmty Developmental	4	1	4.00
Fremont STARS Elementary	15	0	*
Goldsboro High	3	5	0.60
Grantham	17	2	8.50
Grantham Middle	3	5	0.60
Greenwood Middle	15	1	15.00
Meadow Lane Elementary	11	6	1.83
Mount Olive Middle	11	2	5.50
North Drive Elementary	13	3	4.33
Northeast Elementary	25	2	12.50
Northwest Elementary	7	3	2.33
Norwayne Middle	27	7	3.86
Rosewood Elementary	8	3	2.67
Rosewood High	28	2	14.00
Rosewood Middle	11	1	11.00
Southern Wayne High	23	12	1.92
Spring Creek Elementary	36	3	12.00
Spring Creek High	17	4	4.25
Spring Creek Middle	20	4	5.00
Tommy's Road Elementary	24	0	*
Wayne Early / Middle College High	9	0	*
Wayne Middle / High Academy	2	2	1.00
Wayne School of Engineering	5	1	5.00
Weldon City Schools	**9**	**16**	**0.56**

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Roanoke Valley Early College	1	4	0.25
Weldon Elementary Global Academy	2	2	1.00
Weldon Middle	1	5	0.20
Weldon STEM High School Career Academies	5	5	1.00
Whiteville City Schools	**40**	**12**	**3.33**
Central Middle	11	3	3.67
Edgewood Elementary	6	2	3.00
North Whiteville Academy	1	1	1.00
Whiteville High	16	5	3.20
Whiteville Primary	6	1	6.00
Wilkes County Schools	**254**	**100**	**2.54**
Boomer-Ferguson Elementary	6	2	3.00
C B Eller Elementary	6	2	3.00
C C Wright Elementary	11	11	1.00
Central Wilkes Middle	26	7	3.71
East Wilkes High	2	2	1.00
East Wilkes Middle	5	3	1.67
Millers Creek Elementary	39	5	7.80
Moravian Falls Elementary	9	2	4.50
Mount Pleasant Elementary	6	4	1.50
Mountain View Elementary	11	3	3.67
Mulberry Elementary	2	3	0.67
North Wilkes High	24	7	3.43
North Wilkes Middle	5	10	0.50
North Wilkesboro Elementary	6	5	1.20
Roaring River Elementary	7	2	3.50
Ronda-Clingman Elementary	13	3	4.33
Traphill Elementary	3	0	*
West Wilkes High	23	5	4.60
West Wilkes Middle	20	3	6.67
Wilkes Central High	17	12	1.42
Wilkes Early College High	3	2	1.50
Wilkesboro Elementary	10	7	1.43
Wilson County Schools	**315**	**86**	**3.66**
B O Barnes Elementary	1	4	0.25
Beddingfield High	11	8	1.38
Charles H Darden Middle	3	1	3.00
Elm City Elementary	14	4	3.50
Elm City Middle	12	2	6.00
Fike High	34	4	8.50
Forest Hills Middle	10	9	1.11
Gardners Elementary	8	1	8.00
James Hunt High	30	5	6.00
John W Jones Elementary	26	4	6.50
Lee Woodard Elementary	8	2	4.00
Lucama Elementary	14	2	7.00
Margaret Hearne Elementary	10	4	2.50
Milton M Daniels Learning Cntr	2	0	*

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
New Hope Elementary	24	0	*
Rock Ridge Elementary	24	1	24.00
Speight Middle	12	4	3.00
Springfield Middle	9	6	1.50
Stantonsburg Elementary	3	4	0.75
Toisnot Middle	10	9	1.11
Vick Elementary	4	5	0.80
Vinson-Bynum Elementary	19	1	19.00
Wells Elementary	9	4	2.25
Wilson Academy of Applied Technology	1	1	1.00
Wilson Early College Academy	11	1	11.00
Winstead Elementary	6	0	*
Winston Salem/Forsyth County Schools	**1392**	**453**	**3.07**
Ashley Academy	0	6	0.00
Atkins Academic & Tech High	26	4	6.50
Bolton Elementary	14	0	*
Brunson Elementary	12	1	12.00
Caleb's Creek Elementary	31	3	10.33
Career Center	33	1	33.00
Carter High School	18	4	4.50
Carver High	14	7	2.00
Cash Elementary	28	3	9.33
Childrens Center	11	0	*
Clemmons Elementary	20	2	10.00
Clemmons Middle School	19	7	2.71
Cook Literacy Model School	7	0	*
Diggs-Latham Elementary	9	7	1.29
Early College of Forsyth Co	5	0	*
East Forsyth High	36	8	4.50
East Forsyth Middle School	10	7	1.43
Easton Elementary School	10	10	1.00
Flat Rock Middle	8	11	0.73
Forest Park Elementary	0	11	0.00
Frank Morgan Elementary	39	2	19.50
Gibson Elementary	3	7	0.43
Griffith Elementary	7	5	1.40
Hall-Woodward Elementary	12	7	1.71
Hanes Magnet School	10	8	1.25
Homebound/ Hospital Education	3	2	1.50
Ibraham Elementary	7	4	1.75
J F Kennedy High	2	10	0.20
Jefferson Elementary	17	6	2.83
Kernersville Elementary	37	5	7.40
Kernersville Middle	17	3	5.67
Kimberley Park Elementary	1	9	0.11
Kimmel Farm Elementary	12	9	1.33
Kingswood School	6	2	3.00
Konnoak Elementary	4	12	0.33

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
Lewisville Elementary	11	2	5.50
Lowrance Middle	8	3	2.67
Main Street Academy	2	1	2.00
Meadowlark Elementary	35	1	35.00
Meadowlark Middle	45	2	22.50
Middle College of Forsyth Cnty	1	1	1.00
Middle Fork Elementary	1	6	0.17
Mineral Springs Elementary	7	2	3.50
Mineral Springs Middle	3	9	0.33
Moore Magnet Elementary	16	3	5.33
Mount Tabor High School	55	6	9.17
North Forsyth High	10	15	0.67
North Hills Elementary	1	6	0.17
Northwest Middle	29	8	3.63
Old Richmond Elementary	14	1	14.00
Old Town Elementary	25	6	4.17
Paisley IB Magnet School	19	16	1.19
Parkland High	30	14	2.14
Petree Elementary	7	6	1.17
Philo-Hill Magnet Academy	2	8	0.25
Piney Grove Elementary	8	2	4.00
R J Reynolds High	38	21	1.81
Robert B Glenn High School	34	13	2.62
Ronald W Reagan High School	72	7	10.29
Rural Hall Elementary	22	3	7.33
Sedge Garden Elementary	22	3	7.33
Sherwood Forest Elementary	31	0	*
Smith Farm Elementary	15	10	1.50
South Fork Elementary	7	5	1.40
Southeast Middle	20	8	2.50
Southwest Elementary	18	7	2.57
Speas Elementary	4	7	0.57
The Downtown School	27	1	27.00
The Special Children's School	3	2	1.50
Thomas Jefferson Middle	46	3	15.33
Union Cross Traditional Acad	17	5	3.40
Vienna Elementary	13	3	4.33
Walkertown Elementary	17	9	1.89
Walkertown High	19	10	1.90
Walkertown Middle	14	6	2.33
Ward Elementary	20	5	4.00
West Forsyth High	77	12	6.42
Whitaker Elementary	17	4	4.25
Wiley Magnet Middle	9	6	1.50
Winston-Salem Preparatory Acad	13	2	6.50
Yadkin County Schools	**199**	**40**	**4.98**
Boonville Elementary	14	4	3.50
Courtney Elementary	13	0	*

District/Schools	Total Number of Mentor Teachers	Total Number of Beginning Teachers	Ratio
East Bend Elementary	14	1	14.00
Fall Creek Elementary	16	2	8.00
Forbush Elementary	2	2	1.00
Forbush High	26	6	4.33
Forbush Middle	7	1	7.00
Jonesville Elementary	17	3	5.67
Starmount High	21	11	1.91
Starmount Middle	14	2	7.00
West Yadkin Elementary	30	2	15.00
Yadkin Early College	4	0	*
Yadkin Success Academy	1	2	0.50
Yadkinville Elementary	20	4	5.00
Yancey County Schools	**131**	**13**	**10.08**
Bald Creek Elementary	9	1	9.00
Bee Log Elementary	4	0	*
Burnsville Elementary	20	5	4.00
Cane River Middle	16	2	8.00
Clearmont Elementary	8	1	8.00
East Yancey Middle	19	2	9.50
Micaville Elementary	12	0	*
Mountain Heritage High	37	2	18.50
South Toe Elementary	6	0	*
Grand Total	**42057**	**12550**	**3.35**

GENERAL ASSEMBLY OF NORTH CA
SESSION 2017

HOUSE BILL 322

Short Title:	School Performance Grades.	(Public)
Sponsors:	Representatives Johnson, Horn, and Elmore (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

March 13, 2017

A BILL TO BE ENTITLED

AN ACT TO INCREASE THE WEIGHT OF SCHOOL GROWTH IN THE CALCULATION OF SCHOOL PERFORMANCE SCORES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-83.15(d) reads as rewritten:

"(d) Calculation of the School Performance Scores and Grades. – The State Board of Education shall use EVAAS to calculate the school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for ~~eighty percent (80%),~~ fifty percent (50%), and the school growth score shall account for ~~twenty percent (20%)~~ fifty percent (50%) of the total sum. If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade. For all schools, the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

(1) A school performance score of at least 90 is equivalent to an overall school performance grade of A.

(2) A school performance score of at least 80 is equivalent to an overall school performance grade of B.

(3) A school performance score of at least 70 is equivalent to an overall school performance grade of C.

(4) A school performance score of at least 60 is equivalent to an overall school performance grade of D.

(5) A school performance score of less than 60 points is equivalent to an overall school performance grade of F."

SECTION 2. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 322:
School Performance Grades.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 14, 2017
Introduced by:	Reps. Johnson, Horn, Elmore	**Prepared by:**	Drupti Chauhan
Analysis of:	First Edition		Committee Counsel

SUMMARY: House Bill 322 would increase the weight of school growth in the calculation of school performance scores.

CURRENT LAW: School performance scores are computed by adding the school achievement score and the school growth score. The school achievement score accounts for 80% of the school performance score and the school growth score accounts for 20% of the performance score. If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to only use the school achievement score to calculate the performance score and grade.

The State Board of Education must award school achievement, growth, and performance scores and an associated A-F performance grade for every school.

- School achievement scores are calculated to reflect student performance on annual indicators, including subject-specific assessments, college and workplace readiness measures, and graduation rates.

- School growth scores are calculated by weighing student growth, using EVAAS, on achievement indicators to see which schools have met, exceeded, or not met expected growth.

BILL ANALYSIS: House Bill 322 would provide that school achievement scores and school growth scores each account for 50% of the total sum for the school's performance score and grade.

EFFECTIVE DATE: The bill becomes effective when it becomes law and applies beginning with the 2017-2018 school year.

aren Cochrane-Brown
Director

H322-SMRQ-8 FILED -V-3

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

GENERAL ASSEMBLY OF NORTH CA
SESSION 2017

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HOUSE BILL 135

Short Title:	Technical Changes to Courses of Study Statute.	(Public)
Sponsors:	Representatives Elmore, Johnson, and Conrad (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Health, if favorable, Education - K-12, if favorable, Rules, Calendar, and Operations of the House	

February 20, 2017

A BILL TO BE ENTITLED

AN ACT TO MAKE ORGANIZATIONAL AND TECHNICAL CHANGES TO THE COURSES OF STUDY STATUTES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-81 is repealed.

SECTION 2. G.S. 115C-81.1 is repealed.

SECTION 3. G.S. 115C-81.3 is repealed.

SECTION 4. G.S. 115C-81.4 is repealed.

SECTION 5. Part 1 of Article 8 of Chapter 115C of the General Statutes is amended by adding new sections to read:

"**§ 115C-81.5. Standard course of study.**

(a) All children can learn. It is the intent of the General Assembly that the mission of the public school community is to challenge with high expectations each child to learn, to achieve, and to fulfill his or her potential. With that mission as its guide, the State Board of Education shall adopt a plan of education and a standard course of study as provided in G.S. 115C-12(9c) for the public schools of the State. It is the intent of the General Assembly that the focus of State educational funding shall be to ensure that each student receives a sound basic education. It is further a goal of the General Assembly to provide supplemental funds to low-wealth counties to allow those counties to enhance the instructional program and student achievement. Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and career and technical education. In addition, instruction shall be offered in all of the areas provided in this Part.

(b) The standard course of study shall provide all of the following:

(1) A core curriculum for all students that takes into account the special needs of children.

(2) A set of competencies, by grade level, for each curriculum area.

(3) A list of textbooks for use in providing the curriculum.

(4) Standards for student performance and promotion based on the mastery of competencies, including standards for graduation, that take into account children with disabilities and, in particular, include appropriate modifications.

(5) A program of remedial education.

(6) Required support programs.

(7) A definition of the instructional day.

(8) Class size recommendations and requirements.
(9) Prescribed staffing allotment ratios.
(10) Material and equipment allotment ratios.
(11) Facilities guidelines that reflect educational program appropriateness, long-term cost efficiency, and safety considerations.
(12) Any other information the Board considers appropriate and necessary.

"**§ 115C-81.10. Career and technical education.**

(a) Instruction in career and technical education shall include the following:
(1) The integration of academic and career and technical education.
(2) A sequential course of study leading to career and college readiness.
(3) Increased student work skill attainment and job placement.
(4) Increased linkages, where geographically feasible, between public schools and community colleges, so the public schools can emphasize academic preparation and the community colleges can emphasize specific job training.
(5) Instruction and experience, to the extent practicable, in all aspects of the industry the students are prepared to enter.

"**§ 115C-81.15. Conflict resolution and mediation models.**

The State Board of Education shall develop a list of recommended conflict resolution and mediation materials, models, and curricula that address responsible decision making, the causes and effects of school violence and harassment, cultural diversity, and nonviolent methods for resolving conflict, including peer mediation, and shall make the list available to local school administrative units and school buildings. In developing this list, the Board shall emphasize materials, models, and curricula that currently are being used in North Carolina and that the Board determines to be effective. The Board shall include at least one model that includes instruction and guidance for the voluntary implementation of peer mediation programs and one model that provides instruction and guidance for teachers concerning the integration of conflict resolution and mediation lessons into the existing classroom curriculum.

"**§ 115C-81.20. Alcohol and drug use prevention education.**

(a) Instruction shall be provided in alcohol and drug use prevention education at every grade level from kindergarten through grade 12.

(b) The State Board of Education shall develop and maintain a recommended list of alcohol and drug use prevention education materials that include components for teacher training and ongoing assessment and evaluation to verify success and ensure the use of up-to-date information and strategies.

(c) The Department of Public Instruction shall do the following:
(1) Work to strengthen instructional offerings in the content and skill areas in which alcohol and drug use prevention education is addressed.
(2) Develop curricular materials and resources that meet, extend, and supplement drug and alcohol education as outlined in the standard course of study and the teacher handbook for the competency-based curriculum.
(3) Recommend to the State Board of Education any drug use prevention education support materials that should be removed from or added to the recommended list of curricular resources developed and maintained by the State Board of Education.

(d) Local boards of education may select supplemental alcohol and drug use prevention education materials from the list maintained by the State Board of Education or develop their own supplemental materials to be approved by the State Board of Education.

(e) Local boards of education shall do the following:
(1) Implement an approved alcohol and drug use prevention education as a primary part of their comprehensive health education program.

(2) Provide for ongoing evaluation of drug use prevention education resources, to include participation in ongoing evaluations with the Department of Public Instruction.

(f) The Department of Public Instruction, in conjunction with local school administrative units, shall provide for professional development to train educators and support personnel to implement a comprehensive alcohol and drug use prevention education program.

(g) Sequential, age-appropriate instruction shall be provided that includes all of the following:

(1) Reaches all students in all grades.
(2) Presents a clear and consistent message that the use of alcohol and unlawful drugs and the misuse of other drugs are unhealthy and harmful.
(3) Reflects current research and theory.
(4) Includes all abusable substances.
(5) Utilizes information that is current and accurate.
(6) Involves students in active "hands-on" learning experiences.
(7) Integrates substance abuse education with other health and social issues and other subject and skill areas of the standard course of study.
(8) Promotes understanding and respect for the law and values of society.
(9) Encourages healthy, safe, and responsible attitudes and behaviors.
(10) Includes strategies to involve parents, family members, and the community.
(11) Includes information on intervention and treatment services.
(12) Is continually open to revision, expansion, and improvement.

"**§ 115C-81.25. Health education.**

(a) Comprehensive health education instruction shall be developed and taught to students from kindergarten through ninth grade.

(b) The State Board of Education shall do all of the following:

(1) Supervise the development and operation of the statewide comprehensive school health education program, including curriculum development, teacher professional development, promotion of training in teacher preparation programs, learning material review, and assessment and evaluation of local programs in the same manner as for other programs.
(2) Adopt objectives for the instruction of the subject areas listed in this section that are appropriate for each grade level.
(3) Approve textbooks and other materials incorporating these objectives that local school administrative units may purchase with State funds.

(c) The State Board of Education, through the Department of Public Instruction, shall, on a regular basis, review materials related to these objectives and distribute these reviews to local school administrative units for their information. This program includes age-appropriate instruction in the following subject areas, regardless of whether this instruction is described as, or incorporated into a description of, "family life education," "family health education," "health education," "family living," "health," "healthful living curriculum," or "self-esteem":

(1) Mental and emotional health.
(2) Drug and alcohol abuse prevention.
(3) Nutrition.
(4) Dental health.
(5) Environmental health.
(6) Family living.
(7) Consumer health.
(8) Disease control.
(9) Growth and development.

(10) First aid and emergency care, including the teaching of cardiopulmonary resuscitation (CPR) and the Heimlich maneuver by using hands-on training with mannequins so that students pass a test approved by the American Heart Association or American Red Cross. For the purposes of this subdivision, schools shall do all of the following:

a. Use an instructional program developed by the American Heart Association, the American Red Cross, or other nationally recognized programs that is based on the most current national evidence-based emergency cardiovascular care guidelines for CPR.

b. Maintain documentation in an electronic database that students have successfully completed CPR instruction to meet healthful living essential standards.

c. Require successful completion of instruction in CPR to be a requirement for high school graduation by the 2014-2015 school year.

(11) Preventing sexually transmitted diseases, including HIV/AIDS, and other communicable diseases. As used in this section, "HIV/AIDS" means Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome.

(12) Reproductive health and safety education.

(13) Bicycle safety.

(d) Parental Review. – The State Board of Education shall make available to all local school administrative units for review by the parents and legal guardians of students enrolled at those units any State-developed objectives for instruction, any approved textbooks, the list of reviewed materials, and any other State-developed or approved materials that pertain to or are intended to impart information or promote discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, to the avoidance of out-of-wedlock pregnancy, or to the reproductive health and safety education curriculum. The review period shall extend for at least 60 days before use.

(e) Duty of Local School Administrative Units. – Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this section and all the objectives established by the State Board. Each local board of education may expand on the subject areas to be included in the program and on the instructional objectives to be met.

"**§ 115C-81.30. Reproductive health and safety education provided by local school administrative units.**

(a) Each local school administrative unit shall provide a reproductive health and safety education program commencing in the seventh grade. Materials used in this instruction shall be age-appropriate for use with students. Law enforcement agencies, criminal justice agencies, and nongovernmental organizations with experience in sex-trafficking prevention and awareness may provide materials and information. Information conveyed during the instruction shall be objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in any of the following fields: sexual health education, adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, or health education. Reproductive health and safety instruction provided by the local school administrative units shall do the following:

(1) Teach that abstinence from sexual activity outside of marriage is the expected standard for all school-age children.

(2) Present techniques and strategies to deal with peer pressure and offering positive reinforcement.

(3) Present reasons, skills, and strategies for remaining or becoming abstinent from sexual activity.

(4) Teach that abstinence from sexual activity is the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases when transmitted through sexual contact, including HIV/AIDS, and other associated health and emotional problems. As used in this section, "HIV/AIDS" means Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome.

(5) Teach that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.

(6) Teach the positive benefits of abstinence until marriage and the risks of premarital sexual activity.

(7) Provide opportunities that allow for interaction between the parent or legal guardian and the student.

(8) Provide factually accurate biological or pathological information that is related to the human reproductive system.

(9) Teach about the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illegal drugs, and inadequate prenatal care.

(10) Teach about sexually transmitted diseases. Instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA)-approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases. Instruction shall include the rates of infection among pre-teen and teens of each known sexually transmitted disease and the effects of contracting each sexually transmitted disease. In particular, the instruction shall include information about the effects of contracting the Human Papilloma Virus, including sterility and cervical cancer.

(11) Teach about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy.

(12) Teach awareness of sexual assault, sexual abuse, and risk reduction. The instruction and materials shall:

a. Focus on healthy relationships.

b. Teach students what constitutes sexual assault and sexual abuse, the causes of those behaviors, and risk reduction.

c. Inform students about resources and reporting procedures if they experience sexual assault or sexual abuse.

d. Examine common misconceptions and stereotypes about sexual assault and sexual abuse.

(13) Teach about sex trafficking prevention and awareness. Each local school administrative unit shall:

a. Collaborate with a diverse group of outside consultants where practical, including law enforcement with expertise in sex-trafficking prevention education, to address the threats of sex trafficking.

b. Collaborate with a diverse group of outside consultants, including law enforcement with expertise in sex trafficking, on a referral protocol for high-risk pupils and minors.

(b) Each local board of education shall adopt a policy and provide a mechanism to allow a parent or a legal guardian to withdraw his or her child from instruction required under subdivisions (10) through (13) of subsection (a) of this section.

(c) Parental Review and Consent. – Each school year, before students may participate in any portion of (i) a program that pertains to or is intended to impart information or promote

discussion or understanding in regard to the prevention of sexually transmitted diseases, including HIV/AIDS, or to the avoidance of out-of-wedlock pregnancy or (ii) a reproductive health and safety education program, whether developed by the State or by the local board of education, the parents and legal guardians of those students shall be given an opportunity to review the objectives and materials as provided in G.S. 115C-81.25(d). Local boards of education shall adopt policies to provide opportunities either for parents and legal guardians to consent or for parents and legal guardians to withhold their consent to the students' participation in any or all of these programs.

(d) Information on Contraceptives and Abortion Referral Services. – Students may receive information about where to obtain contraceptives and abortion referral services only in accordance with a local board's policy regarding parental consent. Any instruction concerning the use of contraceptives or prophylactics shall provide accurate statistical information on their effectiveness and failure rates for preventing pregnancy and sexually transmitted diseases, including HIV/AIDS, in actual use among adolescent populations and shall explain clearly the difference between risk reduction and risk elimination through abstinence. The Department of Health and Human Services shall provide the most current available information at the beginning of each school year.

(e) Prohibition on Distribution of Contraceptives. – Contraceptives, including condoms and other devices, shall not be made available or distributed on school property.

(f) School Health Coordinators. – School health coordinators may be employed to assist in the instruction of any portion of the comprehensive school health education program. Where feasible, a school health coordinator should serve more than one local school administrative unit. Each person initially employed as a State-funded school health coordinator after June 30, 1987, shall have a degree in health education.

(g) Duty of Local School Administrative Units. – Each local school administrative unit shall provide a comprehensive school health education program that meets all the requirements of this section and all the objectives established by the State Board. Each local board of education may expand on the subject areas to be included in the program and on the instructional objectives to be met.

"**§ 115C-81.35. Honors-level courses in healthful living education.**

The State Board of Education shall develop or identify academically rigorous honors-level courses in healthful living education that can be offered at the high school level. These honors-level courses shall be more rigorous than standard-level courses, include advanced content, provide multiple opportunities for students to take greater responsibility for their learning, and require higher quality work from the students than standard courses.

"**§ 115C-81.40. North Carolina history and geography.**

The standard course of study shall include the requirement that the public schools provide to all students one yearlong course of instruction on North Carolina history and geography in elementary school and one yearlong course of instruction in middle school on North Carolina history with United States history integrated into this instruction. The course of instruction shall include contributions to the history and geography of the State and the nation by the racial and ethnic groups that have contributed to the development and diversity of the State and nation. Each course of instruction may include up to two weeks of instruction relating to the local area in which the students reside.

"**§ 115C-81.45. Classes conducted in English; citizenship; and civic literacy.**

(a) Except when a board authorizes teaching in a foreign language in order to comply with federal law, local boards of education shall require all teachers and principals to conduct classes except foreign language classes in English. Any teacher or principal who refuses to do so may be dismissed.

(b) Local boards of education shall provide for the efficient teaching at appropriate grade levels of all materials set forth in the standard course of study, including integrated instruction in the areas of citizenship in the United States of America, government of the State of North

Carolina, government of the United States, fire prevention, the free enterprise system, and the dangers of harmful or illegal drugs, including alcohol.

(c) Democratic Process and Citizenship Education. –

(1) The State Board of Education shall include instruction in civic and citizenship education in the standard course of study for high school social studies. The State Board of Education is strongly encouraged to include, at a minimum, the following components in the high school civic and citizenship education standard course of study:

a. That students write to a local, State, or federal elected official about an issue that is important to them.

b. Instruction on the importance of voting and otherwise participating in the democratic process, including instruction on voter registration.

c. Information about current events and governmental structure.

d. Information about the democratic process and how laws are made.

(2) The State Board of Education shall include instruction in civic and citizenship education in the standard course of study for middle school social studies. The State Board of Education is strongly encouraged to include, at a minimum, the following components in the middle school civic and citizenship education standard course of study:

a. A tour of representative local government facilities, such as the local jail, the courthouse, or a town hall, to help students understand the way their community is governed.

b. Allowing students to choose and analyze a community problem and offer public policy recommendations on the problem to local officials.

c. Information about getting involved in community groups.

(d) Civic Literacy. –

(1) The State Board of Education shall require during the high school years the teaching of a semester course on the Founding Principles of the United States of America and the State of North Carolina. A passing grade in the course shall be required for graduation from high school, and the course shall include at least the following subjects:

a. The Creator-endowed inalienable rights of the people.

b. Structure of government, separation of powers with checks and balances.

c. Frequent and free elections in a representative government.

d. Rule of law.

e. Equal justice under the law.

f. Private property rights.

g. Federalism.

h. Due process.

i. Individual rights as set forth in the Bill of Rights.

j. Individual responsibility.

k. Constitutional limitations on government power to tax and spend, and prompt payment of public debt.

l. Strong defense and supremacy of civil authority over military.

m. Peace, commerce, and honest friendship with all nations, entangling alliances with none.

(2) The State Board of Education shall require that any high school level curriculum-based tests for the course required in subdivision (1) of this subsection developed and administered statewide beginning with the 2016-2017 academic year include questions related to the philosophical foundations of our

form of government and the principles underlying the Declaration of Independence, the United States Constitution and its amendments, and the most important of the Federalist Papers.

(3) The Department of Public Instruction and the local boards of education, as appropriate, shall provide or cause to be provided curriculum content for the semester course required in subdivision (1) of this subsection and professional development to ensure that the intent and provisions of this subsection are carried out. The curriculum content established shall include a review of the contributions made by Americans of all races.

(4) The Department of Public Instruction shall submit a biennial report by October 15 of each odd-numbered year to the Joint Legislative Education Oversight Committee covering the implementation of this subsection.

"**§ 115C-81.50. Student councils.**

All high schools and middle schools shall be encouraged to have elected student councils through which students have input into policies and decisions that affect them. All other schools are encouraged to have student councils.

The purpose of these student councils is to build civic skills and attitudes such as participation in elections, discussion and debate of issues, and collaborative decision making. Schools shall encourage active, broad-based participation in these student councils.

"**§ 115C-81.55. Current events.**

Schools should encourage discussions of current events in a wide range of classes, especially social studies and language arts classes. All high schools and middle schools are encouraged to have at least two classes per grade level to offer interactive current events discussions at least every four weeks.

"**§ 115C-81.60. Character education.**

(a) Each local board of education shall develop and implement character education instruction with input from the local community. The instruction shall be incorporated into the standard curriculum and should address the following traits:

(1) Courage. – Having the determination to do the right thing even when others don't and the strength to follow your conscience rather than the crowd; and attempting difficult things that are worthwhile.

(2) Good judgment. – Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.

(3) Integrity. – Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably.

(4) Kindness. – Being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.

(5) Perseverance. – Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

(6) Respect. – Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.

(7) Responsibility. – Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active involvement in your community.

(8) Self-discipline. – Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate

behaviors; being in proper control of your words, actions, impulses, and desires; choosing abstinence from premarital sex, drugs, alcohol, and other harmful substances and behaviors; and doing your best in all situations.

(b) In addition to the instruction under subsection (a) of this section, local boards of education are encouraged to include instruction on the following responsibilities:

(1) Respect for school personnel. – In the school environment, respect includes holding teachers, school administrators, and all school personnel in high esteem and demonstrating in words and deeds that all school personnel deserve to be treated with courtesy and proper deference.

(2) Responsibility for school safety. – Helping to create a harmonious school atmosphere that is free from threats, weapons, and violent or disruptive behavior; cultivating an orderly learning environment in which students and school personnel feel safe and secure; and encouraging the resolution of conflicts and disagreements through peaceful means, including peer mediation. Instruction in this responsibility should include a consistent and age-appropriate antiviolence message and a conflict resolution component for students in kindergarten through grade 12. These messages should include media-awareness education to help children recognize stereotypes and messages portraying violence.

(3) Service to others. – Engaging in meaningful service to their schools and their communities. Schools may teach service-learning by (i) incorporating it into their standard curriculum or (ii) involving a classroom of students or some other group of students in one or more hands-on community service projects. All schools are encouraged to provide opportunities for student involvement in community service or service-learning projects.

(4) Good citizenship. – Obeying the laws of the nation and this State; abiding by school rules; and understanding the rights and responsibilities of a member of a republic.

"**§ 115C-81.65. Financial literacy.**

(a) Instruction shall be provided in personal financial literacy for all students. In addition to the requirements in subsection (b) of this section, the State Board of Education shall determine the other components of personal financial literacy that will be covered in the curriculum. The State Board shall also review the high school standard course of study to determine into which courses and grade levels personal financial literacy shall be integrated.

(b) Each student shall receive personal financial literacy instruction that shall include:

(1) The true cost of credit.

(2) Choosing and managing a credit card.

(3) Borrowing money for an automobile or other large purchase.

(4) Home mortgages.

(5) Credit scoring and credit reports.

(6) Other relevant financial literacy issues.

"**§ 115C-81.70. Disability history and awareness.**

(a) Each local board of education shall provide instruction on disability, people with disabilities, and the disability rights movement in conjunction with Disability History and Awareness Month, established pursuant to G.S. 103-11.

(b) This instruction shall be incorporated through measures that include any of the following:

(1) Supplementing existing lesson plans.

(2) Holding school assemblies.

(3) Hosting disability-focused film festivals.

(4) Organizing other school activities.

Local boards of education are encouraged to incorporate individuals with disabilities or knowledgeable guest speakers from the disability community into the delivery of this instruction.

"**§ 115C-81.75. Cursive writing.**

The standard course of study shall include the requirement that the public schools provide instruction in cursive writing so that students create readable documents through legible cursive handwriting by the end of fifth grade.

"**§ 115C-81.80. Multiplication tables.**

The standard course of study shall include the requirement that students enrolled in public schools memorize multiplication tables to demonstrate competency in efficiently multiplying numbers.

"**§ 115C-81.85. Instruction in American Sign Language.**

(a) The State Board of Education shall encourage schools to offer American Sign Language classes in high schools as a modern foreign language.

(b) The State Board of Education shall adopt and implement standards for the certification of teachers of American Sign Language and shall set standards for teacher preparation programs that prepare students for certification as American Sign Language teachers."

SECTION 6. G.S. 115C-47 is amended by adding a new subdivision to read:

"(1a) To Establish and Maintain Kindergartens. –

a. Local boards of education shall provide for their respective local school administrative unit kindergartens as a part of the public school system for all children living in the local school administrative unit who are eligible for admission pursuant to sub-subdivision c. of this subdivision provided that funds are available from State, local, federal, or other sources to operate a kindergarten program as provided in this subdivision.

b. All kindergarten programs so established shall be subject to the supervision of the Department of Public Instruction and shall be operated in accordance with the standards adopted by the State Board of Education, upon recommendation of the Superintendent of Public Instruction. Among the standards to be adopted by the State Board of Education shall be a provision that the Board will allocate funds for the purpose of operating and administering kindergartens to each school administrative unit in the State based on the average daily membership for the best continuous three out of the first four school months of pupils in the kindergarten program during the last school year in that respective school administrative unit. Such allocations are to be made from funds appropriated to the State Board of Education for the kindergarten program.

c. Any child who meets the requirements of G.S. 115C-364 shall be eligible for enrollment in kindergarten. Any child who is enrolled in kindergarten and not withdrawn by the child's parent or legal guardian shall attend kindergarten.

d. Notwithstanding any other provision of law to the contrary, subject to the approval of the State Board of Education, any local board of education may elect not to establish and maintain a kindergarten program. Any funds allocated to a local board of education which does not operate a kindergarten program may be reallocated by the State Board of Education, within the discretion of the Board, to a county or city board of education which will operate such a program."

SECTION 7. G.S. 115C-47 is amended by adding a new subdivision to read:

"(29c) To Allow and Encourage the Reading and Posting of Documents on the History of the United States and With Historical Significance for the United States. –

a. Local boards of education shall allow and may encourage any public school teacher or administrator to read or post in a public school building, classroom, or event excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to:

1. The preamble to the North Carolina Constitution.
2. The Declaration of Independence.
3. The United States Constitution.
4. The Mayflower Compact.
5. The national motto.
6. The National Anthem.
7. The Pledge of Allegiance.
8. The writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States.
9. Decisions of the Supreme Court of the United States.
10. Acts of the Congress of the United States, including the published text of the Congressional Record.

b. Local boards, superintendents, principals, and supervisors shall not allow content-based censorship of American history in the public schools of this State, including religious references in these writings, documents, and records. Local boards and professional school personnel may develop curricula and use materials that are limited to specified topics, provided the curricula and materials are aligned with the standard course of study or are grade level appropriate.

c. A local school administrative unit may display on real property controlled by that local school administrative unit documents and objects of historical significance that have formed and influenced the United States legal or governmental system and that exemplify the development of the rule of law, such as the Magna Carta, the Mecklenburg Declaration, the Ten Commandments, the Justinian Code, and documents set out in sub-subdivision a. of this subdivision. Such displays are subject to the following requirements:

1. The display may include, but shall not be limited to, documents that contain words associated with a religion; provided, however, no display shall seek to establish or promote religion or to persuade any person to embrace a particular religion, denomination of a religion, or other philosophy.
2. The display of a document containing words associated with a religion shall be in the same manner and appearance generally as other documents and objects displayed and shall not be presented or displayed in any fashion that results in calling attention to it apart from the other displayed documents and objects. The display also shall be accompanied by a prominent sign quoting the First Amendment of the United States Constitution as follows: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.""

SECTION 8. G.S. 115C-47 is amended by adding a new subdivision to read:

"(49a) To Address Science Safety Requirements. –

a. Each local board of education shall certify annually to the State Board of Education that its high school and middle school science laboratories are equipped with appropriate personal protective equipment for students and teachers.

b. Each local board of education shall ensure that its high schools and middle schools comply with all State Board of Education policies related to science laboratory safety."

SECTION 9. G.S. 115C-12(9c) reads as rewritten:

"(9c) Power to Develop Content ~~Standards and Exit~~ Standards. –

a. The Board shall develop a comprehensive plan to revise content standards and the standard course of study in the core academic areas of reading, writing, mathematics, science, history, geography, and civics. The Board shall involve and survey a representative sample of parents, teachers, and the public to help determine academic content standard priorities and usefulness of the content standards. A full review of available and relevant academic content standards that are rigorous, specific, sequenced, clear, focused, and measurable, whenever possible, shall be a part of the process of the development of content standards. The revised content standards developed in the core academic areas shall (i) reflect high expectations for students and an in-depth mastery of the content; (ii) be clearly grounded in the content of each academic area; (iii) be defined grade-by-grade and course-by-course; (iv) be understandable to parents and teachers; (v) be developed in full recognition of the time available to teach the core academic areas at each grade level; and (vi) be measurable, whenever possible, in a reliable, valid, and efficient manner for accountability purposes.

b. High school course content standards shall include the knowledge and skills necessary to pursue further postsecondary education or to attain employment in the 21st century economy. The high school course content standards also shall be aligned with the minimum undergraduate course requirements for admission to the constituent institutions of The University of North Carolina. ~~The Board may develop exit standards that will be required for high school graduation.~~

c. The Board also shall 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. Alignment shall include revising textbook criteria, support materials, State tests, teacher and school administrator preparation, and ongoing professional development programs to be compatible with content standards. The Board shall develop and make available to teachers and parents support materials, including teacher and parent guides, for academic content standards. The State Board of Education shall work in collaboration 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."

SECTION 10. G.S. 115C-12 is amended by adding a new subdivision to read:

"(9d) Power to Develop Exit Standards and Graduation Requirements. –

a. The Board may develop exit standards that shall be required for high school graduation. The Board shall require the following for high school graduation:
1. Successful completion of instruction in cardiopulmonary resuscitation as provided in G.S. 115C-81.25(c)(10).
2. A passing grade in the semester course on the Founding Principles of the United States of America and the State of North Carolina described in G.S. 115C-81.45(d)(1).

b. The following restrictions apply to the Board regarding Algebra I and high school graduation projects:
1. The Board shall not adopt or enforce any rule that requires Algebra I as a graduation standard or as a requirement for a high school diploma for any student whose individualized education program (i) identifies the student as learning disabled in the area of mathematics and (ii) states that this learning disability will prevent the student from mastering Algebra I.
2. The Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school; local boards of education may, however, require their students to complete a high school graduation project."

SECTION 11. G.S. 115C-12(9)c. is repealed.

SECTION 12. G.S. 115C-47(12) is repealed.

SECTION 13. G.S. 115C-105.32 reads as rewritten:

"**§ 115C-105.32. Parent involvement programs and conflict resolution programs as part of school improvement plans.**

A school is encouraged to include a comprehensive parent involvement program as part of its school improvement plan under G.S. 115C-105.27. The State Board of Education shall develop a list of recommended strategies that it determines to be effective, which building level committees may use to establish parent involvement programs designed to meet the specific needs of their schools. The Board shall make the list available to local school administrative units and school buildings by the beginning of the 1994-95 school year.

A school is encouraged to review its need for a comprehensive conflict resolution program as part of the development of its school improvement plan under G.S. 115C-105.27. If a school determines that this program is needed, it may select from the list developed by the State Board of Education under ~~G.S. 115C-81(a4)~~G.S. 115C-81.15 or may develop its own materials and curricula to be approved by the local board of education."

SECTION 14. G.S. 115C-174.11(a) reads as rewritten:

"(a) Assessment Instruments for Kindergarten, First, Second, and Third Grades. – The State Board of Education shall develop, adopt, and provide to the local school administrative units developmentally appropriate individualized assessment instruments ~~consistent with the Basic Education Program~~ aligned with the standard course of study and Part 1A of Article 8 of this Chapter for the kindergarten, first, second, and third grades. Local school administrative units shall use these assessment instruments provided to them by the State Board for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs. Local school administrative units shall not use standardized tests for summative assessment of kindergarten, first, and second grade students except as required as a condition of receiving federal grants."

SECTION 15. G.S. 115C-174.11(c)(4) reads as rewritten:

"(4) To the extent funds are made available, the State Board of Education shall plan for and require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and

scored at or above a level set by the State Board. The State Board of Education shall require the administration of an alternate to the ACT or an alternate to the PLAN precursor test to the ACT to a student who (i) exhibits severe and pervasive delays in all areas of conceptual, linguistic, and academic development and in adaptive behaviors, including communication, daily living skills, and self-care, (ii) is following the extended content standards of the Standard Course of Study as provided in ~~G.S. 115C-81,~~G.S. 115C-81.5, or is following a course of study that, upon completing high school, may not lead to admission into a college-level course of study resulting in a college degree, and (iii) has a written parental request for an alternate assessment.

The State Board of Education shall ensure that parents of students enrolled in all public schools, including charter and regional schools, have the necessary information to make informed decisions regarding participation in the ACT and the PLAN precursor test to the ACT.

Alternate assessment and ACT assessment results of students with disabilities shall be included in school accountability reports, including charter and regional schools, provided by the State Board of Education."

SECTION 16. G.S. 120-70.81(a)(2) is repealed.

SECTION 17. This act is effective when it becomes law.

Linda Stevenson (Rep. Jeffrey Elmore)

From:	Danielle Brinton (Rep. Debra Conrad)
Sent:	Wednesday, March 15, 2017 3:29 PM
To:	Rep. Pat Hurley; Rep. Jeffrey Elmore; Rep. Kyle Hall; Rep. Larry Bell; Rep. Elmer Floyd; Rep. Debra Conrad; Rep. Marvin Lucas; Rep. Grier Martin; Rep. Phil Shepard; Rep. John Szoka
Cc:	Deborah Holder (Rep. Pat Hurley); Linda Stevenson (Rep. Jeffrey Elmore); Cameron Dawson (Rep. Kyle Hall); Carolyn Edwards (Rep. Larry Bell); Dorothy McLean (Rep. Elmer Floyd); Danielle Brinton (Rep. Debra Conrad); Thelma Utley (Rep. Marvin Lucas); Sylvia Hammons (Rep. Grier Martin); Pamela Pate (Rep. Phil Shepard); Beverly Slagle (Rep. John Szoka)
Subject:	<NCGA> House Education - K-12 Committee Meeting Notice for Tuesday, March 21, 2017 at 10:00 AM
Attachments:	Add Meeting to Calendar_LINC_.ics

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, March 21, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 90	Eliminate NC Final Exam.	Representative Elmore Representative K. Hall Representative Hurley
HB 155	Modify Educator Licensure Requirements.	Representative K. Hall Representative Conrad Representative L. Bell Representative Floyd
HB 302	DoDEA/Clinical Educators for Student Teaching.	Representative Szoka Representative Lucas Representative G. Martin Representative Shepard

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:22 PM on Wednesday, March 15, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Danielle Brinton (Committee Assistant)

House Committee on Education - K-12
Tuesday, March 21, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Debra Conrad, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 90	Eliminate NC Final Exam.	Representative Elmore Representative K. Hall Representative Hurley
HB 155	Modify Educator Licensure Requirements.	Representative K. Hall Representative Conrad Representative L. Bell Representative Floyd
HB 302	DoDEA/Clinical Educators for Student Teaching.	Representative Szoka Representative Lucas Representative G. Martin Representative Shepard

Adjournment

House Committee on Education - K-12
Tuesday, March 21, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education - K-12 met at 10:00 AM on March 21, 2017 in Room 643 of the Legislative Office Building. Representatives Conrad, Elmore, Horn, and Johnson – Co-Chairs; Representatives Brockman and Richardson – Vice-Chairs; and Representatives Ager, Blackwell, Bradford, Corbin, Dixon, Gill, Grange, D. Hall, K. Hall, Hardister, Henson, Hunter, Hurley, Iler, Jones, Lambeth, Meyer, R. Moore, Pittman, Quick, Riddell, Rogers, Saine, Shepard, Stone, and R. Turner were in attendance.

Representative Debra Conrad, Co-Chair, called the meeting to order and introduced the Pages and Sergeant At Arms who would be assisting the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-4).

The following bills were considered:

HB 90 Eliminate NC Final Exam. (Representatives Elmore, K. Hall, Hurley), (Attachment 5).

Rep. Conrad stated that the PSC H90-CSTC-1 [v.3] for House Bill 90, "Eliminate NC Final Exam" was before the Committee for continued discussion and recognized Rep. Elmore to explain the bill. House Bill 90 would eliminate the NC Final Exam and the analysis of student work process as the measures used to evaluate teacher performance as part of the evaluations instrument and instead would use school-wide growth values for teachers who teach less than sixty percent of their time in End-Of-Grade or End-Of-Course subjects.

Following this explanation, Rep. Conrad recognized members for questions or comments. After discussion, Rep. Dixon was recognized for a motion for HB 90 to receive a favorable report to the proposed committee substitute and an unfavorable report to the original bill. Rep. Conrad called for a vote and the motion carried.

HB 155 Modify Educator Licensure Requirements. (Representatives K. Hall, Conrad, L. Bell, Floyd), (Attachment 6).

Rep. Conrad stated that House Bill 155, "Modify Educator Licensure Requirements," was before the Committee for discussion and without objection, PCS H90-CSTC-1 [v.1] be heard by the Committee, (Attachment 7). There being no objections, the PCS for House Bill 155 was properly before the Committee for consideration. Rep. Conrad recognized Rep. Hall to explain the bill. The PCS for HB 155 would expand activities for continuing licensure of retired teachers, exempt members of the General Assembly from continuing education requirements for teachers, and allow schools to hire retired educators to serve as interim principals. It would also remove retired teachers from the list of those who would be exempted from school administrator licensure requirements when serving as an interim principal.

Following the explanation, Rep. Conrad recognized members for questions or comments. After discussion, Rep. Jones was recognized for a motion for HB 155 to receive a favorable report to the proposed committee substitute and an unfavorable report to the original bill. Rep. Conrad called for a vote and the motion carried.

HB 302 DoDEA/Clinical Educators for Student Teaching. (Representatives Szoka, Lucas, G. Martin, Shepard), (Attachment 8).

Rep. Conrad stated that HB 302, "DoDEA/Clinical Educators for Student Teaching," was before the Committee for discussion and recognized Rep. Szoka to explain the bill. HB 302 would allow educators employed at Department of Defense schools to serve as clinical educators who supervise students participating in residences or internships.

Following the explanation, Rep. Conrad recognized Rep. Saine to bring forth and explain an amendment, H302-ABE-20 [v.4] (Attachment 9). The amendment moves to amend the bill on page 1, lines 19-20. Rep. Saine was recognized for a motion for a vote for an amendment. Rep. Conrad called for a vote and the amendment passed unanimously.

Rep. Conrad recognized Rep. Saine to bring forth and explain another amendment, H302-ABE-21 [v.1] (Attachment 10). The amendment moves to amend the bill on page 1, lines 4-5. Rep. Saine was recognized for a motion for a vote for an amendment. Rep. Conrad called for a vote and the amendment passed unanimously.

Rep. Conrad called the discussion back on the bill. There being none, Rep. Dixon was recognized for a motion for HB 302 to receive a favorable report to the amended bill rolled into a proposed committee substitute and an unfavorable report to the original bill. Rep. Conrad called for a vote and the motion carried.

The meeting adjourned at 10:16.

Rep. Debra Conrad

Representative Debra Conrad, Chair
Presiding

Danielle Brinton

Danielle Brinton, Committee Clerk

Attachments:

1.) Agenda
2.) Attendance
3.) Committee Sergeant at Arms and Pages
4.) Visitor Registration
5.) PCS for HB 90 and Summary
6.) HB 155

7.) PCS for HB 155 and Summary
8.) HB 302 and Summary
9.) Amendment H6-ABE-1 [v.4]
10.)Amendment H6-ABE-2 [v.3]

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB **90** Eliminate NC Final Exam.

Draft Number:	H90-PCS40256-TC-1
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Elmore

HB **155** Modify Educator Licensure Requirements.

Draft Number:	H155-PCS10140-BE-5
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	K. Hall

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **302** DoDEA/Clinical Educators for Student Teaching.

Draft Number:	H302-PCS30182-BE-8
Serial Referral:	**HOMELAND SECURITY, MILITARY, AND VETERANS AFFAIRS**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Szoka

TOTAL REPORTED: 3

CMR88-V-1

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	02/07	02/14	02/21	02/28	03/14	03/21									
Rep. Debra Conrad, Chair	✓	✓		✓	✓	✓									
Rep. Jeffrey Elmore, Chair	✓	✓	✓	✓	✓	✓									
Rep. Craig Horn, Chair	✓	✓	✓	✓	✓	✓									
Rep. Linda Johnson, Chair	✓	✓	✓	✓	✓	✓									
Rep. Cecil Brockman, Vice Chair	✓	✓	✓	✓	✓	✓									
Rep. Bobbie Richardson, Vice Chair	✓	✓	✓	✓	✓	✓									
Rep. John Ager	✓	✓	✓	✓	✓	✓									
Rep. Hugh Blackwell		✓	✓	✓	✓	✓									
Rep. John Bradford	✓	✓	✓		✓	✓									
Rep. Kevin Corbin	✓	✓	✓	✓	✓	✓									
Rep. Jimmy Dixon	✓	✓	✓	✓	✓	✓									
Rep. Jean Farmer-Butterfield	✓	✓	✓	✓	✓										
Rep. Rosa Gill	✓	✓	✓	✓	✓	✓									
Rep. Charles Graham			✓	✓	✓										
Rep. Holly Grange	✓	✓	✓	✓	✓	✓									
Rep. Destin Hall	✓	✓	✓	✓	✓	✓									
Rep. Kyle Hall	✓	✓	✓	✓	✓	✓									
Rep. Jon Hardister	✓	✓	✓	✓	✓	✓									
Rep. Cody Henson	✓	✓	✓	✓	✓	✓									
Rep. Howard Hunter	✓	✓	✓	✓	✓	✓									
Rep. Pat Hurley	✓	✓	✓	✓	✓	✓									
Rep. Frank Iler	✓		✓	✓	✓	✓									
Rep. Bert Jones		✓		✓	✓	✓									
Rep. Donny Lambeth	✓	✓	✓	✓	✓	✓									

DATES	02/07	02/14	02/21	02/28	03/14	03/21									
Rep. Graig Meyer	✓	✓	✓	✓		✓									
Rep Rodney Moore	✓	✓	✓	✓	✓	✓									
Rep. Larry Pittman	✓	✓	✓	✓	✓	✓									
Rep. Amos Quick	✓	✓	✓	✓		✓									
Rep. Dennis Riddell	✓	✓	✓	✓	✓	✓									
Rep. David Rogers			✓	✓	✓	✓									
Rep. Jason Saine						✓									
Rep. Phil Shepard		✓	✓	✓	✓	✓									
Rep. Scott Stone	✓	✓		✓	✓	✓									
Rep. Rena Turner	✓	✓	✓	✓	✓	✓									
Rep. Donna McDowell White	✓	✓	✓	✓	✓										

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Ed. K-12

DATE: 03/21/17 Room: 643

House Sgt-At Arms:

1. Name: Young Bae
2. Name: Jim Moran
3. Name: Will Crocker
4. Name: _____
5. Name: _____

Senate Sgt-At Arms:

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____

Pages:

Autumn Brisson
Sponsor: Rep. William Brisson

Kailey Gause
Sponsor: Rep. William Brisson

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 03/21/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Reyna Walters Morgan	Crowder Consulting
Brian Neldner	NCSBA
Richard Boster	NCSBA
Jake Sype	NCFPC
[illegible]	NCSBA
Flint Benson	SEANC
Robb Jansen	NCSBE
Wayne Taggart	NC PPI
Teri Riddle	NCEL
Lauren [illegible]	[illegible] Strategies
Matthew Herr	DRNC

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 03/21/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Pridemore	NCASA
Kory Kirr	Rep Szoka
Meaghan Lewis	NC chamber
Joe Maynard	GFM & ASSOC
Dustin Harrison	NCDTSEA
Rhaegan Jackson	Focus Carolina
Brock Womble	NCAE
	Ed Consultant
Chris Emanuel	Emanuel Group
Bryan N. Holloway	Holloway Group Inc.

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 03/21/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Allison Mahaley	Citizen
Jennifer Mahan	ASNC
Caitlin Saunders	Rep Meyer

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 03/21/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Catherine Truitt	UNC-GA
Lee Temple	
Penny Hufe	SOG
LAURA PULLYEAR	MWC
Amanda Fagan	JDA
Karsin Willard	Intern NCGA
Andy Sechrest	Rep. Stevens guest
Katelyn Jayne	Rep. Stevens guest

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 90
PROPOSED COMMITTEE SUBSTITUTE H90-CSTC-1 [v.3]
03/13/2017 06:15:32 PM

Short Title: Eliminate NC Final Exam. (Public)

Sponsors:

Referred to:

February 15, 2017

A BILL TO BE ENTITLED

AN ACT TO ELIMINATE THE NC FINAL EXAM AND THE ANALYSIS OF STUDENT WORK PROCESS AS THE MEASURES USED TO EVALUATE TEACHER PERFORMANCE AS PART OF THE EVALUATION INSTRUMENT, AND TO MAKE CONFORMING CHANGES.

The General Assembly of North Carolina enacts:

SECTION 1. The State Board of Education shall eliminate the use of the NC Final Exam and the analysis of student work process and shall prohibit use of local final examinations or an analysis of student work process to assess teacher performance and professional growth as part of the North Carolina Teacher Evaluation System.

SECTION 2. The consolidated State plan to be submitted by the State Board of Education and the Department of Public Instruction to the U.S. Department of Education as required by the Elementary and Secondary Education Act of 1965, 20 U.S.C. § 6301, et seq., as amended by the Every Student Succeeds Act, P.L. 114-95, shall reflect the requirements of Section 1 of this act.

SECTION 3. G.S. 115C-296(e) reads as rewritten:

"(e) The State Board of Education shall develop a mentor program to provide ongoing support for teachers entering the profession. In developing the mentor program, the State Board shall conduct a comprehensive study of the needs of new teachers and how those needs can be met through an orientation and mentor support program. For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute guidelines which address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations. These guidelines shall provide that initially licensed teachers not be assigned extracurricular activities unless they request the assignments in writing and that other noninstructional duties of these teachers be minimized. The State Board shall develop and coordinate a mentor teacher training program. The State Board shall develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program, including requiring that mentor teachers have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation ~~System and have met expectations for student growth.~~System."

SECTION 4. G.S. 115C-296.11(b)(3)

"(3) Educator preparation programs shall ensure clinical educators who supervise students in residencies or internships meet the following requirements:

a. Be professionally licensed in the field of licensure sought by the student.

b. Have a minimum of three years of experience in a teaching role.

c. Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation ~~System and have met expectations as part of student growth~~System in the field of licensure sought by the student."

SECTION 5. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 90:
Eliminate NC Final Exam.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 14, 2017
Introduced by:	Reps. Elmore, K. Hall, Hurley	**Prepared by:**	Kara McCraw
Analysis of:	PCS to First Edition H90-CSTC-1		Staff Attorney

OVERVIEW: HB 90 would eliminate use of the NC Final Exam and analysis of student work to assess teacher performance and professional growth as part of the North Carolina Teacher Evaluation System.

The PCS for HB 90 would:

- ***Add a prohibition on use of local final examinations or analysis of student work in assessing student performance and professional growth as part of the North Carolina Teacher Evaluation System.***
- ***Eliminate a requirement as to how to calculate the student growth values for teachers who do not teach courses with End-of-Grade assessments and End-of-Course assessments.***
- ***Make conforming changes in statute to remove criteria for teachers tied to student growth.***

CURRENT LAW: Current State Board of Education Policy EVAL-006 requires, as part of the teacher evaluation process, that teacher effectiveness be determined using the following measures of student learning to provide the student data used to calculate the student growth value/rating: End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, NC Final Exams, K-3 Checkpoints, and Analysis of Student Work. Using that data, a teacher is rated as effective upon receiving a rating of at least "proficient" on each of the Teacher Evaluation Standards 1 – 5 and a rating of at least "meets expected growth" on the Student Growth measure. A teacher rated as in need of improvement upon receiving a rating of at least "proficient" on each of the Teacher Evaluation Standards 1 – 5. Under this policy, a three-year rolling average of student growth values generates the student growth rating. When a district is determining Student Growth with statewide assessments, only student growth values based on the individual students taught by a teacher are used to determine the three-year rolling average for that teacher.

BILL ANALYSIS: The PCS for HB 90 would make the following changes:

- Require the State Board of Education to eliminate the use of the NC Final Exam and analysis of student work process at the State or local levels to assess teacher performance and professional growth as part of the North Carolina Teacher Evaluation System. This requirement must be reflected in the consolidated State plan submitted to the United States Department of Education, as required by the Elementary and Secondary Education Act.
- Eliminate the requirements related to student growth expectations in qualifying teachers to serve as mentors and clinical educators.

EFFECTIVE DATE: HB 90 would become effective when is becomes law and apply beginning with the 2017-2018 school year.

aren Cochrane-Brown
Director

H90-SMTC-9 CSTC-1 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

HOUSE BILL 155

Short Title:	Modify Educator Licensure Requirements.	(Public)
Sponsors:	Representatives K. Hall, Conrad, L. Bell, and Floyd (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO EXPAND ACTIVITIES QUALIFYING FOR CONTINUING LICENSURE OF RETIRED TEACHERS, EXEMPT MEMBERS OF THE GENERAL ASSEMBLY FOR CONTINUING EDUCATION REQUIREMENTS FOR TEACHERS, AND ALLOW SCHOOL BOARDS TO HIRE RETIRED EDUCATORS TO SERVE AS INTERIM PRINCIPALS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296(b)(1) reads as rewritten:

"(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 licensure based on teaching experience as follows:

1. Continuing licensure of a teacher as defined in G.S. 115C-325(6) who has met all of the following requirements: ~~(i)~~

I. The teacher has 30 or more years of teaching experience in North Carolina upon the date of the teacher's retirement.~~retirement of the teacher and (ii)~~

II. The teacher has been employed by a local school administrative unit after retirement as any of the following:

A. ~~served as a~~ A substitute ~~teacher at least once every three years since retirement.~~teacher.

B. A part-time position providing any of the following services: classroom instruction, tutoring, mentoring teachers, modeling demonstration lessons for teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

2. 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. Standards for continuing licensure shall include the following:

1. For all teachers, at least eight continuing education credits with at least three credits required in a teacher's academic subject area.
2. For elementary and middle school teachers, at least three continuing education credits related to literacy. Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers.
3. For retired teachers ~~serving as substitutes~~ seeking a continuing license who qualify under sub-subdivision a. of this subdivision, at least 640 hours of documented ~~substitute teaching~~employment in a local school administrative unit each renewal cycle and eight hours of annual professional development approved by a local school administrative unit.

...."

SECTION 2. G.S. 115C-296(b)(1) is amended by adding a new sub-subdivision to read:

"e. A member of the General Assembly is exempt from the continuing education credit requirements for teachers during any five-year licensure renewal cycle in which the member serves a term or some portion thereof in the General Assembly as long as the member notifies the Department of Public Instruction of the exemption during that five-year licensure renewal cycle."

SECTION 3. G.S. 115C-284 is amended by adding a new subsection to read:

"(b2) Notwithstanding the requirements for licensure as a professional educator, a local board of education may select a retired principal, retired assistant principal, or retired teacher to serve as an interim principal for the remainder of any school year regardless of the school administrator certification status of the retired principal, retired assistant principal, or retired teacher."

SECTION 4. This act is effective when it becomes law. Section 1 of this act applies to applications for continuing licensure on or after that date. Section 3 of this act applies beginning with the 2017-2018 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 155
PROPOSED COMMITTEE SUBSTITUTE H155-CSBE-5 [v.2]
03/10/2017 03:03:01 PM

Short Title: Modify Educator Licensure Requirements. (Public)

Sponsors:

Referred to:

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO EXPAND ACTIVITIES QUALIFYING FOR CONTINUING LICENSURE OF RETIRED TEACHERS, EXEMPT MEMBERS OF THE GENERAL ASSEMBLY FROM CONTINUING EDUCATION REQUIREMENTS FOR TEACHERS, AND ALLOW SCHOOL BOARDS TO HIRE RETIRED PRINCIPALS AND ASSISTANT PRINCIPALS TO SERVE AS INTERIM PRINCIPALS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296(b)(1) reads as rewritten:

"(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 licensure based on teaching experience as follows:

1. ~~Continuing~~ Retirement licensure of a teacher as defined in ~~G.S. 115C-325(6)~~G.S. 115C-325.1(6) who has met all of the following requirements: ~~(i)~~

I. The teacher has 30 or more years of teaching experience in North Carolina upon the date of the teacher's retirement.~~retirement of the teacher and (ii)~~

II. The teacher has been employed by a local school administrative unit after retirement as any of the following:

A. ~~served as a~~ A substitute ~~teacher at least once every three years since retirement.~~teacher.

B. A part-time position providing any of the following services: classroom instruction, tutoring, mentoring teachers, modeling demonstration lessons for teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

2. 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. Standards for continuing licensure shall include the following:

1. For all teachers, at least eight continuing education credits with at least three credits required in a teacher's academic subject area.
2. For elementary and middle school teachers, at least three continuing education credits related to literacy. Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers.
3. For ~~retired~~ teachers ~~serving as substitutes~~ seeking a ~~continuing~~retirement license who qualify under sub-subdivision a. of this subdivision, at least 640 hours of documented ~~substitute teaching~~employment in a local school administrative unit each renewal cycle and eight hours of annual professional development approved by a local school administrative unit.

...."

SECTION 2. G.S. 115C-296(b)(1) is amended by adding a new sub-subdivision to read:

"e. A member of the General Assembly is exempt from the continuing education credit requirements for teachers during any five-year licensure renewal cycle in which the member serves a term or some portion thereof in the General Assembly as long as the member notifies the Department of Public Instruction of the exemption during that five-year licensure renewal cycle."

SECTION 3. G.S. 115C-284(e) reads as rewritten:

"(e) It shall be unlawful for any board of education to employ or keep in service any principal or supervisor who neither holds nor is qualified to hold a ~~certificate~~license in compliance with the provision of the law or in accordance with the regulations of the State Board of Education. However, a local board of education may select a retired principal or retired assistant principal to serve as an interim principal for the remainder of any school year regardless of licensure status."

SECTION 4. Section 1 of this act applies to applications for retirement licensure on or after that date. Section 3 of this act applies beginning with the 2017-2018 school year. The remainder of this act is effective when it becomes law.

HOUSE BILL 155:
Modify Educator Licensure Requirements.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 14, 2017
Introduced by:	Reps. K. Hall, Conrad, L. Bell, Floyd	**Prepared by:**	Brian Gwyn
Analysis of:	PCS to First Edition H155-CSBE-5		Committee Co-Counsel

OVERVIEW: ***House Bill 155 would expand activities qualifying for continuing licensure of retired teachers, exempt members of the General Assembly from continuing education requirements for teachers, and allow school boards to hire retired educators to serve as interim principals. The PCS would remove retired teachers from the list of those who would be exempted from school administrator licensure requirements when serving as an interim principal.***

SECTION 1

CURRENT LAW: Under G.S. 115C-296(b)(1)a.1., the State Board of Education must provide for the continuing licensure of a teacher who has 30 or more years of teaching experience in North Carolina upon the date of retirement and has served as a substitute teacher at least once every three years since retirement.

BILL ANALYSIS: In addition to substitute teaching, the PCS for House Bill 155 would allow a retired teacher with 30-years of experience to also qualify for continuing licensure if he or she engages in a part-time position providing any of the following services: classroom instruction, tutoring, mentoring teachers, modeling, demonstration lessons for teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

SECTION 2

CURRENT LAW: For teachers to renew their licenses, they must complete at least eight continuing education credits with at least three credits required in a teacher's academic subject area.

BILL ANALYSIS: The PCS for House Bill 155 would exempt teachers who serve in the General Assembly from the continuing education requirement during any five-year licensure renewal cycle in which the teacher serves as a member of the General Assembly.

SECTION 3

CURRENT LAW: The State Board of Education is given the discretion to establish continuing education requirements for principals, G.S. 115C-284(c), but those requirements must at least include high-quality, integrated digital teaching and learning, G.S. 115C-284(c3). Under G.S. 115C-284(e), a local board of education is prohibited from employing a principal who does not hold a current license.

BILL ANALYSIS: Notwithstanding the requirements outlined above, House Bill 155 would allow a retired principal or assistant principal to serve as interim principal for the remainder of the school year, regardless of current licensure status.

EFFECTIVE DATE: The act would be effective when it becomes law. Section 1 of this act applies to applications for continuing licensure on or after that date. Section 3 of this act applies beginning with the 2017-2018 school year.

Karen Cochrane-Brown
Director

H155-SMBE-15 CSBE-5 -V-2

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

HOUSE BILL 302

Short Title:	DoDEA/Clinical Educators for Student Teaching.	(Public)
Sponsors:	Representatives Szoka, Lucas, G. Martin, and Shepard (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Homeland Security, Military, and Veterans Affairs	

March 13, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FOR CLINICAL EDUCATORS TO INCLUDE EDUCATORS EMPLOYED AT DEPARTMENT OF DEFENSE SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296.11(b)(3) reads as rewritten:

"(3) Educator preparation programs shall ensure clinical educators who supervise students in residencies or internships meet the following requirements:

a. Be professionally licensed in the field of licensure sought by the student.

b. Have a minimum of three years of experience in a teaching role.

c. Meets one of the following:

1. Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student.

2. For clinical educators employed at Department of Defense Elementary and Secondary Schools located in North Carolina and established pursuant to 10 U.S.C. § 2164, have been rated as "fully successful" in all areas of the Department of Defense Education Activity (DoDEA) teacher evaluation instrument. The clinical educator shall have met expectations as part of student growth in the field of licensure sought by the student if such student growth measure exists."

SECTION 2. This act is effective when it becomes law and applies beginning with the 2017 fall academic semester.

HOUSE BILL 302: DoDEA/Clinical Educators for Student Teaching.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Homeland Security, Military, and Veterans Affairs	**Date:**	March 21, 2017
Introduced by:	Reps. Szoka, Lucas, G. Martin, Shepard	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 302 would allow educators employed at Department of Defense schools to serve as clinical educators who supervise students participating in residencies or internships.

CURRENT LAW: Under G.S. 115C-296.11(a), a clinical educator is "[a]n individual employed by an elementary or secondary school, including a classroom teacher, who assesses, supports, and develops a student's knowledge, skills, and professional disposition during the clinical experience." Clinical educators must be "rated, through formal evaluations, as least at the 'accomplished' level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student." G.S. 115C-296.11(b)(3)c. Since Department of Defense teachers are evaluated using a federal instrument, they could not qualify as clinical educators under the current statute.

BILL ANALYSIS: House Bill 302 allows Department of Defense teachers to serve as clinical educators if they are rated as "fully successful" in all areas of the Department of Defense Education Activity (DoDEA) teacher evaluation instrument. If a growth measure for the teacher exists, the teacher must have met growth in the field of licensure sought by the student.

EFFECTIVE DATE: This act would be effective when it becomes law and would apply beginning with the 2017 fall academic semester.

Karen Cochrane-Brown
Director

H302-SMBE-18 E1 -V-2

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 302

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H302-ABE-20 [v.4]

Amends Title [NO]
First Edition

Date _____,2017

Representative _____

moves to amend the bill on page 1, lines 19 – 20 by rewriting the lines to read:

"meeting or exceeding performance standards on all aspects of the Department of Defense Education Activity (DoDEA) teacher evaluation instrument. The".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 302

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H302-ABE-20 [v.4]

Amends Title [NO]
First Edition

Date _____,2017

Representative _____

moves to amend the bill on page 1, lines 19 – 20 by rewriting the lines to read:

"meeting or exceeding performance standards on all aspects of the Department of Defense Education Activity (DoDEA) teacher evaluation instrument. The".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 302

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H302-ABE-21 [v.1]

Amends Title [NO]
First Edition

Date _____, 2017

Representative _____

moves to amend the bill on page 1, lines 4 – 5, by inserting between those lines a new section to read:

"**SECTION 1.** G.S. 115C-296.11(a) reads as rewritten:

"(a) As used in this section, the following definitions shall apply:

(1) Clinical educator. – An individual employed by an elementary or secondary school, including a classroom teacher, who assesses, supports, and develops a student's knowledge, skills, and professional disposition during the clinical experience.

(2) Internship. – Part of a formal program to provide practical experience and training for beginners in the education profession.

(2a) Local school administrative unit. – As used in this section, local school administrative unit includes Department of Defense Elementary and Secondary Schools located in North Carolina and established pursuant to 10 U.S.C. § 2164.

(3) Residency. – A specified period of time in which a person is employed by a local school administrative unit to gain practical experience and training in educator preparation."";

And by renumbering the remaining sections accordingly.

SIGNED Jason R. Saine
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 302

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H302-ABE-21 [v.1]

Amends Title [NO]
First Edition

Date _____,2017

Representative _____

moves to amend the bill on page 1, lines 4 – 5, by inserting between those lines a new section to read:

"**SECTION 1.** G.S. 115C-296.11(a) reads as rewritten:

"(a) As used in this section, the following definitions shall apply:

(1) Clinical educator. – An individual employed by an elementary or secondary school, including a classroom teacher, who assesses, supports, and develops a student's knowledge, skills, and professional disposition during the clinical experience.

(2) Internship. – Part of a formal program to provide practical experience and training for beginners in the education profession.

(2a) Local school administrative unit. – As used in this section, local school administrative unit includes Department of Defense Elementary and Secondary Schools located in North Carolina and established pursuant to 10 U.S.C. § 2164.

(3) Residency. – A specified period of time in which a person is employed by a local school administrative unit to gain practical experience and training in educator preparation."";

And by renumbering the remaining sections accordingly.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

Linda Stevenson (Rep. Jeffrey Elmore)

From:	Linda Stevenson (Rep. Jeffrey Elmore)
Sent:	Monday, March 27, 2017 7:32 PM
To:	Rep. Linda Johnson; Rep. Craig Horn; Rep. Chuck McGrady; Rep. Jonathan Jordan; Rep. Harry Warren; Rep. Jimmy Dixon; Rep. Linda Williams; Rep. Jeffrey Elmore; Rep. Dennis Riddell; Rep. Debra Conrad
Cc:	Rhonda Todd (Rep. Linda Johnson); Pattie Fleming (Rep. Craig Horn); Rita Harris (Rep. Chuck McGrady); Emma Benson (Rep. Jonathan Jordan); Cristy Yates (Rep. Harry Warren); Michael Wiggins (Rep. Jimmy Dixon); Kathy Peters (Rep. Linda Williams); Linda Stevenson (Rep. Jeffrey Elmore); Polly Riddell (Rep. Dennis Riddell); Danielle Brinton (Rep. Debra Conrad)
Subject:	<NCGA> House Education - K-12 Committee Meeting Notice for Tuesday, March 28, 2017 at 10:00 AM - CORRECTED #1
Attachments:	Add Meeting to Calendar_LINC_.ics

Corrected #1: Add HB 458

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, March 28, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Representative Elmore will be presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 375	School Cal. Flex./CC.	Representative McGrady Representative Horn Representative Johnson Representative Jordan
HB 389	School Calendar Flexibility Pilot Program.	Representative Warren Representative Horn Representative Johnson Representative McGrady
HB 450	Future Ready Student Act of 2017.	Representative Horn Representative Johnson Representative Dixon Representative Williams
HB 458	School Annual Report Card.	Representative Conrad

Representative Riddell
Representative Elmore

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 7:30 PM on Monday, March 27, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

House Committee on Education - K-12
Tuesday, March 28, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Jeffrey Elmore, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 375	School Cal. Flex./CC.	Representative McGrady Representative Horn Representative Johnson Representative Jordan
HB 389	School Calendar Flexibility Pilot Program.	Representative Warren Representative Horn Representative Johnson Representative McGrady
HB 450	Future Ready Student Act of 2017	Representative Horn Representative Johnson Representative Dixon Representative Williams
HB 458	School Annual Report Card	Representative Conrad Representative Riddell Representative Elmore

Presentations

Other Business

Adjournment

House Committee on Education K-12
Tuesday, March 28, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education K-12 met at 10:00 AM on March 28, 2017 in Room 643 of the Legislative Office Building. Representatives Elmore, Conrad, Horn and Johnson – Co-Chairs; Representatives Brockman and Richardson - Vice-Chairs; and Representatives, Rep. Ager, Rep. Corbin, Rep. Dixon, Rep. Farmer-Butterfield, Rep. Graham, Rep. Grange, Rep. D. Hall, Rep. K. Hall, Rep. Hardister, Rep. Henson, Rep. Hurley, Rep. Iler, Rep. Jones, Rep. Lambeth, Rep. Meyer, Rep. Pittman, Rep. Quick, Rep. Rogers, Rep. Saine, Rep. Shepard, Rep. Stone, Rep. Turner, were in attendance. Also in attendance were Rep. McGrady and Rep. Warren

Representative Elmore, Co-Chair, called the meeting to order at 10:13 and introduced the Pages and Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-4).

The following bills were considered:

HB 458, School Annual Reports (Primary Sponsors: Representative Conrad, Riddell and Elmore), (Attachment 5)

Rep. Elmore recognized Rep. Conrad to explain the bill. Rep. Conrad stated it was not a complicated bill, but provides more clarity. There would be two separate grades, achievement and growth, focusing on achievement. Rep. Elmore asked if there were any questions. Rep. Jones was recognized, he stated the bill was a good bill and he would give a motion when needed. There were a few questions from Rep. Meyer with concerns with ESSA compliance, how are the grades weighted? Rep Quick had concerns about the low performing schools, Rep. Graham asked if LEA's are equipped with certified teachers to work with ESL students, Rep. Lambeth thought the bill is a good bill but was concerned about charter schools and vouchers. Rep. Ager asked how the bill is different from HB 322, School performance grades. All questions and concerned were answered by research staff or the co-chairs. Rep. Elmore asked if there were any other questions. Rep. Elmore asked for a motion. Rep Jones was recognized and moved that HB 458 receive a favorable report. Rep. Elmore called for a vote and the motion carried.

HB 389, School Calendar Flexibility Pilot Program (Primary Sponsors: Representative Warren, Horn, Johnson and McGrady), (Attachment 6)

Rep Elmore recognized Rep. Warren to explain the bill. Rep. Warren explained the bill would set up a pilot program to capture hard data from all the counties in regards to calendar flexibility and

to determine the impact of school calendar flexibility for opening and closing date and the impact on student achievement. There are currently 52 bills between both chambers. One size does not fit all. The bill would allow schools to start up to August 10th. Rep. Warren had a handout he shared with the committee, a map of North Carolina with all the counties that would be authorized to participate in the pilot program (Attachment 9). Rep. Elmore opened the floor for questions. Rep. Iler was concerned about tourism. He stated the tourism groups are opposed to the bill and school calendar flexibility. Rep. Graham asked if exams would be given before the students go home for the holidays. All questions and concerns were answered. No further questions, Rep. Elmore asked for a motion. Rep. Jones was recognized and moved that HB 389 receive a favorable report. Rep. Elmore called for a vote and the motion carried. The bill is re-referred to Commerce and Job Development.

HB 375, School Calendar Flexibility/ Community College (Primary Sponsors: McGrady, Horn, Johnson and Jordan), (Attachment 7)

Rep. Elmore recognized Rep. McGrady to speak on the bill. Rep. McGrady explained that his county is affected by the tourism. His bill would require the local school boards of education to align the opening date of schools with the same date of the community college. Rep. Elmore opened the floor for questions, concerns, comments. Rep. Corbin stated he was on the school board for 5 terms and stated the issue is an educational issue and not a tourism issue. He is in agreement that students can take test before the holidays if the dates are aligned. Rep. Elmore asked if there are any other questions or comments, seeing none, Rep. Elmore asked for a motion. Rep. Hardister was recognized that HB 375 receives a favorable report. Rep. Elmore called for a vote and the motion carried.

HB 450, Future Ready Student Act of 2017 (Primary Sponsors: Rep. Horn, Johnson, Dixon, and William) (Attachment 8)

Rep. Elmore recognized Rep. Horn to explain the bill. Rep. Horn explained there are many jobs available but not enough people to fill them. He continued to state that not all students can attend college to obtain a bachelor degree. The state needs to begin exposing students to other opportunities at a younger age and a greater need to partnership with local businesses to establish work base opportunities. Rep. Elmore asked if there were any questions or comments. Rep. Meyer and Richardson had questions of which were answered. After no further questions, Rep. Elmore asked for a motion. Rep. Jones was recognized and moved that HB 450 receive a favorable report and re-refer to Education-Community Colleges.
Rep. Elmore asked for a vote and the motion carried.

There being no further business before the Committee, Representative Elmore adjourned the meeting at 10:52 AM.

Respectfully submitted:

J Elmore

Representative Jeffrey Elmore, Co-Chair

Linda M. Stevenson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant at Arms and Pages
4. Visitor Registration
5. HB 458 & Summary
6. HB 389 & Summary
7. HB 375 & Summary
8. HB 450 & Summary
9. Map of North Carolina

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

HB **375** School Cal. Flex./CC.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	McGrady

HB **458** School Annual Report Card.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Conrad

FAVORABLE AND RE-REFERRED

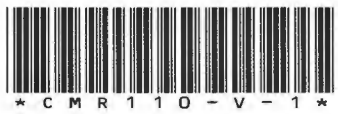
HB **389** School Calendar Flexibility Pilot Program.

Draft Number:	None
Serial Referral:	**COMMERCE AND JOB DEVELOPMENT**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Warren

HB **450** Future Ready Student Act of 2017.

Draft Number:	None
Serial Referral:	**EDUCATION - COMMUNITY COLLEGES**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Horn

TOTAL REPORTED: 4



ATTACHMENT # 1-4

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	3/29/17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell															
Rep. John Bradford															
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill															
Rep. Charles Graham	✓														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter															
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones	✓														
Rep. Donny Lambeth	✓														

DATES	3/28/17														
Rep. Graig Meyer	✓														
Rep Rodney Moore															
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell															
Rep. David Rogers	✓														
Rep. Jason Saine	✓														
Rep. Phil Shepard	✓														
Rep. Scott Stone	✓														
Rep. Rena Turner	✓														
Rep. Donna McDowell White															

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Ed. K-12

DATE: 03/~~27~~28/17 Room: 643

House Sgt-At Arms:

1. Name: Young Bae
2. Name: Jim Moran
3. Name: David Linthicum
4. Name: _____
5. Name: _____

Senate Sgt-At Arms:

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____

House Pages
Assignments
Tuesday, March 28, 2017
Session: 2:00 PM

Committee	Room	Time	Staff	Comments	Member
Education - K-12	643	10:00 AM	Megan Hammaker		Rep. Kevin Corbin
			Diamond Smith		Rep. Speaker Tim Moore
			Situna Taliau		Rep. Speaker Tim Moore
			Sydney Todd		Rep. Speaker Tim Moore
Regulatory Reform	1228/1327	10:00 AM	Kevin Molina-Guevara		Rep. Speaker Tim Moore
			Anthony Vincent		Rep. Speaker Tim Moore
Appropriations, Capital	421	11:00 AM	Darius Bellamy		Rep. Speaker Tim Moore
			Hunter Freeman		Rep. Speaker Tim Moore
Transportation	643	11:00 AM	Jon Edmonston		Rep. Grier Martin
			Naiia Pullen		Rep. Speaker Tim Moore
			Ubaldo Velasco-Lopez		Rep. Speaker Tim Moore
			Benjamin Williams		Rep. Marvin Lucas

VISITOR REGISTRATION SHEET

28

House Comm. on Ed. K-12 — 03/27/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Terry Stoops	John Locke Foundation
Kathy Hartkopf	Freedom Works
Richard Bostic	NCSBA
Pattie Hess	Rep Harris - Hse
Aaron Fleming	Harnett Co. Schools
Reyna Walters Hagan	Crowder Consulting
Adam Priddy	NCASA
[illegible]	NCPCL
[illegible]	MSC
[illegible]	NMS
Bruce Muldowney	NCSBA

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 03/28/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Matt Ellinwood	NCJL
Jake Sik	NCFPC
Amy Hood	NCDPI
Don Bu[illegible]	NCDPI
Lou Fabrizio	NCDPI
Chloe Grossage	Ofc. State Superintendent
Mary Shuping	NCCCS
Chris Emanuel	Emanuel Group
Karen Williard	Intern Rep. Gill
Margie Fonana	NCAE
Dave Simpson	CAVC

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 03/28/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Betsy Bailey	CAGC
Johanna Reese	NCACC
Sarah Sturdivant	SBE
[illegible]	ALBHS
Steve Hacker	KCS/ALBHS
Kristi Partlow	Cabarrus Co. Schools/JM Robinson HS
Chris Bailey	NCACTE / Craven County Schools
Todd Williams	NCACTE / Iredell-Statesville Schools
Carol Short	Career + Technical Ed. NCDPI
Debores P. Ali	NC Dept. of Public Instruction 301 N. Wilmington Street, Raleigh, NC 27601
Troy Michael	DPI

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 03/28/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
SARAH JACOBSON	AM. Heart Assoc.
Morgan Gramann	NCAIT
Susan Gantt	Alexander County Schools
Arlesa Chapman	Transylvania Co. Schools 384 Wolf Den Rd Lake Toxaway NC
Leah Sutton	The Hunt Institute
BRIAN LEWIS	NEW FRAME

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 03/~~27~~28/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Michael Leighs	NCPC, 1100 Wake Forest Rd, Raleigh 27604
Tracy Abbott	Croatan High School #1 Cougar Lane, Newport 28570
Jeff Smead	Havelock High School 101 Webb BLVD, Havelock, NC 28532
Ralph Molina	6807 Uppingham Rd Fayetteville NC 28304
S Kouba	KMA
Andy Chase	KMA

VISITOR REGISTRATION SHEET

28

House Comm. on Ed. K-12 — 03/27/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Susan Harrison	TCDTSEA
Joel Maynard	GPM ~~Assoc~~
Rachel Bush	PBLaw
Kelly Parkinson	Parkinson Law
Susan Vishneski	Local physician
Kara Weishaar	SA
Catherine Truitt	UNC GA
Jason Joyner	NEW FRAME
Wendy Kelly	Focus Carolina
Rhaegen Jackson	Focus Carolina
Emma Shelby	Policy Group

VISITOR REGISTRATION SHEET

28

House Comm. on Ed. K-12 — 03/27/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Edna Chirico	REAL School Gardens 7045628847 1201 Greenwood Cliff Charlotte echirico@realschoolgardens.org
Elaine Webb	Franklin County Schools 53 W River Rd Louisburg NC 27549
Kim Howell	Franklin County Schools 53 West River Rd., Louisburg, NC 27549
Allison Dees	Carteret County Schools 107 Safrit Dr. Beaufort NC 28516
Karen Davis	Carteret County Schools 107 Safrit Dr. Beaufort NC 28516
Nathen Morgan	Carteret County Schools 107 Safrit Dr. Beaufort NC 28516
Spencer Taylor	Carteret County Schools 107 Safrit Dr Beaufort NC 28516
Brooke Barnhill	Carteret County Schools 107 Safrit Drive Beaufort NC 28516
Morgan Ballou	Carteret County Schools 107 Safrit Drive Beaufort, NC 28516
Ezrie Pool	Carteret County Schools 107 Safrit Drive Beaufort, NC 28516
Matthew Hurr	Disability Rights NC 3724 National Dr., Raleigh NC 27612 Ste 100

VISITOR REGISTRATION SHEET

28

House Comm. on Ed. K-12 — 03/27/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Phoebe Landon	MWC
Robb Jansen	NCSBE
Paul Collins	SEANC
Isabel Villa Garcia	NC REALTORS
JoAnne Honeycutt	NC DPI
Barbara Long	Elkin City Schools
Chip Lucas	Cumberland Co. Sch
Penny Hurley	20G
Cady Thomas	Focus Carolina
Cyndi Tomblin	Hospitality Alliance
Tim Morgan	REAL School Gardens

ATTACHMENT # 5

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

HOUSE BILL 375

Short Title:	School Cal. Flex./CC.	(Public)
Sponsors:	Representatives McGrady, Horn, Johnson, and Jordan (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

March 16, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE ADDITIONAL FLEXIBILITY TO LOCAL BOARDS OF EDUCATION IN ADOPTING SCHOOL OPENING DATES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-84.2(d) reads as rewritten:

"(d) Opening and Closing Dates. – Local boards of education shall determine the dates of opening and closing the public schools under subdivision (a)(1) of this section. Except for year-round schools, the opening date for students shall be no earlier than the Monday closest to August 26, and the closing date for students shall be no later than the Friday closest to June 11. On a showing of good cause, the State Board of Education may waive the requirement that the opening date for students be no earlier than the Monday closest to August 26 and may allow the local board of education to set an opening date no earlier than the Monday closest to August 19, to the extent that school calendars are able to provide sufficient days to accommodate anticipated makeup days due to school closings. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or instructional time. For purposes of this subsection, the term "good cause" means that schools in any local school administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations.

Notwithstanding the required opening date under this subsection, a local board of education may schedule its school opening date for any school in the local school administrative unit to coincide with the opening date of a community college serving the city or county in which the unit is located, in whole or in part, as long as the opening date is no earlier than August 15.

The required opening and closing dates under this subsection shall not apply to any school that a local board designated as having a modified calendar for the 2003-2004 school year or to any school that was part of a planned program in the 2003-2004 school year for a system of modified calendar schools, so long as the school operates under a modified calendar."

SECTION 2. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 375:
School Cal. Flex./CC.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 28, 2017
Introduced by:	Reps. McGrady, Horn, Johnson, Jordan	**Prepared by:**	Kara McCraw
Analysis of:	First Edition		Staff Attorney

OVERVIEW: HB 375 would allow local boards of education to align school calendars with the start of the local community college.

CURRENT LAW: G.S. 115C-84.2 provides that, with certain exceptions, the opening date for students in a school calendar must be no earlier than the Monday closest to August 26, and the closing date for students must be no later than the Friday closest to June 11.

BILL ANALYSIS: HB 375 would authorize a local board of education to instead schedule its school opening date for any school in the local school administrative unit to coincide with the opening date of a community college serving the city or county in which the unit is located, in whole or in part, as long as the opening date is not earlier than August 15.

EFFECTIVE DATE: This bill would become effective when it becomes law and would apply beginning with the 2017-2018 school year.

aren Cochrane-Brown
Director

H375-SMTC-14 E1 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

ATTACHMENT # 6

HOUSE BILL 389

Short Title:	School Calendar Flexibility Pilot Program.	(Public)
Sponsors:	Representatives Warren, Horn, Johnson, and McGrady (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Commerce and Job Development	

March 20, 2017

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE SCHOOL CALENDAR FLEXIBILITY PILOT PROGRAM.

Whereas, North Carolina is a State blessed with great diversity of climate, culture, geography, and environmental offerings from mountains to beaches; and

Whereas, North Carolina communities are individually blessed with demographics unique to their localities that may support or supplement their local economies; and

Whereas, some communities are economically dependent on seasonal business offerings or tourism, and some communities are not affected as much, or at all; and

Whereas, the State-mandated, late-August start date puts high school calendars out of alignment with community colleges and four-year universities, which typically begin the first semester in early August and the second semester weeks before high school students complete the fall semester; and

Whereas, superintendents have reported that the calendar misalignment creates barriers for high school students who want to take community college courses and creates challenges for high school students who graduate early; and

Whereas, practices and tryouts for interscholastic sports can start as early as August 1 and many student athletes are required to be available, while some sports such as football have already played games before the school year has started, negatively impacting ticket and booster club revenues; and

Whereas, the State invests more than fifty-six percent (56%) of its annual budget revenue on education, research must be done to determine the impact of local school calendar flexibility on student achievement, graduation rates, school grade improvement, and all other education evaluation metrics to weigh against any potential local economic impacts; and

Whereas, such research would provide irrefutable evidence of individual communities that would not be economically harmed by school calendar flexibility and those communities where educational advantages outweigh negative economic impacts; and

Whereas, such research would identify those communities that would be negatively affected by calendar flexibility; and

Whereas, the State's generous annual investment in education requires the best absolute return on investment to provide for an educated and globally competitive citizenry; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. Purpose. – The State Board of Education (State Board) shall establish a School Calendar Flexibility Pilot Program (Program). The purpose of the Program is to determine the impact of school calendar flexibility for opening and closing dates on student achievement and

summer internships and to identify and quantify the communities that can support local school calendar control and those that cannot.

SECTION 2. Participation. – All local school administrative units in the following counties, which collectively represent the geographic, economic, and social diversity of the State, are authorized to participate in the Program: Anson County, Bladen County, Cabarrus County, Caldwell County, Cherokee County, Cleveland County, Davidson County, Duplin County, Graham County, Greene County, Guilford County, Martin County, McDowell County, Mitchell County, Northampton County, Robeson County, Rowan County, Warren County, Washington County, and Wilson County.

Any local board of education of a local school administrative unit authorized to participate in the Program may elect not to participate. For each local school administrative unit that elects not to participate in the Program, the State Board may authorize one replacement local school administrative unit to participate in the program. Together, the local school administrative units participating in the Program shall represent the geographic, economic, and social diversity of the State.

SECTION 3. Implementation. – Each local school administrative unit participating in the Program shall do so for three school years, beginning in either the 2018-2019 school year or the 2019-2020 school year. The State Board shall provide the Department of Commerce with a list of the participating local school administrative units no later than February 1, 2018.

Notwithstanding G.S. 115C-84.2(d), local boards of education of participating local school administrative units shall determine, for the duration of the Program, the dates of opening and closing the public schools under subdivision (a)(1) of G.S. 115C-84.2. Except for year-round schools, the opening date for students shall be no earlier than the Monday closest to August 10 and the closing date for students shall be no later than the Friday closest to June 11. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or instructional time.

The required opening and closing dates under this section shall not apply to any school that a local board designated as having a modified calendar for the 2003-2004 school year or to any school that was part of a planned program in the 2003-2004 school year for a system of modified calendar schools, so long as the school operates under a modified calendar.

SECTION 4. Data Collection by Department of Public Instruction. – For the duration of the Program, the Department of Public Instruction shall contact each participating local school administrative unit annually to determine (i) the actual dates for opening and closing the public schools, (ii) the impact of the Program on student achievement and summer internships, and (iii) any other information the Department deems necessary for purposes of the study. The Department of Public Instruction shall provide the Department of Commerce with the actual dates for opening and closing the public schools in each participating local school administrative unit.

SECTION 5. Department of Commerce Evaluation. – The Department of Commerce shall study the effect of the Program on the tourist industry.

SECTION 6. Reports. – By November 15 of each year following the operation of the Program, the State Board and the Department of Commerce shall separately report to the School of Government at the University of North Carolina at Chapel Hill on the effects of the Program. The State Board shall report on (i) implementation and administration of the Program; (ii) any impact of the Program on student achievement; (iii) any effect of the Program on summer internships; and (iv) any recommendations on the modification, continuation, and potential expansion of the Program statewide. The State Board shall also recommend any local school administrative units that should be assigned calendar flexibility on an ongoing basis. The Department of Commerce shall report on any economic impact of the Program on the tourism industry in the State. The School of Government shall evaluate this information and provide an aggregated report to the Joint Legislative Education Oversight Committee by December 15 of the same year.

SECTION 7. This act is effective when it becomes law.

HOUSE BILL 389:
School Calendar Flexibility Pilot Program.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Commerce and Job Development	**Date:**	March 28, 2017
Introduced by:	Reps. Warren, Horn, Johnson, McGrady	**Prepared by:**	Drupti Chauhan
Analysis of:	First Edition		Committee Counsel

OVERVIEW: House Bill 389 would establish a School Calendar Flexibility Pilot Program for the opening and closing dates for certain local school administrative units (LEAs) that would allow those LEAs to establish different opening and closing dates than those required in current law.

CURRENT LAW: Under G.S. 115C-84.2, a school calendar must include a minimum of 185 days or 1025 hours of instruction covering at least nine calendar months. Except for year-round schools, the opening date for students cannot be earlier than the Monday closest to the August 26 and the closing date for students cannot be later than the Friday closest to June 11. On a showing of "good cause" the State Board of Education (SBE) may waive the opening date requirement and allow a local board of education to set an opening date no earlier than the Monday closest to August 19. "Good cause" means that schools in any LEA in a county have been closed 8 days per year during any of the 4 of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or time The required opening and closing dates also do not apply to any school that a local board of education designated as having a modified calendar for the 2003-2004 school year or to any school that was part of a planned program in the 2003-2004 school year for a system of modified calendar schools as long as the school operates under a modified calendar.

BILL ANALYSIS: House Bill 389 would direct the SBE to establish a School Calendar Flexibility Pilot Program (Pilot Program). The purpose of the Pilot Program would be to determine the impact of school calendar flexibility for opening and closing dates on (i) student achievement and summer internships and (ii) to identify and quantify the communities that can support local school calendar control and those that cannot.

Local boards of education of participating LEAs would determine the opening and closing dates for students. The opening dates could be no earlier than the Monday closest to August 10 and the closing date could be no later than the Friday closest to June 11. A local board could revise the scheduled closing date if needed to comply with minimum requirements for instructional days or time.

Participation: The LEAs in the following counties would be authorized to participate in the Pilot Program:

Anson County, Bladen County, Cabarrus County, Caldwell County, Cherokee County, Cleveland County, Davidson County, Duplin County, Graham County, Greene County, Guilford County, Martin County, McDowell County, Mitchell County, Northampton County, Robeson County, Rowan County, Warren County, Washington County, and Wilson County

Karen Cochrane-Brown
Director

H389-SMRQ-13-E1-V-1

Legislative Analysis Division
919-733-2578

his bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

The local board of education of an authorized LEA may elect not to participate in the Pilot Program and the SBE may then authorize one replacement LEA to participate.

Implementation: Each LEA shall participate for 3 school years beginning in either the 2018-2019 school year or the 2019-2020 school year. The SBE must provide the Department of Commerce with a list of the participating LEAs no later than February 1, 2018.

Data Collection by the Department of Public Instruction (DPI) and Evaluation by the Department of Commerce: DPI must contact each participating LEA each year of the Pilot Program to determine (i) the actual dates for opening and closing the schools; (ii) the impact of the Program on student achievement and summer internships; and (iii) any other information DPI deems needed for the study. The Department of Commerce must study the effect of the Pilot Program on the tourism industry.

Reports: By November 15 of each year following the operation of the Pilot Program, the SBE and the Department of Commerce shall separately report the School of Government (SOG) at the University of North Carolina at Chapel Hill on the effects of the Pilot Program.

The SBE must report on the following: (i) implementation and administration of the Pilot Program; (ii) any impact of the Pilot Program on student achievement; (iii) any effect of the Pilot Program on summer internships; and (iv) any recommendations on the modification, continuation, and potential expansion of the Pilot Program statewide. The SBE must also recommend any LEAs that should be given calendar flexibility on an ongoing basis.

The Department of Commerce must report on any economic impact of the Pilot Program on the tourism industry in the State. The SOG must evaluate this information and provide an aggregated report to the Joint Legislative Education Oversight Committee by December 15 of the same year.

EFFECTIVE DATE: The bill would become effective when it becomes law.

ATTACHMENT # 7

HOUSE BILL 450

Short Title:	Future Ready Student Act of 2017.	(Public)
Sponsors:	Representatives Horn, Johnson, Dixon, and Williams (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Education - Community Colleges	

March 23, 2017

A BILL TO BE ENTITLED

AN ACT TO MAKE VARIOUS CHANGES TO THE GENERAL STATUTES PROVIDING FOR CAREER AND TECHNICAL EDUCATION.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-47 reads as rewritten:

"**§ 115C-47. Powers and duties generally.**

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(30) To Appoint Advisory Councils. – Local boards of education are authorized to appoint advisory councils as provided in ~~G.S. 115C-55.~~G.S. 115C-55 and Article 10 of this Chapter.

...

(34a) To Establish Work-Based Opportunities and Encourage High School to Work Partnerships. – Each local board of education shall offer at least two work-based learning opportunities that are related to career and technical education instruction in the local school administrative unit as required by G.S. 115C-157. Local boards of education shall also encourage high schools and local businesses to partner, specifically to target students who may not seek higher education, and facilitate high school to work partnerships. Local businesses shall be encouraged to work with local high schools to create opportunities for students to complete a job shadow, internship, or apprenticeship. Students may also be encouraged to tour the local business or clinic, meet with employees, and participate in career and technical student organizations. Waiver forms ~~may~~ shall be developed in collaboration with participating businesses for the protection of both the students and the businesses.

Each local board of education shall encourage high schools to designate the Career Development Coordinator or other designee of the local Career and Technical Education administrator to be the point person for local businesses to contact. If the person selected is a teacher, the teacher shall work with the principal and the local Career and Technical Education administrator to find time in the school day to contact businesses and develop opportunities for students. The high school shall include a variety of trades and skilled labor positions for students to interact with and shadow

and shall encourage students who may be interested in a job-shadowing opportunity to pursue and set up the job shadow.

Each local board of education shall develop a policy with provisions for students who are absent from school while doing a job shadow to make up the work. Students shall not be counted as absent when participating in these work-based learning opportunities or in Career and Technical Education student organization activities. Local boards may determine maximum numbers of days to be used for job-shadowing activities.

...."

SECTION 2. G.S. 115C-55 reads as rewritten:

"**§ 115C-55. Advisory councils.**

A board of education may appoint an advisory council for any school or schools within the local school administrative unit. The purpose and function of an advisory council shall be to serve in an advisory capacity to the board on matters affecting the school or schools for which it is appointed. ~~The~~ Except as otherwise provided under Part 4 of Article 10 of this Chapter for business advisory councils, the organization, terms, composition and regulations for the operation of such advisory council shall be determined by the board."

SECTION 3. G.S. 115C-81(a1) reads as rewritten:

"(a1) The Basic Education Program shall describe the education program to be offered to every child in the public schools. It shall provide every student in the State equal access to a Basic Education Program. Instruction shall be offered in the areas of arts, communication skills, physical education and personal health and safety, mathematics, media and computer skills, science, second languages, social studies, and ~~vocational~~ career and technical education.

Instruction in ~~vocational~~ career and technical education under the Basic Education Program shall be based on factors including:

(1) The integration of academic and ~~vocational~~ career and technical ~~education;~~education.

(2) A sequential course of study leading to both academic and occupational ~~competencies;~~competencies.

(3) Increased student work skill attainment and job ~~placement;~~placement.

(4) Increased linkages, where geographically feasible, between public schools and community colleges, so the public schools can emphasize academic preparation and the community colleges can emphasize specific job ~~training; and~~training.

(5) Instruction and experience, to the extent practicable, in all aspects of the industry the students are prepared to enter."

SECTION 4. G.S. 115C-81.1 reads as rewritten:

"**§ 115C-81.1. Basic Education Program Funds not to supplant Local funds for schools.**

It is the intent of the General Assembly that budget funds appropriated by the General Assembly for ~~vocational~~ career and technical education programs and clerical personnel to implement the Basic Education Program be used to supplement and not supplant existing State and local funding for the public schools. Therefore, to the extent that local school administrative units receive additional State funds for ~~vocational~~ career and technical education programs and clerical personnel positions that were previously funded in whole or in part with nonstate funds, the local governments shall continue to spend for public school operating or capital purposes in the local school administrative units the amount of money they would have spent to provide the ~~vocational~~ career and technical education programs and the school clerical personnel previously funded with nonstate funds.

Priority shall be given to funding capital needs, particularly those resulting from implementation of the Basic Education Program."

SECTION 5. Article 10 of Chapter 115C of the General Statutes reads as rewritten:

"Article 10.

"~~Vocational~~ Career and Technical Education.

"Part 1. ~~Vocational~~ Career and Technical Education Programs.

"§ 115C-151. Statement of purpose.

It is the intent of the General Assembly that ~~vocational~~ career and technical education be an integral part of the educational process. The State Board of Education shall administer through local boards of education a comprehensive program of ~~vocational~~ career and technical education that shall be available to all students, with priority given to students in grades eight through 12, who desire it in the public secondary schools and middle schools of this State. The purposes of ~~vocational~~ career and technical education in North Carolina public secondary schools shall ~~be:~~be as follows:

(1) Occupational Skill Development. – To prepare individuals for paid or unpaid employment in recognized occupations, new occupations, and emerging occupations.

(2) Preparation for Advanced Education. – To prepare individuals for participation in advanced or highly skilled ~~vocational~~ career and technical education.

(3) Career Development; Introductory. – To assist individuals in the making of informed and meaningful occupational choices.

It is also legislative intent to authorize the State Board of Education to support appropriate ~~vocational~~ career and technical education instruction and related services for individuals who have special ~~vocational~~ career and technical education needs which can be fulfilled through a comprehensive ~~vocational~~ career and technical education program as designated by State Board of Education policy or federal ~~vocational~~ career and technical education legislation.

"§ 115C-152. Definitions.

The State Board of Education shall provide appropriate definitions to ~~vocational~~ career and technical education programs, services, and activities in grades ~~6-12~~ five through 12 not otherwise included in this Part. As used in this Part, the following definitions apply, unless the context requires otherwise:

(1) "Career development; ~~introductory"~~ introductory; or career awareness program" means an instructional program, service, or activity designed to familiarize individuals with the broad range of occupations for which special skills are required and the requisites for careers in such occupations. A career awareness program offered to elementary school students shall encourage students to explore career pathways and prepare students for the transition to middle school career planning.

(2) "Comprehensive ~~vocational~~ career and technical education" means instructional programs, services, or activities directly related to preparation for and placement in employment, for advanced technical preparation, or for the making of informed and meaningful educational and occupational choices.

(3) "Occupational skill development" means a program, service, or activity designed to prepare individuals for paid or unpaid employment as semiskilled or skilled workers, technicians, or professional-support personnel in recognized occupations and in new and emerging occupations including occupations or a trade, technical, business, health, office, homemaking, homemaking-related, agricultural, marketing, and other nature. Instruction is designed to fit individuals for initial employment in a specific occupation or a cluster of closely related occupations in an

occupational field. This instruction includes education in technology, manipulative skills, theory, auxiliary information, application of academic skills, and other associated ~~knowledges.~~abilities.

(4) "Preparation for advanced education" means a program, service, or activity designed to prepare individuals for participation in advanced or highly skilled post-secondary and technical education programs leading to employment in specific occupations or a cluster of closely related occupations and for participation in ~~vocational~~ career and technical education teacher education programs.

"§ 115C-153. Administration of ~~vocational~~ career and technical education.

The State Board of Education shall be the sole State agency for the State administration of ~~vocational~~ career and technical education at all levels, shall be designated as the State Board of ~~Vocational~~ Career and Technical Education, and shall have all necessary authority to cooperate with any and all federal agencies in the administration of national acts assisting ~~vocational~~ career and technical education, to administer any legislation pursuant thereto enacted by the General Assembly of North Carolina, and to cooperate with local boards of education in providing ~~vocational~~ career and technical education programs, services, and activities for youth and adults residing in the areas under their jurisdiction.

"§ 115C-154. Duties of the State Board of Education.

In carrying out its duties, the State Board of Education shall develop and implement any policies, rules, regulations, and procedures as necessary to ensure ~~vocational~~ career and technical education programs of high quality. The State Board of Education shall prepare a Master Plan for ~~Vocational~~ Career and Technical Education. The plan, to be updated periodically, shall ensure ~~minimally that:~~that, at a minimum, the following activities are accomplished:

(1) Articulation shall occur with institutions, agencies, councils, and other organizations having responsibilities for work force preparedness.

(2) Business, industrial, agricultural, and lay ~~representatives, including parents of students enrolled in Vocational and Technical Education courses,~~ representatives organized as business advisory ~~committees~~ councils under Part 4 of this Article have been utilized in the development of decisions affecting ~~vocational~~ career and technical education programs and services.

(3) Public hearings are conducted annually to afford the public an opportunity to express their views concerning the State Board's plan and to suggest changes in the plan.

(4) The plan describes the State's policy for ~~vocational~~ career and technical education and the system utilized for the delivery of ~~vocational~~ career and technical education programs, services, and activities. The policy shall include priorities of curriculum, integration of ~~vocational~~ career and academic education, technical preparation, and youth apprenticeships.

(5) A professionally and occupationally qualified staff is employed and organized in a manner to assure efficient and effective State leadership for ~~vocational~~ career and technical education. Provisions shall be made for such functions as: planning, administration, supervision, personnel development, curriculum development, ~~vocational~~ career and technical education student organization and coordination research and evaluation, and such others as the State Board may direct.

(6) An appropriate supply of qualified personnel is trained for program expansion and replacements through cooperative arrangements with institutions of higher education and other institutions or agencies, including where necessary financial support of programs and curriculums designed for

the preparation of ~~vocational~~ career and technical education administrators, supervisors, coordinators, instructors, and support personnel.

(7) Minimum standards shall be prescribed for personnel employed at the State and local levels.

(8) Local boards of education submit to the State Board of Education a local plan for ~~vocational~~ career and technical education that has been prepared in accordance with the procedures set forth in the Master Plan for ~~Vocational~~ Career and Technical Education.

(9) Appropriate minimum standards for ~~vocational~~ career and technical education programs, services, and activities shall be established, promulgated, supervised, monitored, and maintained. These standards shall specify characteristics such as program objectives, competencies, course sequence, program duration, class size, supervised on-the-job experiences, ~~vocational~~ career and technical education student organization, school-to-work transition programs, qualifications of instructors, and all other standards necessary to ensure that all programs conducted by local school administrative units shall be of high quality, relevant to student needs, and coordinated with employment opportunities.

(10) A system of continuing qualitative and quantitative evaluation of all ~~vocational~~ career and technical education programs, services, and activities supported under the provisions of this Part shall be established, maintained, and utilized periodically. One component of the system shall be follow-up studies of employees and former students of ~~vocational~~ career and technical education programs who have been out of school for one year, and for five years to ascertain the effectiveness of instruction, services, and activities.

"§ 115C-154.1. Approval of local ~~vocational~~ career and technical education plans or applications.

The State Board of Education shall not approve any local ~~vocational~~ board of education career and technical education plans or applications ~~unless:~~unless the plan or application meets all of the following conditions:

(1) The programs are in accordance with the purposes of ~~G.S. 115C-151;~~G.S. 115C-151.

(2) The ~~vocational~~ career and technical education programs and courses are not duplicated within a local school administrative unit, unless the unit has data to justify the duplication or the unit has a plan to redirect the duplicative programs within three ~~years;~~years.

(3) For all current job skill programs, there is a documented need, based on labor market data or follow-up data, or there is a plan to redirect the program within two ~~years;~~years.

(4) New ~~vocational~~ career and technical education programs show documented need based on student demand, or for new job skill programs, based on student and labor market ~~demand; and~~demand.

(5) All programs are responsive to technological advances, changing characteristics of the work force, and the academic, technical, and attitudinal development of students.

(6) The local board of education establishes a business advisory council in accordance with Part 4 of this Article. The local board of education shall submit information regarding ongoing consultation with the advisory council as part of the career and technical education local planning system maintained by the State Board of Education and the Department of Public Instruction.

Local programs using the cooperative ~~vocational~~ career and technical education method shall be approved subject to students enrolled being placed in employment commensurate with the respective program criteria.

"§ 115C-154.2. ~~Vocational~~ Career and technical education equipment standards.

The State Board of Education shall develop equipment standards for each ~~vocational~~ career and technical education program level and shall assist local school administrative units in determining the adequacy of equipment for each ~~vocational~~ career and technical education program available in each local school administrative unit.

The State Board shall also develop a plan to assure that minimum equipment standards for each program are met to the extent that State, local, and federal funds are available for that purpose. The State Board shall consider all reasonable and prudent means to meet these minimum equipment standards and to ensure a balanced ~~vocational~~ career and technical education program for students in the public schools.

"§ 115C-155. Acceptance of benefits of federal ~~vocational~~ career and technical education acts.

The State of North Carolina, through the State Board of Education, may accept all the provisions and benefits of acts passed by the Congress of the United States providing federal funds for ~~vocational~~ career and technical education programs: Provided, however, that the State Board of Education shall not accept those funds upon any condition that the public schools of this State shall be operated contrary to any provision of the Constitution or statutes of this State.

"§ 115C-156. State funds for ~~vocational~~ career and technical education.

It is the intent of the General Assembly of North Carolina to appropriate funds for each fiscal year to support the purposes of ~~vocational~~ career and technical education as set forth in G.S. 115C-151. From funds appropriated, the State Board of Education shall establish a sum of money for State administration of ~~vocational~~ career and technical education and shall allocate the remaining sum on an equitable basis to local school administrative units, except that a contingency fund is established to correct excess deviations that may occur during the regular school year. In the administration of State funds, the State Board of Education shall adopt such policies and procedures as necessary to ensure that the funds appropriated are used for the purpose stated in this Part and consistent with the policy set forth in the Master Plan for ~~Vocational~~ Career and Technical Education.

...

"§ 115C-156.2. Industry certifications and credentials program.

(a) It is the intent of the State to encourage students to enroll in and successfully complete rigorous coursework and credentialing processes in career and technical education to enable success in the workplace. To attain this goal, to the extent funds are made available for this purpose, students shall be supported to earn State Board of Education approved industry certifications and ~~credentials:~~credentials as follows:

(1) Students enrolled in public schools and in career and technical education courses shall be exempt from paying any fees for one administration of examinations leading to industry certifications and credentials pursuant to rules adopted by the State Board of Education.

(2) Each school year, at such time as agreed to by the Department of Commerce and the State Board of Education, the Department of Commerce shall provide the State Board of Education with a list of those occupations in high need of additional skilled employees. If the occupations identified in such list are not substantially the same as those occupations identified in the list from the prior year, reasonable notice of such changes shall be provided to local school administrative units.

(3) Local school administrative units shall consult with their local industries, employers, business advisory councils, and workforce development boards to identify industry certification and credentials that the local school administrative unit may offer to best meet State and local workforce needs.

(b) Beginning in 2014, the State Board of Education shall report to the Joint Legislative Education Oversight Committee by ~~September~~ November 15 of each year on the number of students in career and technical education courses who earned (i) community college credit and (ii) related industry certifications and credentials.

"§ 115C-157. Responsibility of local boards of education.

(a) Each local school administrative unit, shall provide free appropriate ~~vocational~~ career and technical education instruction, activities, and services in accordance with the provisions of this Part for all youth, with priority given to youth in grades eight through 12, who elect the instruction and shall have responsibility for administering the instruction, activities, and services in accordance with federal and State law and State Board of Education policies.

(b) Each local school administrative unit shall offer as part of its career and technical education program at least two work-based learning opportunities that are related to career and technical education instruction. A work-based learning opportunity shall consist of on-the-job training through an internship, cooperative education, or an apprenticeship program meeting the requirements of Chapter 94 of the General Statutes.

(c) Each local board of education is encouraged to implement a career awareness program for students in grade five to educate students on the career and technical education programs offered in the local school administrative unit. A local board of education that adopts a career awareness program for fifth grade students shall report on program activities and student outcomes from the prior school year to the State Board of Education by October 1 of each year. By November 15 of each year, the State Board shall submit a consolidated report to the Joint Legislative Education Oversight Committee on program outcomes and any legislative recommendations based on local board of education reports.

...

"§ 115C-158. Federal funds division.

The division between secondary and post-secondary educational systems and institutions of federal funds for which the State Board of ~~Vocational~~ Career and Technical Education has responsibility shall, within discretionary limits established by law, require the concurrence of the State Board of Education and the State Board of Community Colleges on and after January 1, 1981. The portion of the approved State Plan for post-secondary ~~vocational~~ career and technical education required by G.S. 115C-154 shall be as approved by the State Board of Community Colleges.

"Part 2. ~~Vocational~~ Career and Technical Education Production Work Activities.

"§ 115C-159. Statement of purpose.

It is the intent of the General Assembly that practical work experiences within the school and outside the school, which are valuable to students and which are under the supervision of a teacher, should be encouraged as a part of ~~vocational~~ career and technical education instruction in the public secondary schools and middle schools when those experiences are organized and maintained to the best advantage of the ~~vocational~~ career and technical education programs. Those activities are a part of the instructional activities in the ~~vocational~~ career and technical education programs and are not to be construed as engaging in business. Those services, products, and properties generated through these instructional activities are exempt from the requirements of ~~G.S. 115C-518; the local board~~ G.S. 115C-518. Local boards of education shall adopt rules for the disposition of these services, products, and properties. Local boards of education may use available financial resources to support that instruction.

"§ 115C-160. Definitions.

The State Board of Education shall provide appropriate definitions necessary to this part of ~~vocational~~ career and technical education instruction not otherwise included in this Part. As used in this Part, the following definitions apply, unless the context requires otherwise:

(1) The term "building trades training" means the development of ~~vocational~~ career skills through the construction of dwellings or other buildings and related activities by students in ~~vocational~~ career and technical education programs.

(2) The term "production work" means production activities and services performed by ~~vocational~~ students in career and technical education classes under contract with a second party for remuneration.

"§ 115C-161. Duties of the State Board of Education.

The State Board of Education is authorized and directed to establish, maintain, and implement such policies, rules, regulations, and procedures not in conflict with State law or other State Board policies as necessary to assist local boards of education in the conduct of production work experiences performed in connection with approved State Board of Education ~~vocational~~ career and technical education programs.

"§ 115C-162. Use of proceeds derived from production work.

Unless elsewhere authorized in these statutes, local boards of education shall deposit to the appropriate school account, no later than the end of the next business day after receipt of funds, all proceeds derived from the sale of products or services from production work experiences. These proceeds shall be established as a revolving fund to be used solely in operating and improving ~~vocational~~ career and technical education programs.

"§ 115C-163. Acquisition of land for agricultural education instructional programs.

Local boards of education may acquire by gift, purchase, or lease for not less than the useful life of any project to be conducted upon the premises, a parcel of land suitable for a land laboratory to provide students with practical instruction in soil science, plant science, horticulture, forestry, animal husbandry, and other subjects related to the agriculture curriculum.

Each deed, lease, or other agreement for land shall be made to the respective local board of education in which the school offering instruction in agriculture is located; and title to such land shall be examined and approved by the ~~school~~ local board of education's attorney.

Any land laboratory thus acquired shall be assigned to the agricultural education program of the school, to be managed with the advice of an agricultural education advisory ~~committee.~~committee or a specialized subcommittee of a business advisory council as provided under Part 4 of this Article.

The products of the land laboratory not needed for public school purposes may be sold to the public: Provided, however, that all proceeds from the sale of products shall be deposited in the appropriate school account no later than the end of the next business day after receipt of funds. The proceeds shall be established as a revolving fund to be used solely in operating and improving ~~vocational~~career and technical education programs.

"§ 115C-164. Building trades training.

In the establishment and implementation of production work experience policies, the State Board of Education shall be guided as follows:

(1) Local boards of education may use supplementary tax funds or other local funds available for the support of ~~vocational~~ career and technical education to purchase and develop suitable building sites on which dwellings or other buildings are to be constructed by ~~vocational~~ career and technical education trade classes of each public school operated by local boards of education. Local boards of education may use these funds for each school to pay the fees necessary in securing and recording deeds to these properties for each public school operated by local boards of education and to purchase all

materials needed to complete the construction of buildings by ~~vocational~~ career and technical education trade classes and for development of site and property by other ~~vocational~~ career and technical education classes. Local boards of education may use these funds to acquire skilled services, including electrical, plumbing, heating, sewer, water, transportation, grading, and landscaping needed in the construction and completion of buildings, that cannot be supplied by the students in ~~vocational~~ career and technical education trade classes.

(2) Local boards of education may, in conjunction with or in lieu of subdivision (1) of this section, contract with recognized building trades educational foundations or associations in the purchase of land for the construction and development of buildings: Provided however, that all contracts shall be in accordance with the requirements set forth by the State Board of Education.

"**§ 115C-165. Advisory committee on production work activities.**

The local board of education of each local school administrative unit in which the proposed production work activities are to be undertaken shall appoint appropriate workforce production advisory committees of no less than three persons residing within that administrative unit for each program (or in the case of Trade and Industrial Education, for each specialty) for the purpose of reviewing and making recommendations on such production work activities. Workforce production advisory committees, including agricultural education advisory committees under G.S. 115C-163, may be established as specialized subcommittees of the business advisory councils as provided under Part 4 of this Article. Respective advisory committee members shall be lay persons who are actively involved in the appropriate business or trade. No production work activity shall be undertaken without the involvement of the appropriate advisory committee.

"Part 3. Eye Safety Devices Required.

"**§ 115C-166. Eye protection devices required in certain courses.**

The governing board or authority of any public or private school or educational institution within the State, wherein shops or laboratories are conducted providing instructional or experimental ~~programs involving:~~programs, shall provide for and require that every student and teacher wear industrial-quality eye protective devices at all times while participating in a program that involves any of the following:

(1) Hot solids, liquids or molten ~~metals;~~metals.

(2) Milling, sawing, turning, shaping, cutting, or stamping of any solid ~~materials;~~materials.

(3) Heat treatment, tempering, or kiln firing of any metal or other ~~materials;~~materials.

(4) Gas or electric arc ~~welding;~~welding.

(5) Repair or servicing of any ~~vehicle; or~~vehicle.

(6) Caustic or explosive chemicals or ~~materials,~~materials.

~~shall provide for and require that every student and teacher wear industrial-quality eye protective devices at all times while participating in any such program.~~ These industrial-quality eye protective devices shall be furnished free of charge to the student and teacher.

"**§ 115C-167. Visitors to wear eye safety devices.**

Visitors to ~~such~~ shops and laboratories subject to the requirements of G.S. 115C-166 shall be furnished with and required to wear ~~such~~ industrial-quality eye ~~safety~~ protective devices while ~~such~~ instructional or experimental programs are in progress.

...

"Part 4. Business Advisory Councils.

"**§ 115C-170. Business advisory councils established; members; selection; duties.**

(a) Purpose. – Each local board of education shall be assisted by a business advisory council in the performance of its duties to provide career and technical education instruction, activities, and services in accordance with this Article. The business advisory council shall serve local boards of education by identifying economic and workforce development trends related to the training and educational needs of the local community and advocating for strong, local career and technical education programs, including career pathway development that provides work-based learning opportunities for students and prepares students for post-secondary educational certifications and credentialing for high-demand careers. A business advisory council established under this Part may serve more than one local board of education in a region of the State upon the agreement of the members of the council and all of the local boards of education to be served by that council.

(b) Workforce Production Subcommittees. – A business advisory council may form a subcommittee of the council for the purposes of advising a local board of education on workforce production activities under Part 2 of this Article.

(c) Membership. – Each business advisory council shall have at least nine members. The council shall be composed of members who reasonably reflect the education, business, and community makeup of the local school administrative unit that it serves. A majority of the membership of the council shall be composed of business, industry, and community members appointed in accordance with subdivision (2) of this subsection, and the remaining members shall consist of education representatives as follows:

(1) Education representatives. – The following members shall serve ex officio on the council to represent each local school administrative unit that the council serves:

a. The superintendent of the local school administrative unit or his or her designee.

b. The career and technical education program director of the local school administrative unit as a nonvoting member.

c. The president of the community college that serves the area in which the local school administrative unit is located, in whole or in part, or his or her designee.

d. A principal of a school located within the local school administrative unit, as assigned by the superintendent.

(2) Business, industry, and community representatives. – At least five other members shall serve on the council to represent business and industry located within each local school administrative unit that the council serves and the community. Members shall be business, industry, and workforce and economic development stakeholders in the community, and community members, including any of the following:

a. Local business and industry owners.

b. Representatives from local manufacturing centers and factories.

c. Human resource directors employed at businesses and industries in the community.

d. Representatives from community-based organizations.

e. Representatives from economic and workforce development organizations.

f. Parents of students enrolled in career and technical education courses.

g. Representative or manager of the local apprenticeship coalition.

(d) Initial Terms and Appointments. – Each local board of education shall make the initial appointment of members of the business advisory council under subdivision (2) of subsection (c) of this section for terms beginning January 1, 2018. The local board of education

shall divide the initial appointments into three groups if there are only three appointments, and into four groups as equal in size as practicable if there are more than three appointments, and shall designate appointments in group one to serve four-year terms, in group two to serve three-year terms, in group three to serve two-year terms, and in group four to serve one-year terms.

(e) Subsequent Terms and Appointments. – As terms expire for members appointed as provided in subsection (d) of this section, the business advisory council shall appoint subsequent members of the business advisory council under subdivision (2) of subsection (c) of this section for four-year terms. The local board of education shall establish a policy on the appointment of subsequent members to the council, including procedures for increasing the number of members serving on the council. Any vacancies in seats appointed to the council shall be filled by the remaining members of the council.

(f) Council Secretary. – The career and technical education program director shall serve as secretary to the council. If the council serves more than one local board of education, the program director of each local school administrative unit shall serve as secretary for a period of time as determined by the members of the council.

(g) Bylaws. – Each business advisory council shall adopt bylaws establishing procedures for conducting the business of the council, which shall include at least the following:

(1) A chair of the business advisory council shall be elected annually by the members of the council from among the business and industry representative members of the council.

(2) A majority of the members shall constitute a quorum.

(3) The business advisory council shall meet at least biannually.

(4) The chair or three of the members may call a special meeting of the council.

(5) Procedures for appointing members to the council that are consistent with the policy adopted by the local board of education under subsection (d) of this section.

(h) Public Records. – A business advisory council is subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes.

(i) Expenses. – The local board of education shall provide for meeting space and assignment of necessary administrative staff to the business advisory council."

SECTION 6. G.S. 115C-174.25 reads as rewritten:

"**§ 115C-174.25. WorkKeys.**

To the extent funds are made available for this purpose, the State Board shall plan for and require local school administrative units to make available the appropriate WorkKeys tests for all students who complete ~~the second level of vocational/career~~ a concentration in career and technical education courses."

SECTION 7. G.S. 115C-302.1 reads as rewritten:

"**§ 115C-302.1. Salary.**

...

(b) Salary Payments. – State-allotted teachers shall be paid for a term of 10 months. State-allotted months of employment for ~~vocational~~ career and technical education to local boards shall be used for the employment of teachers of ~~vocational~~ career and technical education for a term of employment to be determined by the local boards of education. However, local boards shall not reduce the term of employment for any ~~vocational~~ career and technical education agriculture teacher personnel position that was 12 calendar months for the 1982-83 school year for any school year thereafter. In addition, local boards shall not reduce the term of employment for any ~~vocational~~ career and technical education agriculture teacher personnel position that was 12 calendar months for the 2003-2004 school year for any school

year thereafter. In addition, local boards shall not reduce the term of employment for any ~~vocational~~ career and technical education agriculture teacher personnel position that was 12 calendar months for the 2014-2015 school year for any school year thereafter.

Each local board of education shall establish a set date on which monthly salary payments to State-allotted teachers shall be made. This set pay date may differ from the end of the month of service. The daily rate of pay for teachers shall equal midway between one twenty-first and one twenty-second of the monthly rate of pay. Except for teachers employed in a year-round school or paid in accordance with a year-round calendar, or both, the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment. Subsequent pay dates shall be spaced no more than one month apart and shall include a full monthly payment.

Teachers may be prepaid on the monthly pay date for days not yet worked. A teacher who fails to attend scheduled workdays or who has not worked the number of days for which the teacher has been paid and who resigns, is dismissed, or whose contract is not renewed shall repay to the local board any salary payments received for days not yet worked. A teacher who has been prepaid and continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal under G.S. 115C-325 or other appropriate discipline.

Any individual teacher who is not employed in a year-round school may be paid in 12 monthly installments if the teacher so requests on or before the first day of the school year. The request shall be filed in the local school administrative unit which employs the teacher. The payment of the annual salary in 12 installments instead of 10 shall not increase or decrease the teacher's annual salary nor in any other way alter the contract made between the teacher and the local school administrative unit. Teachers employed for a period of less than 10 months shall not receive their salaries in 12 installments.

Notwithstanding this subsection, the term "daily rate of pay" for the purpose of G.S. 115C-12(8) or for any other law or policy governing pay or benefits based on the teacher salary schedule shall not exceed one twenty-second of a teacher's monthly rate of pay.

...

(c) Vacation. – Included within the 10-month term shall be annual vacation leave at the same rate provided for State employees, computed at one-twelfth of the annual rate for State employees for each month of employment. Local boards shall provide at least 10 days of annual vacation leave at a time when students are not scheduled to be in regular attendance. However, instructional personnel who do not require a substitute may use annual vacation leave on days that students are in attendance. ~~Vocational~~ Career and technical education teachers who are employed for 11 or 12 months may, with prior approval of the principal, work on annual vacation leave days designated in the school calendar and may use those annual vacation leave days during the eleventh or twelfth month of employment. Local boards of education may adopt policies permitting instructional personnel employed for 11 or 12 months in year-round schools to, with the approval of the principal, take vacation leave at a time when students are in attendance; local funds shall be used to cover the cost of substitute teachers.

On a day that pupils are not required to attend school due to inclement weather, but employees are required to report for a workday, a teacher may elect not to report due to hazardous travel conditions and to take an annual vacation day or to make up the day at a time agreed upon by the teacher and the teacher's immediate supervisor or principal. On a day that school is closed to employees and pupils due to inclement weather, a teacher shall work on the scheduled makeup day.

All vacation leave taken by the teacher will be upon the authorization of the teacher's immediate supervisor and under policies established by the local board of education. Annual vacation leave shall not be used to extend the term of employment.

Notwithstanding any provisions of this subsection to the contrary, no person shall be entitled to pay for any vacation day not earned by that person.

...."

SECTION 8. G.S. 115C-426(f)(2) reads as rewritten:

"(2) The acquisition, construction, reconstruction, enlargement, renovation, or replacement of buildings and other structures, including but not limited to buildings for classrooms and laboratories, physical and ~~vocational~~ career and technical educational purposes, libraries, auditoriums, gymnasiums, administrative offices, storage, and vehicle maintenance."

SECTION 9.(a) G.S. 115C-64.15 reads as rewritten:

"**§ 115C-64.15. North Carolina Education and Workforce Innovation Commission.**

...

(d1) The Commission shall develop and administer, in coordination with the State Board of Education and the Superintendent of Public Instruction, the Career and Technical Education Grade Expansion Program, as established under G.S. 115C-64.17, and shall make awards of grants under the Program.

(e) The Commission shall publish a report on the Education and Workforce Innovation Program and the Career and Technical Education Grade Expansion Program on or before April 30 of each year. The report shall be submitted to the Joint Legislative Education Oversight Committee, the State Board of Education, the State Board of Community Colleges, and the Board of Governors of The University of North Carolina. The report shall include at least all of the following information:

(1) An accounting of how funds and personnel resources were utilized for each program and their impact on student achievement, retention, and employability.

(2) Recommended statutory and policy changes.

(3) Recommendations for improvement of ~~the~~ each program.

(4) For the Career and Technical Education Grade Expansion Program, recommendations on increasing availability of grants after the first two years of the program to include additional local school administrative units or providing additional grants to prior recipients."

SECTION 9.(b) Article 6C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-64.17. The Career and Technical Education Grade Expansion Program.**

(a) Program Establishment. – There is established the Career and Technical Education Grade Expansion Program (Program) to expand career and technical education (CTE) programs by prioritizing the inclusion of students in sixth and seventh grade. Funds appropriated for the Program shall be used to award competitive grants in a total amount of up to five million dollars ($5,000,000) to be allocated to a local school administrative unit over a seven-year grant period. Grant funds shall be used only for employing additional licensed personnel in career and technical education areas, career development coordination areas, and support service areas necessary for expanding the CTE program to sixth and seventh grade students. The funds may be used for CTE programs at one or more schools in the local school administrative unit. Grant funds allocated to the local school administrative unit each fiscal year under the Program shall not revert but may be expended until the end of the seven-year grant period.

(b) Consideration of Factors in Awarding of Grants. – Local school administrative units applying for the Program shall submit an application that includes at least the following information:

(1) A plan for expansion of the CTE program to sixth and seventh grade students, including the specific programs that will be expanded, the significance of CTE in the local school administrative unit, and how a grade expansion would enhance the education program and the community.

(2) A request for the amount of funds, a description of how the funds will be used, and any other sources of funds available to accomplish the purposes of this program.

(3) A proposed budget for seven years that provides detail on the use of the amount of funds to add personnel, increase career development efforts, and provide support services.

(4) A strategy to achieve meaningful analysis of program outcomes due to the receipt of grant funds under this section.

(c) Selection of Recipients. – The Commission shall accept applications for a grant until November 1 of each fiscal year that funds are made available for an initial grant year for the Program. The Commission shall select recipients in a manner that considers diversity among the pool of applicants, including geographic location, location of industries in the area in which a local school administrative unit is located, and the size of the student population served by the unit, in order to award funds to the extent possible to grant recipients that represent different regions and characteristics of the State. The Commission shall recommend recipients of the grants to the State Board of Education. The State Board, upon consultation with the Superintendent of Public Instruction, shall approve the recipients of grant awards.

(d) Allocation of Funds. – In an initial grant year, grant recipients shall be notified of the total amount of the award to be allocated to the recipient in equal amounts each fiscal year for seven years. The Commission, in consultation with the Superintendent of Public Instruction, shall establish rules regarding any requirements for grant recipients to continue eligibility to receive funds each fiscal year, including timely and accurate reporting as required under subsection (e) of this section.

(e) Reporting Requirements. – No later than August 1 of each year, for up to seven years after the initial grant award, a grant recipient shall submit to the Department of Public Instruction, Local Planning Systems Regional Services staff within the Division of Career and Technical Education, an annual report for the preceding year in which grant funds were expended that provides at least the following information on the program for sixth and seventh grade students:

(1) The use of grant funds and expenditures, including the use of funds for CTE programs and courses that have been expanded in the local school administrative unit to include sixth and seventh grade students.

(2) The number of students enrolled in CTE courses as part of the expansion.

(3) The number of students who subsequently enrolled in CTE courses in high school.

(4) The number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.

(5) The number of students who subsequently earned (i) college credit and (ii) approved industry certification and credentials.

(6) Any other information the Division of Career and Technical Education deems necessary.

The Superintendent of Public Instruction shall provide a report to the Commission by October 15 of each year based on the information reported to the Local Planning Systems Regional Services staff under this subsection, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for Career and Technical Education adopted by the State Board."

SECTION 9.(c) There is established a reserve in the General Fund to be known as the Career and Technical Education Grade Expansion Reserve (Reserve) consisting of funds appropriated for the Career and Technical Education Grade Expansion Program (Program). Each fiscal year, for the duration of the Program, funds shall be transferred from this Reserve to the North Carolina Education and Workforce Innovation Commission established in

G.S. 115C-64.15 for allocation of funds to grant recipients in accordance with G.S. 115C-64.17, as enacted by Section 9(b) of this act. Funds that are unexpended by grant recipients at the end of a seven-year grant period shall revert to the Reserve. Funds remaining in the Reserve after all grant recipients have received the total amount of awards under the Program shall revert to the General Fund.

SECTION 10. Local school administrative units are encouraged to complete the application process for the NCWorks Work Ready Certified Communities initiative in cooperation with local workforce development boards, local economic development boards, chambers of commerce, business and industry employers, and local community college leaders. The NCWorks Certified Work Ready Communities initiative encourages local participation to assist with the following:

(1) Informing business and industry employers on the foundational skills necessary for a productive workforce and providing a method for employers to communicate their needs.

(2) Providing individuals with an understanding on the skills required by employers and how to prepare for success.

(3) Providing reliable data for the evaluation of the skills gap in a timely manner at the national, State, and local levels.

(4) Informing educators on how to close the skills gap using tools integrated into career pathways with stackable industry-recognized credentials.

(5) Providing economic developers an on-demand reporting tool to market the quality of their workforce.

SECTION 11. The Department of Public Instruction, Division of Career and Technical Education, is authorized to create two new full-time equivalent positions within the Division dedicated to assisting local school administrative units in developing business advisory councils in accordance with Part 4 of Article 10 of Chapter 115C of the General Statutes, as enacted by Section 5 of this act, local career pathways, work-based learning opportunities, and elementary school career awareness curriculum.

SECTION 12. Section 11 of this act becomes effective July 1, 2017. Section 9 of this act becomes effective only if funds are appropriated in a Current Operations Appropriations Act for the 2017-2018 fiscal year to implement the provisions of Section 9 of this act. The remainder of this act is effective when this act becomes law. Sections 1 through 8 of this act apply beginning with the 2017-2018 school year.

HOUSE BILL 450:
Future Ready Student Act of 2017.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Education - Community Colleges	**Date:**	March 28, 2017
Introduced by:	Reps. Horn, Johnson, Dixon, Williams	**Prepared by:**	Kara McCraw Staff Attorney
Analysis of:	First Edition		

OVERVIEW: HB 450 would establish business advisory councils, expand career and technical education to lower grades, and modernize terminology related to career and technical education throughout the statutes.

CURRENT LAW: Article 10 of Chapter 115C of the General Statutes establishes vocational and technical education requirements (vocational education), requiring that such education be available to all students, with priority for students in grades eight through 12. These requirements include the use of business, industrial, agricultural, and lay representatives, including parents of students enrolled in vocational education, organized as advisory committees to develop decisions affecting vocational education.

BILL ANALYSIS: HB 450 would make the following changes:

- **Update terminology -** Replace the term "vocational" with the term "career" to consistently use the terminology "career and technical education" (CTE) throughout Chapter 115C.
- **Establish work-based learning opportunities.** – Amend GS 115C-47 and GS 115C-157 to require local boards of education to offer, as part of its CTE instruction, at least 2 work-based learning opportunities consisting of on-the-job training through an internship, cooperative education, or an apprenticeship program. (Sections 1 and 5)
- **Encourage career awareness programs.** – Amend G.S. 115C-152 and G.S. 115C-157 to encourage local boards of education to implement career awareness programs for students in grades 5 to educate students on available CTE education programs. A local board of education (local board) that adopts a 5th grade career awareness program must report on activities and student outcomes to the State Board of Education (SBE) annually by October 1. The SBE must submit a consolidated report on program outcomes and legislative recommendations to the Joint Legislative Education Oversight Committee (JLEOC) by November 15 annually. (Section 5)
- **Establish Business Advisory Councils.** - Require local boards to be assisted by business advisory councils (councils) in providing CTE instruction.
    - Purpose - Councils would identify economic and workforce development trends related to training and education needs of the local community and advocate for strong local CTE programs.
    - Service Area. – Councils may serve more than one local board upon the agreement of the council and all the local boards to be served by the council.

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- Membership. – Councils must have at least 9 members that reflect the education, business, and community makeup of the local school administrative unit (LEA)served as follows:
  - Ex officio education representatives:
    - Superintendent of the LEA, or designee.
    - CTE program director of the LEA (nonvoting member).
    - President of the community college that serves the LEA, or designee.
    - A principal of a school located in the LEA, as assigned by the superintendent.
  - Business, industry, workforce and economic development stakeholders, and community representatives (must make up the majority of the council):
    - Local business and industry owners.
    - Representatives from local manufacturing centers and factories.
    - Human resource directors employed at businesses and industries in the community.
    - Representatives from community based organizations.
    - Representatives from economic and workforce development organizations.
    - Parents of students enrolled in career and technical education courses.
    - Representative or manager of the local apprenticeship coalition.
- HB 450 provides for the initial and subsequent terms and appointments of the councils, requirements for bylaws, establishment of workforce production subcommittees, and application of the State Public Records Act and Open Meetings Law to the councils. The local board must provide for meeting space and assignment of necessary administrative staff to the council.

- **Establish the Career and Technical Education Grade Expansion Program (Program).** – Effective upon appropriation of funds for the 2017-2018 fiscal year, the Program would expand CTE by prioritizing the inclusion of students in 6th and 7th grade through grants administered by the NC Education and Workforce Innovation Commission (Commission).
  - Funding. - Used to award competitive grants in a total amount of up to $5 million to be allocated as non-reverting funds to an LEA over a 7 year period. Funds would be used only for employing additional licensed personnel in CTE areas, career development coordination areas, and support services necessary for expanding CTE to 6th and 7th graders, and maybe used for multiple schools in an LEA.
  - Award of Grants. - LEAs must include the following information in applications:
    - A plan for expansion of the CTE program to 6th and 7th graders, including specific programs to be expanded, the significance of CTE in the LEA, and how the grade expansion would enhance the education program and the community.
    - Request for funds, description of how the funds would be used, and other sources of funds available for the program.
    - Proposed 7 year budget with details on use of funds to add personnel, increase career development efforts, and provide support services.

- Strategy to achieve meaningful analysis of program outcomes due to receipt of grant funds

- Selection. – The Commission must accept applications for grants until November 1 of each fiscal year funds are made available for an initial grant year. Selection criteria shall consider diversification among the applicant pool, including geographic locations, location of industries in the LEA, and size of student population served. The Commission shall recommend grant recipients to the State Board of Education (SBE), who, after consultation with the Superintendent of Public Instruction (Superintendent), shall approve the recipients of grant awards.

- Fund Allocation. – Recipients must be notified of the total amount of the award in equal amounts for 7 years, The Commission, in consultation with the Superintendent, must establish rules regarding any requirements for continued eligibility, including timely and accurate reporting.

- Reporting requirements. – By August annually during the life of the grant, the recipient shall submit to the Department of Public Instruction (DPI), Division of CTE, a report providing at least the following information:

  - Use of grant funds and expenditures, including use of funds for CTE programs and courses that have been expanded to include 6th and 7th graders,
  - Number of students enrolled in CTE courses as part of the expansion.
  - Number of students who subsequently enrolled in CTE courses in high school.
  - Number of students who subsequently participated in internships, cooperative education, or apprenticeship programs.
  - Number of students who subsequently earned college credit and approved industry certification and credentials.
  - Any other information the Division deems necessary.

  The Superintendent must provide a report to the Commission by October 15 annually based on the reported information, including how the grant recipients compare to CTE programs statewide and whether the programs are aligned with the Master Plan for CTE adopted by the SBE.

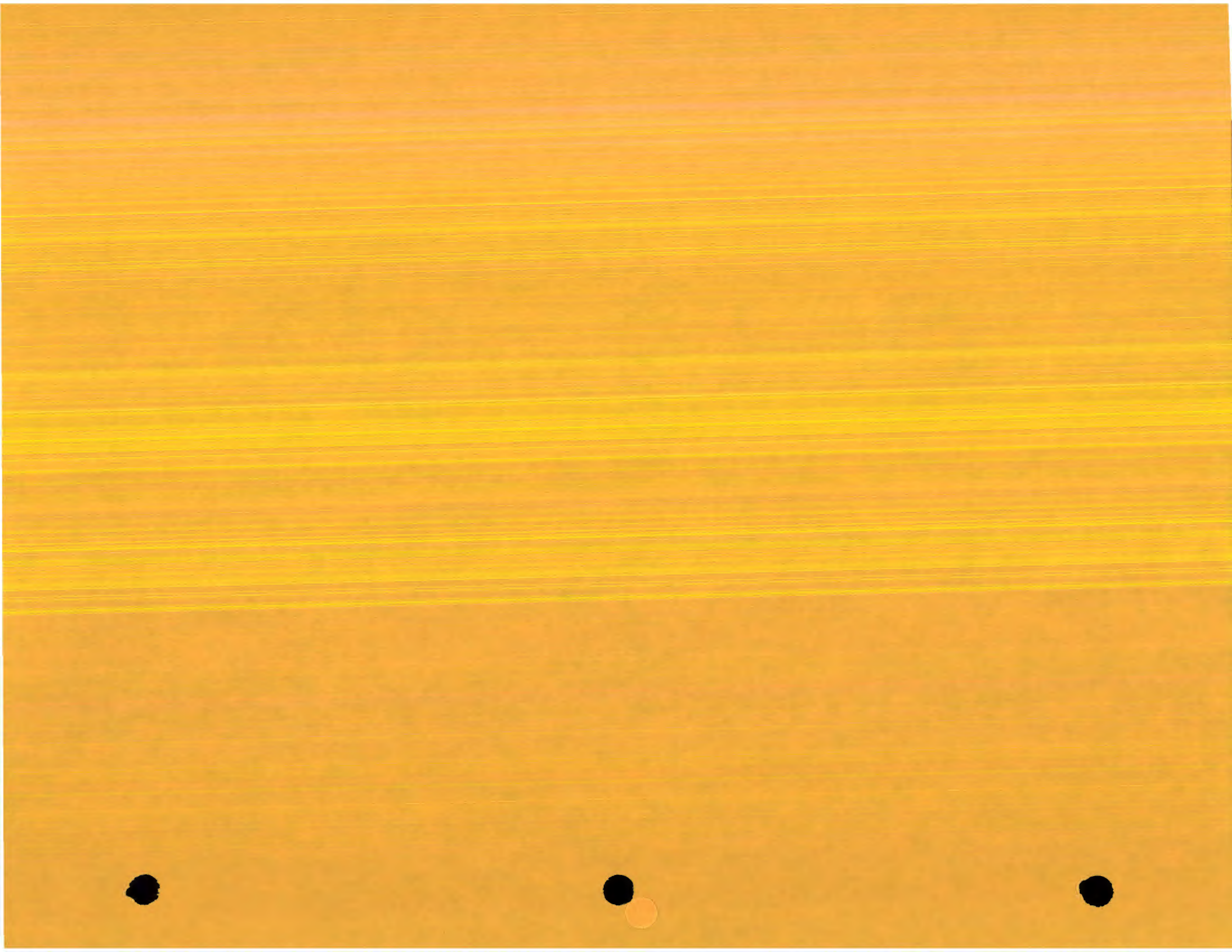
- A reserve in the General Fund would be created as the Career and Technical Education Grade Reserve for the Program. Each fiscal year, for the duration of the Program, funds would be transferred from the Reserve to the Commission to allocate funds to grant recipients. Unexpended grant funds at the end of the 7 year period shall revert to the Reserve. Funds remaining in the Reserve after all grant recipients have received the total amount of awards shall revert to the General Fund.

- **WorkReady Certified Communities.** - LEAs are encouraged to complete the application process for the NCWorks Work Ready Certified Communities initiative.

- **Expansion of CTE Positions.** - DPI, Division of CTE, effective July 1, 2017, is authorized to create 2 new full-time equivalent positions dedicated to assisting LEAs in developing councils, local career pathways, work-based learning opportunities, and elementary school career awareness curriculum.

EFFECTIVE DATE: Except as otherwise provided, HB 450 would become effective when it becomes law and apply beginning with the 2017-2018 school year.

ATTACHMENT # 8



PASS

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H 1

HOUSE BILL 458

Short Title:	School Annual Report Card.	(Public)
Sponsors:	Representatives Conrad, Riddell, and Elmore (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

March 27, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY SCHOOL PERFORMANCE GRADES TO PROVIDE THAT ALL SCHOOLS RECEIVE A SCHOOL PERFORMANCE GRADE FOR SCHOOL ACHIEVEMENT AND A SCHOOL PERFORMANCE GRADE FOR SCHOOL GROWTH AND TO REQUIRE THE STATE BOARD OF EDUCATION TO MODIFY THE ANNUAL SCHOOL REPORT CARD TO DESIGNATE AND WEIGH SCHOOL ACCOUNTABILITY INDICATORS CONSISTENT WITH THE EVERY STUDENT SUCCEEDS ACT.

The General Assembly of North Carolina enacts:

PART I. ESTABLISHING SEPARATE ACHIEVEMENT AND GROWTH GRADES

SECTION 1.1. G.S. 115C-12(9)c1. reads as rewritten:

"c1. To 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. This assessment shall take into account factors that have been shown to affect student performance and that the State Board considers relevant to assess the State's efforts to improve student performance. As a part of the annual "report card" for each local school administrative unit, the State Board shall award, in accordance with G.S. 115C-83.15, ~~an overall~~ numerical school ~~achievement, growth, and~~achievement and school growth performance ~~score~~scores on a scale of zero to 100 and ~~a~~separate corresponding performance letter ~~grade~~grades of A, B, C, D, or F for both the school achievement and school growth earned by each school within the local school administrative unit. The school performance ~~score and grade~~scores and grades shall reflect student performance on annual subject-specific assessments, college and workplace readiness measures,~~ and~~ promotion and graduation ~~rates.~~rates, and student progress in achieving English language proficiency. For schools serving students in any grade from kindergarten to eighth grade, separate performance scores and grades shall also be awarded based on the school performance in reading

and mathematics respectively. The annual "report card" for schools serving students in third grade also shall include the number and percentage of third grade students who (i) take and pass the alternative assessment of reading comprehension; (ii) were retained in third grade for not demonstrating reading proficiency as indicated in G.S. 115C-83.7(a); and (iii) were exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b). The annual "report card" for high schools shall also include measures of Advanced Placement course participation and International Baccalaureate Diploma Programme participation and Advanced Placement and International Baccalaureate examination participation and performance."

SECTION 1.2. G.S. 115C-47(58) reads as rewritten:

"(58) To Inform the Public About the North Carolina School Report Cards Issued by the State Board of Education. – Each local board of education shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. Each local board of education shall ensure that the ~~overall~~ school performance ~~score~~scores and ~~grade~~grades earned by each school in the local school administrative unit for the current and previous four school years ~~is~~are prominently displayed on the Web site of the local school administrative unit. If any school in the local school administrative unit is awarded a grade of D or F, the local board of education shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 1.3. G.S. 115C-83.15 reads as rewritten:

"**§ 115C-83.15. School achievement, growth, performance scores, and grades.**

(a) School Scores and Grades. – The State Board of Education shall award school ~~achievement, growth, and performance~~achievement and growth scores and ~~an~~ associated performance ~~grade~~grades as required by G.S. 115C-12(9)c1., and calculated as provided in this section. The State Board of Education shall enter all necessary data into the Education Value-Added Assessment System (EVAAS) in order to calculate school performance scores and grades.

(b) Calculation of the School Achievement Score. – In calculating the overall school achievement score earned by schools, the State Board of Education shall total the sum of points earned by a school ~~on~~ as follows:

(1) For schools serving any students in kindergarten through eighth grade, the State Board shall assign points for all of the following indicators that are measured for that school:

a. ~~(1)~~ One point for each percent of students who score at or above proficient on annual assessments for mathematics in grades three through eight.

b. ~~(2)~~ One point for each percent of students who score at or above proficient on annual assessments for reading in grades three through eight.

c. ~~(3)~~ One point for each percent of students who score at or above proficient on annual assessments for science in grades five and eight.

d. One point for each percent of students who progress in achieving English language proficiency on annual assessments in grades three through eight.

e. One point for each percent of students who are promoted from the third grade to the fourth grade within four years of a student entering kindergarten.

f. One point for each percent of students who are promoted from the eighth grade to the ninth grade within three years of entering sixth grade.

(2) For schools serving any students in ninth through twelfth grade, the State Board shall assign points for all of the following indicators that are measured for that school:

a. ~~(4)~~ One point for each percent of students who score at or above proficient on the Algebra I or Integrated Math I end-of-course test.

b. ~~(5)~~ One point for each percent of students who score at or above proficient on the English II end-of-course test.

c. ~~(6)~~ One point for each percent of students who score at or above proficient on the Biology end-of-course test.

d. ~~(7)~~ One point for each percent of students who complete Algebra II or Integrated Math III with a passing grade.

e. One point for each percent of students who graduate within four years of entering high school.

f. One point for each percent of students who progress in achieving English language proficiency.

g. ~~(8)~~ One point for each percent of students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.

h. ~~(9)~~ One point for each percent of students enrolled in Career and Technical Education courses who meet the standard when scoring at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness.

~~(10) One pointfor each percent of students who graduate within four years of entering high school.~~

In calculating the overall school achievement score earned by schools, the State Board of Education shall (i) use a composite approach to weigh the achievement elements based on the number of students measured by any given achievement element and (ii) proportionally adjust the scale to account for the absence of a school achievement element for award of scores to a school that does not have a measure of one of the school achievement elements annually assessed for the grades taught at that school. The overall school achievement score shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(c) Calculation of the School Growth Score. – Using EVAAS, the State Board shall calculate the overall growth score earned by schools. In calculating the total growth score earned by schools, the State Board of Education shall weight student growth on the achievement indicators as provided in subsection (b) of this section that have available growth values. The numerical values used to determine whether a school has met, exceeded, or has not met expected growth shall be translated to a 100-point scale and used for school reporting purposes as provided in G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(d) ~~Calculation of the~~ School Performance Scores and ~~Grades.~~Grades for School Achievement and School Growth. – ~~The State Board of Education shall use EVAAS to calculate the school performance score by adding the school achievement score, as provided in subsection (b) of this section, and the school growth score, as provided in subsection (c) of this section, earned by a school. The school achievement score shall account for eighty percent~~

~~(80%), and the school growth score shall account for twenty percent (20%) of the total sum. If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade.~~ For all schools, the ~~total school performance~~ score for school achievement, as provided in subsection (b) of this section, and the score for school growth, as provided in subsection (c) of this section, shall each be converted by the State Board of Education to a 100-point scale and used to determine ~~a~~two separate school performance ~~grade~~grades, one for school achievement and one for school growth, based on the following scale:

(1) A ~~school performance~~ score of at least 90 is equivalent to ~~an overall~~a school performance grade of A.

(2) A ~~school performance~~ score of at least 80 is equivalent to ~~an overall~~a school performance grade of B.

(3) A ~~school performance~~ score of at least 70 is equivalent to ~~an overall~~a school performance grade of C.

(4) A ~~school performance~~ score of at least 60 is equivalent to ~~an overall~~a school performance grade of D.

(5) A ~~school performance~~ score of less than 60 ~~points~~ is equivalent to ~~an overall~~ a school performance grade of F.

(e) Elementary and Middle School Reading and Math Achievement Scores. – For schools serving students in kindergarten through eighth grade, the school achievement scores in reading and mathematics, respectively, shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(f) Indication of Growth. – In addition to awarding the overall school scores for ~~achievement, growth, and performance and the performance grade,~~achievement and growth and associated performance grades, using EVAAS, the State Board shall designate that a school has met, exceeded, or has not met expected growth. The designation of student growth shall be clearly displayed in the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8."

SECTION 1.4. Part 1B of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-83.16. School performance indicators for the purpose of compliance with federal law.**

The State Board of Education shall use the school achievement score to satisfy the federal requirement under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, P.L. 114-95, to meaningfully differentiate the performance of schools on an annual basis. For the purpose of compliance with federal law, the indicators will be defined as follows:

(1) For schools serving any students in kindergarten through eighth grade, the State Board shall define the indicators as follows:

a. The academic achievement indicator shall include the following measures:

1. Proficiency on annual assessments for mathematics in grades three through eight.

2. Proficiency on annual assessments for reading in grades three through eight.

b. The other academic indicator shall include the following measures:

1. Proficiency on annual assessments for science in grade five.

2. Proficiency on annual assessments for science in grade eight.

c. The English language proficiency indicator shall be the percentage of students who progress in achieving English language proficiency on annual assessments in grades three through eight.

d. The school quality and student success indicator shall include the following measures:

1. The rate of promotion from the third grade to the fourth grade within four years of a student entering elementary school.

2. The rate of promotion from the eighth grade to the ninth grade within three years of a student entering sixth grade.

(2) For schools serving any students in ninth through twelfth grade, the State Board shall define the indicators as follows:

a. The academic achievement indicator shall include the following measures:

1. Proficiency on the Algebra I or Integrated Math I end-of-course test.

2. Proficiency on the English II end-of-course test.

b. The graduation rate indicator shall be the percentage of students who graduate within four years of entering high school.

c. The English language proficiency indicator shall be the percentage of students who progress in achieving English language proficiency.

d. The school quality and student success indicator shall include the following measures:

1. Proficiency on the Biology end-of-course test.

2. The percentage of students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness.

3. The percentage of students enrolled in Career and Technical Education courses who meet the standard when scoring at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness."

PART II. CONFORMING CHANGES

SECTION 2.1. G.S. 115C-105.37(a) reads as rewritten:

"(a) Identification of Low-Performing Schools. – The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that receive a school achievement performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

SECTION 2.2. G.S. 115C-218.65 reads as rewritten:

"**§ 115C-218.65. North Carolina School Report Cards.**

A charter school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A charter school shall ensure that the ~~overall~~ school performance ~~score~~scores and ~~grade~~grades earned by the charter school for the current and previous four school years is prominently displayed on the school Web site. If a charter school is awarded a grade of D or F, the charter school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 2.3. G.S. 115C-238.66(11) reads as rewritten:

"(11) North Carolina School Report Cards. – A regional school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A

regional school shall ensure that the ~~overall~~ school performance ~~score~~scores and ~~grade~~grades earned by the regional school for the current and previous four school years is prominently displayed on the school Web site. If a regional school is awarded a grade of D or F, the regional school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 2.4. G.S. 116-239.8(14) reads as rewritten:

"(14) North Carolina school report cards. – A lab school shall ensure that the report card issued for it by the State Board of Education receives wide distribution to the local press or is otherwise provided to the public. A lab school shall ensure that the ~~overall~~ school performance ~~score~~scores and ~~grade~~grades earned by the lab school for the current and previous four school years is prominently displayed on the school Web site. If a lab school is awarded a grade of D or F, the lab school shall provide notice of the grade in writing to the parent or guardian of all students enrolled in that school."

SECTION 2.5. Notwithstanding G.S. 115C-83.15(d), as amended by this act, for the 2017-2018 school year and 2018-2019 school year only, for all schools, the score for school achievement and the score for school growth shall each be converted by the State Board of Education to a 100-point scale and used to determine two separate school performance grades, one for school achievement and one for school growth, based on the following scale:

(1) A score of at least 85 is equivalent to a school performance grade of A.
(2) A score of at least 70 is equivalent to a school performance grade of B.
(3) A score of at least 55 is equivalent to a school performance grade of C.
(4) A score of at least 40 is equivalent to a school performance grade of D.
(5) A score of less than 40 is equivalent to a school performance grade of F.

SECTION 2.6. Section 8.19 of S.L. 2016-94 reads as rewritten:

"**SECTION 8.19.** Notwithstanding G.S. 115C-83.15(d), for the 2016-2017 school ~~year, the 2017-2018 school year, and the 2018-2019 school~~ year only, for all schools the total school performance score shall be converted to a 100-point scale and used to determine a school performance grade based on the following scale:

(1) A school performance score of at least 85 is equivalent to an overall school performance grade of A.
(2) A school performance score of at least 70 is equivalent to an overall school performance grade of B.
(3) A school performance score of at least 55 is equivalent to an overall school performance grade of C.
(4) A school performance score of at least 40 is equivalent to an overall school performance grade of D.
(5) A school performance score of less than 40 is equivalent to an overall school performance grade of F."

PART III. EFFECTIVE DATE

SECTION 3. This act is effective when it becomes law. Sections 1.1 through 2.3 of this act apply beginning with the 2017-2018 school year.

HOUSE BILL 458:
School Annual Report Card.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	March 28, 2017
Introduced by:	Reps. Conrad, Riddell, Elmore	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 458 would do the following:

- ***Require all schools to receive a school performance grade for school achievement and a school performance grade for school growth.***
- ***Add various indicators to the school performance grade for school achievement to be consistent with the Every Student Succeeds Act (ESSA).***
- ***Require the State Board of Education to use the school performance grade for school achievement to differentiate the performance of schools on an annual basis in compliance with ESSA.***

CURRENT LAW: Under G.S. 115C-83.15, all schools in North Carolina are awarded a school performance score and grade based on school achievement and growth scores. The performance score is 80% of the school achievement score and 20% of the school growth score. The school achievement score is made up of several factors, including: student performance on annual subject-specific assessments, college and workplace readiness measure, and graduation rates. The school growth score is calculated using the Education Value-Added Assessment System (EVAAS) to determine how much students have improved throughout the school year on the school achievement factors.

The State Board of Education, which is required to have an accountability system consistent with ESSA to receive federal funds, may (1) use the school performance grade as its annual differentiator between schools; or (2) create another identification system to make the differentiations.

BILL ANALYSIS: House Bill 458 would require all schools to receive a school performance grade for school achievement and a school performance grade for school growth, instead of combining the two scores for one summative performance score. HB 458 would also add promotion rates and student progress in achieving English language proficiency as indicators for school achievement and school growth. This addition for school achievement would comply with ESSA requirements. Finally, the bill would require the State Board of Education to use the school performance grade for school achievement to differentiate the performance of schools on an annual basis in compliance with ESSA.

EFFECTIVE DATE: HB 458 would be effective when it becomes law. Sections 1.1 through 2.3 of the bill would apply beginning with the 2017-2018 school year.

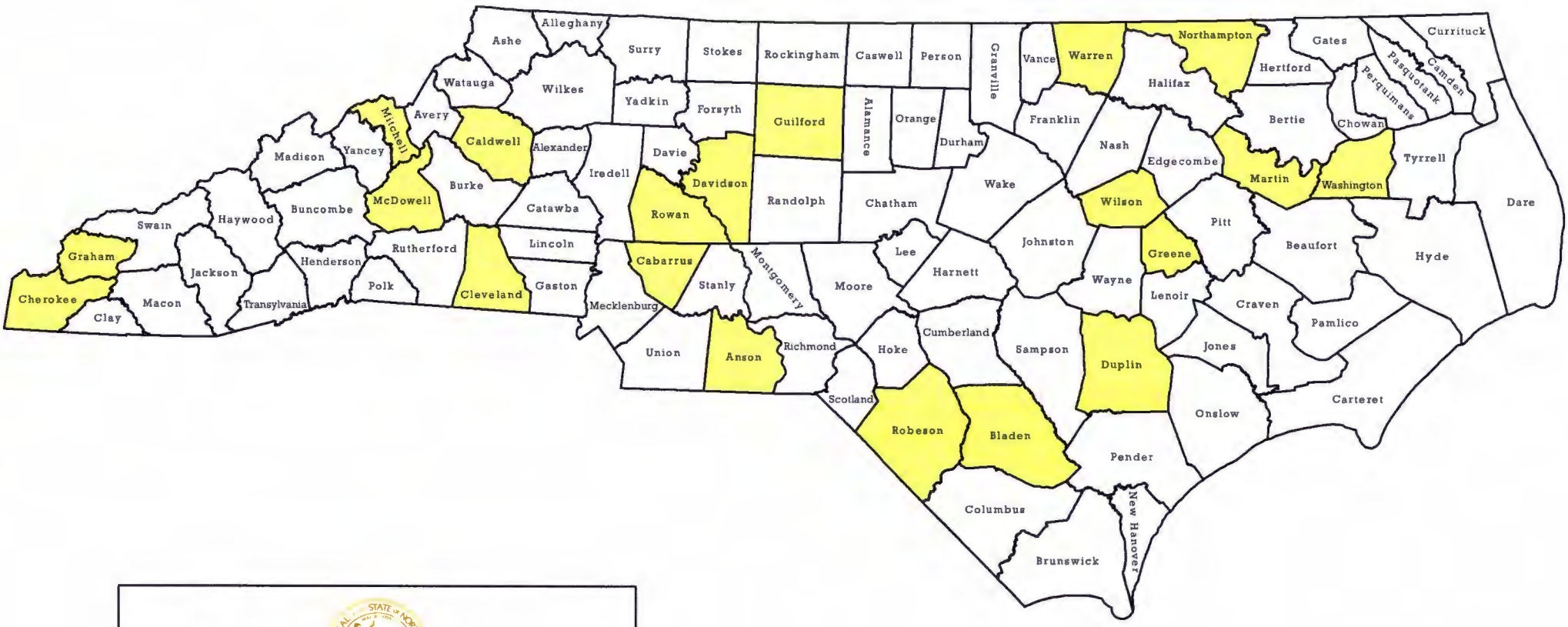
K[redacted] Cochrane-Brown
Director

H458-SMBE-20 FILED -V-4

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

ATTACHMENT # 9



REPRESENTATIVE HARRY WARREN

N.C. HOUSE OF REPRESENTATIVES

ROWAN COUNTY - 77TH District

611 LEGISLATIVE OFFICE BUILDING
300 N. SALISBURY STREET
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NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, April 4, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 117	Protect Students in Schools.	Representative Warren Representative Boswell Representative Faircloth Representative Horn
HB 149	Students W/Dyslexia and Dyscalculia.	Representative Conrad Representative Jackson Representative Elmore Representative Gill
HB 132	High Achieving Tuition Scholarships.	Representative Elmore Representative McNeill Representative Howard

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:25 AM on Thursday, March 30, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Pattie Fleming (Committee Assistant)

House Committee on Education - K-12
Tuesday, April 4, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks Rep. Horn presiding

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 117	Protect Students in Schools.	Representative Warren Representative Boswell Representative Faircloth Representative Horn
HB 149	Students W/Dyslexia and Dyscalculia.	Representative Conrad Representative Jackson Representative Elmore Representative Gill
HB 132	High Achieving Tuition Scholarships.	Representative Elmore Representative McNeill Representative Howard

Adjournment

House Committee on Education K-12
Tuesday, April 4, 2017 at 10:00 AM

MINUTES

The House Committee on Education K-12 met at 10:00 AM on April 4, 2017 in Room 643 of the Legislative Office Building. Chairs Conrad, Elmore, Horn, Johnson and Vice-Chairs Brockman, and Richardson were present. Representatives Ager, Blackwell, Bradford, Corbin, Dixon, Farmer-Butterfield, Gill, Graham, Grange, K. Hall, Hardister, Hunter, Hurley, Iler, Jones, Meyer, Pittman, Quick, Riddell, Shepard, Turner, White were present. Research Department staff in attendance was Drupti Chauhan, Kara McCraw and Brian Gwyn. Visitor registration sheets are provided. (Attachment 1)

Representative Craig Horn, Chair, presided. He called the meeting to order at 10:05 AM and introduced the Sergeant-at-Arms and Pages.

Representative Horn called on Rep. Elmore to present HB 132, High Achieving Tuition Scholarships. Following Rep. Elmore's explanation of HB 132 several members expressed approval of the concept. Rep. Horn said that HB 132 will be re-referred to the Education Community Colleges Committee and the Community College concerns can be better addressed there.

Rep. Horn asked for public comment and seeing none he called on Rep. Jones who moved for a favorable report. Vote was taken and the Ayes prevailed.

Rep. Horn called on Rep. Warren to present HB 117, Protect Children in Schools. Rep. Warren quoted USA Today saying that NC rated an F on criminal background checks for teachers. Rep. Gill moved that a Proposed Committee Substitute be put before the Committee. (Attachment 2) Rep. Bradford presented his amendment to require background checks on all teacher applicants for criminal history. It gives LEAs a choice of using a consumer reporting agency, the Department of Public Safety or both. There were questions by members regarding the cost. Rep. Horn said the bill will be referred to the House Finance Committee where it will deal with costs associated with the bill.

Rep. Horn called for vote on the amendment and the Ayes prevailed. Rep. Jones called for a vote on the bill and the Ayes prevailed.

Rep. Horn adjourned the meeting at 10:50 AM.

Representative Craig Horn, Chair

Pattie Fleming, Committee Clerk

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/04/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Meaghan Lewis	NC chamber
Susan Harrison	NCDTSEA
Meagan Jackson	Focus Carolina
Adam Pridemore	NCASA
Tim Ayen	Ed Consultant
Julie Kowal	BEST NC
David Cooper	BEST NC
Rachel Bantin	RPLaw
Catherine Truitt	UNCGA
Penny Burleson	SOG
Jason Weber	SBE

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/04/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sherry Thomas	NC DPI/EC Division
Cheryl Posner-Cahill	NC School Psych Assoc
Katie Gammon	Governor's Office
Matthew Herr	DRNC
Mike Leighs	NCPC
Caitlin Saunders	Rep. Meyer's office
Steward Warren	NCHSAA

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 04/04/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Betty Dosher	UNCC
Drew Moretz	UNC GA
Jonathan Kappler	UNC GA
Kevin Wilkinson	NCDPI
Jennifer Mahan	ASNC
Jake Sue	NCCPC
Andy Chase	KMA
Bruce Muldowney	NCSBA
Bill Rowe	NC Justice Center
Matt Ellinwood	
Chris Creighton	MLC

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 04/04/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Skye David	NewPalm
Karsin Willard	Intern NCGA
Tom West	NCICU
Mary Shipley	NCCCS
Lindsay Smith	shadowing
Dave Senn	Thomas Sneed
Chris Emanuel	Emanuel Group
James Robinson	OSBM
Gary Ander	NCIMHA
Sharon Loza	self
Matt Gross	NC Child

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 04/04/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Robb Jansen	NCSBE
Richard Bostic	NCSBA
Amanda Flynn	JDA
Sarah Bales	BIA

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 117
PROPOSED COMMITTEE SUBSTITUTE H117-CSTC-7 [v.6]
04/03/2017 08:01:45 PM

Short Title: Protect Students in Schools. (Public)

Sponsors:

Referred to:

February 16, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE FINGERPRINT CRIMINAL BACKGROUND CHECKS FOR PUBLIC SCHOOL PERSONNEL EMPLOYMENT; TO PROVIDE FOR WRITTEN NOTICE PRIOR TO SUSPENDING WITHOUT PAY A TEACHER WHO IS INCARCERATED OR IN CUSTODY; AND TO REQUIRE NOTIFICATION TO THE STATE BOARD OF EDUCATION RELEVANT CRIMINAL HISTORY RELATED TO AN EDUCATOR'S RESIGNATION.

The General Assembly of North Carolina enacts:

PART I: CRIMINAL BACKGROUND CHECKS FOR LOCAL BOARD OF EDUCATION EMPLOYEES

SECTION 1. G.S. 115C-238.73 reads as rewritten:

"**§ 115C-238.73. Criminal history record checks.**

(a) As used in this section:

...

(1a) Consumer reporting agency. – An entity which, for monetary fees, dues, or on a cooperative nonprofit basis, regularly engages in whole or in part in the practice of assembling or evaluating consumer credit information or other information on consumers, including criminal history checks, for the purpose of furnishing consumer reports to third parties, and which uses any means or facility of interstate commerce for the purpose of preparing or furnishing consumer reports, and which is regulated as provided in 15 U.S.C. § 1681, et. seq. A criminal history check by a consumer reporting agency provided for purposes of this section must include all of the following:

a. A search of the state criminal registry or repository in which the applicant resides.

b. A multistate/multijurisdiction database search which includes a follow-up search at the originating source for any information returned by the database search and which confirms final disposition information of the same.

c. A search of records obtained from county, state, and federal criminal repositories where the individual resides and has previously resided.

d. A search of the National Sex Offender Registry established as provided in 42 U.S.C. § 16919.

...

(b) Each local board of education shall adopt a policy ~~on whether and under what circumstances an~~ that requires an applicant for a school personnel position ~~shall be required~~ to be checked for a criminal history as provided in subsection (c) of this section before the applicant is offered an unconditional job. Each local board of education shall apply its policy uniformly in requiring applicants for school personnel positions to be checked for a criminal history. A local board of education ~~that requires a criminal history check for an applicant may~~ may employ an applicant conditionally while the board is checking the person's criminal history and making a decision based on the results of the check.

A local board of education shall not require an applicant to pay for the criminal history check authorized under this subsection.

(c) A local board of education by policy shall uniformly require applicants to be checked for a criminal history by the Department of Public Safety. The Department of Public Safety shall provide to the local board of education the criminal history from the State and National Repositories of Criminal Histories of any applicant for a school personnel position in the local school administrative unit for which a local board of education requires a criminal history check. The local board of education shall require the person to be checked by the Department of Public Safety to (i) be fingerprinted and to provide any additional information required by the Department of Public Safety to a person designated by the local board, or to the local sheriff or the municipal police, whichever is more convenient for the person, and (ii) sign a form consenting to the check of the criminal record and to the use of fingerprints and other identifying information required by the repositories. The local board of education shall ~~consider refusal to consent when making employment decisions and decisions with regard to independent contractors.~~not employ or contract with an individual who refuses to consent to a criminal history check.

The local board of education shall not require an applicant to pay for being fingerprinted.

...

(i) The local board of education may adopt a policy providing for periodic checks of criminal history of employees either by a consumer reporting agency, the Department of Public Safety, or both. Local boards of education shall not require employees to pay for the criminal history check authorized under this subsection. A local board of education shall indicate, upon inquiry by any other local board of education, charter school, or regional school in the State as to the reason for an employee's resignation or dismissal, if an employee's criminal history was relevant to the employee's resignation or dismissal.

...."

PART II: CRIMINAL BACKGROUND CHECKS FOR OTHER PUBLIC SCHOOL EMPLOYEES

SECTION 2.(a) G.S. 115C-218.90(b) is repealed.

SECTION 2.(b) Article 14A of Chapter 115C of the General Statutes is amended by adding a new section to read:

§ 115C-218.92. School personnel criminal history checks.

(a) As used in this section:

(1) "Criminal history" means a county, state, or federal criminal history of conviction of a crime, whether a misdemeanor or a felony, that indicates the employee (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as public school personnel. Such crimes include the following North Carolina crimes contained in any of the following Articles of Chapter 14 of the General Statutes: Article 5A, Endangering Executive and Legislative Officers; Article 6, Homicide; Article 7B, Rape and Kindred Offenses; Article 8, Assaults; Article 10, Kidnapping and Abduction; Article 13, Malicious Injury or Damage by Use of Explosive or Incendiary Device or

Material; Article 14, Burglary and Other Housebreakings; Article 15, Arson and Other Burnings; Article 16, Larceny; Article 17, Robbery; Article 18, Embezzlement; Article 19, False Pretense and Cheats; Article 19A, Obtaining Property or Services by False or Fraudulent Use of Credit Device or Other Means; Article 20, Frauds; Article 21, Forgery; Article 26, Offenses Against Public Morality and Decency; Article 26A, Adult Establishments; Article 27, Prostitution; Article 28, Perjury; Article 29, Bribery; Article 31, Misconduct in Public Office; Article 35, Offenses Against the Public Peace; Article 36A, Riots, Civil Disorders, and Emergencies; Article 39, Protection of Minors; and Article 60, Computer-Related Crime. Such crimes also include possession or sale of drugs in violation of the North Carolina Controlled Substances Act, Article 5 of Chapter 90 of the General Statutes, and alcohol-related offenses such as sale to underage persons in violation of G.S. 18B-302 or driving while impaired in violation of G.S. 20-138.1 through G.S. 20-138.5. In addition to the North Carolina crimes listed in this subparagraph, such crimes also include similar crimes under federal law or under the laws of other states.

(2) Consumer reporting agency. – An entity which, for monetary fees, dues, or on a cooperative nonprofit basis, regularly engages in whole or in part in the practice of assembling or evaluating consumer credit information or other information on consumers, including criminal history checks, for the purpose of furnishing consumer reports to third parties, and which uses any means or facility of interstate commerce for the purpose of preparing or furnishing consumer reports, and which is regulated as provided in 15 U.S.C. § 1681, et. seq. A criminal history check by a consumer reporting agency provided for purposes of this section must include all of the following:

a. A search of the state criminal registry or repository in which the applicant resides.

b. A multistate/multijurisdictional database search which includes a follow-up search at the originating source for any information returned by the database search and which confirms final disposition information of the same.

c. A search of records obtained from county, state, and federal criminal repositories where the individual resides and has previously resided.

d. A search of the National Sex Offender Registry established as provided in 42 U.S.C. § 16919.

(3) "School personnel" means any of the following:

a. Member of the board of directors.

b. Employee of the charter school.

c. Independent contractor or employee of an independent contractor of the charter school if the independent contractor carries out duties customarily performed by school personnel, whether paid with federal, State, local, or other funds, who has significant access to students or who has responsibility for the fiscal management of the charter school.

(b) The charter school board of directors shall adopt a policy that requires an applicant for a school personnel position to be checked for a criminal history as provided in subsection (c) of this section. The board of directors shall apply its policy uniformly in requiring applicants for school personnel positions to be checked for a criminal history. The board of directors may grant conditional approval of an application while the board of directors is checking a person's criminal history and making a decision based on the results of the check. The board of directors shall not require school personnel to pay for the criminal history record check authorized under this section.

(c) The charter school board of directors shall uniformly require applicants to be checked for a criminal history by the Department of Public Safety. The board of directors shall require the person to be checked by the Department of Public Safety (i) to be fingerprinted and to provide any additional information required by the Department of Public Safety to a person designated by the board of directors or to the local sheriff or the municipal police, whichever is more convenient for the person, and (ii) to sign a form consenting to the check of the criminal record and to the use of fingerprints and other identifying information required by the repositories. The board of directors shall not employ or contract with an individual who refuses to consent to a criminal history check. The fingerprints of the individual shall be forwarded to the State Bureau of Investigation for a search of the State criminal history record file, and the State Bureau of Investigation shall forward a set of fingerprints to the Federal Bureau of Investigation for a national criminal history record check. The Department of Public Safety shall provide to the board of directors the criminal history from the State and National Repositories of Criminal Histories of any school personnel for which the board of directors requires a criminal history record check.

The board of directors shall not require school personnel to pay for the fingerprints authorized under this section.

(d) The charter school board of directors shall review the criminal history it receives on an individual. The board of directors shall determine whether the results of the review indicate that the individual (i) poses a threat to the physical safety of students or personnel or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as school personnel and shall use the information when making employment decisions and decisions with regard to independent contractors. The board of directors shall make written findings with regard to how it used the information when making employment decisions and decisions with regard to independent contractors. The board of directors may delegate any of the duties in this subsection to the principal.

(e) The charter school board of directors, or the principal, or equivalent position, if designated by the board of directors, shall provide to the State Board of Education the criminal history it receives on a person who is certificated, certified, or licensed by the State Board of Education. The State Board of Education shall review the criminal history and determine whether the person's certificate or license should be revoked in accordance with State laws and rules regarding revocation.

(f) All the information received by the charter school board of directors through the checking of the criminal history or by the State Board of Education in accordance with this section is privileged information and is not a public record but is for the exclusive use of the board of directors or the State Board of Education. The board of directors or the State Board of Education may destroy the information after it is used for the purposes authorized by this section after one calendar year.

(g) There shall be no liability for negligence on the part of the charter school board of directors, or its employees, or the State Board of Education, or its employees, arising from any act taken or omission by any of them in carrying out the provisions of this section. The immunity established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes.

(h) Any applicant for employment who willfully furnishes, supplies, or otherwise gives false information on an employment application that is the basis for a criminal history record check under this section shall be guilty of a Class A1 misdemeanor.

(i) The charter school board of directors may adopt a policy providing for uniform periodic checks of criminal history of employees either by a consumer reporting agency, the

Department of Public Safety, or both. Boards of directors shall not require employees to pay for the criminal history check authorized under this subsection.

(j) A charter school board of directors shall indicate, upon inquiry by any other charter school, local board of education, or regional school in the State as to the reason for an employee's resignation or dismissal, if an employee's criminal history was relevant to the employee's resignation or dismissal. If a teacher's criminal history is relevant to a teacher's resignation, the board of directors shall report to the State Board of Education the reason for an employee's resignation."

SECTION 2.(c) G.S. 115C-238.73 reads as rewritten:

"**§ 115C-238.73. Criminal history record checks.**

(a) As used in this section:

...

(1a) Consumer reporting agency. – An entity which, for monetary fees, dues, or on a cooperative nonprofit basis, regularly engages in whole or in part in the practice of assembling or evaluating consumer credit information or other information on consumers, including criminal history checks, for the purpose of furnishing consumer reports to third parties, and which uses any means or facility of interstate commerce for the purpose of preparing or furnishing consumer reports, and which is regulated as provided in 15 U.S.C. § 1681, et. seq. A criminal history check by a consumer reporting agency provided for purposes of this section must include all of the following:

a. A search of the state criminal registry or repository in which the applicant resides.

b. A multistate/multijurisdictional database search which includes a follow-up search at the originating source for any information returned by the database search and which confirms final disposition information of the same.

c. A search of records obtained from county, state, and federal criminal repositories where the individual resides and has previously resided.

d. A search of the National Sex Offender Registry established as provided in 42 U.S.C. § 16919.

...

(b) The board of directors shall adopt a policy ~~on whether and under what circumstances school personnel shall be required to be~~ that requires an applicant for a school personnel position to be checked for a criminal ~~history.~~ history as provided in subsection (c) of this section. The board of directors shall apply its policy uniformly in requiring applicants for school personnel positions to be checked for a criminal history. The board of directors may grant conditional approval of an application while the board of directors is checking a person's criminal history and making a decision based on the results of the check.

The board of directors shall not require school personnel to pay for the criminal history record check authorized under this section.

(c) The board of directors shall uniformly require applicants to be checked for a criminal history by the Department of Public Safety. The board of directors shall require the person to be checked by the Department of Public Safety (i) to be fingerprinted and to provide any additional information required by the Department of Public Safety to a person designated by the board of directors or to the local sheriff or the municipal police, whichever is more convenient for the person, and (ii) to sign a form consenting to the check of the criminal record and to the use of fingerprints and other identifying information required by the repositories. The board of directors shall ~~consider refusal to consent when making employment decisions and decisions with regard to independent contractors.~~not employ or contract with an individual who refuses to consent to a criminal history check. The fingerprints of the individual shall be forwarded to the State Bureau of

Investigation for a search of the State criminal history record file, and the State Bureau of Investigation shall forward a set of fingerprints to the Federal Bureau of Investigation for a national criminal history record check. The Department of Public Safety shall provide to the board of directors the criminal history from the State and National Repositories of Criminal Histories of any school personnel for which the board of directors requires a criminal history record check.

The board of directors shall not require school personnel to pay for the fingerprints authorized under this section.

...

(i) The board of directors may adopt a policy providing for uniform periodic checks of criminal history of employees either by a consumer reporting agency, the Department of Public Safety, or both. Boards of directors shall not require employees to pay for the criminal history check authorized under this subsection.

(j) A board of directors shall indicate, upon inquiry by any other local board of education, charter school, or regional school in the State as to the reason for an employee's resignation or dismissal, if an employee's criminal history was relevant to the employee's resignation or dismissal. If a teacher's criminal history is relevant to a teacher's resignation, the board of directors shall report to the State Board of Education the reason for an employee's resignation."

PART III: SUSPENSION WITHOUT PAY FOR TEACHERS WHO ARE INCARCERATED OR IN CUSTODY

SECTION 3.(a) G.S. 115C-325(f)(1) reads as rewritten:

"(f) (1) Suspension without Pay. – If a superintendent believes that cause exists for dismissing a career employee for any reason specified in G.S. 115C-325(e)(1) and that immediate suspension of the career employee is necessary, the superintendent may suspend the career employee without pay. Before suspending a career employee without pay, the superintendent shall meet with the career employee and give him written notice of the charges against him, an explanation of the bases for the charges, and an opportunity to respond. However, if the teacher is incarcerated or is in the custody of a local, State, private, or federal correctional facility, the superintendent shall not be required to meet with the teacher before suspending that teacher without pay, but may instead provide written notice of the charges against the teacher, a written explanation of the basis for the charges, and provide an opportunity for the teacher to respond in writing. Within five days after a suspension under this paragraph, the superintendent shall initiate a dismissal, demotion, or disciplinary suspension without pay as provided in this section. If it is finally determined that no grounds for dismissal, demotion, or disciplinary suspension without pay exist, the career employee shall be reinstated immediately, shall be paid for the period of suspension, and all records of the suspension shall be removed from the career employee's personnel file."

SECTION 3.(b) G.S. 115C-325.5(a) reads as rewritten:

"(a) Immediate Suspension Without Pay. – If a superintendent believes that cause exists for dismissing a teacher for any reason specified in G.S. 115C-325.4 and that immediate suspension of the teacher is necessary, the superintendent may suspend the teacher without pay. Before suspending a teacher without pay, the superintendent shall meet with the teacher and give him or her written notice of the charges against the teacher, an explanation of the basis for the charges, and an opportunity to respond. However, if the teacher is incarcerated or is in the custody of a local, State, private, or federal correctional facility, the superintendent shall not be required to meet with the teacher before suspending that teacher without pay, but may instead provide written notice of the charges against the teacher, a written explanation of the basis for the charges, and provide an opportunity for the teacher to respond in writing. Within five days after a suspension

under this subsection, the superintendent shall initiate a dismissal, demotion, or disciplinary suspension without pay as provided in this section. If it is finally determined that no grounds for dismissal, demotion, or disciplinary suspension without pay exist, the teacher shall be reinstated immediately, shall be paid for the period of suspension, and all records of the suspension shall be removed from the teacher's personnel file."

PART IV. NOTIFICATION TO STATE BOARD OF EDUCATION WHEN TEACHER RESIGNS FOR REASONS RELATED TO CRIMINAL HISTORY.

SECTION 4.(a) G.S. 115C-325(o)(2) reads as rewritten:

"(2) A teacher, career or probationary, who is not recommended for dismissal should not resign without the consent of the superintendent unless he or she has given at least 30 days' notice. If a teacher who is not recommended for dismissal does resign without giving at least 30 days' notice, the board may request that the State Board of Education revoke the teacher's license for the remainder of that school year. A copy of the request shall be placed in the teacher's personnel file. If a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher has given at least 30 days' notice, the board shall report to the State Board of Education the reason for an employee's resignation."

SECTION 4.(b) G.S. 115C-325.9(b) reads as rewritten:

"(b) Thirty Days' Notice Resignation Requirement. – A teacher who is not recommended for dismissal should not resign during the term of the contract without the consent of the superintendent unless he or she has given at least 30 days' notice. If a teacher who is not recommended for dismissal does resign during the term of the contract without giving at least 30 days' notice, the board may request that the State Board of Education revoke the teacher's license for the remainder of that school year. A copy of the request shall be placed in the teacher's personnel file. If a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher has given at least 30 days' notice, the board shall report to the State Board of Education the reason for an employee's resignation."

PART V: EFFECTIVE DATE

SECTION 5. This act is effective when it becomes law and applies to applications for employment that are received on or after January 1, 2018.

HOUSE BILL 117:
Protect Students in Schools.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Finance	**Date:**	April 4, 2017
Introduced by:	Reps. Warren, Boswell, Faircloth, Horn	**Prepared by:**	Kara McCraw Staff Attorney
Analysis of:	PCS to First Edition H117-CSTC-7		

SUMMARY: ***HB 117 would authorize the State Board of Education, local boards of education, regional school boards of directors, and charter school boards of directors to require an applicant for teacher licensure or personnel position to be checked for a criminal history.***

The PCS for HB 117 would:

- ***Require local boards of education, regional school boards of directors, and charter school boards of directors to check all applicants for a criminal history using a Department of Public Safety criminal background check prior to unconditional employment.***
- ***Require all public schools to indicate if the reason for an employee's resignation or dismissal was related to the employee's criminal history, if an inquiry is made by another public school, and to report this information to the State Board of Education.***
- ***Allow a superintendent to put a person on leave without pay by providing written notice (instead of a face to face meeting) if that person is incarcerated or in custody at the time.***

CURRENT LAW: G.S. 115C-332 requires that local school boards and regional school boards of directors adopt a policy on whether and under what circumstances an applicant for a school personnel position is to be checked for a criminal history. Charter school boards of directors must adopt the policy of the local school administrative unit in which the charter school is located. Applicants do not have to pay for a criminal history check under local school board policy.

G.S. 115C-325 and G.S. 115C 325.5 require, prior to suspending a teacher without pay, a superintendent to meet with the employee and give the employee written notice of the charges, an explanation of the basis for the charges, and an opportunity to respond.

G.S. 115C-325 and G.S. 115C 325.9 require that a teacher who has been recommended for dismissal and chooses to resign without the written agreement of the superintendent, be reported to the State Board of Education, and be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board of Education. If a teacher who is not recommended for dismissal resigns without giving at least 30 days' notice, the local board may request that the State Board of Education revoke the teacher's license for the remainder of that school year.

BILL ANALYSIS:

Part I and II would mandate local boards of education, charter schools, and regional schools require applicants for school personnel positions, prior to unconditional employment, be checked for a criminal history by using the Department of Public Safety to check the State and National Repositories of

Criminal History Boards. Boards would be permitted to conduct periodic criminal history checks of employees using the Department of Public Safety or a consumer reporting agency that must search local, state, and federal criminal repositories. Boards would be required to indicate, upon request by another public school, is an employee's resignation or dismissal was related to criminal history.

Part III would authorize a superintendent, prior to suspending a teacher who is incarcerated or in custody without pay, to provide written notice of the charges, an explanation of the basis for the charges, and an opportunity to respond in writing, rather than meeting with the teacher in person.

Part IV would require local boards of education to report to the State Board of Education when a teacher's resignation was related to criminal history, regardless of whether dismissal proceedings had begun or the teacher had resigned without permission. The same requirement would apply to charter and regional schools under Part II.

EFFECTIVE DATE: House Bill 117 would become effective when it becomes law, and would apply to applications for employment received on or after January 1, 2018.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 117

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H117-ATC-35 [v.1]

Amends Title [NO]
First Edition

Date _____ ,2017

Representative Bradford

moves to amend the bill on page 2, lines 11-12, by rewriting those lines to read:

"(c) A local board of education by policy shall uniformly require applicants to be checked for a criminal history either by a consumer reporting agency, the Department of Public Safety, or both. The Department of Public Safety shall";

and on page 2, line 16, by rewriting that line to read:

"If the local board of education requires a criminal history check by the Department of Public Safety, the ~~The~~ local board of education shall require the person to be checked by the Department of Public";

and on page 4, line 2, by rewriting that line to read:

"for a criminal history either by a consumer reporting agency, the Department of Public Safety, or both. If the local board of education requires a criminal history check by the Department of Public Safety, the board of directors shall require the";

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 117

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H117-ATC-35 [v.1]

and on page 5, line 43, by rewriting that line to read:

"history either by a consumer reporting agency, the Department of Public Safety, or both. If the local board of education requires a criminal history check by the Department of Public Safety, the ~~The~~ board of directors shall require the person to be".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

HOUSE BILL 132

Short Title:	High Achieving Tuition Scholarships.	(Public)
Sponsors:	Representatives Elmore, McNeill, and Howard (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Education - Community Colleges, if favorable, Appropriations	

February 20, 2017

A BILL TO BE ENTITLED

AN ACT TO CREATE THE HIGH ACHIEVING TUITION SCHOLARSHIP PROGRAM FOR SCHOLARSHIPS FOR TOP-PERFORMING HIGH SCHOOL STUDENTS ATTENDING NORTH CAROLINA COMMUNITY COLLEGES AND TO APPROPRIATE FUNDS FOR THAT PURPOSE.

The General Assembly of North Carolina enacts:

SECTION 1. Purpose of Program. – There is created the High Achieving Tuition Scholarship Program. The purposes of the High Achieving Tuition Scholarship Program include the following:

(1) Encourage higher-performing students at community colleges.
(2) Utilize the State's educational resources to the fullest.
(3) Create more educational and career options for students.
(4) Realize significant cost-savings to the State.
(5) Develop a more competitive workforce.

SECTION 2. Scholarship Eligibility. – A student shall be eligible to receive a High Achieving Tuition Scholarship if the student meets all of the following requirements:

(1) In the academic semester prior to enrolling in a community college, graduates with at least a 3.5 unweighted grade point average from either a (i) public high school located in this State or (ii) a nonpublic high school or home school, as defined in Article 39 of Chapter 115C of the General Statutes, located in this State.
(2) Presents evidence the student is either a United States citizen or eligible noncitizen.
(3) Qualifies as a resident of this State for tuition purposes, as provided in Article 14 of Chapter 116 of the General Statutes.
(4) Gains admission as a student at a North Carolina community college in a curriculum program.
(5) Complies with Selective Service registration requirements.
(6) Affirmatively states the student does not have a felony conviction for a controlled substance offense under Article 5 of Chapter 90 of the General Statutes.

SECTION 3. Award of Scholarships. – The State Education Assistance Authority (Authority) shall annually award High Achieving Tuition Scholarships to all eligible students in an amount not to exceed the cost of 16 credit hours of tuition per fall or spring academic semester for

a maximum of four academic semesters. The Authority shall require students to complete a Free Application for Federal Student Aid (FAFSA) to be eligible for a scholarship award and shall reduce the amount of the scholarship award for any student by the amount of grants or scholarships received by that student from other State or federal sources. The Authority shall award scholarships to eligible students in the order in which they are received. The Authority shall award scholarships beginning with the fall semester of the 2018-2019 academic year to students graduating from high school in the 2017-2018 school year.

SECTION 4. Scholarship Renewal. – A scholarship awarded to an eligible student shall be annually renewed if the student demonstrates all of the following:

(1) A cumulative 3.0 grade point average.

(2) Completion of a minimum of 30 semester credit hours by the end of the academic year.

(3) An affirmative statement the student does not have a felony conviction for a controlled substance offense under Article 5 of Chapter 90 of the General Statutes.

SECTION 5. Scholarship Revocation. – A scholarship awarded to an eligible student shall be revoked at the conclusion of the first semester of an academic year for any of the following:

(1) Failure to maintain a course load of at least 12 credit hours.

(2) Default or unpaid refund on a student financial aid program.

SECTION 6. Scholarship Administration. – The Authority shall adopt rules for administration of the High Achieving Tuition Scholarship Program.

SECTION 7. Course Counseling and Transfer. – Community colleges shall ensure that scholarship recipients are provided counseling and assistance in maintaining the necessary grade point averages and selecting coursework that reflects their educational and career goals. For students planning to enter a constituent institution of The University of North Carolina, the State Board of Community Colleges shall ensure that credits earned by those students participating in the program are transferable.

SECTION 8. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of fifty thousand dollars ($50,000) for the 2017-2018 fiscal year to be allocated to the Authority for administrative costs related to the implementation of the High Achieving Tuition Scholarship Program. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of two million dollars ($2,000,000) for the 2018-2019 fiscal year to be allocated to the Authority for administrative costs and award of scholarships. The Authority may use up to five percent (5%) of the appropriated funds for administrative costs associated with the Program. Any unexpended funds for the purposes set forth in this section shall not revert at the end of each fiscal year but shall remain available to award scholarships to eligible students.

SECTION 9. The Board of Governors of The University of North Carolina shall adopt a policy to permit any student admitted to a constituent institution who receives a High Achieving Tuition Scholarship to defer admission to the constituent institution for two years, beginning with the 2018-2019 academic year. Deferred admission shall be contingent upon the successful completion of an associate's degree and remaining in good standing in the Scholarship Program while enrolled in the community college.

SECTION 10.(a) For the 2017-2018 school year, the State Board of Education shall direct local boards of education to survey high school students in their senior year who meet the eligibility requirements of the High Achieving Tuition Scholarship Program to determine interest in the program, including numbers of students who intend to apply for the scholarship, and reasons that eligible students may choose not to apply for the scholarship. The State Board of Education shall report to the Joint Legislative Education Oversight Committee no later than December 15, 2017, on the results of this survey.

SECTION 10.(b) The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall jointly identify and report to the Joint Legislative Education Oversight Committee by April 1, 2020, on potential issues related to the transition of High Achieving Tuition Scholarship recipients from community college to university enrollment and other recommendations to improve and expand the High Achieving Tuition Scholarship Program.

SECTION 10.(c) The State Education Assistance Authority shall report annually on or before September 1, beginning in 2019, to the Joint Legislative Education Oversight Committee on the implementation of the High Achieving Tuition Scholarship Program. The report shall include at least the following information:

(1) Number of students applying for the scholarship, including information about student demographics and geographic location.

(2) Number of students awarded the scholarship, including information about student demographics and geographic location, and community college attended.

(3) Amount of funds expended for scholarships.

(4) Number of students whose scholarships were revoked and reasons for revocation.

(5) Other relevant information as determined by the Authority.

SECTION 11. This act becomes effective July 1, 2017.

HOUSE BILL 132:
High Achieving Tuition Scholarships.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Education - Community Colleges. If favorable, re-refer to Appropriations	**Date:**	April 4, 2017
Introduced by:	Reps. Elmore, McNeill, Howard	**Prepared by:**	Drupti Chauhan Committee Counsel
Analysis of:	First Edition		

SUMMARY: House Bill 132 would create the High Achieving Tuition Scholarship Program for top performing high school students attending North Carolina Community Colleges.

BILL ANALYSIS: **Section 1** would create the High Achieving Tuition Scholarship Program (Program) and describe the purposes of the Program.

Section 2 would outline the eligibility requirements, which include: (i) a minimum unweighted GPA of 3.5 in the academic semester prior to enrolling in a community college from public or nonpublic high school in the State or a home school located in the State, (ii) evidence the student is either a United States citizen or eligible noncitizen (iii) resident of the State for tuition purposes, (iv) admission in a curriculum program at a community college, (v) compliance with Selective Service registration requirements, and (vi) an affirmative statement the student does not have a felony drug conviction.

Section 3 would authorize the State Education Assistance Authority (SEAA) to annually award High Achieving Tuition Scholarships (Scholarships) to all eligible students not to exceed the cost of 16 credit hours of tuition per academic semester for a maximum of four academic semesters. Students must complete a Free Application for Federal Student Aid (FAFSA) to be eligible for a Scholarship. The SEAA must reduce the amount of the Scholarship award by the amount of grants or scholarships received by a student from other state or federal sources. The SEAA would award Scholarships beginning with the fall semester of the 2018-2019 academic year to students graduating from high school in the 2017-2018 school year.

Section 4 would require the Scholarship to be renewed if the student (i) maintains a cumulative 3.0 GPA, (ii) completes a minimum of 30 semester credit hours by the end of the academic year, and (iii) makes an affirmative statement the student does not have a felony drug conviction.

Section 5 would require a Scholarship to be revoked at the conclusion of the first semester of an academic year if the student failed to maintain a course load of at least 12 credit hours or defaulted on a student financial aid program.

Section 6 would direct the SEAA to adopt rules for administering the Program.

Section 7 would require the community colleges to ensure that Scholarship recipients are provided counseling and assistance in selecting coursework and maintaining the necessary GPA. The State Board of Community Colleges (SBCC) would be required to ensure credits earned by participating students are transferable into constituent institutions of The University of North Carolina.

Karen Cochrane-Brown
Director

H132-SMRQ-16 E1 -V-1

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Section 8 would appropriate $50,000 from the General Fund to the SEAA for the 2017-2018 fiscal year for administrative costs of implementation of the Program. The bill would appropriate $2 million for the 2018-2019 fiscal year for administrative costs and award of the Scholarships. The SEAA may use up to five percent (5%) of the funds appropriated for administrative costs associated with the Program. Any unexpended funds at the end of the fiscal year would not revert.

Section 9 would require the Board of Governors of The University of North Carolina to adopt a policy to allow any student admitted to a constituent institution who receives a Scholarship to defer admission for two years, beginning with the 2018-2019 school year. Deferred admission awarded to students would be contingent upon the successful completion of an associate's degree and remaining in good standing in the Program.

Section 10 would require the following reports:

- For the 2017-2018 school year, the State Board of Education (SBE) must direct local boards of education to survey high school seniors who meet the eligibility requirements for the Scholarship to determine interest in the Program, including numbers of students who intend to apply for the Scholarships and reasons that eligible students may choose not to apply. The SBE must report the survey results to the Joint Legislative Education Oversight Committee (JLEOC) by December 15, 2017.
- The Board of Governors of The University of North Carolina and the SBCC must jointly identify and report to the JLEOC by April 1, 2020, on potential issues related to the transition of Scholarship recipients from community college to university enrollment and other recommendations to improve and expand the Program.
- Beginning on or before September 1, 2019, the SEAA must file an annual report with the JLEOC on the implementation of the Program and must include information on the number of students applying for and being awarded Scholarships; the amount of funds expended for the scholarships; number of revocations of Scholarships and the reasons for the revocation; and other relevant information as determined by the SEAA.

EFFECTIVE DATE: The bill would become effective July 1, 2017.

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, April 11, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 149	Students W/Dyslexia and Dyscalculia.	Representative Conrad Representative Jackson Representative Elmore Representative Gill
HB 360	Harnett Co. Schools/Exam Window.	Representative Lewis

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 2:07 PM on Thursday, April 06, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Rhonda Todd (Committee Assistant)

House Committee on Education - K-12
Tuesday, February 21, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Linda Johnson, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 149	Students W/Dyslexia and Dyscalculia.	Representative Conrad Representative Jackson Representative Elmore Representative Gill
HB 360	Harnett Co. Schools/Exams Window	Representative Lewis

Adjournment

House Committee on Education - K-12
Tuesday, April 11, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education - K-12 met at 10:00 AM on April 11, 2017 in Room 643 of the Legislative Office Building. Representatives Ager, Brockman, Conrad, Elmore, Gill, C. Graham, Destin Hall, K. Hall, Hardister, Horn, Hunter, Hurley, Iler, Meyer, Quick, Shepard, R. Turner, and White attended.

Presiding Chair Linda P. Johnson called the meeting to order at 10:16 and introduced the Sergeant at Arms assisting with the committee. (**Attachments 1-2**)

The following bills were considered:

HB 149 Students W/ Dyslexia and Dyscalculia. (Representatives Conrad, Jackson, Elmore, Gill) (Amendment 3) –

Chairman Johnson requested a motion for a PCS (**Amendment 4**), Representative Brockman called the motion.

Conrad presented the bill before the committee and acknowledged primary sponsors and encouraged to speak on behalf of the bill.

Representative Graham recommended an additional diagnosis of identifying student a "health impaired". Kara McCraw stated Dyslexia and Dyscalcula

Representative Gill motioned for passage at appropriate time.

Chairman Johnson opened the floor for guest speakers in support of the bill (**amendment 5**):

- Donna Gargett
- Neil and Donna Auchmuty (student speakers - Payne and Kaitlin)
- Tim and Kim McDonough (children)
- Jeanette Meachem

Chairman Johnson recognized Representative Gill for a motion to pass HB149 favorable PCS, unfavorable to the original bill. The motion passed.

HB 360 Harnett Co. Schools/Exam Window. (Representative Lewis)

Chairman Johnson recognized Representative Lewis to present the HB360 (**Attachment 6**) bill before committee.

Representative Iler was recognized for a motion to favorably pass HB360. The bill was unanimously passed.

The meeting adjourned at 10:41.

Representative Linda P. Johnson, Chair
Presiding

Rhonda Todd, Committee Clerk

Attachment 1

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	4/11/17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair															
Rep. John Ager	✓														
Rep. Hugh Blackwell															
Rep. John Bradford															
Rep. Kevin Corbin															
Rep. Jimmy Dixon															
Rep. Jean Farmer-Butterfield															
Rep. Rosa Gill	✓														
Rep. Charles Graham	✓														
Rep. Holly Grange															
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson															
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones															
Rep. Donny Lambeth															

DATES	4/11/17														
Rep. Graig Meyer	✓														
Rep Rodney Moore															
Rep. Larry Pittman															
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers															
Rep. Jason Saine															
Rep. Phil Shepard	✓														
Rep. Scott Stone															
Rep. Rena Turner	✓														
Rep. Donna McDowell White															

Attachment 2

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Ed. K-12

DATE: 04/11/17 Room: 643

House Sgt-At Arms:

1. Name: Young Bae
2. Name: Berry Moore
3. Name: Bill Riley
4. Name: Bill Moore
5. Name: _____

Senate Sgt-At Arms:

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/11/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Pridemore	NCASA
Robb Jansen	NCSBE
Reyna Walters Morgan	Crowder Consulting
Andy Chase	KMA
Julia Adam Scheurich	Oak City
Sarah Hardin	NCEL
Meaghan Lewis	NC Chamber
LAURA PURYEAR	MWC
Lynne Loeser	NC DPI
Sherry Thomas	NC DPI
Matthew Herr	DRNC

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/11/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Brendan Fetters	WCPSS / Guest of Rep. Meyer
Lindsay Smith	
John Banks	Pitt Greenville Airport
Mike Leighs	NCPC
Jennifer Mahan	ASNC
Rhaegan Jackson	Focus Carolina
Wendy Kelly	Focus Carolina
Brittin Allen	NCTCC
Peyton Mayo	
Joel Maynard	GRM & Assoc
Catherine Truitt	UNC GA

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/11/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Richard Taylor	NC 911 Board
John Hardin	MFS
John Mcmillan	MFS
Will Morgan	" "

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/11/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kharsin Willard	Intern NCGA
Tim + Kim McDonough	Parent Forsyth County
Donna Gargett	Decoding Dyslexia NC
Jeanette Meachem	Dyslexia Advocacy Group of Carolinas
Bryce Meachem	Student Char-Meck Schools
Penny Wagner-Auchmuty	Parent of dyslexic + dysgraphic student
Payne Auchmuty	Student- dyslexic
Kaitlyn Auchmuty	Student dyscalculia
Neil Auchmuty	Parent of dyslexic + dyscalculic students
Edna Wallace	RTI International
Tom Ahart	NCTCU

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/11/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kevin Wilkinson	NCDPI
Richard Bostic	NCSBA
Andrew Cagle	UNC Greensboro
Matt Ellinwood	NC Justice Center
Bruce Muldwurf	NCSBA
Dan Crawford	NCLCV
Jon Sipe	NCFPC
Joe McCabe	McElroy Consulting
Brandon Lenoir	High Point University

GENERAL ASSEMBLY OF NORTH C
SESSION 2017

HOUSE BILL 149

Short Title:	Students W/Dyslexia and Dyscalculia.	(Public)
Sponsors:	Representatives Conrad, Jackson, Elmore, and Gill (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION AND LOCAL BOARDS OF EDUCATION TO IMPLEMENT A SCREENING PROGRAM TO IDENTIFY STUDENTS WITH DYSLEXIA AND DYSCALCULIA.

The General Assembly of North Carolina enacts:

SECTION 1. Chapter 115C of the General Statutes is amended by adding a new Article to read:

"Article 9D.
"Students With Dyslexia and Dyscalculia.

"**§ 115C-150.20. Purpose.**

It is the intent of the General Assembly that all students with specific learning disabilities, including dyslexia and dyscalculia, receive the necessary and appropriate screenings, assessments, and special education services to provide interventions for learning difficulties with language, reading, writing, and mathematics. To provide a common set of professional standards and guidelines for the identification of and intervention for students with dyslexia and students with dyscalculia, the State Board of Education and local boards of education shall implement a screening process, comprehensive assessment, and intervention strategies for these students in accordance with the provisions of this Article and Article 9 of this Chapter.

"**§ 115C-150.21. Definitions.**

The following definitions apply in this Article:

(1) Disability. – As defined in G.S. 115C-106.3(2).
(2) Dyscalculia. – A specific learning disability involving difficulty in learning or comprehending mathematics.
(3) Dyslexia. – A specific learning disability characterized by difficulty with accurate or fluent word recognition, or both, and by poor spelling and decoding abilities.
(4) Individualized education program or IEP. – As defined in G.S. 115C-106.3(6).
(5) Special education. – As defined in G.S. 115C-106.3(20).
(6) Specific learning disability. – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations. A specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of serious emotional disturbance, or of environmental, cultural, or economic disadvantage.

"**§ 115C-150.22. Screening, assessment, and intervention.**

(a) The State Board of Education shall provide informational materials and screening instruments developed in accordance with G.S. 115C-12(45) to local boards of education to identify students who exhibit potential indicators of dyslexia and dyscalculia. Each local board of education shall (i) provide for parents to receive informational materials related to dyslexia and dyscalculia on an annual basis and (ii) ensure implementation of age-appropriate screening instruments for the early identification of students with dyslexia and students with dyscalculia.

(b) A local school administrative unit shall screen every kindergarten student enrolled in the unit for dyslexia and dyscalculia using the screening instrument adopted by the State Board.

(c) A local school administrative unit shall screen any student enrolled in first through sixth grade in the unit who has not been screened for dyslexia and dyscalculia under subsection (b) of this section using an age-appropriate screening instrument adopted by the State Board.

(d) If a student is determined to exhibit potential indicators of dyslexia, dyscalculia, or other specific learning disabilities, the local school administrative unit shall administer a comprehensive assessment adopted by the State Board to determine whether the student has a disability. A student identified as having dyslexia, dyscalculia, or other specific learning disability shall be provided appropriate intervention strategies in accordance with the guidelines adopted by the State Board through the student's individualized education program.

"**§ 115C-150.23. Training for school personnel.**

(a) Each local school administrative unit shall train one or more school employees to administer the screening instruments provided by the State Board of Education pursuant to G.S. 115C-150.22.

(b) Ongoing professional development opportunities shall be made available to teachers and other school personnel on the identification of and intervention strategies for students with dyslexia, dyscalculia, or other specific learning disabilities."

SECTION 2. G.S. 115C-12 is amended by adding a new subdivision to read:

"(46) To Adopt Informational Materials and Guidelines for Students With Dyslexia and Dyscalculia. – The State Board of Education shall develop and adopt informational materials and guidelines for students with dyslexia and students with dyscalculia in accordance with the provisions of Article 9D of this Chapter, including age-appropriate screening instruments, a comprehensive assessment for students who exhibit potential indicators for dyslexia, dyscalculia, or other specific learning disabilities, and guidelines on appropriate intervention strategies."

SECTION 3. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

GENERAL ASSEMBLY OF NORTH CA
SESSION 2017

H **D**

HOUSE BILL 149
PROPOSED COMMITTEE SUBSTITUTE H149-CSTC-10 [v.3]

04/06/2017 11:23:07 AM

Short Title: Students W/Dyslexia and Dyscalculia. (Public)

Sponsors:

Referred to:

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION AND LOCAL BOARDS OF EDUCATION TO DEVELOP TOOLS TO ENSURE IDENTIFICATION OF STUDENTS WITH DYSLEXIA AND DYSCALCULIA.

The General Assembly of North Carolina enacts:

SECTION 1. It is the intent of the General Assembly that all students with specific learning disabilities, including dyslexia and dyscalculia, receive the necessary and appropriate screenings, assessments, and special education services to provide interventions for learning difficulties with language, reading, writing, and mathematics.

SECTION 2. To provide a definition to enable for the identification of and intervention for students with dyslexia and students with dyscalculia, the State Board of Education shall, as part of its policies for specific learning disabilities, define dyslexia as follows: "Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge." The State Board of Education shall include the definition of dyslexia, as required by this section, in the policies for specific learning disabilities no later than June 30, 2017.

SECTION 3. Prior to the start of the 2017-2018 school year, the State Board of Education shall ensure that ongoing professional development opportunities are made available to teachers and other school personnel on the identification of and intervention strategies for students with dyslexia, dyscalculia, or other specific learning disabilities. Prior to the start of the 2017-2018 school year, the State Board of Education shall also develop and make available information electronically to parents, educators and other concerned groups that provides further data concerning characteristics of children with dyslexia, educational methodologies, screenings, and what is available to support the work with children with dyslexia in North Carolina.

SECTION 4. Prior to the start of the 2017-2018 school year, local boards of education shall review the diagnostic tools and screening instruments used for dyslexia, dyscalculia, or other specific learning disabilities to ensure that they are age-appropriate and effective, and shall determine if additional diagnostic and screening tools are needed.

SECTION 5. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 149
PROPOSED COMMITTEE SUBSTITUTE H149-CSTC-10 [v.3]
04/06/2017 11:23:07 AM

Short Title: Students W/Dyslexia and Dyscalculia. (Public)

Sponsors:

Referred to:

February 22, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION AND LOCAL BOARDS OF EDUCATION TO DEVELOP TOOLS TO ENSURE IDENTIFICATION OF STUDENTS WITH DYSLEXIA AND DYSCALCULIA.

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SECTION 3. Prior to the start of the 2017-2018 school year, the State Board of Education shall ensure that ongoing professional development opportunities are made available to teachers and other school personnel on the identification of and intervention strategies for students with dyslexia, dyscalculia, or other specific learning disabilities. Prior to the start of the 2017-2018 school year, the State Board of Education shall also develop and make available information electronically to parents, educators and other concerned groups that provides further data concerning characteristics of children with dyslexia, educational methodologies, screenings, and what is available to support the work with children with dyslexia in North Carolina.

SECTION 4. Prior to the start of the 2017-2018 school year, local boards of education shall review the diagnostic tools and screening instruments used for dyslexia, dyscalculia, or other specific learning disabilities to ensure that they are age-appropriate and effective, and shall determine if additional diagnostic and screening tools are needed.

SECTION 5. This act is effective when it becomes law.

HOUSE BILL 149:
Students W/Dyslexia and Dyscalculia.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 11, 2017
Introduced by:	Reps. Conrad, Jackson, Elmore, Gill	**Prepared by:**	Kara McCraw
Analysis of:	PCS to First Edition H149-CSTC-10		Staff Attorney

OVERVIEW: HB 149, as introduced, would require the State Board of Education (SBOE) and local boards of education (local boards) to implement a screening program to identify students with dyslexia and dyscalculia.

The PCS for HB 149 deletes the prior contents and instead would require the following:

- ***The SBOE to define dyslexia, ensure ongoing professional development for school personnel in identification and intervention for specific learning disabilities, and provide information for parents and others on support for children with dyslexia.***
- ***Local boards to review diagnostic tools and screening instruments for specific learning disabilities and determine if additional diagnostic and screening tools are needed.***

CURRENT LAW: Both State (G.S. 115C-106.3) and federal law (20 U.S.C. § 1401) include "specific learning disabilities" as a type of disability that may qualify a child under the federal Individuals with Disabilities Education Act to receive a free appropriate public education.

State statute does not define "specific learning disabilities", but federal law defines a specific learning disability, in general, as a disorder in one "or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations," and includes dyslexia as a type of specific learning disability. 20 U.S.C. § 1401(30).

The current NC Policies Governing Services for Children with Disabilities mirrors the federal definition of specific learning disability in NC 1500-2.4(b)(11) as "a disability in one or more of the basic processes involved in understanding or in using language, spoken or written, that may manifest itself in the impaired ability to listen, think, speak, read, write, spell, or to do mathematical calculations." The definition also states that "[t]he disability substantially limits academic achievement so that the child does not learn at an adequate rate when provided sustained, high quality instruction and scientific research-based intervention. Alternate terms may include, but are not limited to, dyslexia and dyscalculia."

BILL ANALYSIS: The PCS for HB 149 would make the following changes:

- Establish the General Assembly's intent that all students with specific learning disabilities, including dyslexia and dyscalculia, receive necessary and appropriate screenings, assessments, and special education services.

Karen Cochrane-Brown
Director

H149-SMTC-19 CSTC-10 -V-3

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- Require by June 30, 2017, that the State Board of Education define dyslexia as part of its policies for specific learning disabilities.
- Require, prior to the start of the 2017-2018 school year, the State Board of Education to ensure that ongoing professional development opportunities be made available to teachers and other school personnel on the identification of and intervention strategies for students with dyslexia, dyscalculia, or other specific learning disabilities.
- Require, prior to the start of the 2017-2018 school year, the State Board of Education to develop and make available information to parents, educators and other concerned groups on characteristics of children with dyslexia, educational methodologies, screenings and what is available to support the work with children with dyslexia in North Carolina.
- Require, prior to the start of the 2017-2018 school year, local boards of education to review the diagnostic tools and screening instruments used for dyslexia, dyscalculia, or other specific learning disabilities to ensure that they are age-appropriate and effective, and determine if additional diagnostic and screening tools are needed.

EFFECTIVE DATE: This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

Attachment 5

GUEST SPEAKER REGISTRATION

(Committee Name)

SPEAKERS: PLEASE SIGN IN BELOW

NAME	FIRM OR AGENCY
✓ Donna Gargett	Decoding Dyslexia NC
Penny Wagner-Auchmuty	Parent
Payne Auchmuty	Student
Kaitlin Auchmuty	Student
Neil Auchmuty	Parent
✓ Kim & Tim McDonough	Parents
✓ Jeanette Meacham	DAG of Carolinas & DDNC, parent

Penny Nell

Hello and Good Morning/Afternoon-

My name is Kaitlin Auchmuty and I'm here to show support for House Bill 149 screening for dyslexia and dyscalculia.

I would like to share a little of my story with you about going through the public school system that doesn't seem to even understand that dyscalculia exists. I'm dyscalculic and by the way, I'm more than my dyscalculia but it's part of who I am. Kids shouldn't have to go through what I did in school and with screening and education on dyscalculia, they won't.

One of my most vivid and worst experiences was when I was in second grade and my teacher called me "slow," in front of the whole class, but I'm not slow, I am dyscalculiac and I process math information slower than those who aren't. Had I been screened for dyscalculia in kindergarten, I believe that wouldn't have happened because there would have been more education about dyscalculia.

I have to share that I have had some teachers who were willing to work with me once they understood how I learned, one even took the time to help me to finally understand long division. *But don't ask me to do it right now! *

The fact that I'm in advanced English makes it all the more difficult to be understood because how can a student be in advanced classes and have an IEP? That seems so difficult for some to understand and a few times we've had to fight to get my advanced English class because I have an IEP for Math.

I'm going to be a junior next year so this bill won't help me but it will help the kids who are just starting school if they are screened in kindergarten, like I wish I had been.

Please support House Bill 149 for students like me!

My name is Donna Gargett and I would like to share my journey with you. In kindergarten I struggled to learn the alphabet. By the time I got to second grade I was behind and I had to take summer school. I got more of the same learning and fell further behind every year. I severely struggled with reading and math and teachers repeatedly told my mom, she just doesn't get it. The teachers didn't know how to teach me. I felt defeated and stupid despite my effort. At age 15 I asked my parents to just tell me if I was mentally delayed because I could understand why I struggled so much. The school system failed me. Despite my difficulties, I made my way to college but changed my major 6 times bases on what I could NOT do. As a deaf studies major I struggled to fingers spell at ASL 4 wasting 4 classes towards a major I could never achieve. I decided to get myself tested at age 22. I am dyslexic! It was honestly the biggest relief. The psychologist said I had made it through the hard part, meaning elementary and high school. I agreed, it was torture having to read out loud, feeling different, not achieving educationally. I had lost a big chunk of my self esteem to my dyslexia. 22 years is a long time to feel stupid when there are solutions. I struggled in the workforce because I didn't grow up advocating for myself. You can't see my dyslexia and I don't look dyslexic... Yet here I am struggling to read my own words on the page. My mom looked to teachers and professionals my whole life and no one saw my struggle and couldn't identify it. The cycle has continued with my two daughters Bella 7 and Ava 6 both dyslexic and I will not allow them to experience their education as I did. I was shocked when the first response I got at my daughters school was "we don't serve for dyslexia". I knew I needed to get my daughters resources and provide accommodations but it is non- existent in Jacksonville, NC. The frustration lies in knowing there is a solution and the very people we look to for educational direction, our teachers, do not have the training they need to educate our students. So my journey as lead me here today to share my story in hopes of preventing other children to go through their education feeling anxious and stupid. The cycle must end! Screening is beyond important, it is necessary to create productive working adults. Even while advocating for my daughter this past year I was told by the Assistant EC Director at the school board that there are no laws to support dyslexia. We need to address dyslexia through legislation to create much needed change. Dyslexia is beyond just a reading issue and can lead to serious mental health issues which are preventable. I am one of the fortune dyslexic's that despite my struggle and bad chooses that I stayed out of the jail system. As a dyslexic parent I struggle to assist in teaching

my daughters and depend on the school to assist them with support instead of sending home additional work for me (severally dyslexic) to help with. As a co-leader of Decoding Dyslexia I have heard my very story over and over through common struggles. Our schools as an educational institution have a responsibility to identity learning disabilities, use appropriate interventions and instruction methods that lead to more growth, train all teachers to recognize learning deficiencies such as dyslexia and to provide an appropriate education.

Good Morning/Afternoon-

Support and

My name is Penny Wagner-Auchmuty and I'm here to ask you to support House Bill 149, screening for dyslexia and dyscalculia.

I have two children, Payne who is dyslexic and Kaitlin who is dyscalculic, they are also much more than their specific learning disabilities but it is part of who they are. I have had to watch them struggle through the public-school system due to the lack of understanding of dyslexia and dyscalculia. As a family, we have had to learn to bob-and-weave through a system that hasn't caught up with students like my children.

I don't understand why dyslexia is such a difficult specific learning disability for schools to understand, maybe because It's not an in your face disability.

My Husband and I were on a conference call with DPI in 2015 and as I remember it, there are Orton-Gillingham, multisensory programs in the system but that doesn't mean they are being used, it varies district to district. Yancy County Principal, Sherry Robinson from Bald Creek Elementary had the largest EC population in their county but 8 years later, after her teachers were trained in the Orton-Gillingham method, that number was cut in half. The school was honored in 2014/15 and 2015/16 as a Title 1 National Distinguished School Nominee. So, it does work. This needs to be the norm in North Carolina instead of the exception. Luck of where you live and which district your child is in shouldn't dictate whether they receive the instruction that they need to be successful. Let's screen all of our kindergarteners for dyslexia and teach so that all our children can succeed, especially our struggling readers.

I can't thank Representatives, Conrad, Jackson, Elmore & Gill enough for being the primary sponsors and the 34 co-sponsors of this bill, but especially Representative Conrad for listening to Payne's struggles and deciding to introduce this bill. Dyslexia legislation is tough because school budgets are tight and dyslexic students are just lumped with other SLDs. So, when dyslexia is brought up separately, it's called redundant but the 15% of dyslexic students that sit frustrated and languishing at their desks in school every day, are anything but redundant.

Please support House Bill 149 for my children and the 15% of students just like them.

Good Morning/Afternoon-

My name is Payne Auchmuty and I'm here today to ask you to support House Bill 149, screening for dyslexia and dyscalculia.

How do you strike fear into a dyslexic student? Ask him to read a paragraph out loud in class.

I am dyslexic, I'm more than that, but dyslexia is part of who I am. I'm here today to share a little bit about what it was like going through the public-school system that didn't understand me as a dyslexic student. However, the most important reason I'm here is to try to get you to understand why screening for dyslexic students in kindergarten is necessary, because I don't want little kids to endure what I did.

I've had some awesome teachers like Mrs. Burnette, my 5th grade teacher and Mrs. Clark, my 8th grade English Teacher, I'm still connected with them today. They took the time to understand who I was and how I learned. They're not the only great teachers I've had but I've also had a few, who for some reason decided that they didn't have the time or want to understand my dyslexia and refused to follow my IEP without a fight.

From school to school, year to year and teacher to teacher, I just had to hope that I got an understanding teacher and knew if I didn't, I would have a tough year.

One year was so bad because three of my teachers didn't understand dyslexia and fought all the accommodations in my IEP. It was such a bad year, that I had to transfer out of the school at the end of the year because it seemed that they were mad at me because I was dyslexic.

By the way, I'm not a trouble maker, I don't get in trouble in school.

I've had teachers go above and beyond for me once they knew I was dyslexic, but I've also had teachers who have told me to:

*stop asking so many stupid questions, because sometimes, I need to hear things more than once,

*I had a teacher crumple up a paper I wrote because they thought I put not effort into it, but it took me a lot of time and effort to write,

*I had a teacher make me count to 10 because I asked him to explain a scientific equation too many times. He asked me if I could even count to 10 and made me do it, in front of the whole class.

*I had a teacher laugh at me in class as I tried to explain my extra time accommodation to her.

Now, if I had been screened for dyslexia in kindergarten and, if those teachers had been educated about dyslexia, I believe it would have been a different story.

As a matter of fact, I think I probably would have liked school instead of hating like I do, but I'm getting ready to graduate in June.

Please support House Bill 149 for students like me because if you don't, it seems to me like you want kids to feel like dropping out of 6th grade, just like I wanted to.

GENERAL ASSEMBLY OF NORTH CAR(
SESSION 2017

HOUSE BILL 360

Short Title:	Harnett Co. Schools/Exam Window.	(Local)
Sponsors:	Representative Lewis. *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

March 16, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE GREATER FLEXIBILITY TO HARNETT COUNTY SCHOOLS IN SCHEDULING EXAMS FOR SEMESTER COURSES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-174.12(a)(4) reads as rewritten:

"(4) All annual assessments of student achievement adopted by the State Board of Education pursuant to G.S. 115C-174.11(c)(1) and (3) and all final exams for courses shall be administered within the final 10 instructional days of the school year for year-long courses and within the final ~~five~~ seven instructional days of the semester for semester courses. Exceptions shall be permitted to accommodate a student's individualized education program and section 504 (29 U.S.C. § 794) plans and for the administration of final exams for courses with national or international curricula required to be held at designated times."

SECTION 2. This act applies only to Harnett County Schools.

SECTION 3. This act is effective when it becomes law.

HOUSE BILL 360:
Harnett Co. Schools/Exam Window.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 11, 2017
Introduced by:	Rep. Lewis	**Prepared by:**	Brian Gwyn
Analysis of:	First Edition		Committee Co-Counsel

OVERVIEW: ***House Bill 360 would provide greater flexibility to Harnett County Schools in scheduling exams for semester courses.***

CURRENT LAW: Under G.S. 115C-174.12(a)(4), annual assessments of student achievement and final exams for semester courses must be administered within the final five instructional days of the semester. However, exceptions can be made for: (1) students with individualized education programs; (2) students with 504 plans; or (3) students taking courses with national or international curricula required to be held at designated times.

BILL ANALYSIS: House Bill 360 would allow Harnett County Schools to administer annual assessments of student achievement and final exams for semester courses within the final seven instructional days of the semester. The exceptions described above would still apply.

EFFECTIVE DATE: The bill would be effective when it becomes law.

Karen Cochrane-Brown
Director

H360-SMBE-27 E1 -V-5

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Linda Stevenson (Rep. Jeffrey Elmore)

From: Danielle Brinton (Rep. Debra Conrad)
Sent: Thursday, April 20, 2017 7:06 AM
To: Rep. Linda Johnson; Rep. Hugh Blackwell; Rep. Craig Horn; Rep. Debra Conrad; Rep. Nelson Dollar; Rep. Jon Hardister; Rep. Josh Dobson; Rep. Gregory Murphy; Rep. Marvin Lucas; Rep. Larry Bell; Rep. Pat Hurley; Rep. Jeffrey Elmore; Rep. Amos Quick; Rep. Carla Cunningham; Rep. Brian Turner; Rep. Julia Howard; Rep. John Torbett
Subject: <NCGA> House Education - K-12 Committee Meeting Notice for Thursday, April 20, 2017 at 9:00 AM - CORRECTED #3
Attachments: Add Meeting to Calendar_LINC_.ics

Corrected #3: Add HB 833

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Thursday, April 20, 2017
TIME: **9:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Add HB 833**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 838	Supt. Public Instruction Support Staff.	Representative Blackwell Representative Horn Representative Johnson Representative Conrad
HB 285	Suicide Prevention/Awareness School Personnel.	Representative Murphy Representative Hardister Representative Dollar Representative Dobson
HB 556	Office of Early Childhood Education.	Representative Horn Representative Hurley Representative Lucas Representative L. Bell
[redacted] 634	Private Alternative Teacher Preparation.	Representative Hardister Representative Blackwell Representative Elmore Representative Quick

HB 725	Mental Health Support Funding/Study.	Representative B. Turner Representative Dobson Representative Dollar Representative Cunningham
833	Driver Education Oversight.	Representative Johnson Representative Torbett Representative Howard Representative Horn

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 7:05 AM on Thursday, April 20, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Danielle Brinton (Committee Assistant)

House Committee on Education - K-12
Thursday, April 20, 2017, 9:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks

Representative Debra Conrad, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 838	Supt. Public Instruction Support Staff.	Representative Blackwell Representative Horn Representative Johnson Representative Conrad
HB 285	Suicide Prevention/Awareness School Personnel.	Representative Murphy Representative Hardister Representative Dollar Representative Dobson
HB 556	Office of Early Childhood Education.	Representative Horn Representative Hurley Representative Lucas Representative L. Bell
HB 634	Private Alternative Teacher Preparation.	Representative Hardister Representative Blackwell Representative Elmore Representative Quick
HB 725	Mental Health Support Funding/Study.	Representative B. Turner Representative Dobson Representative Dollar Representative Cunningham
HB 833	Driver Education Oversight.	Representative Johnson Representative Torbett Representative Howard Representative Horn

Adjournment

House Committee on Education - K-12
Thursday, April 20, 2017 at 9:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education - K-12 met at 9:00 AM on April 20, 2017 in Room 643 of the Legislative Office Building. Representatives Conrad, Elmore, Horn, and Johnson – Co-Chairs; Representatives Brockman and Richardson – Vice-Chairs; and Representatives Ager, Blackwell, Bradford, Dixon, Farmer-Butterfield, Gill, Graham, Grange, D. Hall, K. Hall, Hardister, Henson, Hunter, Hurley, Iler, Meyer, R. Moore, Pittman, Quick, Riddell, Rogers, Shepard, Stone, R. Turner, and McDowell White were in attendance..

While Representative Debra Conrad, Co-Chair was in another Committee presenting a bill, Representative Linda Johnson, Co-Chair, called the meeting to order and introduced the Sergeant At Arms who would be assisting the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-4).

The following bills were considered:

HB 556 Office of Early Childhood Education. (Representatives Horn, Hurley, Lucas, L. Bell), (Attachment 5).

Rep. Johnson stated that House Bill 556, "Office of Early Childhood Education," was before the Committee for discussion and recognized Rep. Horn to present the bill. House Bill 556 enacts new Article 6D in GS Chapter 115C, creating an Office of Early Childhood Education (Office), to be located in, but acting independently of, the Department of Public Instruction (DPI).

Following the explanation, Rep. Johnson recognized members for questions or comments. After discussion, Rep. Graham was recognized for a motion for HB 556 to receive a favorable report. Rep. Johnson called for a vote and the motion carried.

HB 838 Supt. Public Instruction Support Staff. (Representatives Blackwell, Horn, Johnson, Conrad), (Attachment 6).

Rep. Conrad returned and took over Chairing. Rep. Conrad stated that House Bill 838, "Supt. Public Instruction Support Staff," was before the Committee for discussion and recognized Rep. Blackwell to explain the bill. House Bill 838 would provide for additional personnel to support the Office of the Superintendent of Public Instruction by eliminating ten specified vacant positions and using the funds generated from the eliminated positions to appoint up to five additional full-time equivalent exempt policy-making positions to staff the office of the Superintendent and assist in the administration of the Superintendent's duties.

Rep. Blackwell stated that he had an amendment, H838-ATC-43 [v.1] (Attachment 7), and was recognized for a motion to bring it before the Committee. With the motion passing, the

amendment was properly before the Committee. After discussion, Rep. Conrad called for a vote on the amendment and the amendment passed.

Seeing no further discussion on the bill, Rep. Conrad recognized Rep. Hardister for a motion for a favorable report to the bill as amended, rolled into a proposed committee substitute, with a favorable report to the committee substitute and an unfavorable report to the original bill. Rep. Conrad called for a vote and the motion carried.

HB 833 Driver Education Oversight. (Representatives Johnson, Torbett, Howard, Horn), (Attachment 8).

Rep. Conrad stated that House Bill 833, "Driver Education Oversight," was before the Committee and recognized Rep. Johnson to explain the bill. House Bill 833 would strengthen the oversight and accountability for the delivery of the state's driver education program.

Following the explanation, Rep. Conrad recognized members for questions or comments. There being none, Rep. Elmore was recognized for a motion for a favorable report to the bill with a serial referral to the Committee on Transportation. Rep. Conrad called for a vote and the motion carried.

HB 285 Suicide Prevention/Awareness School Personnel. (Representatives Murphy, Hardister, Dollar, Dobson), (Attachment 9).

Rep. Conrad stated that House Bill 285, "Suicide Prevention/Awareness School Personnel," was before the Committee and recognized Rep. Hunter for a motion to have PCS H285-CSTC-26 properly before the Committee. Rep. Murphy was recognized to explain the bill. The PCS for House Bill 285 directs the State Board of Education in consultation with the Department of Health and Human Services, Division of Public Health, to develop a youth suicide awareness and prevention training program and a model risk referral protocol to provide to school personnel who work directly with K-12 students, consisting of at least two hours of evidence-informed instruction to increase awareness of suicide, identification of risk factors and signs, and information for suicide prevention resources and support.

Following the explanation, Rep. Conrad recognized members for questions or comments. After discussion, Rep. Farmer-Butterfield was recognized for a motion for a favorable report to the proposed committee substitute and an unfavorable report to the original bill. Rep. Conrad called for a vote and the motion carried.

HB 634 Private Alternative Teacher Preparation. (Representatives Hardister, Blackwell, Elmore, Quick), (Attachment 10).

Rep. Conrad stated that House Bill 634, "Private Alternative Teacher Preparation," was before the Committee and recognized Rep. Farmer-Butterfield for a motion to have PCS H634-CSBE-11 [v.3] properly before the Committee. Rep. Hardister was recognized to explain the bill. The PCS for House Bill 634 would direct the State Board of Education to approve certain qualifying alternative lateral entry educator preparation programs. The PCS specifically clarifies the

qualifications for approval, modifies the application timeline, and incorporates multiple technical changes.

Following the explanation, Rep. Conrad recognized members for questions or comments. There being none, Rep. Elmore was recognized for a motion for a favorable report to the proposed committee substitute and an unfavorable report to the original bill. Rep. Conrad called for a vote and the motion carried.

HB 725 Mental Health Support Funding/Study. (Representatives B. Turner, Dobson, Dollar, Cunningham), (Attachment 11).

Rep. Conrad stated that House Bill 725, "Mental Health Support Funding/Study," was before the Committee and recognized Rep. B. Turner to explain the bill. House Bill 725 would direct the Department of Public Instruction (DPI) to study and make recommendations regarding the funding structures in place to provide mental health support in public schools.

After the explanation, Rep. Conrad recognized members of the Committee for questions or comments. After discussion, Rep. Iller was recognized for a motion for a favorable report to the bill. Rep. Conrad called for a vote and the motion carried.

The meeting adjourned at 9:48.

Representative Debra Conrad, Chair
Presiding

Danielle Brinton, Committee Clerk

Attachments:

1.) Agenda
2.) Attendance
3.) Committee Sergeant at Arms
4.) Visitor Registration
5.) HB 556 and Summary
6.) HB 838 and Summary
7.) Amendment H838-ATC-43 [v.1]
8.) HB 833 and Summary
9.) PCS for HB 285 and Summary
10.) PCS for HB 634 and Summary
11.) HB 725 and Summary

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	02/07	02/14	02/21	02/28	03/14	03/21	03/28	04/04	04/11	04/20					
Rep. Debra Conrad, Chair	✓	✓		✓	✓	✓	✓	✓	✓	✓					
Rep. Jeffrey Elmore, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Craig Horn, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Linda Johnson, Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Cecil Brockman, Vice Chair	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Bobbie Richardson, Vice Chair	✓	✓	✓	✓	✓	✓	✓	✓		✓					
Rep. John Ager	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Hugh Blackwell		✓	✓	✓	✓	✓		✓		✓					
Rep. John Bradford	✓	✓	✓		✓	✓		✓		✓					
Rep. Kevin Corbin	✓	✓	✓	✓	✓	✓	✓	✓							
Rep. Jimmy Dixon	✓	✓	✓	✓	✓	✓	✓	✓		✓					
Rep. Jean Farmer-Butterfield	✓	✓	✓	✓	✓		✓	✓		✓					
Rep. Rosa Gill	✓	✓	✓	✓	✓	✓		✓	✓	✓					
Rep. Charles Graham			✓	✓	✓		✓	✓	✓	✓					
Rep. Holly Grange	✓	✓	✓	✓	✓	✓	✓	✓		✓					
Rep. Destin Hall	✓	✓	✓	✓	✓	✓	✓		✓	✓					
Rep. Kyle Hall	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Jon Hardister	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Cody Henson	✓	✓	✓	✓	✓	✓	✓			✓					
Rep. Howard Hunter	✓	✓	✓	✓	✓	✓		✓	✓	✓					
Rep. Pat Hurley	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Frank Iler	✓		✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Bert Jones		✓		✓	✓	✓	✓	✓							
Rep. Donny Lambeth	✓	✓	✓	✓	✓	✓	✓								

DATES	02/07	02/14	02/21	02/28	03/14	03/21	03/28	04/04	04/11	04/20					
Rep. Graig Meyer	✓	✓	✓	✓		✓	✓	✓	✓	✓					
Rep Rodney Moore	✓	✓	✓	✓	✓	✓			✓	✓					
Rep. Larry Pittman	✓	✓	✓	✓	✓	✓	✓	✓		✓					
Rep. Amos Quick	✓	✓	✓	✓		✓	✓	✓	✓	✓					
Rep. Dennis Riddell	✓	✓	✓	✓	✓	✓		✓	✓	✓					
Rep. David Rogers			✓	✓	✓	✓	✓			✓					
Rep. Jason Saine						✓	✓								
Rep. Phil Shepard		✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Scott Stone	✓	✓		✓	✓	✓	✓			✓					
Rep. Rena Turner	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
Rep. Donna McDowell White	✓	✓	✓	✓	✓			✓		✓					

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Education K-12

DATE: 04/20/17 Room: 643

House Sgt-At Arms:

1. Name: Young Bae
2. Name: Jim Moran
3. Name: Warren Hawkins
4. Name: Malachi McCullough
5. Name: _____

Senate Sgt-At Arms:

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 04/20/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Priddemore	NCPSRA
Kathleen Joyce	NCASA
R Beall	RPB Law
Ashley Perkinson	Perkinson Law
Richard Schmoldt	NCCAT
Brock Womble	NCCAT
Chris Broughton	NNC
Patti Fleig	Rep. Horn's office
Ben Popkin	DHHS
Betsy Voller	American Heart Assn
Reyna Waitesteiger	Crowder Consulting
Peyton Mayo	

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 04/20/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Kevin Wilkinson	NC Superintendent
Dave Sasser	Teachers of Tomorrow
Zane Stilwell	TSG
[illegible]	[illegible]
Robb Jansen	NCSBE
Tom Ulrich	NCICU
Martez Hill	NCSBE
Bruce Muldowney	NCSBA
Britt Johnson	NASW-NC
Mariah Owen	NASW-NC
Terry Fuccon	DMV

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — 04/20/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Scott Gaston	KSA&C
Jan Harris	NCDTSEA
Carl Logan	NCDPI
Meaghan Lewis	NC chamber
Sarah Harain	NCEL
THOM GOOLSBY	Goolsby Gat Lobbying
LaTanya Pattillo	Governor's Office
Mike Leighis	NCPC
Connie Wilson	Smart Start for Jobs
Lecna Samson	NCDOT IT
Lee Tayon	

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 04/20/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leanne Winner	WCSBA
Ben Matthews	NCDPI
Heather Jeffers	DHHS - DCDEE
Janice Faris	" "
Jamara Barnes	" "
Andrea Lewis	" "
Kelly Hatcher	NC CFTF
Tom VITAGLIONE	NC CHILD
Sarah McQuillen	KGANC
Michelle Rivest	NCEEC
Scott Laster	KGANC



VISITOR REGISTRATION SHEET

House Comm. on Education K-12 — Name of Committee

04/20/17 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Maige Freeman	NCAE
Catherine Truitt	UNC-GA
John Ruette	DPI
Tiffany Perkins	DPI
Burt Jenkins	DPI
Lee Kyall	DPI

VISITOR REGISTRATION SHEET

House Comm. on Education K-12 04/20/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Matt Ellinwood	NC Justice Center
Chloe Gossage	Office State Superintendent
Sherry Thomas	NC DPI

HOUSE BILL 556

Short Title:	Office of Early Childhood Education.	(Public)
Sponsors:	Representatives Horn, Hurley, Lucas, and L. Bell (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

April 5, 2017

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE OFFICE OF EARLY CHILDHOOD EDUCATION.

The General Assembly of North Carolina enacts:

SECTION 1. Chapter 115C of the General Statutes is amended by adding a new Article to read:

"Article 6D.

"Office of Early Childhood Education.

"**§ 115C-64.25. Office of Early Childhood Education.**

(a) There is established an Office of Early Childhood Education. The Office shall be located administratively in the Department of Public Instruction but shall exercise all its prescribed powers independently of the Department of Public Instruction.

(b) The Office shall have staff consisting of an associate superintendent serving as the chief academic officer and such other professional, administrative, technical, and clerical personnel as may be necessary to assist the Office in carrying out its powers and duties. The chief academic officer shall be appointed by the Superintendent of Public Instruction at a salary established by the Superintendent of Public Instruction within the funds appropriated for that purpose. The chief academic officer may be removed from the position by the Superintendent of Public Instruction in the event of the chief academic officer's incapacity to serve. The chief academic officer shall be exempt from the provisions of Chapter 126 of the General Statutes, except for Articles 6 and 7 of Chapter 126 of the General Statutes.

(c) All other staff shall be appointed, supervised, and directed by the chief academic officer of the Office and shall be subject to the provisions of Chapter 126 of the General Statutes. Except for the chief academic officer, salaries and compensation of all staff personnel shall be fixed in the manner provided by law for fixing and regulating salaries and compensation by other State agencies.

"**§ 115C-64.26. Powers and duties.**

The Office of Early Childhood Education shall have the following powers and duties:

(1) Developing and implementing a plan for a coordinated system of early care, education, and child development services with a focus on program outcomes in satisfying the health, safety, developmental, and educational needs of all children from birth to eight years of age that includes at least the following:

a. Any recommendations to the Superintendent of Public Instruction on necessary organizational changes within the Department of Public Instruction, including an outline of projected efficiencies that would

be realized through the operation of a new organizational structure for the coordination of early childhood programs within the Department.

b. In consultation with the administrators and personnel of the NC Infant-Toddler Program and the North Carolina Pre-K Program, coordination of the administration of those two programs.

c. An early childhood information system that facilitates and encourages the sharing of data between and among early childhood service providers and State agencies.

d. An early childhood accountability plan that includes identification of appropriate population indicators and program and system performance measures of the health, safety, and kindergarten readiness, and identifying markers of early success of children, including the North Carolina Pathways to Grade-Level Reading measures of success.

(2) Implementing a statewide longitudinal evaluation of the educational progress of children from prekindergarten programs through grade three.

(3) Collaborating with the Department of Public Instruction, the Department of Health and Human Services, and other relevant State agencies to achieve the goal of a coordinated system of early care, education, and child development services for children from birth to eight years of age."

"**§ 115C-64.27. Reporting.**

The Office of Early Childhood Education shall report on a quarterly basis to the Governor, the State Board of Education, the Superintendent of Public Instruction, and the Secretary of the Department of Health and Human Services on the progress and implementation of any of the duties and responsibilities of the Office as set forth in this Article."

SECTION 2. G.S. 126-5(c1) is amended by adding a new subdivision to read:

"(35) The chief academic officer of the Office of Early Childhood Education."

SECTION 3. The Office of Early Childhood Education, established under G.S. 115C-64.25, as enacted by this act, shall conduct a study of the governance of State government-wide management and provision of services for early childhood education and development and the role of a centralized agency or office that would be responsible for early childhood-related issues. In doing so, the Office shall make recommendations to the General Assembly on alternative organizational structures to achieve greater efficiency and effective delivery of early childhood services, including a consolidation and restructuring of State agency divisions and offices located within the Department of Public Instruction and the Department of Health and Human Services into a centralized agency or office. The Office shall consider at least the following in conducting the study:

(1) The delivery of services to young children and their families to ensure optimal health, safety, and learning for each young child.

(2) The collaboration and sharing of data elements necessary to perform quality assessments and longitudinal analysis across early childhood education and development services.

(3) The coordination of home visitation services across programs for young children.

(4) Access to information and technical assistance to persons seeking early care and education and child development programs and services.

(5) Available assistance for State agencies and municipalities in obtaining available federal funding for early care and education and child development programs and services.

(6) Available technical assistance to providers of early care and education programs and services to obtain licensing and improve program quality.

(7) The coordination of a comprehensive statewide system of professional development for providers and staff of early care and education and child development programs and services.

(8) Integration of early childhood care and education and special education services.

(9) Areas of duplication in monitoring and evaluation of early care and education and child development programs and services.

(10) The coordination and support of public and private partnerships to aid early childhood initiatives.

(11) The reports submitted, pursuant to Section 12B.5 of S.L. 2016-94, to the Joint Legislative Oversight Committee on Health and Human Services and the Joint Legislative Education Oversight Committee by the Department of Health and Human Services, the Department of Public Instruction, and other agencies or organizations that administer, support, or study early education programs in this State on (i) the development and implementation of a statewide vision for early childhood education and (ii) the development and implementation of a program for transitioning children from preschool to kindergarten.

SECTION 4. By March 15, 2018, the Office of Early Childhood Education shall submit a report to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, and the Joint Legislative Commission on Governmental Operations on (i) the results of the study required under Section 3 of this act, including its recommendations and any proposed legislation, and (ii) progress on the development and implementation of a plan for a coordinated system of early care, education, and child development services and any other activities prescribed under G.S. 115C-64.26, as enacted by this act.

SECTION 5. Notwithstanding G.S. 115C-64.25, the Superintendent of Public Instruction shall appoint a chief academic officer of the Office of Early Childhood Education within 60 days of the date this act becomes law.

SECTION 6. Notwithstanding G.S. 115C-64.27, as enacted by this act, the Office of Early Childhood Education shall submit its initial quarterly report to the Governor, the State Board of Education, the Superintendent of Public Instruction, and the Secretary of the Department of Health and Human Services by May 15, 2018.

SECTION 7. This act becomes effective July 1, 2017, only if funds are appropriated in a Current Operations Appropriations Act for the 2017-2018 fiscal year to implement the provisions of this act.

HOUSE BILL 556:
Office of Early Childhood Education.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 20, 2017
Introduced by:	Reps. Horn, Hurley, Lucas, L. Bell	**Prepared by:**	Drupti Chauhan
Analysis of:	First Edition		Committee Counsel

OVERVIEW: House Bill 556 would establish the Office of Early Childhood Education that would be housed administratively in the Department of Public Instruction (DPI) but exercise its powers independently of DPI.

BILL ANALYSIS: House Bill 556 would establish the Office of Early Childhood Education (Office) housed administratively in DPI but it would exercise its powers independently of DPI.

The Office would have staff that would include an associate superintendent who would also be the chief academic officer as well as other professional and administrative personnel needed to carry out the functions of the Office. The associate superintendent would be appointed by the Superintendent of Public Instruction (Superintendent) and could be removed by the Superintendent as well. The appointment must be made within 60 days of the bill becoming law.

Powers and Duties – The Office would have the following powers and duties:

- Developing and implementing a plan for a coordinated system of early care, education, and child development services with a focus on program outcomes for children from birth to 8 years of age. This would include:
    - Recommendations for the Superintendent on organizational changes within DPI including projected efficiencies to be realized through the operation of a new organizational structure for the coordination of early childhood programs within DPI.
    - The coordination of the administration of the NC Infant-Toddler Program and the NC Pre-K Program.
    - An early childhood information system that facilitates and encourages the sharing of data between and among early childhood service providers and State agencies.
    - An early childhood accountability plan that includes identification of appropriate population indicators and performance measures of the identifying markers of early success of children.
- Implementing a statewide longitudinal evaluation of the educational progress of children from prekindergarten programs through grade 3.
- Collaborating with DPI, the Department of Health and Human Services (DHHS), and other relevant State agencies to achieve a coordinated system of early care, education, and child development services for children from birth to 8 years of age.

Karen Cochrane-Brown
Director

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Quarterly Report – The Office would report quarterly to the Governor, the State Board of Education, the Superintendent, and the Secretary of DHHS on the progress of the duties and responsibilities of the Office. The initial quarterly report must be submitted by May 15, 2018.

Study – The Office must conduct a study of the governance of State government-wide management and provision of services for early childhood education and development and the role of a centralized agency or office that would be responsible for early childhood-related issues. The Office must make recommendations to the General Assembly on alternative organizational structures to achieve greater efficiency and effective delivery of early childhood services, including consolidation and restructuring of State agency divisions and offices in DPI and DHHS into a centralized agency or office. The study must consider:

- Delivery of services to young children and their families to ensure optimal health, safety, and learning for the children.
- Collaboration and sharing of data necessary to perform assessments and longitudinal analysis across early childhood education and development services.
- Coordination of home visitation services across various programs.
- Access to information and technical assistance for those seeking early education and child development programs and services.
- Available federal funding for State early care and education and child development programs and services.
- Available technical assistant to early care and education program providers and coordination of a comprehensive system of professional development for these providers.
- Integration of early childhood care and education and special education services.
- Areas of duplication in monitoring and the evaluation of early care and education programs and services.
- Coordination and support of public and private partnerships for early childhood initiatives.
- Various past reports by DPI and DHHS on early education programs.

By March 15, 2018, the Office must report on this study and the progress on the development and implementation of a plan for a coordinated system of early care and education to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, and the Joint Legislative Commission on Governmental Operations.

EFFECTIVE DATE: The bill would become effective July 1, 2017 only if funds are appropriated in a Current Appropriations Act for the 2017-2018 fiscal year to implement the provisions of the act.

BACKGROUND: The Office of Early Learning currently exists in the Department of Public Instruction and focuses on prekindergarten through grade 3. It currently combines the staff at DPI in both primary education and prekindergarten education.

HOUSE BILL 838

Short Title:	Supt. Public Instruction Support Staff.	(Public)
Sponsors:	Representatives Blackwell, Horn, Johnson, and Conrad (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FOR ADDITIONAL PERSONNEL TO SUPPORT THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

The General Assembly of North Carolina enacts:

SECTION 1.(a) The following vacant positions shall be eliminated from the Department of Public Instruction:

Position number	Title
60093688	Chief Performance Officer
60091186	Accountant
65009118	Center Fellow
65009168	Personnel Analyst I
60039569	Education/Development Aide II
60039526	Education/Development Aide II
65017167	Program Assistant V
60041714	Education Diagnostician I
60094593	Business Technology Analyst
60039518	Education Consultant II

SECTION 1.(b) Beginning with the 2016-2017 fiscal year, from the funds generated from the vacant positions eliminated in subsection (a) of this section, the Superintendent of Public Instruction may use up to seven hundred four thousand nine hundred fifty-seven dollars ($704,957) in recurring funds to appoint, in addition to any other personnel appointed by the Superintendent, up to five full-time equivalent exempt policy-making positions, as defined in G.S. 126-5(b)(3), to staff the office of the Superintendent and assist in the administration of the Superintendent's duties under Article III and Section 4(2) of Article IX of the North Carolina Constitution as an elected officer and member of the Council of State and as secretary and chief administrative officer of the State Board of Education. Personnel appointed to these positions shall be exempt from the North Carolina Human Resources Act and shall report solely to the Superintendent of Public Instruction. The Superintendent of Public Instruction shall fix the salaries of the personnel for the office of the Superintendent within the funds available as provided by this section. The personnel for the office of the Superintendent of Public Instruction within the Department of Public Instruction shall be in addition to any staff appointed to the Department in accordance with G.S. 115C-21(a)(1). The appointments shall not be subject to approval or disapproval by the State Board of Education.

SECTION 2. This act is effective when it becomes law.

HOUSE BILL 838:
Supt. Public Instruction Support Staff.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 20, 2017
Introduced by:	Reps. Blackwell, Horn, Johnson, Conrad	**Prepared by:**	Kara McCraw
Analysis of:	First Edition		Staff Attorney

OVERVIEW: HB 838 would authorize the Superintendent of Public Instruction to hire 5 staff members using recurring funding from vacant positions with the Department of Public Instruction.

BILL ANALYSIS: HB 838 would eliminate 10 vacant positions from the Department of Public Instruction, and would authorize the Superintendent of Public Instruction to use up to $704,957 in recurring funds to appoint up to five full time equivalent exempt policy making positions to staff the office of the Superintendent and assist in the administration of the Superintendent's constitutional duties. Personnel appointed would be exempt from the North Carolina Human Resources Act and would report solely to the Superintendent of Public Instruction. The five positions would not be subject to approval or disapproval by the State Board of Education and would be in addition to any other personnel appointed by the Superintendent.

EFFECTIVE DATE: HB 838 would become effective when it becomes law.

Karen Cochrane-Brown
Director

H838-SMTC-31-E1-V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 838

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H838-ATC-43 [v.1]

Amends Title [NO]
First Edition

Date _____,2017

Representative Blackwell

moves to amend the bill on page 1, lines 10 and 11, by deleting those lines;

and on page 1, lines 20-21, by rewriting those lines to read:

"Superintendent of Public Instruction may use up to five hundred ninety-six thousand five hundred eighty-six dollars ($596,586) in recurring funds to appoint, in addition to any other personnel".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 838

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H838-ATC-43 [v.1]

Amends Title [NO]
First Edition

Date _____,2017

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SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

HOUSE BILL 833

Short Title:	Driver Education Oversight.	(Public)
Sponsors:	Representatives Johnson, Torbett, Howard, and Horn (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Transportation, if favorable, Education - K-12	

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO STRENGTHEN THE OVERSIGHT AND ACCOUNTABILITY FOR THE DELIVERY OF THE STATE'S DRIVER EDUCATION PROGRAM.

Whereas, motor vehicle crashes are the leading cause of deaths in individuals 15-20 years old in the United States; and

Whereas, North Carolina has a very diverse driving public, yet the younger driver population is overrepresented in fatal and serious-injury crashes; and

Whereas, in 2013, in North Carolina, there were 111 fatalities and 255 serious injuries from vehicle crashes involving younger drivers in the age range of 16-19 years old; and

Whereas, although North Carolina's teen accident and fatality rates have declined since the implementation of graduated driver licensing, teen drivers 16-19 years old are still three times more likely than drivers 20 years old and over to be in a fatal crash; and

Whereas, in May 2015, the National Highway Traffic Safety Administration issued a report entitled "State of North Carolina: Technical Assessment of the Driver Education Program," in which a finding was made that the State needs to improve oversight to ensure uniform quality of instruction; and

Whereas, since a majority of North Carolina teens participate in a driver education program, it is imperative to the safety and well-being of those teens that the State provide adequate oversight of local driver education programs to ensure the delivery of effective and high-quality driver training to prevent future teen injuries and deaths related to motor vehicle crashes; Now, therefore,

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-105.25(b)(11) reads as rewritten:

"(11) No funds shall be transferred into or out of the driver education allotment ~~category.~~category, except that funds may only be transferred out of the driver education allotment category for the purpose of supporting driver education in other local school administrative units."

SECTION 2. G.S. 115C-215 reads as rewritten:

"**§ 115C-215. Administration of driver education program by the Department of Public ~~Instruction.~~Instruction, Office of Driver Education Services.**

(a) In accordance with criteria and standards approved by the State Board of Education, the State Superintendent of Public Instruction shall organize and administer a standardized program of driver education through the Office of Driver Education Services established under subsection (a1) of this section to be offered at the public high schools of this State for all physically and mentally qualified persons who (i) are older than 14 years and six months, (ii)

are approved by the principal of the school, pursuant to rules adopted by the State Board of Education, (iii) are enrolled in a public or private high school within the State or are receiving instruction through a home school as provided by Part 3 of Article 39 of Chapter 115C of the General Statutes, and (iv) have not previously enrolled in the program. The driver education program shall be for the purpose of reducing student driver traffic accidents by making available public education to all students on driver safety and training. The State Board of Education shall use for this purpose all funds appropriated to it for this purpose and may use all other funds that become available for its use for this purpose.

(a1) There is established an Office of Driver Education Services within the Department of Public Instruction. The Office shall be staffed by a full-time director and other professional, administrative, technical, and clerical personnel as may be necessary to assist the Office in carrying out its powers and duties, including at least the following:

(1) Leading the statewide program and developing a three-year strategic plan consistent with subsection (c1) of this section for the driver education program.

(2) Assuring the implementation of a standard curriculum for the program and the periodic update and revision of the standard curriculum.

(3) Maintaining an advisory committee consisting of school and State employees of the Department of Transportation, Division of Motor Vehicles, and the Department of Public Instruction and other stakeholders in driver education.

(4) Verifying the accuracy of local school administrative unit cost and other data required to be in compliance with State Board policy and State law, including accounting for any local revenues and fees imposed by the units and any entities that local boards of education contract with for delivery of the driver education program.

(5) Developing a Web-based system to allow local school administrative units to report required data and for the Office to make data and reports available to the public.

(6) Publishing on its Web site an annual report of expenditures on driver education for the prior school year by purpose and object code for each local school administrative unit. The report shall be published by January 15 of each year, with the initial report published by January 15, 2018, on expenditures made in the 2016-2017 school year.

(7) Providing driver education instructor resources for program improvement and technical assistance for local school administrative units contracting with public or private entities to provide the driver education program.

(8) Identifying and sharing best practices among local school administrative units.

(9) Conducting an annual performance evaluation of the driver education performance statewide and separately for each local school administrative unit and any entities that local boards of education contract with for delivery of the driver education program. The Office shall collect and compile data on student driver outcomes. The data shall be compiled, without disclosure of personally identifiable information of students and driving instructors, to enable numerical performance comparisons among high schools and any entities that local boards of education contract with for delivery of the driver education program. Comparative data shall be maintained on the number of students (i) participating in driver education, (ii) certified as eligible or certified with a high school diploma or its equivalent, and (iii) for certified students, success on the level two provisional license phase and level three

full provisional license phase administered by the Division of Motor Vehicles. The data shall allow comparison of traffic accidents, accidents with associated injuries, and accidents with associated fatalities for graduated license drivers by individual years of age from 15 years old to 20 years old who participated in driver education and individuals who did not from that same age population. The evaluation shall include any corrective actions or additional assistance planned by local school administrative units based on evaluation data. The Office shall notify the General Assembly in accordance with G.S. 120-29.5, the Fiscal Research Division, and the Program Evaluation Division of the availability of the annual report for the prior school year on its Web site, beginning with an initial report published by January 15, 2020, and every January 15 annually thereafter.

...

~~(c) The State Board of Education shall establish and implement a strategic plan for the driver education program. At a minimum, the strategic plan shall consist of goals and performance indicators, including the number of program participants as compared to the number of persons projected to be eligible to participate in the program, the implementation of a standard curriculum for the program, expenditures for the program, and the success rate of program participants in receiving a drivers license as reported by the Division of Motor Vehicles. The strategic plan shall also outline specific roles and duties of an advisory committee consisting of employees of the Division of Motor Vehicles and the Department of Public Instruction and other stakeholders in driver education.~~

(c1) By January 15, 2018, and every three years thereafter, the State Board of Education shall review the strategic plan developed by the Office of Driver Education Services for the driver education program. At a minimum, the strategic plan shall consist of the following:

(1) The goals, strengths, accomplishments, and measurable indicators used for tracking the success of the driver education program.

(2) Program areas in need of improvement, causes of any limitations or challenges to the program, and strategies to improve the program.

(3) Action steps planned for each year of the three-year period of the plan.

(4) For subsequent plans, a comparison of planned to actual accomplishment of goals and measurable performance stated in the previous strategic plan.

(c2) Local school administrative units shall report to the Office of Driver Education Services each year on driver education training offered in the unit in accordance with G.S. 115C-216, with at least the following information:

(1) A description of how the driver education program is delivered, including whether the program is offered directly by the local school administrative unit or through a contract with an outside provider and how the vehicles used for driver training are provided and maintained.

(2) All data required for the evaluations under subsection (a1) of this section.

(3) Materials used for instruction of the standardized driver education curriculum.

(4) The role of parents and legal guardians in driver education instruction and the results of a survey regarding instruction delivery administered to a parent or legal guardian upon completion of the training by each student.

(5) Local assessments and evaluations used to determine quality and success of the driver education program.

(6) Information on the driving records of driver education instructors as deemed necessary by the Office.

(c3) The Department of Public Instruction may withhold up to five percent (5%) of the State funds allocated to a local school administrative unit for driver education until the unit reports the information required by subsection (c2) of this section.

...

(e) The State Board of Education shall adopt rules to permit local boards of education to enter contracts with public or private entities to provide a program of driver education at public high schools. The Office of Driver Education Services shall provide local boards of education with technical assistance to develop and implement a competitive selection process for contracting with other public or private entities to include request for proposals and a model contract with necessary terms and conditions. All driver education instructors shall meet the requirements established by the State Board of Education; provided, however, driver education instructors shall not be required to hold teacher certificates.

(f) The clear proceeds of the newly established motor vehicle registration late fee charged pursuant to G.S. 20-88.03, as enacted by S.L. 2015-241, shall be used to provide a dedicated source of revenue for the drivers education program administered by the Department of Public ~~Instruction~~Instruction, Office of Driver Education Services, in accordance with this section and shall be appropriated by the General Assembly for this purpose for the 2016-2017 fiscal year and subsequent fiscal years thereafter. Of the funds appropriated under this subsection each fiscal year, the Department may use up to two percent (2%) of those funds for the direct costs of statewide program administration."

SECTION 3. G.S. 20-88.1 is amended by adding a new subsection to read:

"(e) The Division shall provide the Department of Public Instruction, Office of Driver Education Services, any data on student drivers, to the extent allowable under State and federal law, as part of the evaluation requirement under G.S. 115C-215."

SECTION 4. By January 15, 2018, the Office of Driver Education Services and the Division of Motor Vehicles shall develop an implementation plan to provide for the transfer and collection of data on student drivers available through the Division as part of the evaluation requirement under G.S. 115C-215, as amended by this act.

SECTION 5. The Office of Driver Education Services shall submit a report electronically to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Program Evaluation Division by October 15, 2017, describing any actions taken by the Office in response to the requirements of this act, as well as the findings included in the Program Evaluation Division's report to the Joint Legislative Program Evaluation Oversight Committee, *Performance Measurement and Monitoring Would Strengthen Accountability of North Carolina's Driver Education Program*, March 19, 2014, and the recommendations from the National Highway Traffic Safety Administration's Technical Assessment of the Driver Education Program for the State of North Carolina from May 2015.

SECTION 6. Except as otherwise provided, this act becomes effective July 1, 2017.

HOUSE BILL 833:
Driver Education Oversight.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Transportation	**Date:**	April 20, 2017
Introduced by:	Reps. Johnson, Torbett, Howard, Horn	**Prepared by:**	Kara McCraw
Analysis of:	First Edition		Committee Counsel

OVERVIEW: HB 833 would establish an Office of Driver Education Services to administer the driver education program in the Department of Public Instruction (DPI).

CURRENT LAW: G.S. 115C-105.15(b)(11) provides that fund may not be transferred into the driver education allotment category.

G.S. 115C-215 establishes the State Board of Education's (SBOE) administration of driver education as follows:

- The SBOE establishes standards for driver education, and implements a strategic plan for the program that includes goals and performance indicators.
- The Superintendent of Public Instruction organizes and administers a program of driver education for public high schools for qualified persons.
- The SBOE adopts rules to allow local boards of education to contract to provide driver education.
- Fees from the motor vehicle registration late fee are dedicated revenue for the driver education program.

BILL ANALYSIS: HB 833 would make the following changes:

Section 1: Allow funds to be transferred out of the driver education allotment category for the sole purpose of supporting driver education in other local school administrative units.

Section 2: Establish an Office of Driver Education Services (ODES), staffed by a full-time director and other personnel as necessary, to administer the driver education program in the Department of Public Instruction (DPI). Responsibilities would include the following:

- Developing a 3 year strategic plan for the driver education program in lieu of the SBOE strategic plan. This plan would be reviewed January 15, 2018 and every 3 years thereafter by the SBOE.
- Assuring implementation of a standard curriculum.
- Maintaining an advisory committee of stakeholders.
- Verifying accuracy of local school administrative unit (LEA) cost and other date, and developing a Web based system for reporting.
- Publishing an annual report of expenditures on driver education by LEAs.
- Providing driver education instructor resources, and identifying and sharing best practices.

Karen Cochrane-Brown
Director

H833-SMTC-36 E1 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- Conducting an annual performance evaluation of the driver education program that allows numerical performance comparisons among entities providing driver education.
- LEAs would be required to report annually on specific criteria to the ODES on the driver education training program. DPI could withhold up to 5% of State funds for driver education from an LEA until the report was submitted.
- ODES would provide technical assistance to local boards of education to develop and implement a competitive selection process for contracting to provide driver education services.
- Up to 2% of fees from the motor vehicle registration late fee appropriated for driver education could be used by DPI to support the direct costs of statewide program administration.

Sections 3 and 4: The Division of Motor Vehicles would be required to provide ODES data on student drivers to the extent permitted by State and federal law for evaluation purposes. A plan for transfer and collection of this data would be developed by January 15, 2018.

Section 5: The ODES would submit a report to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Program Evaluation Division by October 15, 2017, describing actions taken in response to the requirements of HB 833, as well as the findings included in the Program Evaluation Division's report, *Performance Measurement and Monitoring Would Strengthen Accountability of North Carolina's Driver Education Program*, and the recommendations from the National Highway Traffic Safety Administration's Technical Assessment of the Driver Education Program for the State of North Carolina from May 2015.

EFFECTIVE DATE: Except as otherwise provided, the act would become effective July 1, 2017.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 285
Committee Substitute Favorable 3/22/17
PROPOSED COMMITTEE SUBSTITUTE H285-CSTC-26 [v.3]
04/19/2017 08:10:25 PM

Short Title: Suicide Prevention/Awareness School Personnel. (Public)

Sponsors:

Referred to:

March 9, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FOR A TRAINING PROGRAM ON YOUTH SUICIDE AWARENESS AND PREVENTION AND RISK REFERRAL PROTOCOL FOR SCHOOL PERSONNEL.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-5 is amended by adding a new subdivision to read:

"(11) The term "public school unit" means a local school administrative unit, charter school, or regional school."

SECTION 2. Article 25A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-375.10. Youth suicide awareness and prevention training and risk referral protocol for school personnel.**

(a) State Board Training Program and Protocol. – The State Board of Education, in consultation with the Department of Health and Human Services, Division of Public Health, shall develop a youth suicide awareness and prevention training program and a model risk referral protocol for public school units to provide to school personnel who work directly with students in grades six through 12, including teachers, teacher assistants, bus drivers, cafeteria workers, janitorial staff, media coordinators, athletic coaches, administrators, administrative assistants, school safety resource officers, school nurses, social workers, psychologists, and counselors. The training program shall consist of at least two hours of evidence-informed instruction to increase awareness of suicide, identification of risk factors and signs, and information for student referral for suicide prevention resources and support. The model risk referral protocol shall provide guidelines to public school unit on identification of at-risk students, suicide prevention procedures, and referral sources. The training program and model risk referral protocol shall be periodically reviewed and updated as necessary. Any mental health training requirements established by the State Board of Education shall be fulfilled in part by the youth suicide awareness and prevention training program.

(b) Training and Protocol Requirements. – Each public school unit shall provide the training program and model risk referral protocol developed by the State Board of Education under subsection (a) of this section, or a locally developed plan that meets the requirements of subsection (c) of this section, to school personnel who work directly with students in grades six through 12 at no cost to the employee. A school employee who works directly with students in grades six through 12 shall receive training within 12 months of employment with a board of a public school unit and every two years thereafter while employed with that board. The training may be offered in various formats, including electronically, through videoconferencing, or through

an individual program of study of designated materials consisting of at least two hours of instruction.

(c) Locally Developed Training and Risk Referral Protocols. – A board of a public school unit may comply with the training and protocol requirements of this section by developing a local plan that includes, at a minimum, (i) conveying information on State and national data on suicide deaths and attempts, suicide methods, and at-risk populations, (ii) myths and attitudes about suicide, (iii) warning signs and symptoms for suicide, (iv) identification of at-risk students and steps for referring students to support services, (v) protective factors for prevention of suicide, and (vi) safe messaging to children. In addition, a local plan shall include protocols for implementation and mandatory training that include at least the following:

(1) A plan to include specialized training for student support personnel, including administrators, school nurses, counselors, social workers, and psychologists.

(2) A safety plan for the school in the event of (i) identification of a student as being at-risk of suicide, including a student help plan and immediate assistance, and (ii) a suicide death or suicide attempt by a student enrolled in the school, including a care plan for peers and school personnel.

(3) Designation of a school employee as the school suicide prevention responder.

(4) A plan for communication with a parent or legal guardian of a student identified as at-risk, including safe transfer of the student to the parent or legal guardian.

(5) A plan for post-intervention for a student who has been identified as at-risk or has attempted suicide, including reentry into the classroom.

(d) Reporting. – By September 15 of each year, each public school unit shall report to the Department of Public Instruction on prior school year compliance with the mandatory training requirements and prevention activities required by this section. The report may be made in conjunction with other student health reporting requirements required by State Board of Education policy.

(e) Limitations. – Notwithstanding the requirements in subsection (a) of this section, nothing in this section shall be construed to impose any obligation or responsibility on public school units to provide referral, treatment, follow-up, or other services related to identification of students at-risk of suicide and suicide prevention procedures beyond what may be required by other State law or federal law.

(f) Liability. – No board of a public school unit, nor its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any loss or damage caused by any act or omission relating to the provision of, participation in, or implementation of any component of the plan, referral protocol, or training program required by this section, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Nothing in this section shall be construed to impose any specific duty of care or standard of care."

SECTION 3. G.S. 115C-218.75 is amended by adding a new subsection to read:

"(g) Youth Suicide Awareness and Prevention Training and Risk Referral Protocol. – A charter school is subject to and shall comply with all requirements of G.S. 115C-375.10. "

SECTION 4. G.S. 115C-238-66 is amended by adding a new subsection to read:

"(14) Youth Suicide Awareness and Prevention Training and Risk Referral Protocol. – A regional school is subject to and shall comply with all requirements of G.S. 115C-375.10."

SECTION 5. G.S. 116-239.8 is amended by adding a new subsection to read:

"(17) Youth Suicide Awareness and Prevention Training and Risk Referral Protocol. – A lab school is subject to and shall comply with all requirements of G.S. 115C-375.10. For purposes of G.S. 115C-375.10, a lab school shall be a public school unit."

SECTION 6. This act is effective when it becomes law and applies beginning with the 2018-2019 school year.

HOUSE BILL 285:
Suicide Prevention/Awareness School Personnel.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 19, 2017
Introduced by:	Reps. Murphy, Hardister, Dollar, Dobson	**Prepared by:**	Kara McCraw Committee Counsel
Analysis of:	PCS to Second Edition H285-CSTC-26		

OVERVIEW: ***The 2nd edition of HB 285 would provide for a training program on youth suicide awareness and prevention and a risk referral protocol for school personnel.***

The PCS would make the following changes:

- ***Establish a uniform definition of public school unit to include local school administrative units, charter schools, and regional schools and require that all public school units and laboratory schools comply with the requirements of the bill.***
- ***Requires that the training program partially fulfill any mental health training requirement established by the State Board of Education (SBOE) and that any reporting may be done in conjunction with other student health reporting required by the SBOE.***
- ***Require evidence-informed (rather than evidence-based) instruction.***
- ***Require training be provided to employees every two years (rather than five).***
- ***Removes reporting requirements to the General Assembly study committees.***
- ***Clarifies limits of liability for public school units in implementing the law.***

BILL ANALYSIS: The PCS for HB 285 would require a training program on youth suicide awareness and prevention and risk referral for school personnel be established as follows:

- **SBOE Training Program and Protocol:** The SBOE, in consultation with the Division of Public Health in the Department of Health and Human Services, would develop, review, and update periodically, a youth suicide awareness and training program (training program) and a model risk referral protocol (model protocol) for public school units.
- **Training and Protocol Requirements:** Public school units could comply by using the SBOE Program or a local plan meeting specific requirements (see below) to provide training for all school personnel working directly with students in grades six through 12. The training program would be provided at no cost to the school employee initially within 12 months of employment and every 2 years thereafter, and include least 2 hours of evidence-informed instruction to increase awareness of suicide, risk factors and signs, and information for referral to resources and support.
- **Local Developed Training and Risk Referral Protocols:** Public school units could comply with the training program and model protocol requirements by developing a local plan that includes, at a minimum, the criteria identified in G.S. 115C-375.10(c)(1) and (c)(2), respectively.

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- **Reporting:** Public school units would report annually to the Department of Public Instruction on compliance with the training program and model protocols during the previous school year by September 15 of each year. The report could be made in conjunction with other required student health reporting requirements.
- **Limitations and Liability:** The training and risk referral protocols would not create an obligation on public school units related to suicide prevention beyond what is required by other State or federal law. No board of a public school unit, nor their members, employees, designees, agents, or volunteers, would be liable in civil damages to any party for any act or omission of an act relating to the training program or protocol, unless that act or omission amounted to gross negligence, wanton conduct, or intentional wrongdoing.
- **Application:** The requirements of the act would apply to local school administrative units, charter schools, regional schools, and laboratory schools.

EFFECTIVE DATE: HB 285 would become effective when it becomes law and apply beginning with the 2018-2019 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 634
PROPOSED COMMITTEE SUBSTITUTE H634-CSBE-11 [v.3]
04/19/2017 08:11:14 PM

Short Title: Private Alternative Teacher Preparation. (Public)

Sponsors:

Referred to:

April 10, 2017

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE STATE BOARD OF EDUCATION TO APPROVE CERTAIN QUALIFYING ALTERNATIVE LATERAL ENTRY EDUCATOR PREPARATION PROGRAMS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-296.12 reads as rewritten:

"**§ 115C-296.12. Lateral entry ~~teacher education~~educator preparation programs.**

(a) It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector. Skilled individuals who choose to enter the profession of teaching laterally may be granted an initial teaching license for no more than three years and shall be required to obtain licensure required for those who have taught more than three years before contracting for a fourth year of service with any local school administrative unit in this State. The criteria and procedures for lateral entry shall include preservice training in all of the following areas:

(1) The identification and education of children with disabilities.
(2) Positive management of student behavior.
(3) Effective communication for defusing and deescalating disruptive or dangerous behavior.
(4) Safe and appropriate use of seclusion and restraint.

(a1) The State Board of Education shall approve at least one, but no more than four, alternative, private, for-profit, or nonprofit lateral entry educator preparation programs if the programs meet standards set by the State Board of Education. The standards shall include all of the following requirements:

(1) The competency-based standards necessary to earn a teaching license pursuant to subdivisions (1) through (4) of subsection (b) of this section.
(2) At least 80 instructional hours of classroom readiness training, including the preservice training pursuant to subsection (a) of this section, prior to entering the classroom.
(3) A minimum of three educator coaching visits in the first year of teaching.
(4) All required pedagogy and subject-area content completed by the end of the first year of teaching.

Alternative educator preparation program providers approved pursuant to this subsection shall administer the training needed to meet the standards set by the State Board of Education.

(b) The State Board of Education, in consultation with the State Board of Community Colleges and North Carolina Independent Colleges and Universities, Inc., may provide a competency-based program of study for lateral entry teachers to complete the coursework

necessary to earn a teaching license. To this end, the State Board of Education, in consultation with the State Board of Community Colleges and North Carolina Independent Colleges and Universities, Inc., shall establish a competency-based program of study for lateral entry teachers to be implemented within the Community College System and at approved educator preparation programs at private, nonprofit two-year colleges. These programs shall meet standards set by the State Board of Education. To ensure that programs of study for lateral entry remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board of Education shall do all of the following to ensure that lateral entry personnel are prepared to teach:

(1) Provide adequate coursework in the teaching of reading and mathematics for lateral entry teachers seeking certification in elementary education.

(2) Assess lateral entry teachers prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations.

(3) Prepare all lateral entry teachers to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

(4) Require that lateral entry teachers demonstrate competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

(c) The State Board of Community Colleges and the State Board of Education shall jointly identify the community college courses and the educator preparation program courses that are necessary and appropriate for inclusion in the community college program of study for lateral entry teachers. To the extent possible, any courses that must be completed through an approved educator preparation program shall be taught on a community college campus or shall be available through distance learning. The State Board of Education shall identify the appropriate courses for a private, nonprofit two-year college to include in the program of study for lateral entry teachers.

(d) In order to participate in ~~the~~ a ~~community college or private, nonprofit two-year college~~lateral entry program of ~~study for lateral entry teachers,~~ study, an individual must hold at least a bachelor's degree from a regionally accredited institution of higher education.

(e) An individual who successfully completes ~~the~~ a lateral entry program of study and meets all other lateral entry requirements of licensure set by the State Board of Education shall be recommended for a North Carolina teaching license.

(f) It is further the policy of the State of North Carolina to ensure that local boards of education can provide the strongest possible leadership for schools based upon the identified and changing needs of individual schools. The State Board of Education shall carefully consider a lateral entry program for school administrators to ensure that local boards of education will have sufficient flexibility to attract able candidates."

SECTION 2. The Superintendent of Public Instruction shall request participation applications from alternative, private, for-profit, or nonprofit lateral entry educator preparation programs no later than August 1, 2017, and shall present those applications to the State Board of Education no later than September 15, 2017. By November 15, 2017, the State Board of Education shall approve a minimum of one program, but no more than a total of four programs, if those programs meet the requirements of G.S. 115C-296.12(a1) and have at least five years of experience providing educator preparation services. Approved programs may begin operating as early as the 2018 spring academic term.

By December 15, 2019, and continuing each year thereafter, the State Board of Education shall report to the Joint Legislative Education Oversight Committee on the performance of teachers who attain a North Carolina teaching license through an alternative,

private, for-profit, or nonprofit lateral entry educator preparation program. The State Board shall collect information on the performance of an individual teacher for each year, up to five years, after that teacher attains a North Carolina teaching license. The report shall include information on rates of retention of teachers who attain a teaching license pursuant G.S. 115C-296.12(a1) and the performance of students learning under teachers who attain a teaching license pursuant to G.S. 115C-296.12(a1).

SECTION 3. This act is effective when it becomes law.

HOUSE BILL 634:
Private Alternative Teacher Preparation.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 20, 2017
Introduced by:	Reps. Hardister, Blackwell, Elmore, Quick	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	PCS to First Edition H634-CSBE-11		

OVERVIEW: ***House Bill 634 would direct the State Board of Education to approve certain qualifying alternative lateral entry educator preparation programs. The PCS would clarify the qualifications for approval, modify the application timeline, and incorporate multiple technical changes.***

CURRENT LAW: Under G.S. 115C-296.12, individuals may start teaching without having completed an educator preparation program. These individuals receive an initial teaching license and may teach for three years while also completing a program of study designed to prepare the lateral entry teachers for continuing licensure.

Prior to teaching, a lateral entry teacher must receive preservice training in the following areas:

(1) The identification and education of children with disabilities.
(2) Positive management of student behavior.
(3) Effective communication for defusing and deescalating disruptive or dangerous behavior.
(4) Safe and appropriate use of seclusion and restraint.

Only the State Board of Community Colleges and North Carolina Independent Colleges and Universities, Inc. are authorized to provide a program of study for lateral entry teachers. These programs of study must meet all of the following criteria:

- Provide adequate coursework in the teaching of reading and mathematics (Elementary education only)
- Assess knowledge of scientifically based reading and mathematics instructional practices
- Prepare teachers to apply formative and summative assessments that measure and predict expected student improvement.
- Require competencies in using digital and other instructional technologies

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

BILL ANALYSIS:

SECTION 1

- Authorizes the State Board of Education to approve alternative, private, for-profit, or nonprofit lateral entry programs.
- Requires the State Board of Education to develop standards that these programs must meet, which must at least include:
    (1) Preservice training in the same areas required of other lateral entry programs. The PCS would combine this item with (3).
    (2) Program of study that includes criteria required of other lateral entry programs.
    (3) At least 80 instructional hours of classroom readiness training prior to entering the classroom.
    (4) A minimum of three educator coaching visits in the first year of teaching.
    (5) Completion of all required pedagogy and subject-area content by the end of the first year of teaching.
- Requires the State Board to approve at least one, but no more than four, programs that meet these standards.

SECTION 2

Outlines the timeline for implementing the act, as well as reporting requirements:

- August 1, 2017: Superintendent requests applications from alternative, private, for-profit, or nonprofit lateral entry teacher education preparation programs
- September 1, 2017: Superintendent presents applications to the State Board of Education
- October 15, 2017: State Board must approve at least one program, but not more than four
- December 15, 2019 (and annually thereafter): State Board of Education reports to the Joint Legislative Education Oversight Committee on the performance of teachers who participated in these programs

The PCS would change the September 1 and October 15 deadlines to September 15 and November 15, respectively.

EFFECTIVE DATE: The act would be effective when it becomes law.

HOUSE BILL 725

Short Title:	Mental Health Support Funding/Study.	(Public)
Sponsors:	Representatives B. Turner, Dobson, Dollar, and Cunningham (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Health, if favorable, Education - K-12	

April 11, 2017

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE DEPARTMENT OF PUBLIC INSTRUCTION TO STUDY FUNDING FOR MENTAL HEALTH SUPPORT SERVICES IN PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. Study. – The Department of Public Instruction shall study and make recommendations regarding the funding structures in place to provide mental health support in public schools. The study shall include, but not be limited to, a review and analysis of all of the following:

(1) The different ways in which mental health support in public schools receives funding in North Carolina. This shall include, but not be limited to, the following:
   a. The personnel involved in providing mental health support, including, but not limited to, nurses, psychologists, school counselors, social workers, and special education teachers.
   b. Salaries, operational costs, and contracts for services associated with the mental health support personnel identified pursuant to sub-subdivision a. of subdivision (1) of this section.
   c. Programs to support at-risk students.

(2) Whether salaried positions or contracts for services are a more cost-effective means of providing mental health support in schools.

(3) The extent to which mental health support funding is or should be tied to the level of need at a particular school or within a particular local school administrative unit.

(4) The advisability of tying mental health support funding to a particular measure or combination of measures. Measures may include, for example, a confidential and anonymous score for each student based on survey information and physical examinations similar to the Adverse Childhood Experiences (ACEs) score.

(5) Any other matter the Department deems relevant to the study.

SECTION 2. Report. – The Department of Public Instruction shall report its findings and recommendations, including any legislative proposals, to the Joint Legislative Education Oversight Committee no later than December 15, 2018.

SECTION 3. Effective Date. – This act is effective when it becomes law.

HOUSE BILL 725:
Mental Health Support Funding/Study.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 20, 2017
Introduced by:	Reps. B. Turner, Dobson, Dollar, Cunningham	**Prepared by:**	Drupti Chauhan* Committee Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 725 would direct the Department of Public Instruction (DPI) to study and make recommendations regarding the funding structures in place to provide mental health support in public schools.

BILL ANALYSIS:

Section 1 of the bill would direct DPI to study and make recommendations regarding the funding structures in place to provide mental health support in public schools. The study must include a review and analysis of the following:

- The ways mental health support in public schools is funded, including the personnel involved in providing services and the salaries, operational costs, and contracts for services associated with those individuals.
- Whether salaried positions or contracts for services are a more cost-effective means for providing mental health support.
- The extent to which funding should be tied to the level of need at a particular school.
- The advisability of tying funding to particular measures, which may include each student's Adverse Childhood Experiences score.
- Any other matter DPI deems relevant to the study.

Section 2 would require DPI to report its findings and recommendations, including any legislative proposals, to the Joint Legislative Education Oversight Committee no later than December 15, 2018.

EFFECTIVE DATE: This bill would be effective when it becomes law.

**Jason Moran-Bates, Counsel to the House Health Committee, substantially contributed to this summary.*

Karen Cochrane-Brown
Director

H725-SMRQ-32-E1-V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

HB **556** Office of Early Childhood Education.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Horn

HB **725** Mental Health Support Funding/Study.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	B. Turner

FAVORABLE AND RE-REFERRED

HB **833** Driver Education Oversight.

Draft Number:	None
Serial Referral:	**TRANSPORTATION**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Johnson

TOTAL REPORTED: 3

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB **634** Private Alternative Teacher Preparation.

Draft Number:	H634-PCS30362-BE-11
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Hardister

HB **838** Supt. Public Instruction Support Staff.

Draft Number:	H838-PCS40508-TC-28
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Blackwell

FAVORABLE COM SUB NO. 2, UNFAVORABLE COM SUB NO. 1

HB **285** **(CS#1)** Suicide Prevention/Awareness School Personnel.

Draft Number:	H285-PCS40509-TC-26
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Murphy

TOTAL REPORTED: 3

Linda Stevenson (Rep. Jeffrey Elmore)

From: Pattie Fleming (Rep. Craig Horn)
Sent: Thursday, April 20, 2017 3:20 PM
To: Rep. Bill Brawley; Rep. Jason Saine; Rep. Jeffrey Elmore; Rep. Edward Hanes; Rep. Evelyn Terry; Rep. Mark Brody; Rep. Linda Williams; Rep. John Bradford; Rep. Scott D Stone; Rep. Holly Grange; Rep. Jon Hardister; Rep. Debra Conrad
Cc: Lynn Taylor (Rep. Bill Brawley); Stephen Wiley (Rep. Jason Saine); Linda Stevenson (Rep. Jeffrey Elmore); Wanda Kay (Rep. Edward Hanes); Franklin Terry (Rep. Evelyn Terry); Neva Helms (Rep. Mark Brody); Kathy Peters (Rep. Linda Williams); Anita Spence (Rep. John Bradford); Marissa Turner (Rep. Scott D Stone); Laura Holt-Kabel (Rep. Holly Grange); Jayne Nelson (Rep. Jon Hardister); Danielle Brinton (Rep. Debra Conrad)
Subject: <NCGA> House Education - K-12 Committee Meeting Notice for Monday, April 24, 2017 at 12:00 PM - CORRECTED #1
Attachments: Add Meeting to Calendar_LINC_.ics

Corrected #1: Time and Room Change

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Monday, April 24, 2017
TIME: **12:00 PM**
LOCATION: **544 LOB**
COMMENTS: **Representative Horn will be presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 514	Permit Municipal Charter School/Certain Towns.	Representative Brawley
HB 534	Computer Coding Course Elective.	Representative Hanes Representative Saine Representative Elmore Representative Terry
HB 779	Charter School Changes.	Representative Brody Representative Williams
[redacted] 800	Various Changes to Charter School Laws.	Representative Bradford Representative Saine Representative Stone Representative Grange
HB 806	Student Notice/Charter School	Representative Saine

Closure/Restr.

Representative Conrad
Representative Hardister

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:18 PM on Thursday, April 20, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Pattie Fleming (Committee Assistant)

AGENDA
HOUSE COMMITTEE ON EDUCATION K-12
Room 544 Legislative Office Building
April 24, 2017
Representative Horn Presiding

Welcome and Introductions

AGENDA ITEMS

Bill #	Title	Sponsor
H 514	Permit Municipal Charter School/Certain Towns.	Brawley
H 534	Computer Coding Course Elective.	Hanes
H 779*	Charter School Changes.	Brody
H 800*	Various Changes to Charter School Laws.	Bradford
H 806	Student Notice/Charter School Closure/Restr.	Saine

Adjournment

House Committee on Education K-12
Monday, April 24th, 2017 at 12:00 pm

MINUTES

The House Committee on Education K-12 met at 12:00 pm on April 24th, 2017 in Room 544 of the Legislative Office Building. Chairs Conrad, Elmore, Horn, Johnson and Vice-Chairs Brockman, and Richardson were present. Representatives Ager, Blackwell, Bradford, Corbin, Dixon, Graham, Grange, D. Hall, K. Hall, Hardister, Hunter, Hurley, Iler, Meyer, Pittman, Quick, Riddell, Rogers, Stone, Turner, White were present. Research Department staff in attendance was Drupti Chauhan, Kara McCraw and Brian Gwyn. Visitor registration sheets are provided. (Attachment 1)

Representative Craig Horn, Chair, presided. He called the meeting to order at 12:06 pm and introduced the Sergeant-at-Arms, Pages and his nieces visiting from California and Utah.

Representative Horn called on Reps. Hanes, Saine, Elmore and Terry to present HB 534, Computer Coding Course Elective. Following Rep. Saine's explanation of HB 534 several members expressed support for the bill. Rep. Graham moved for a favorable report and Chairman Horn called for a voice vote of Ayes and Nays. The Ayes prevailed.

Chairman Horn called on Reps. Saine and Conrad to present House Bill 806, Student Notice/Charter School Closure/Restr. Following discussion Rep. Hardister moved for a favorable report and a voice vote was taken with the Ayes prevailing.

Rep. Horn called on Rep. Brawley to present HB 514, Permit Municipal Charter School/Certain Towns. Rep. Brawley asked Kara McGraw to explain the bill. It is a trial project that gives precedence to city schools, but allows others to apply if school is not filled. Rep. Conrad moved for approval and the bill will go to State and Local Government Committee. Vote was taken and the Ayes prevailed.

Rep. Horn called on Reps. Brody and Williams to present HB 779, Charter School Changes. Rep. Richardson offered an amendment to amend the bill on page 1, line 5, through page 2, line 2, by deleting those lines. Following discussion Rep. Horn called for a voice vote of ayes and nays on the amendment. The amendment failed. Rep. Brody offered a Proposed Committee Substitute. Following discussion by the committee HB 779 passed with a favorable report to the committee substitute and unfavorable to the original bill and will be referred to Appropriations.

Rep. Horn called on Reps. Bradford, Saine, Stone and Grange to explain HB 800, Various Changes to Charter School Laws. Rep. Bradford offered an amendment removing part 3 of the bill. Rep. Saine moves for adoption of the amendment. The bill was then put before the committee as amended. Vote was taken and the Ayes prevailed.

Chairman Horn adjourned the meeting at 1:20 PM

Representative Craig Horn, Chair

Pattie Fleming, Committee Clerk

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	4/24/17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield															
Rep. Rosa Gill															
Rep. Charles Graham	✓														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones															
Rep. Donny Lambeth															

DATES	4/24/17														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers	✓														
Rep. Jason Saine															
Rep. Phil Shepard	✓														
Rep. Scott Stone	✓														
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

VISITOR REGISTRATION SHEET Rm 544

Education K-12
Name of Committee

Date 04-24-2017

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Reyna Walters Morgan	Chowder Consulting
Kevin Wilkinson	NC Superintendent
Adam Pridemore	NCBA
[signature]	NWC
Ian Stilwell	TSG
Richard Bostic	NC SBA
[signature] Muldwurf	NCSBA
Lindsay Wagner	AJ Fletcher Foundation
Matt Ellinwood	NC Justice Center
Meagnan Lewis	NC chamber
Sarah Hardin	NCEL

VISITOR REGISTRATION SHEET Rm 544

Education K-12
Name of Committee

Date 04-24-2017

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Chris Broughton	MWC

VISITOR REGISTRATION SHEET Rm 544

Education K-12
Name of Committee

Date 04-24-2017

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Deb Clary	NCSP
Lindalyn Kakadelis	NCEd Strategies
Lee Teague	TABC
Kim MacDonald	NCDPI
Rachel Bradley	PBL Law
Ashley Perkinson	Perkinson Law
Wendy Kelly	Focus Carolina
Leanne Winner	NCSBA
Josh Laier	SML
Cecelia Holder	SBE
Robb Jansen	SBE

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

HB **534** Computer Coding Course Elective.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Saine

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **514** Permit Municipal Charter School/Certain Towns.

Draft Number:	H514-PCS40526-TC-29
Serial Referral:	**STATE AND LOCAL GOVERNMENT II**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Brawley

TOTAL REPORTED: 2



NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **779** Charter School Changes.

Draft Number:	H779-PCS30376-RQ-5
Serial Referral:	**APPROPRIATIONS**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Brody

HB **800** Various Changes to Charter School Laws.

Draft Number:	H800-PCS10309-TC-31
Serial Referral:	**STATE AND LOCAL GOVERNMENT II**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Bradford

TOTAL REPORTED: 2

CMR293-V-1

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

HB **806** Student Notice/Charter School Closure/Restr.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Saine

TOTAL REPORTED: 1



HOUSE BILL 514

Short Title:	Permit Municipal Charter School/Certain Towns.	(Local)
Sponsors:	Representative Brawley. *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, State and Local Government II	

March 29, 2017

A BILL TO BE ENTITLED

AN ACT TO PERMIT CERTAIN TOWNS TO OPERATE CHARTER SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-218 reads as rewritten:

"**§ 115C-218. Purpose of charter schools; definitions; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools.**

...

(a1) Definitions. – For the purposes of this Article, the terms "board of a charter school" and "board of the charter school" include (i) the board of directors of a private nonprofit corporation and (ii) the governing body of a municipality, or a board appointed to operate a charter school by the governing body of a municipality.

...

(c) North Carolina Office of Charter Schools. –

(1) Establishment of the North Carolina Office of Charter Schools. – There is established the North Carolina Office of Charter Schools, hereinafter referred to in this Article as the Office of Charter Schools. The Office of Charter Schools shall be administratively located in the Department of Public Instruction, subject to the supervision, direction, and control of the State Board of Education. The Office of Charter Schools shall consist of an executive director appointed by the State Board of Education and such other professional, administrative, technical, and clerical personnel as may be necessary to assist the Office of Charter Schools in carrying out its powers and duties.

(2) Executive Director. – The Executive Director shall report to and serve at the pleasure of the State Board of Education at a salary established by the State Board within the funds appropriated for this purpose. The duties of the Executive Director shall include presenting the recommendations of the Advisory Board at meetings of the State Board upon the request of the State Board.

(3) Powers and duties. – The Office of Charter Schools shall have the following powers and duties:

a. Serve as staff to the Advisory Board and fulfill any task and duties assigned to it by the Advisory Board.

b. Provide technical assistance and guidance to charter schools operating within the State.
c. Provide technical assistance and guidance to nonprofit corporations or municipalities seeking to operate charter schools within the State.
d. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.
e. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.
f. Other duties as assigned by the State Board.

(4) Agency cooperation. – All State agencies and departments shall cooperate with the Office of Charter Schools in carrying out its powers and duties as necessary in accordance with this Article."

SECTION 2. G.S. 115C-218.1 reads as rewritten:

"**§ 115C-218.1. Eligible applicants; contents of applications; submission of applications for approval.**

(a) Any nonprofit corporation or municipality seeking to establish a charter school may apply to establish a charter school. If the applicant seeks to convert a public school to a charter school, the application shall include a statement signed by a majority of the teachers and instructional support personnel currently employed at the school indicating that they favor the conversion and evidence that a significant number of parents of children enrolled in the school favor conversion.

(b) The application shall contain at least the following information:

(1) A description of a program that implements one or more of the purposes in G.S. 115C-218.

(2) A description of student achievement goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those student achievement goals.

(3) The governance structure of the school including the names of the initial members of the board of directors of ~~the~~ a nonprofit, tax-exempt ~~corporation~~ corporation, the names of the members of the governing body of the municipality, as applicable, and the process to be followed by the school to ensure parental involvement. A teacher employed by the board of directors of a private nonprofit corporation to teach in the charter school may serve as a nonvoting member of the board of directors for the charter school.

(4) The local school administrative unit in which the school will be located.

(5) Admission policies and procedures.

(6) A proposed budget for the school and evidence that the financial plan for the school is economically sound.

(7) Requirements and procedures for program and financial audits.

(8) A description of how the school will comply with G.S. 115C-218.20, 115C-218.25, 115C-218.30, 115C-218.40, 115C-218.45, 115C-218.50, 115C-218.55, 115C-218.60, 115C-218.65, 115C-218.70, 115C-218.75, 115C-218.80, 115C-218.85, and 115C-218.90.

(9) Types and amounts of insurance coverage, including bonding insurance for the principal officers of the school, to be obtained by the charter school.

(10) The term of the charter.

(11) The qualifications required for individuals employed by the school.

(12) The procedures by which students can be excluded from the charter school and returned to a public school. Notwithstanding any law to the contrary, any local board may refuse to admit any student who is suspended or

expelled from a charter school due to actions that would lead to suspension or expulsion from a public school under G.S. 115C-390.5 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

(13) The number of students to be served, which number shall be at least 80, and the minimum number of teachers to be employed at the school, which number shall be at least three. However, the charter school may serve fewer than 80 students or employ fewer than three teachers if the application contains a compelling reason, such as the school would serve a geographically remote and small student population.

(14) Information regarding the facilities to be used by the school and the manner in which administrative services of the school are to be provided.

(15) The process for conducting a weighted lottery that reflects the mission of the school if the school desires to use a weighted lottery.

(c) The State Board shall establish reasonable fees of no less than five hundred dollars ($500.00) and no more than one thousand dollars ($1,000) for initial and renewal charter applications, in accordance with Article 2A of Chapter 150B of the General Statutes. No application fee shall be refunded in the event the application is rejected or the charter is revoked."

SECTION 3. G.S. 115C-218.2(b) reads as rewritten:

"(b) Before taking action regarding a charter school or charter school applicant, including recommendations on preliminary or final approval of charter applications, renewals of charters, nonrenewals of charters, and revocations of charters, the Advisory Board or a committee of the Advisory Board shall provide an opportunity for the applicant or ~~charter board~~ the member of a board of a charter school to address the Advisory Board or its committee, if present, at a meeting."

SECTION 4. G.S. 115C-218.15 reads as rewritten:

"**§ 115C-218.15. Charter school operation.**

(a) A charter school that is approved by the State shall be a public school within the local school administrative unit in which it is located. All charter schools shall be accountable to the State Board for ensuring compliance with applicable laws and the provisions of their charters.

(b) A charter school shall be operated by (i) a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the ~~application.~~application or (ii) a governing body of a municipality.

(b1) The board of directors of ~~the~~ a private nonprofit corporation operating a charter ~~schools~~ school shall adopt a conflict of interest and anti-nepotism policy that includes, at a minimum, the following:

(1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.

(2) A requirement that before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.

(3) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

(b2) The governing body of a municipality operating a charter school shall adopt a conflict of interest and anti-nepotism policy related to the charter school that includes, at a minimum, the requirements of subdivisions (2) and (3) of subsection (b1) of this section.

(c) A charter school shall operate under the written charter signed by the State Board and the applicant. A charter school is not required to enter into any other contract. The charter shall incorporate the information provided in the application, as modified during the charter approval process, and any terms and conditions imposed on the charter school by the State Board of Education. No other terms may be imposed on the charter school as a condition for receipt of local funds.

(d) The board of ~~directors of the~~ a charter school shall decide matters related to the operation of the school, including budgeting, curriculum, and operating procedures.

(e) The board of directors of the private nonprofit corporation operating the charter school may have members who reside outside of the State. However, the State Board of Education may require by policy that a majority of the board of directors and all officers of the board of directors reside within the State."

SECTION 5. G.S. 115C-218.20(a) reads as rewritten:

"(a) The board of ~~directors of~~ a charter school may sue and be sued. The State Board of Education shall adopt rules to establish reasonable amounts and types of liability insurance that the board of ~~directors~~ a charter school shall be required by the charter to obtain. The board of ~~directors~~ the charter school shall obtain at least the amount of and types of insurance required by these rules to be included in the charter. Any sovereign immunity of the charter school, of the organization that operates the charter school, or its members, officers, or directors, or of the employees of the charter school or the organization that operates the charter school, is waived to the extent of indemnification by insurance."

SECTION 6. G.S. 115C-218.25 reads as rewritten:

"**§ 115C-218.25. Open meetings and public records.**

The charter school and board of ~~directors of the private nonprofit corporation that operates~~ the charter school are subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes. Notwithstanding the requirements of Chapter 132 of the General Statutes, inspection of charter school personnel records for those employees directly employed by the board of ~~directors of~~ the charter school shall be subject to the requirements of Article 21A of this Chapter. The charter school and board of ~~directors of the private nonprofit corporation that operates~~ the charter school shall use the same schedule established by the Department of Natural and Cultural Resources for retention and disposition of records of local school administrative units."

SECTION 7. G.S. 115C-218.45(f) reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:
a. Children of the school's full-time employees.
b. Children of the ~~charter school's board of directors.~~members of the board of the charter school.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of ~~directors.~~a charter school.

(7) If the charter school is operated by a municipality, domiciliaries of the municipality."

SECTION 8. G.S. 115C-218.50(b)(2) reads as rewritten:

"(2) A charter school, upon approval by the board ~~of directors~~ of the charter school, may establish fees for extracurricular activities, except those fees shall not exceed the fees for the same extracurricular activities charged by a local school administrative unit in which forty percent (40%) or more of the students enrolled in the charter school reside."

SECTION 9. G.S. 115C-218.70 reads as rewritten:

"**§ 115C-218.70. Driving eligibility certificates.**

In accordance with rules adopted by the State Board of Education, the designee of the ~~school's~~ board of ~~directors~~ the charter school shall do all of the following:

(1) Sign driving eligibility certificates that meet the conditions established in G.S. 20-11.

(2) Obtain the necessary written, irrevocable consent from parents, guardians, or emancipated juveniles, as appropriate, in order to disclose information to the Division of Motor Vehicles.

(3) Notify the Division of Motor Vehicles when a student who holds a driving eligibility certificate no longer meets its conditions."

SECTION 10. G.S. 115C-218.75(a) reads as rewritten:

"(a) Health and Safety Standards. – A charter school shall meet the same health and safety requirements required of a local school administrative unit. The Department of Public Instruction shall ensure that charter schools provide parents and guardians with information about meningococcal meningitis and influenza and their vaccines at the beginning of every school year. This information shall include the causes, symptoms, and how meningococcal meningitis and influenza are spread and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide parents and guardians with information about cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases. This information shall be provided at the beginning of the school year to parents of children entering grades five through 12. This information shall include the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible

side effects of vaccination, and the places where parents and guardians may obtain additional information and vaccinations for their children.

The Department of Public Instruction shall also ensure that charter schools provide students in grades seven through 12 with information annually on the preventable risks for preterm birth in subsequent pregnancies, including induced abortion, smoking, alcohol consumption, the use of illicit drugs, and inadequate prenatal care.

The Department of Public Instruction shall also ensure that charter schools provide students in grades nine through 12 with information annually on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

The Department of Public Instruction shall also ensure that the guidelines for individual diabetes care plans adopted by the State Board of Education under G.S. 115C-12(31) are implemented in charter schools in which students with diabetes are enrolled and that charter schools otherwise comply with the provisions of G.S. 115C-375.3.

The Department of Public Instruction shall ensure that charter schools comply with G.S. 115C-375.2A. The board ~~of directors~~ of a charter school shall provide the school with a supply of emergency epinephrine auto-injectors necessary to carry out the provisions of G.S. 115C-375.2A."

SECTION 11. G.S. 115C-218.90 reads as rewritten:

"**§ 115C-218.90. Employment requirements.**

(a) Employees. –

(1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors or the governing body of a municipality shall employ and contract with necessary teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The ~~board~~ charter school's board of directors or the governing body of a municipality also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The ~~board~~ charter school's board of directors or the governing body of a municipality may discharge teachers and nonlicensed employees.

...

(4) The employees of ~~the~~ a charter school operated by a private nonprofit corporation shall be deemed employees of the local school administrative unit for purposes of providing certain State-funded employee benefits, including membership in the Teachers' and State Employees' Retirement System and the State Health Plan for Teachers and State Employees. The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance. Accordingly, it is the determination of the General Assembly that charter schools are public schools and that the employees of charter schools operated by a private nonprofit corporation are public school employees. Employees of a charter school whose board of directors elects to become a participating employer under G.S. 135-5.3 are "teachers" for the purpose of membership in the North Carolina Teachers' and State Employees' Retirement System. In no event shall anything contained in this

Article require the North Carolina Teachers' and State Employees' Retirement System to accept employees of a private employer as members or participants of the System.

(4a) The employees of a charter school operated by a municipality shall be deemed employees of that municipality and shall be eligible for any employee benefits, including retirement benefits and health benefits, provided to other employees of that municipality.

(5) Education employee associations shall have equal access to charter school employees as provided in G.S. 115C-335.9.

(b) Criminal History Checks. –

(1) If the local board of education of the local school administrative unit in which a charter school is located has adopted a policy requiring criminal history checks under G.S. 115C-332, then the board of ~~directors of~~ each charter school located in that local school administrative unit shall adopt a policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Each ~~charter school board of directors~~ board of a charter school shall apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. A ~~charter school board of directors~~ board of a charter school may employ an applicant conditionally while the board is checking the person's criminal history and making a decision based on the results of the check.

(2) There shall be no liability for negligence on the part of the State Board of Education or the board of ~~directors of~~ the charter school, or their employees, arising from any act taken or omission by any of them in carrying out the provisions of this subsection. The immunity established by this subsection shall not extend to gross negligence, wanton conduct, or intentional wrongdoing that would otherwise be actionable. The immunity established by this subsection shall be deemed to have been waived to the extent of indemnification by insurance, indemnification under Articles 31A and 31B of Chapter 143 of the General Statutes, and to the extent sovereign immunity is waived under the Tort Claims Act, as set forth in Article 31 of Chapter 143 of the General Statutes."

SECTION 12. G.S. 20-11(n)(4)d. reads as rewritten:

"d. The designee of the board of ~~directors of~~ the charter school in which the person is enrolled."

SECTION 13. G.S. 20-84(b)(3a) reads as rewritten:

"(3a) A motor vehicle that is owned and exclusively operated by a ~~nonprofit corporation authorized~~ board of a charter school under G.S. 115C-218.5 to operate a charter school and identified by a permanent decal or painted marking disclosing the name of the ~~nonprofit corporation.~~charter school. The motor vehicle shall only be used for student transportation and official charter school related activities."

SECTION 14. G.S. 105-228.90(b)(1) reads as rewritten:

"(1) Charter school. – ~~A nonprofit corporation~~ An entity that has a charter under G.S. 115C-218.5 to operate a charter school."

SECTION 15. G.S. 115C-75.12(a)(4)a. reads as rewritten:

"a. Conversion to charter. – If, in the development of the transition plan, a local board of education indicates by resolution to the State Board of Education that the local board of education elects to not receive

the transfer of the achievement school back to the local school administrative unit, the AS operator may apply to convert the school to a charter school under Article 14A of this Chapter. If a charter is awarded, the ~~charter~~ board of directors of the charter school may request to use the facility as provided in G.S. 115C-218.35. If the AS operator does not seek conversion to a charter school or fails to receive a charter, the State Board of Education may close the school as provided in subdivision (2) of this subsection."

SECTION 16. G.S. 115C-375.3 reads as rewritten:

"**§ 115C-375.3. Guidelines to support and assist students with diabetes.**

Local boards of education and boards of ~~directors of~~ charter schools shall ensure that the guidelines adopted by the State Board of Education under G.S. 115C-12(31) are implemented in schools in which students with diabetes are enrolled. In particular, the boards shall require the implementation of the procedures set forth in those guidelines for the development and implementation of individual diabetes care plans. The boards also shall make available necessary information and staff development to teachers and school personnel in order to appropriately support and assist students with diabetes in accordance with their individual diabetes care plans."

SECTION 17. This act applies only to the Town of Matthews and the Town of Mint Hill.

SECTION 18. This act is effective when it becomes law and applies to applications to establish a charter school submitted on or after that date.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 514
PROPOSED COMMITTEE SUBSTITUTE H514-CSTC-29 [v.2]
4/23/2017 7:13:45 PM

Short Title: Permit Municipal Charter School/Certain Towns. (Local)

Sponsors:

Referred to:

March 29, 2017

A BILL TO BE ENTITLED

AN ACT TO PERMIT CERTAIN TOWNS TO OPERATE CHARTER SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-218 reads as rewritten:

"**§ 115C-218. Purpose of charter schools; definitions; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools.**

...

(a1) Definitions. – For the purposes of this Article, the following definitions apply:

(1) Board of directors or charter board. – Any of the following:

a. The board of directors of a nonprofit corporation.

b. The governing body of a municipality who serve ex officio as the board of directors of a charter school granted to a municipality.

c. A board of directors appointed to govern a charter school granted to a municipality by the governing body of that municipality.

(2) Nonprofit corporation. – A private nonprofit corporation that receives federal tax exempt status no later than 24 months following final approval of the charter.

...

(c) North Carolina Office of Charter Schools. –

...

(3) Powers and duties. – The Office of Charter Schools shall have the following powers and duties:

a. Serve as staff to the Advisory Board and fulfill any task and duties assigned to it by the Advisory Board.

b. Provide technical assistance and guidance to charter schools operating within the State.

c. Provide technical assistance and guidance to nonprofit corporations or municipalities seeking to operate charter schools within the State.

d. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.

e. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.

f. Other duties as assigned by the State Board.

...."

SECTION 2. G.S. 115C-218.1 reads as rewritten:

"**§ 115C-218.1. Eligible applicants; contents of applications; submission of applications for approval.**

(a) Any nonprofit corporation or municipality seeking to establish a charter school may apply to establish a charter school. If the applicant seeks to convert a public school to a charter school, the application shall include a statement signed by a majority of the teachers and instructional support personnel currently employed at the school indicating that they favor the conversion and evidence that a significant number of parents of children enrolled in the school favor conversion.

(b) The application shall contain at least the following information:

...

(3) The governance structure of the ~~school~~ school as follows:

a. For nonprofit corporation applicants: ~~including the~~The names of the initial members of the board of directors of the ~~nonprofit, tax-exempt~~nonprofit corporation and the process to be followed by the school to ensure parental involvement. A teacher employed by the board of directors of a nonprofit corporation to teach in the charter school may serve as a nonvoting member of the board of directors for the charter school.

b. For municipal applicants. – The names of the governing board of the municipality, and if the members of the governing board will not serve ex officio as the board of directors, the members of the board of directors appointed to govern the charter school by the municipality. The process to be followed by the school to ensure parental involvement shall also be included.

...."

SECTION 3. G.S. 115C-218.15 reads as rewritten:

"**§ 115C-218.15. Charter school operation.**

(a) A charter school that is approved by the State shall be a public school within the local school administrative unit in which it is located. All charter schools shall be accountable to the State Board for ensuring compliance with applicable laws and the provisions of their charters.

(b) A charter school shall be operated by one of the following:

(1) ~~a private nonprofit corporation that shall have received federal tax-exempt status no later than 24 months following final approval of the application.~~A nonprofit corporation.

(2) A municipality.

(b1) The board of directors of ~~the~~ a nonprofit corporation operating a charter ~~schools~~ school shall adopt a conflict of interest and anti-nepotism policy that includes, at a minimum, the following:

(1) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.

(2) A requirement that before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are

complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.

(3) A requirement that a person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

(b2) The board of directors of a municipal charter school shall adopt a conflict of interest and anti-nepotism policy related to the charter school that includes, at a minimum, the requirements of subdivisions (2) and (3) of subsection (b1) of this section.

...."

SECTION 4. G.S. 115C-218.25 reads as rewritten:

"**§ 115C-218.25. Open meetings and public records.**

The charter school and board of directors ~~of the private nonprofit corporation~~ that operates the charter school are subject to the Public Records Act, Chapter 132 of the General Statutes, and the Open Meetings Law, Article 33C of Chapter 143 of the General Statutes. Notwithstanding the requirements of Chapter 132 of the General Statutes, inspection of charter school personnel records for those employees directly employed by the board of directors of the charter school shall be subject to the requirements of Article 21A of this Chapter. The charter school and board of directors ~~of the private nonprofit corporation~~ that operates the charter school shall use the same schedule established by the Department of Natural and Cultural Resources for retention and disposition of records of local school administrative units."

SECTION 5. G.S. 115C-218.45(f) reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:

a. Children of the school's full-time employees.

b. Children of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) If the charter school is operated by a municipality, domiciliaries of the municipality."

SECTION 6. G.S. 115C-218.90 reads as rewritten:

"§ 115C-218.90. Employment requirements.

(a) Employees. –

(1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors of the nonprofit corporation or the governing body of a municipality shall employ and contract with necessary teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The ~~board~~ charter school's board of directors of the nonprofit corporation or the governing body of a municipality also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The ~~board~~ charter school's board of directors of the nonprofit corporation or the governing body of a municipality may discharge teachers and nonlicensed employees.

...

(4) The employees of the charter school board of directors of the nonprofit corporation shall be deemed employees of the local school administrative unit for purposes of providing certain State-funded employee benefits, including membership in the Teachers' and State Employees' Retirement System and the State Health Plan for Teachers and State Employees. The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance. Accordingly, it is the determination of the General Assembly that charter schools are public schools and that the employees of charter schools operated by a private nonprofit corporation are public school employees. Employees of a charter school operated by a private nonprofit corporation whose board of directors elects to become a participating employer under G.S. 135-5.3 are "teachers" for the purpose of membership in the North Carolina Teachers' and State Employees' Retirement System. In no event shall anything contained in this Article require the North Carolina Teachers' and State Employees' Retirement System to accept employees of a private employer as members or participants of the System.

(4a) The employees of a charter school operated by a municipality shall be deemed employees of that municipality and shall be eligible for any employee benefits, including retirement benefits and health benefits, provided to other employees of that municipality.

...."

SECTION 7. G.S. 105-228.90(b)(1) reads as rewritten:

"(1) Charter school. – ~~A nonprofit corporation~~ An entity that has a charter under G.S. 115C-218.5 to operate a charter school."

SECTION 8.. G.S. 160A-209(c) is amended by adding a new subdivision to read:

"(8a) Charter schools. – To provide for a charter school operated by the municipality in accordance with Article 14A of Chapter 115C of the General Statutes."

SECTION 9. This act applies only to the Town of Matthews and the Town of Mint Hill.

SECTION 10. This act is effective when it becomes law and applies to applications to establish a charter school submitted on or after that date.

HOUSE BILL 514: Permit Municipal Charter School/Certain Towns.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to State and Local Government II	**Date:**	April 24, 2017
Introduced by:	Rep. Brawley	**Prepared by:**	Kara McCraw Committee Counsel
Analysis of:	PCS to First Edition H514-CSTC-29		

OVERVIEW: HB 514 would authorize the Towns of Matthews and Mint Hill to apply to open charter schools and grant priority enrollment to students domiciled in those towns in those charter schools.

The PCS for HB 514 makes technical changes to the definition, clarifies that the governing board of the municipality may serve as the charter school board of directors or may appoint a board of directors to govern a charter school after receiving a charter, and makes related conforming changes throughout the bill, and adds a new section authorizing the towns to use property tax revenue to support the charter schools operated by the towns.

CURRENT LAW: G.S. 115C-218.15(b) requires that charter schools be operated by private tax-exempt nonprofit corporations.

G.S.115C-218.45 provides that any child qualified for admission to a public school in the State is qualified for admission to a charter school, and that any student who submits a timely application to a charter school must be enrolled if there is space available. If applications exceed space available, the charter school must conduct a lottery. Charters are allowed to give preference in enrollment to students in certain circumstances, including enrollment of siblings, children of teachers or board members (capped at 15%), and students previously enrolled in charter schools under various circumstances.

G.S. 160A-209 provides the purposes for which municipalities may levy property taxes. Support of schools is not a current purpose.

BILL ANALYSIS: The PCS for HB 514 would authorize the Towns of Matthews and Mint Hill to apply for and hold a charter for a charter school. The governing boards of the towns could serve as the board of directors for the school, or could appoint a board of directors to govern the school.

Employees of a charter school of the towns would be employees of that municipality and would be eligible for any employee benefits, including retirement benefits and health benefits, provided to other employees of that municipality.

Students domiciled in the municipality could be given preferential enrollment over other applicants.

The towns would be authorized to use property taxes in support of charter schools operated by the towns.

EFFECTIVE DATE: HB 514 would become effective when it becomes law and would apply to applications to establish a charter school submitted on or after that date.

Karen Cochrane-Brown
Director

H514-SMTC-38 CSTC-29 -V-2

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

HOUSE BILL 534*

Short Title:	Computer Coding Course Elective.	(Public)
Sponsors:	Representatives Hanes, Saine, Elmore, and Terry (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

March 30, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE THE STATE BOARD OF EDUCATION TO DEVELOP AND IDENTIFY COURSES IN COMPUTER PROGRAMMING AND CODING THAT CAN BE OFFERED AS ELECTIVE COURSES FOR MIDDLE SCHOOL AND HIGH SCHOOL STUDENTS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-81 is amended by adding a new subsection to read:

"(e3) Computer Programming Courses With Coding to Be Developed and Administered. – The State Board of Education shall develop and identify academically rigorous courses in computer programming and coding that can be offered as electives at the middle or high school level. These courses shall provide multiple opportunities for students to learn about the coding process."

SECTION 2. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 534:
Computer Coding Course Elective.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 24, 2017
Introduced by:	Reps. Hanes, Saine, Elmore, Terry	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	First Edition		

OVERVIEW: ***House Bill 534 would require the State Board of Education to develop and identify courses in computer programming and coding that can be offered as elective courses for middle school and high school students.***

[As introduced, this bill was identical to S540, as introduced by Sens. Lowe, Tillman, Tarte, which is currently in Senate Rules and Operations of the Senate.]

BILL ANALYSIS: House Bill 534 would direct the State Board of Education to develop and identify academically rigorous courses in computer programming and coding that can be offered as electives at the middle or high school level. These courses would provide multiple opportunities for students to learn about the coding process.

EFFECTIVE DATE: The act would be effective when it becomes law and would apply beginning with the 2017-2018 school year.

n Cochrane-Brown
Director

H534-SMBE-43 E1 -V-1

Legislative Analysis
Division
919-733-2578

his bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

HOUSE BILL 779

Short Title:	Charter School Changes.	(Public)
Sponsors:	Representatives Brody and Williams (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Appropriations	

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO MAKE VARIOUS CHANGES TO THE CHARTER SCHOOL LAWS.

The General Assembly of North Carolina enacts:

PART I. EXPANSION OF GROWTH EXCEPTION FOR MATERIAL REVISIONS OF CHARTERS

SECTION 1.(a) G.S. 115C-218.7(b) reads as rewritten:

"(b) Enrollment growth of greater than ~~twenty percent (20%)~~ forty percent (40%) shall be considered a material revision of the charter. The State Board may approve such additional enrollment growth of greater than ~~twenty percent (20%)~~ forty percent (40%) only if it finds all of the following:

(1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.
(2) The charter school has commitments for ninety percent (90%) of the requested maximum growth.
(3) The charter school is not currently identified as low-performing.
(4) The charter school meets generally accepted standards of fiscal management.
(5) The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board."

SECTION 1.(b) G.S. 115C-218.8 reads as rewritten:

"**§ 115C-218.8. Nonmaterial revisions of charters.**

It shall not be considered a material revision of a charter and shall not require prior approval of the State Board for a charter school to do any of the following:

(1) Increase its enrollment during the charter school's second year of operation and annually thereafter by up to ~~twenty percent (20%)~~ forty percent (40%) of the school's previous year's enrollment.
(2) Increase its enrollment during the charter school's second year of operation and annually thereafter in accordance with planned growth as authorized in its charter.
(3) Expand to offer one grade higher or lower than the charter school currently offers if the charter school has (i) operated for at least three years, (ii) has not been identified as continually low-performing as provided in

G.S. 115C-218.94, and (iii) has been in financial compliance as required by the State Board."

SECTION 1.(c) This section is effective when it becomes law and applies to approvals for material changes on or after that date.

PART II. ENROLLMENT PRIORITIES FOR STUDENTS PREVIOUSLY ENROLLED IN CHARTERS

SECTION 2. G.S. 115C-218.45(f) reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:

a. Children of the school's full-time employees.

b. Children of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) A student who was enrolled in another charter school in the State in the previous school year."

PART III. DISAGGREGATION OF STUDENT PERFORMANCE DATA

SECTION 3.(a) G.S. 115C-218.110(b) reads as rewritten:

"(b) The State Board of Education shall review and evaluate the educational effectiveness of the charter schools authorized under this Article and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located. The Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

(1) The current and projected impact of charter schools on the delivery of services by the public schools.

(2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.

(2a) The student performance data based on the Education Value-Added Assessment System (EVAAS) for charter school students disaggregated by years of student enrollment on the basis of race, sex, grade level, ethnicity,

free or reduced lunch status, and disability status in the charter school for the following categories:

a. Charter schools.

b. Virtual charter schools.

c. Dropout prevention and recovery program charter schools.

(3) Best practices resulting from charter school operations.

(4) Other information the State Board considers appropriate.

Notwithstanding the requirements for disaggregated data, the report shall not include any personally identifiable student data, as defined in G.S. 115C-402.5."

SECTION 3.(b) This section is effective when it becomes law and applies to reports submitted on or after January 1, 2018.

PART IV. LOTTERY FUNDING FOR SCHOOL CONSTRUCTION PROJECTS

SECTION 4.(a) G.S. 115C-218.100(b) reads as rewritten:

"(b) Distribution of Assets. – Upon dissolution of a charter school, ~~all~~the following shall occur:

(1) All net assets of the charter school purchased with public ~~funds~~funds, other than capital, shall be deemed the property of the local school administrative unit in which the charter school is located.

(2) Capital funds provided to a charter school by one or more counties pursuant to G.S. 115C-218.105(b1) and all net assets purchased or improved with the capital funds, up to the total amount of the funds provided, shall be deemed the property of the county or counties providing the funding and, if applicable, divided between the counties in proportion to the funds provided."

SECTION 4.(b) G.S. 115C-218.105 reads as rewritten:

"**§ 115C-218.105. State and local funds for a charter school.**

...

(b) Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom ~~units.~~units, except in accordance with subsection (b1) of this section and G.S. 115C-546.2(d). No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. Every contract or lease into which a charter school enters shall include the previous sentence. The school also may own land and buildings it obtains through non-State sources.

(b1) Counties may provide funds from the Public School Building Capital Fund to charter schools by direct appropriation as set forth in G.S. 115C-546.2(d). These funds shall be used only for the following purposes:

(1) The acquisition of real property for school purposes, including, but not limited to, school sites, playgrounds, and athletic fields.

(2) The acquisition, construction, reconstruction, enlargement, renovation, or replacement of buildings and other structures, including, but not limited to, buildings for classrooms and laboratories, physical and vocational education purposes, libraries, auditoriums, and gymnasiums.

(b2) If a charter school uses funds provided in subsection (b1) of this section to acquire or improve property, the amount provided by the county shall be evidenced by a promissory note and secured by a deed of trust on the property acquired or improved by the funds. The

county may subordinate the deed of trust to other liens to facilitate the acquisition or improvement of the property secured by the deed of trust. In the event that a charter school repays the county in the amount of the capital funds provided, the county shall, for the property acquired or improved by the funds, execute and file a deed of release or other documentation of satisfaction showing the charter school repaid the county in the amount of the capital funds provided. Upon dissolution of a charter school that has not yet repaid the county, capital funds and all net assets purchased or improved with the capital funds shall be distributed in accordance with G.S. 115C-218.100(b)(2).

…."

SECTION 4.(c) G.S. 115C-546.2(d) reads as rewritten:

"(d) If funds are appropriated from the Education Lottery Fund to the Public School Building Capital Fund, such funds shall be allocated for school capital construction projects on a per average daily membership basis according to the average daily membership for the budget year as determined and certified by the State Board of Education.

(1), (2) Repealed by Session Laws 2013-360, s. 6.11(b), effective July 1, 2013.

(3) No county shall have to provide matching funds required under subsection (c) of this section.

(4) A county may use monies in this Fund to pay for school construction projects in local school administrative units and to retire indebtedness incurred for school construction projects.

(4a) A county may use monies in this Fund to make direct appropriations to charter schools as provided in G.S. 115C-218.105(b1).

(5) A county may not use monies in this Fund to pay for school technology needs."

SECTION 4.(d) This section is effective when it becomes law.

PART V. LOW-WEALTH FUNDING FOLLOWS STUDENT

SECTION 5.(a) G.S. 115C-218.105(c) reads as rewritten:

"(c) If a student attends a charter school, the local school administrative unit in which the ~~child~~ student resides shall transfer to the charter school ~~an~~all of the following:

(1) An amount equal to the per pupil share of the local current expense fund of the local school administrative unit for the fiscal year. The per pupil share of the local current expense fund shall be transferred to the charter school within 30 days of the receipt of monies into the local current expense fund.

(2) If the student attends a charter school that is not located within a low-wealth county, an amount equal to the per pupil share of any low-wealth supplemental funding provided to the local school administrative unit for the fiscal year. The per pupil share of any low-wealth supplemental funding provided to the local school administrative unit shall be transferred to the charter school within 30 days of receipt of those monies by the local school administrative unit.

The local school administrative unit and charter school may use the process for mediation of differences between the State Board and a charter school provided in G.S. 115C-218.95(d) to resolve differences on calculation and transference of the per pupil share of the local current expense ~~fund.~~fund or the per pupil share of any low-wealth supplemental funding provided to the local school administrative unit. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only to a charter school located in the tax district for which these taxes are levied and in which the student resides."

SECTION 5.(b) G.S. 115C-218.105(d) reads as rewritten:

"(d) The local school administrative unit shall also provide each charter school to which it transfers a per pupil share of its local current expense fund or a per pupil share of any

low-wealth supplemental funding provided to the local school administrative unit with all of the following information within the 30-day time period provided in subsection (c) of this section:

(1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. 115C-426(c).

(2) The student membership numbers used to calculate the per pupil share of the local current expense ~~fund.~~fund or any low-wealth supplemental funding.

(3) How the per pupil share of the local current expense fund or any low-wealth supplemental funding was calculated.

(4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense ~~fund.~~fund or any low-wealth supplemental funding.

In addition, the local school administrative unit shall provide to the State Board of Education all of the information required by this subsection for each charter school to which it transfers a per pupil share of its local current expense ~~fund.~~fund or a per pupil share of any low-wealth supplemental funding provided to the local school administrative unit. This information shall be provided to the State Board of Education by November 1 of each year. The State Board shall adopt a policy to govern the collection of this information. The State Board shall issue a letter of noncompliance to a local school administrative unit that does not provide the State Board with the information required by this subsection."

PART VI. CHARTER SCHOOLS AND NC PRE-K

SECTION 6.(a) G.S. 115C-218(c)(3) reads as rewritten:

"(3) Powers and duties. – The Office of Charter Schools shall have the following powers and duties:

a. Serve as staff to the Advisory Board and fulfill any task and duties assigned to it by the Advisory Board.

b. Provide technical assistance and guidance to charter schools operating within the State.

c. Provide technical assistance and guidance to nonprofit corporations seeking to operate charter schools within the State.

d. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.

e. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.

e1. Assist certain charter schools seeking to participate in the NC prekindergarten program in accordance with G.S. 115C-218.115.

f. Other duties as assigned by the State Board."

SECTION 6.(b) G.S. 115C-218.45(f), as amended by Section 2 of this act, reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(2a) A student who was enrolled in a preschool program operated by the charter school in the prior year.

(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:

a. Children of the school's full-time employees.

b. Children of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) A student who was enrolled in another charter school in the State in the previous school year."

SECTION 6.(c) Article 14A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-218.115. Operation of NC Pre-K programs.**

(a) A charter school may apply to a local contracting agency to participate in the NC prekindergarten (NC Pre-K) program as a local program site offering families a high-quality prekindergarten experience. A charter school that seeks to operate as a NC Pre-K program site may request administrative and technical assistance from the Office of Charter Schools with its application to the local contracting agency if the charter school meets all of the following:

(1) The charter school has operated as a charter school for at least three school years.

(2) The charter school is not currently identified as low-performing.

(3) The charter school meets generally accepted standards of fiscal management.

(4) The charter school is substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

(b) The Office of Charter Schools, in consultation with the Department of Health and Human Services, Division of Child Development and Early Education, shall assist a charter school under subsection (a) of this section, with determining whether the charter school's proposed program meets (i) the building standards set forth in subsection (c) of this section and any other State standards for the charter school to be licensed as a child care facility and (ii) the standards required to be selected as a site under the NC Pre-K program. If the charter school does not meet these standards, the Office of Charter Schools shall provide assistance to the charter school in identifying any obstacles to its participation in the NC Pre-K program.

(c) A charter school that otherwise meets all of the requirements for a child care facility license may use an existing or newly constructed classroom in the charter school for three- and four-year-old preschool students without modifications to the classroom or building if the classroom meets all of the following:

(1) Has at least one toilet and one sink for hand washing.

(2) Meets kindergarten standards for overhead light fixtures.

(3) Meets kindergarten standards for floors, walls, and ceilings.

(4) Has floors, walls, and ceilings that are free from mold, mildew, and lead hazards."

PART VII. DETAILED SOURCE OF FUNDS IN ANNUAL AUDIT

SECTION 7.(a) G.S. 115C-426(c) reads as rewritten:

"(c) The uniform budget format shall require the following funds:

(1) The State Public School Fund.

(2) The local current expense fund.

(3) The capital outlay fund.

In addition, other funds may be used to account for reimbursements, including indirect costs, fees for actual costs, tuition, sales tax revenues distributed using the ad valorem method pursuant to G.S. 105-472(b)(2), sales tax refunds, gifts and grants restricted as to use, trust funds, federal appropriations made directly to local school administrative units, and funds received for prekindergarten programs. In addition, the appropriation or use of fund balance or interest income by a local school administrative unit shall not be construed as a local current expense appropriation included as a part of the local current expense fund. Each of the other funds not accounted for by the funds described in subdivision (1), (2), or (3) of this subsection shall have each source and amount identified in the annual audit required by G.S. 115C-447(a). If the source is a gift or grant restricted as to use, the restriction as to use imposed by the donor or grantor shall also be stated in the audit.

Each local school administrative unit shall maintain those funds shown in the uniform budget format that are applicable to its operations."

SECTION 7.(b) This act is effective when it becomes law and applies to audits conducted after July 1, 2017.

PART VIII. PERSONAL PROPERTY TAX EXEMPTION FOR CHARTER SCHOOLS

SECTION 8.(a) G.S. 105-275 is amended by adding a new subdivision to read:

"(49) Personal property that is owned or leased by a charter school and is wholly and exclusively used for educational purposes as defined in G.S. 105-278.4(f) regardless of the ownership of the property."

SECTION 8.(b) This section becomes effective July 1, 2017.

PART IX. EFFECTIVE DATE

SECTION 9. Except as otherwise provided, this act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 779
PROPOSED COMMITTEE SUBSTITUTE H779-CSRQ-5 [v.1]
4/21/2017 9:07:15 PM

Short Title: Charter School Changes. (Public)

Sponsors:

Referred to:

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO MAKE VARIOUS CHANGES TO THE CHARTER SCHOOL LAWS.

The General Assembly of North Carolina enacts:

PART I. EXPANSION OF GROWTH EXCEPTION FOR MATERIAL REVISIONS OF CHARTERS

SECTION 1.(a) G.S. 115C-218.7(b) reads as rewritten:

"(b) Enrollment growth of greater than ~~twenty percent (20%)~~ thirty percent (30%) shall be considered a material revision of the charter. The State Board may approve such additional enrollment growth of greater than ~~twenty percent (20%)~~ thirty percent (30%) only if it finds all of the following:

(1) The actual enrollment of the charter school is within ten percent (10%) of its maximum authorized enrollment.

(2) The charter school has commitments for ninety percent (90%) of the requested maximum growth.

(3) The charter school is not currently identified as low-performing.

(4) The charter school meets generally accepted standards of fiscal management.

(5) The charter school is, at the time of the request for the enrollment increase, substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board."

SECTION 1.(b) G.S. 115C-218.8 reads as rewritten:

"**§ 115C-218.8. Nonmaterial revisions of charters.**

It shall not be considered a material revision of a charter and shall not require prior approval of the State Board for a charter school to do any of the following:

(1) Increase its enrollment during the charter school's second year of operation and annually thereafter by up to ~~twenty percent (20%)~~ thirty percent (30%) of the school's previous year's enrollment.

(2) Increase its enrollment during the charter school's second year of operation and annually thereafter in accordance with planned growth as authorized in its charter.

(3) Expand to offer one grade higher or lower than the charter school currently offers if the charter school has (i) operated for at least three years, (ii) has not been identified as continually low-performing as provided in G.S. 115C-218.94, and (iii) has been in financial compliance as required by the State Board."

SECTION 1.(c) This section is effective when it becomes law and applies to approvals for material changes on or after that date.

PART II. ENROLLMENT PRIORITIES FOR STUDENTS PREVIOUSLY ENROLLED IN CHARTERS

SECTION 2. G.S. 115C-218.45(f) reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.

(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.

(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:

a. Children of the school's full-time employees.

b. Children of the charter school's board of directors.

(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.

(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) A student who was enrolled in another charter school in the State in the previous school year."

PART III. DISAGGREGATION OF STUDENT PERFORMANCE DATA

SECTION 3.(a) G.S. 115C-218.110(b) reads as rewritten:

"(b) The State Board of Education shall review and evaluate the educational effectiveness of the charter schools authorized under this Article and the effect of charter schools on the public schools in the local school administrative unit in which the charter schools are located. The Board shall report annually no later than January 15 to the Joint Legislative Education Oversight Committee on the following:

(1) The current and projected impact of charter schools on the delivery of services by the public schools.

(2) Student academic progress in the charter schools as measured, where available, against the academic year immediately preceding the first academic year of the charter schools' operation.

(2a) The student performance data based on the Education Value-Added Assessment System (EVAAS) for charter school students disaggregated by years of student enrollment on the basis of race, sex, grade level, ethnicity, free or reduced lunch status, and disability status in the charter school for the following categories:

a. Charter schools.

b. Virtual charter schools.
c. Dropout prevention and recovery program charter schools.

(3) Best practices resulting from charter school operations.
(4) Other information the State Board considers appropriate.

Notwithstanding the requirements for disaggregated data, the report shall not include any personally identifiable student data, as defined in G.S. 115C-402.5."

SECTION 3.(b) This section is effective when it becomes law and applies to reports submitted on or after January 1, 2018.

PART IV. CHARTER SCHOOLS AND NC PRE-K

SECTION 4.(a) G.S. 115C-218(c)(3) reads as rewritten:

"(3) Powers and duties. – The Office of Charter Schools shall have the following powers and duties:

a. Serve as staff to the Advisory Board and fulfill any task and duties assigned to it by the Advisory Board.
b. Provide technical assistance and guidance to charter schools operating within the State.
c. Provide technical assistance and guidance to nonprofit corporations seeking to operate charter schools within the State.
d. Provide or arrange for training for charter schools that have received preliminary approval from the State Board.
e. Assist approved charter schools and charter schools seeking approval from the State Board in coordinating services with the Department of Public Instruction.
e1. Assist certain charter schools seeking to participate in the NC prekindergarten program in accordance with G.S. 115C-218.115.
f. Other duties as assigned by the State Board."

SECTION 4.(b) G.S. 115C-218.45(f), as amended by Section 2 of this act, reads as rewritten:

"(f) The charter school may give enrollment priority to any of the following:

(1) Siblings of currently enrolled students who were admitted to the charter school in a previous year. For the purposes of this section, the term "siblings" includes any of the following who reside in the same household: half siblings, stepsiblings, and children residing in a family foster home.
(2) Siblings of students who have completed the highest grade level offered by that school and who were enrolled in at least four grade levels offered by the charter school or, if less than four grades are offered, in the maximum number of grades offered by the charter school.
(2a) A student who was enrolled in a preschool program operated by the charter school in the prior year.
(3) Limited to no more than fifteen percent (15%) of the school's total enrollment, unless granted a waiver by the State Board of Education, the following:
a. Children of the school's full-time employees.
b. Children of the charter school's board of directors.
(4) A student who was enrolled in the charter school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent.
(5) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level.

(6) A student who was enrolled in another charter school in the State in the previous school year that does not offer the student's next grade level and both of the charter schools have an enrollment articulation agreement to accept students or are governed by the same board of directors.

(7) A student who was enrolled in another charter school in the State in the previous school year."

SECTION 4.(c) Article 14A of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-218.115. Operation of NC Pre-K programs.**

(a) A charter school may apply to a local contracting agency to participate in the NC prekindergarten (NC Pre-K) program as a local program site offering families a high-quality prekindergarten experience. A charter school that seeks to operate as a NC Pre-K program site may request administrative and technical assistance from the Office of Charter Schools with its application to the local contracting agency if the charter school meets all of the following:

(1) The charter school has operated as a charter school for at least three school years.

(2) The charter school is not currently identified as low-performing.

(3) The charter school meets generally accepted standards of fiscal management.

(4) The charter school is substantially in compliance with State law, federal law, the charter school's own bylaws, and the provisions set forth in its charter granted by the State Board.

(b) The Office of Charter Schools, in consultation with the Department of Health and Human Services, Division of Child Development and Early Education, shall assist a charter school under subsection (a) of this section, with determining whether the charter school's proposed program meets (i) the building standards set forth in subsection (c) of this section and any other State standards for the charter school to be licensed as a child care facility and (ii) the standards required to be selected as a site under the NC Pre-K program. If the charter school does not meet these standards, the Office of Charter Schools shall provide assistance to the charter school in identifying any obstacles to its participation in the NC Pre-K program.

(c) A charter school that otherwise meets all of the requirements for a child care facility license may use an existing or newly constructed classroom in the charter school for three- and four-year-old preschool students without modifications to the classroom or building if the classroom meets all of the following:

(1) Has at least one toilet and one sink for hand washing.

(2) Meets kindergarten standards for overhead light fixtures.

(3) Meets kindergarten standards for floors, walls, and ceilings.

(4) Has floors, walls, and ceilings that are free from mold, mildew, and lead hazards."

PART V. PERSONAL PROPERTY TAX EXEMPTION FOR CHARTER SCHOOLS

SECTION 5.(a) G.S. 105-275 is amended by adding a new subdivision to read:

"(49) Personal property that is owned or leased by a charter school and is wholly and exclusively used for educational purposes as defined in G.S. 105-278.4(f) regardless of the ownership of the property."

SECTION 5.(b) G.S. 105-282.1(a)(2) reads as rewritten:

"(2) Single application required. – An owner of one or more of the following properties eligible for a property tax benefit must file an application for the benefit to receive it. Once the application has been approved, the owner does not need to file an application in subsequent years unless new or additional property is acquired or improvements are added or removed, necessitating a change in the valuation of the property, or there is a change in the use of the

property or the qualifications or eligibility of the taxpayer necessitating a review of the benefit.

a. Property exempted from taxation under G.S. 105-278.3, 105-278.4, 105-278.5, 105-278.6, 105-278.7, or 105-278.8.

b. Special classes of property excluded from taxation under G.S. 105-275(3), (7), (8), (12), (17), (18), (19), (20), (21), (31e), (35), (36), (38), (39), (41), ~~or (45)~~ (45), (46), or (49) or under G.S. 131A-21.

c. Special classes of property classified for taxation at a reduced valuation under G.S. 105-277(h), 105-277.1, 105-277.1C, 105-277.10, 105-277.13, 105-277.14, 105-277.15, 105-277.17, or 105-278.

d. Property owned by a nonprofit homeowners' association but where the value of the property is included in the appraisals of property owned by members of the association under G.S. 105-277.8.

e. Repealed by Session Laws 2008-35, s. 1.2, effective for taxes imposed for taxable years beginning on or after July 1, 2008."

SECTION 5.(c) This section becomes effective July 1, 2017.

PART VI. EFFECTIVE DATE

SECTION 6. Except as otherwise provided, this act is effective when it becomes law.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 779

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H779-ARQ-12 [v.1]

Amends Title [NO]
H779-CSRQ-5 [v.1]

Date _____,2017

Representative B. Richardson

moves to amend the bill on page 1, line 5, through page 2, line 2, by deleting those lines.

SIGNED Bobbie Richardson
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED ✓ TABLED _____

HOUSE BILL 779:
Charter School Changes.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Appropriations	**Date:**	April 24, 2017
Introduced by:	Reps. Brody, Williams	**Prepared by:**	Drupti Chauhan Committee Counsel
Analysis of:	PCS to First Edition H779-CSRQ-5		

OVERVIEW: ***House Bill 779 would make various changes to the charter school laws including allowing enrollment growth of 40% before it is considered a material revision of the charter; providing new categories of enrollment priorities; disaggregating student performance data from various types of charter schools; providing funding from the lottery and allowing counties to provide funds to charter schools from the Public School Building Capital Fund; requiring low-wealth funding to follow a student to a charter school; clarifying that charter schools may operate NC Pre-K programs; requiring more detailed audits of local school administrative units for certain funds; and providing a personal property tax exemption for charter schools.***

The Proposed Committee Substitute (PCS) allows 30% enrollment growth before it is considered a material revision of a charter; deletes the sections that address providing funding from the lottery and allowing counties to provide funds to charter schools from the Public School Building Capital Fund; and requiring low-wealth funding to follow a student to a charter school. It also makes a conforming change in the tax statutes.

SECTION 1 – Enrollment Growth—Material Revisions

CURRENT LAW: Enrollment growth of more than 20% is considered a material revision of a charter and requires approval by the State Board of Education (SBE). The SBE may approve enrollment growth of greater than 20% only if it finds 5 specific items including: (i) actual enrollment is within 10% of maximum authorized enrollment; (ii) there are commitments for 90% of the requested maximum growth; (iii) the school is not identified as low-performing; (iv) the school meets generally accepted standards of fiscal management; and (v) the school is substantially in compliance with the law, it's own by-laws and its charter.

BILL ANALYSIS: The PCS would provide that enrollment growth of greater than 30% is to be considered a material revision of a charter that would require approval by the SBE.

EFFECTIVE DATE: This section is effective when it becomes law and applies to approvals for material changes on or after that date.

SECTION 2 – Enrollment Priority

CURRENT LAW: Charter schools may give enrollment priority to various groups of students including siblings; children of the schools employees and boards of directors (limited to 15% of the enrollment unless a waiver is granted by the SBE); and students enrolled in other charter schools in the previous year that doe not offer the student's next grade level.

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

BILL ANALYSIS: The PCS would add another enrollment priority category for students who were enrolled in another charter school in the State in the previous school year.

EFFECTIVE DATE: This section is effective when it becomes law.

SECTION 3 – Annual Report—Additional Disaggregated Data

CURRENT LAW: The SBE must report annually to the Joint Legislative Education Oversight Committee on: (i) the current and projected impact of charter schools on the delivery of services by the public schools; (ii) student academic program in the charter schools as measured against the academic year immediately preceding the first academic year of the charter schools' operation; (iii) best practices resulting from charter school operation; and (iv) other information the SBE considers appropriate.

BILL ANALYSIS: The PCS requires that the report also provide the student performance data based on the Education Value-Added Assessment System (EVAAS) for charter school students disaggregated by years of student enrollment on the basis of race, sex, grade level, ethnicity, free or reduced lunch status, and disability status in the charter school for the following categories of charter schools: (i) charter schools; (ii) virtual charter schools; and (iii) dropout prevention and recovery program charter schools.

EFFECTIVE DATE: This section is effective when it becomes law and applies to reports submitted on or after January 1, 2018.

SECTION 4 – Charter Schools and NC Pre-K

CURRENT LAW: Charter schools can currently run NC Pre-K programs if they meet the requirements of the program, including the rules and regulations for child care established by the Division of Child Development and Early Education at the Department of Health and Human Services, such as having teachers licensed in birth through kindergarten. Traditional public schools do have an exemption from building standards for a child care facility under G.S. 115C-521.1.

BILL ANALYSIS: Section 4 of the PCS directs the Office of Charter Schools to assist charter schools that wish to participate in the NC Pre-K program. It also allows a charter school to give enrollment priority to a student who was in enrolled in a preschool program in the prior year that was operated by that charter school. Finally, this section specifies in a new statute that charter schools may apply to participate in the NC Pre-K program as a local program site. A charter school can request assistance from the Office of Charter Schools regarding its application if it meets the following: (i) has operated as charter school for at least 3 school years; (ii) is not identified as low-performing; (iii) meets generally accepted standards of fiscal management; and (iv) is in substantial compliance with the law, its own by-laws and its charter.

The Office of Charter Schools along with the Division of Child Development and Early Education at the Department of Health and Human Services must assist a charter school with determining whether the charter school's proposed program would meet the specific building standards set out below and any other State standards required for the charter school to be licensed as a child care facility and site standards for NC Pre-K. Charters schools that otherwise meet all of the requirements for a child care facility license may use an existing or newly constructed classroom for 3 and 4 year old students without modifications if the classroom meets the following: (i) has at least 1 toilet and sink for hand washing; (ii) meets kindergarten standards for overhead light fixtures, floor, walls, and ceilings; and (iii) has floors, walls, and ceiling that are mold, mildew, and lead hazard free. These standards are the same as what is required of the traditional public schools. G.S. 115C-521.1.

EFFECTIVE DATE: This section is effective when it becomes law.

SECTION 5 – Personal Property Tax Exemption

CURRENT LAW: Real property that is occupied by a charter school and is wholly and exclusively used for educational purposes regardless of the ownership of the property is excluded from property taxes.

BILL ANALYSIS: The PCS would provide that personal property that is owned or leased by a charter school and is wholly and exclusively used for education purposes would be excluded from property taxes regardless of the ownership of the property.

This section would also make a technical and conforming change to clarify that the owner of real property occupied by a charter school and the owner of the personal property that is owned or lased by the charter school who is eligible for the tax exemptions must file an application for exemption. "Once the application has been approved, the owner does not need to file an application in subsequent years unless new or additional property is acquired or improvements are added or removed, necessitating a change in the valuation of the property, or there is a change in the use of the property or the qualifications or eligibility of the taxpayer necessitating a review" of the exemption. G.S. 105-282.1.

EFFECTIVE DATE: This section becomes effective July 1, 2017.

OVERALL BILL EFFECTIVE DATE: The bill becomes effective when it becomes law except as provided in the various sections.

HOUSE BILL 800

Short Title:	Various Changes to Charter School Laws.	(Public)
Sponsors:	Representatives Bradford, Saine, Stone, and Grange (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, State and Local Government II	

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO MAKE VARIOUS CHANGES TO THE LAWS AFFECTING CHARTER SCHOOLS.

The General Assembly of North Carolina enacts:

PART I. CHARTER SCHOOLS IN THE WORKPLACE

SECTION 1.(a) G.S. 115C-218.45 reads as rewritten:

"**§ 115C-218.45. Admission requirements.**

...

(f) The charter school may give enrollment priority to any of the following:

...

(7) Limited to no more than fifty percent (50%) of the school's total enrollment, children of permanent employees of a charter partner in accordance with subsection (f1) of this section. If the number of applications from these children exceed fifty percent (50%) of the school's total enrollment, these children shall be accepted by a separate lottery.

(f1) For purposes of this section, a charter partner is any legal entity authorized to transact business in this State under Chapter 55, 55A, 55B, 57D, or 59 of the General Statutes and that has, acting individually or as part of a consortium of corporations, donated one or more of the following to the charter school:

(1) The land on which the school is built.

(2) The school building or the space the school occupies. If the charter partner is leasing the building or space to the school, the charter school may only give enrollment priority if the lease provides that the building or space is made available without cost and if the term of the lease is not less than the duration of the charter.

(3) Major renovations to the existing school building or other capital improvements including major investments in technology. For purposes of this subdivision, a major renovation to the existing school building means changes that provide significant opportunities for substantial improvement, including, but not limited to, a structural change to the foundation, roof, floor, or interior or exterior walls or extension of an existing facility to increase its floor area, or an extensive alteration of an existing facility, such as a change in its function or purpose, even if such renovation does not include any structural change to the facility. A major investment in

technology includes, but is not limited to, a donation of hardware, software, Internet access, Internet hardware, enterprise systems, software licenses, smart board technology, or audiovisual equipment. The value of a major renovation or of an investment of technology shall be equal to at least fifty percent (50%) of the State's per pupil allocation for charter schools for that year multiplied by the charter school's average daily membership.

(f2) Each year that the charter school provides the charter partner with enrollment priority, as described in subdivision (7) of subsection (f) of this section, the charter partner and the charter school shall enter into a memorandum of understanding that shall specify the duration of the priority and the methods by which the charter partner shall support the charter school, including, but not limited to, internships for students, career counseling, academic tutoring, or enrichment activities.

(f3) The enrollment priority described in subdivision (7) of subsection (f) of this section shall not be implemented in a way that displaces students who are enrolled at the school at the time the charter application or the material revision providing for the priority is approved by the State Board of Education.

...."

SECTION 1.(b) G.S. 115C-218.1(b) is amended by adding a new subdivision to read:

"(16) Whether the charter school intends to provide enrollment priority to the children of a charter partner and, if so, identifying information for that charter partner."

SECTION 1.(c) G.S. 115C-218.7 is amended by adding a new subsection to read:

"(e) Adoption of the enrollment priority described in G.S. 115C-218.45(f)(3)c. shall be considered a material revision of the charter."

SECTION 1.(d) G.S. 115C-218.15 is amended by adding a new subsection to read:

"(b1) Persons affiliated with a charter partner, as defined in G.S. 115C-218.45(f1), are eligible for membership on the board of directors of a charter school that provides enrollment priority to charter partners, subject to the requirements of subsection (b) of this section, as follows:

(1) Persons affiliated with the charter partner shall not constitute a majority of the board.

(2) If the charter partner is leasing the building or space to the school, the lease shall provide that the building or space is made available without cost and the term of the lease shall not be less than the duration of the charter."

PART II. ALLOW EMPLOYEES OF EDUCATION OR CHARTER MANAGEMENT ORGANIZATIONS TO SERVE AS TEACHERS

SECTION 2. G.S. 115C-218.90(a)(1) reads as rewritten:

"(1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors shall employ and contract with necessary teachers or contract with an education management organization or charter management organization to provide teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The board also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may

contract for other services. The board may discharge teachers and nonlicensed employees."

PART III. REQUIRE A BOARD OF COUNTY COMMISSIONERS TO APPROPRIATE A PER PUPIL AMOUNT OF FUNDS TO A CHARTER SCHOOL FOR EACH STUDENT ENROLLED IN THE CHARTER SCHOOL WHO RESIDES IN A LOCAL SCHOOL ADMINISTRATIVE UNIT LOCATED IN THAT COUNTY

SECTION 3.(a) Article 14A of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"**§ 115C-218.106. Local funds for a charter school.**

For each student enrolled in a charter school, the board of county commissioners of the county in which the local school administrative unit is located where the student resides shall appropriate to that charter school an amount equal to the per pupil appropriation from the county to the local school administrative unit or units for local current expense. By October 1 of each school year, the total membership of the charter school of students residing in the county for the budget year shall be determined and certified to the charter school and the board of county commissioners by the State Board of Education. The amount of the per pupil appropriation that consists of revenue derived from supplemental taxes shall only be provided to a charter school located in the tax district for which these taxes are levied and in which the student resides. Funds shall be transferred from the board of county commissioners to a charter school at the same time that funds are transferred to the local school administrative unit or units."

SECTION 3.(b) G.S. 115C-218.105 reads as rewritten:

"**§ 115C-218.105. State ~~and local~~ funds for a charter school.**

(a) The State Board of Education shall allocate to each charter school:

(1) An amount equal to the average per pupil allocation for average daily membership from the local school administrative unit allotments in which the charter school is located for each child attending the charter school except for the allocation for children with disabilities and for the allocation for children with limited English proficiency;

(2) An additional amount for each child attending the charter school who is a child with disabilities; and

(3) An additional amount for children with limited English proficiency attending the charter school, based on a formula adopted by the State Board.

In accordance with G.S. 115C-218.7 and G.S. 115C-218.8, the State Board shall allow for annual adjustments to the amount allocated to a charter school based on its enrollment growth in school years subsequent to the initial year of operation.

In the event a child with disabilities leaves the charter school and enrolls in a public school during the first 60 school days in the school year, the charter school shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in a charter school during the first 60 school days in the school year, the State Board shall allocate to the charter school the pro rata amount of additional funds for children with disabilities.

(b) Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom units. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith,

credit, or taxing power of the State or its political subdivisions. Every contract or lease into which a charter school enters shall include the previous sentence. The school also may own land and buildings it obtains through non-State sources.

~~(c) If a student attends a charter school, the local school administrative unit in which the child resides shall transfer to the charter school an amount equal to the per pupil share of the local current expense fund of the local school administrative unit for the fiscal year. The per pupil share of the local current expense fund shall be transferred to the charter school within 30 days of the receipt of monies into the local current expense fund. The local school administrative unit and charter school may use the process for mediation of differences between the State Board and a charter school provided in G.S. 115C-218.95(d) to resolve differences on calculation and transference of the per pupil share of the local current expense fund. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only to a charter school located in the tax district for which these taxes are levied and in which the student resides.~~

~~(d) The local school administrative unit shall also provide each charter school to which it transfers a per pupil share of its local current expense fund with all of the following information within the 30-day time period provided in subsection (c) of this section:~~

~~(1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. 115C-426(c).~~

~~(2) The student membership numbers used to calculate the per pupil share of the local current expense fund.~~

~~(3) How the per pupil share of the local current expense fund was calculated.~~

~~(4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense fund.~~

~~In addition, the local school administrative unit shall provide to the State Board of Education all of the information required by this subsection for each charter school to which it transfers a per pupil share of its local current expense fund. This information shall be provided to the State Board of Education by November 1 of each year. The State Board shall adopt a policy to govern the collection of this information. The State Board shall issue a letter of noncompliance to a local school administrative unit that does not provide the State Board with the information required by this subsection.~~

~~(e) Prior to commencing an action under subsection (c) of this section, the complaining party shall give the other party 15 days' written notice of the alleged violation. The court shall award the prevailing party reasonable attorneys' fees and costs incurred in an action under subsection (c) of this section. The court shall order any delinquent funds, costs, fees, and interest to be paid in equal monthly installments and shall establish a time for payment in full that shall be no later than one year from the entry of any judgment.~~"

SECTION 3.(c) G.S. 153A-149(b) reads as rewritten:

"(b) Each county may levy property taxes without restriction as to rate or amount for the following purposes:

(1) Courts. – To provide adequate facilities for and the county's share of the cost of operating the General Court of Justice in the county.

(2) Debt Service. – To pay the principal of and interest on all general obligation bonds and notes of the county.

(3) Deficits. – To supply an unforeseen deficiency in the revenue (other than revenues of public enterprises), when revenues actually collected or received fall below revenue estimates made in good faith and in accordance with the Local Government Budget and Fiscal Control Act.

(4) Elections. – To provide for all federal, State, district and county elections.

(5) Jails. – To provide for the operation of a jail and other local confinement facilities.

(6) Joint Undertakings. – To cooperate with any other county, city, or political subdivision in providing any of the functions, services, or activities listed in this subsection.

(7) Schools. – To provide for the county's share of the cost of kindergarten, elementary, ~~secondary,~~and secondary public schools, including charter schools chartered under Article 14A of Chapter 115C of the General Statutes, and post-secondary public education.

(8) Social Services. – To provide for public assistance required by Chapters 108A and 111 of the General Statutes."

SECTION 3.(d) G.S. 115C-448(d) is repealed.

SECTION 3.(e) Section 8.35(e) of S.L. 2014-100 reads as rewritten:

"**SECTION 8.35.(e)** The State Board of Education shall provide State funding to a virtual charter school participating in the pilot program as provided in ~~G.S. 115C-238.29H(a) and G.S. 115C-238.29H(a1).~~G.S. 115C-218.105. The amount allocated pursuant to ~~G.S. 115C-238.29H(a)(1)~~G.S. 115C-218.105 shall not, however, include the allocation for low-wealth counties supplemental funding and the allocation for small county supplemental funding. Virtual charter schools participating in the pilot program shall also be subject to the requirements in ~~G.S. 115C-238.29H(b) through G.S. 115C-238.29H(d).~~G.S. 115C-218.105(b) and G.S. 115C-218.106. The amount of local funds provided to participating schools pursuant to ~~G.S. 115C-238.29H(b)~~G.S. 115C-218.106 shall be the lesser of seven hundred ninety dollars ($790.00) per pupil or the amount computed in accordance with ~~G.S. 115C-238.29H(b).~~G.S. 115C-218.106."

SECTION 3.(f) This section is effective the date this act becomes law and applies beginning with county budget ordinances adopted on or after that date.

PART IV. MODIFY THE DECISION TIMELINE FOR THE CHARTER SCHOOL FAST TRACK REPLICATION APPLICATION PROCESS

SECTION 4.(a) Section 6.5 of S.L. 2014-101, as amended by Section 2 of S.L. 2016-79, reads as rewritten:

"**SECTION 6.5.** Upon recommendations by the Office of Charter Schools and the Charter Schools Advisory Board, the State Board of Education shall adopt a process and rules for fast-track replication of high-quality charter schools currently operating in the State. The State Board of Education shall not require a planning year for applicants selected through the fast-track replication process. In addition to the requirements for charter applicants set forth in Part 6A of Article 16 of Chapter 115C of the General Statutes, the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

(1) A charter school in this State governed by the board of directors has student academic outcomes that are comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located and can provide three years of financially sound audits.

(2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate that it can replicate high-quality charter schools in the State that have proven student academic success and financial soundness.

The State Board of Education shall ensure that the rules for a fast-track replication process provide that decisions by the State Board of Education on whether to grant a charter through the replication process are completed in less than 90 days from the application submission date. The State Board shall provide a decision no later than October 15 of the year immediately

preceding the year of the proposed school opening. The State Board of Education shall adopt rules and procedures required by this section within 90 days of the effective date of this act, and report to the Joint Legislative Education Oversight Committee within 120 days of the effective date of this act."

SECTION 4.(b) This section is effective the date this act becomes law and applies beginning with applications submitted for fast-track replication of schools opening in the 2018-2019 school year.

PART V. EFFECTIVE DATE

SECTION 5. Except as otherwise provided, this act is effective when it becomes law and applies beginning with the 2017-2018 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 800
PROPOSED COMMITTEE SUBSTITUTE H800-CSTC-31 [v.2]
4/23/2017 2:49:25 PM

Short Title: Various Changes to Charter School Laws. (Public)

Sponsors:

Referred to:

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO MAKE VARIOUS CHANGES TO THE LAWS AFFECTING CHARTER SCHOOLS.

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...

(f) The charter school may give enrollment priority to any of the following:

...

(7) Limited to no more than fifty percent (50%) of the school's total enrollment, children of permanent employees of a charter partner in accordance with subsection (f1) of this section. If the number of applications from these children exceed fifty percent (50%) of the school's total enrollment, these children shall be accepted by a separate lottery.

(f1) For purposes of this section, a charter partner is any legal entity authorized to transact business in this State under Chapter 55, 55A, 55B, 57D, or 59 of the General Statutes and that has, acting individually or as part of a consortium of corporations, donated one or more of the following to the charter school:

(1) The land on which the school is built.

(2) The school building or the space the school occupies. If the charter partner is leasing the building or space to the school, the charter school may only give enrollment priority if the lease provides that the building or space is made available without cost and if the term of the lease is not less than the duration of the charter.

(3) Major renovations to the existing school building or other capital improvements including major investments in technology. For purposes of this subdivision, a major renovation to the existing school building means changes that provide significant opportunities for substantial improvement, including, but not limited to, a structural change to the foundation, roof, floor, or interior or exterior walls or extension of an existing facility to increase its floor area, or an extensive alteration of an existing facility, such as a change in its function or purpose, even if such renovation does not include any structural change to the facility. A major investment in technology includes, but is not limited to, a donation of hardware, software,

Internet access, Internet hardware, enterprise systems, software licenses, smart board technology, or audiovisual equipment. The value of a major renovation or of an investment of technology shall be equal to at least fifty percent (50%) of the State's per pupil allocation for charter schools for that year multiplied by the charter school's average daily membership.

(f2) Each year that the charter school provides the charter partner with enrollment priority, as described in subdivision (7) of subsection (f) of this section, the charter partner and the charter school shall enter into a memorandum of understanding that shall specify the duration of the priority and the methods by which the charter partner shall support the charter school, including, but not limited to, internships for students, career counseling, academic tutoring, or enrichment activities.

(f3) The enrollment priority described in subdivision (7) of subsection (f) of this section shall not be implemented in a way that displaces students who are enrolled at the school at the time the charter application or the material revision providing for the priority is approved by the State Board of Education.

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SECTION 1.(b) G.S. 115C-218.1(b) is amended by adding a new subdivision to read:

"(16) Whether the charter school intends to provide enrollment priority to the children of a charter partner and, if so, identifying information for that charter partner."

SECTION 1.(c) G.S. 115C-218.7 is amended by adding a new subsection to read:

"(e) Adoption of the enrollment priority described in G.S. 115C-218.45(f)(3)c. shall be considered a material revision of the charter."

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"(b1) Persons affiliated with a charter partner, as defined in G.S. 115C-218.45(f1), are eligible for membership on the board of directors of a charter school that provides enrollment priority to charter partners, subject to the requirements of subsection (b) of this section, as follows:

(1) Persons affiliated with the charter partner shall not constitute a majority of the board.

(2) If the charter partner is leasing the building or space to the school, the lease shall provide that the building or space is made available without cost and the term of the lease shall not be less than the duration of the charter."

PART II. ALLOW EMPLOYEES OF EDUCATION OR CHARTER MANAGEMENT ORGANIZATIONS TO SERVE AS TEACHERS

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"(1) An employee of a charter school is not an employee of the local school administrative unit in which the charter school is located. The charter school's board of directors shall employ and contract with necessary teachers or contract with an education management organization or charter management organization to provide teachers to perform the particular service for which they are employed in the school; at least fifty percent (50%) of these teachers shall hold teacher licenses. All teachers who are teaching in the core subject areas of mathematics, science, social studies, and language arts shall be college graduates.

The board also may employ necessary employees who are not required to hold teacher licenses to perform duties other than teaching and may contract for other services. The board may discharge teachers and nonlicensed employees."

PART III. REQUIRE A BOARD OF COUNTY COMMISSIONERS TO APPROPRIATE A PER PUPIL AMOUNT OF FUNDS TO A CHARTER SCHOOL FOR EACH STUDENT ENROLLED IN THE CHARTER SCHOOL WHO RESIDES IN A LOCAL SCHOOL ADMINISTRATIVE UNIT LOCATED IN THAT COUNTY

SECTION 3.(a) Article 14A of Chapter 115C of the General Statutes is amended by adding the following new section to read:

"**§ 115C-218.106. Local funds for a charter school.**

For each student enrolled in a charter school, the board of county commissioners of the county in which the local school administrative unit is located where the student resides shall appropriate to that charter school an amount equal to the per pupil appropriation from the county to the local school administrative unit or units for local current expense. By October 1 of each school year, the total membership of the charter school of students residing in the county for the budget year shall be determined and certified to the charter school and the board of county commissioners by the State Board of Education. The amount of the per pupil appropriation that consists of revenue derived from supplemental taxes shall only be provided to a charter school located in the tax district for which these taxes are levied and in which the student resides. Funds shall be transferred from the board of county commissioners to a charter school at the same time that funds are transferred to the local school administrative unit or units."

SECTION 3.(b) G.S. 115C-218.105 reads as rewritten:

"**§ 115C-218.105. State ~~and local~~ funds for a charter school.**

(a) The State Board of Education shall allocate to each charter school:

(1) An amount equal to the average per pupil allocation for average daily membership from the local school administrative unit allotments in which the charter school is located for each child attending the charter school except for the allocation for children with disabilities and for the allocation for children with limited English proficiency;

(2) An additional amount for each child attending the charter school who is a child with disabilities; and

(3) An additional amount for children with limited English proficiency attending the charter school, based on a formula adopted by the State Board.

In accordance with G.S. 115C-218.7 and G.S. 115C-218.8, the State Board shall allow for annual adjustments to the amount allocated to a charter school based on its enrollment growth in school years subsequent to the initial year of operation.

In the event a child with disabilities leaves the charter school and enrolls in a public school during the first 60 school days in the school year, the charter school shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in a charter school during the first 60 school days in the school year, the State Board shall allocate to the charter school the pro rata amount of additional funds for children with disabilities.

(b) Funds allocated by the State Board of Education may be used to enter into operational and financing leases for real property or mobile classroom units for use as school facilities for charter schools and may be used for payments on loans made to charter schools for facilities, equipment, or operations. However, State funds shall not be used to obtain any other interest in real property or mobile classroom units. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. Every contract or lease into

which a charter school enters shall include the previous sentence. The school also may own land and buildings it obtains through non-State sources.

~~(c) If a student attends a charter school, the local school administrative unit in which the child resides shall transfer to the charter school an amount equal to the per pupil share of the local current expense fund of the local school administrative unit for the fiscal year. The per pupil share of the local current expense fund shall be transferred to the charter school within 30 days of the receipt of monies into the local current expense fund. The local school administrative unit and charter school may use the process for mediation of differences between the State Board and a charter school provided in G.S. 115C-218.95(d) to resolve differences on calculation and transference of the per pupil share of the local current expense fund. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only to a charter school located in the tax district for which these taxes are levied and in which the student resides.~~

~~(d) The local school administrative unit shall also provide each charter school to which it transfers a per pupil share of its local current expense fund with all of the following information within the 30-day time period provided in subsection (c) of this section:~~

~~(1) The total amount of monies the local school administrative unit has in each of the funds listed in G.S. 115C-426(c).~~

~~(2) The student membership numbers used to calculate the per pupil share of the local current expense fund.~~

~~(3) How the per pupil share of the local current expense fund was calculated.~~

~~(4) Any additional records requested by a charter school from the local school administrative unit in order for the charter school to audit and verify the calculation and transfer of the per pupil share of the local current expense fund.~~

~~In addition, the local school administrative unit shall provide to the State Board of Education all of the information required by this subsection for each charter school to which it transfers a per pupil share of its local current expense fund. This information shall be provided to the State Board of Education by November 1 of each year. The State Board shall adopt a policy to govern the collection of this information. The State Board shall issue a letter of noncompliance to a local school administrative unit that does not provide the State Board with the information required by this subsection.~~

~~(e) Prior to commencing an action under subsection (c) of this section, the complaining party shall give the other party 15 days' written notice of the alleged violation. The court shall award the prevailing party reasonable attorneys' fees and costs incurred in an action under subsection (c) of this section. The court shall order any delinquent funds, costs, fees, and interest to be paid in equal monthly installments and shall establish a time for payment in full that shall be no later than one year from the entry of any judgment.~~"

SECTION 3.(c) G.S. 153A-149(b) reads as rewritten:

"(b) Each county may levy property taxes without restriction as to rate or amount for the following purposes:

(1) Courts. – To provide adequate facilities for and the county's share of the cost of operating the General Court of Justice in the county.

(2) Debt Service. – To pay the principal of and interest on all general obligation bonds and notes of the county.

(3) Deficits. – To supply an unforeseen deficiency in the revenue (other than revenues of public enterprises), when revenues actually collected or received fall below revenue estimates made in good faith and in accordance with the Local Government Budget and Fiscal Control Act.

(4) Elections. – To provide for all federal, State, district and county elections.

(5) Jails. – To provide for the operation of a jail and other local confinement facilities.

(6) Joint Undertakings. – To cooperate with any other county, city, or political subdivision in providing any of the functions, services, or activities listed in this subsection.

(7) Schools. – To provide for the county's share of the cost of kindergarten, elementary, ~~secondary,~~and secondary public schools, including charter schools chartered under Article 14A of Chapter 115C of the General Statutes, and post-secondary public education.

(8) Social Services. – To provide for public assistance required by Chapters 108A and 111 of the General Statutes."

SECTION 3.(d) G.S. 115C-448(d) is repealed.

SECTION 3.(e) Section 8.35(e) of S.L. 2014-100 reads as rewritten:

"**SECTION 8.35.(e)** The State Board of Education shall provide State funding to a virtual charter school participating in the pilot program as provided in ~~G.S. 115C-238.29H(a) and G.S. 115C-238.29H(a1).~~G.S. 115C-218.105. The amount allocated pursuant to ~~G.S. 115C-238.29H(a)(1)~~G.S. 115C-218.105 shall not, however, include the allocation for low-wealth counties supplemental funding and the allocation for small county supplemental funding. Virtual charter schools participating in the pilot program shall also be subject to the requirements in ~~G.S. 115C-238.29H(b) through G.S. 115C-238.29H(d).~~G.S. 115C-218.105(b) and G.S. 115C-218.106. The amount of local funds provided to participating schools pursuant to ~~G.S. 115C-238.29H(b)~~G.S. 115C-218.106 shall be the lesser of seven hundred ninety dollars ($790.00) per pupil or the amount computed in accordance with ~~G.S. 115C-238.29H(b).~~G.S. 115C-218.106."

SECTION 3.(f) This section is effective the date this act becomes law and applies beginning with the 2017-2018 school year. A board of county commissioners shall make amendments as needed to county budget ordinances to comply with this section.

PART IV. EFFECTIVE DATE

SECTION 4. Except as otherwise provided, this act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 800:
Various Changes to Charter School Laws.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to State and Local Government II. If favorable, re-refer to Finance	**Date:**	April 24, 2017
Introduced by:	Reps. Bradford, Saine, Stone, Grange	**Prepared by:**	Kara McCraw Committee Counsel
Analysis of:	PCS to First Edition H800-CSTC-31		

OVERVIEW: HB 800 would make the following changes to laws related to charter schools:

- ***Part I: Allow priority enrollment for children of employees of charter partners of up to 50% of the school. Charter partners would provide capital or technology assistance to the charter school.***
- ***Part II: Allow teachers to be employed by an education management organization, rather than directly by the charter board of directors.***
- ***Part III: Require county commissioners to provide local funding directly to charter schools.***
- ***Part IV: Modify the timeline for decisions in charter fast-track replication applications.***

The PCS for HB 800 would remove Part IV from the bill and revise the effective date for Part III of the bill.

CURRENT LAW AND BILL ANALYSIS:

PART I:

Current Law: G.S.115C-218.45 provides that any child qualified for admission to a public school in the State is qualified for admission to a charter school, and that any student who submits a timely application to a charter school must be enrolled if there is space available. If applications exceed space available, the charter school must conduct a lottery. Charters are allowed to give preference in enrollment to students in certain circumstances, including enrollment of siblings, children of teachers or board members (capped at 15%), and students previously enrolled in charter schools under various circumstances.

Bill Analysis: HB 800 would allow a charter school to give preferential enrollment, capped at 50%, for children of permanent employees of a charter partner.

A charter partner would be a corporation, partnership, or nonprofit organized under Chapters 55, 55A, 55B, 57D, or 59 of the General Statutes that, acting individually or as part of a consortium of corporations, donated one or more of the following to the charter school:

- Land on which the school is built.
- The school building or space the school occupies. If a lease, the lease must be at no cost to the school and for the duration of the charter to provide enrollment priority.

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- Major renovations to the school building.
- Other capital improvements, including major investments in technology.

For each year the enrollment priority is provided, the charter partner and charter school must enter into a memorandum of understanding that specifying the duration of the priority and the methods by which the charter partner shall support the charter school.

Information on the charter partner would be included in the initial charter applications, and adding a charter partner would be a material revision of the charter subject to State Board of Education approval. Students enrolled in the charter at the time of the material revision could not be displaced by the enrollment priority. Persons affiliated with the charter partner could be members of, but not the majority of a charter board of directors.

PART II:

Current Law: G.S. 115C-218.90 requires the charter school's board of directors to employ and contract with teachers for the charter schools.

Bill Analysis: HB 800 would allow a charter school's board of directors to also contract with an education management organization or charter management organization to provide teachers for the school.

PART III:

Current Law: G.S. 115C-118.105 provides for funding of charter schools. Local school administrative units (LEAs) are required to transfer to the charter schools, for each child residing in the LEA and enrolled in that charter, an amount equal to the per pupil share of the local current expense fund of the local school administrative unit for the fiscal year. The amount transferred that consists of revenue derived from supplemental taxes is transferred only to a charter school located in the tax district for which those taxes were levied and in which the student resides.

Bill Analysis: HB 800 would eliminate the transfer of funds from LEAs to charters and instead require the board of county commissioners of the county in which the LEA is located where the student resides to appropriate to the charter school the student is enrolled in an amount equal to the per pupil appropriation from the county to the LEAs for local current expenses. Membership of charters in the county would be certified by the State Board of Education by October 1 of each school year, and funds would be transferred to charter schools at the same time funds are transferred to LEAs. The amount of the per pupil appropriation that consists of revenue derived from supplemental taxes would only be provided to a charter school located in the tax district for which those taxes are levied and in which the student resides.

This Part would become effective when the act becomes law and would apply beginning with the 2017-2018 school year. County budget ordinances would be amended as needed to comply with the law.

EFFECTIVE DATE: Except as otherwise provided, HB 800 would become effective when it becomes law and would apply beginning with the 2017-2018 school year.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 800

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H800-ATC-50 [v.1]

Amends Title [NO]
H800-CSTC-31

Date _____,2017

Representative Meyer

moves to amend the bill on page 1, line 6, through page 2, line 34, by deleting those lines.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 800

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H800-ATC-49 [v.1]

Amends Title [NO]
H800-CSTC-31

Date _____,2017

Representative Bradford

moves to amend the bill on page 5, lines 29-31, by rewriting those lines to read:

"**PART IV. MODIFY THE DECISION TIMELINE FOR THE CHARTER SCHOOL FAST TRACK REPLICATION APPLICATION PROCESS**

SECTION 4.(a) Section 6.5 of S.L. 2014-101, as amended by Section 2 of S.L. 2016-79, reads as rewritten:

"**SECTION 6.5.** Upon recommendations by the Office of Charter Schools and the Charter Schools Advisory Board, the State Board of Education shall adopt a process and rules for fast-track replication of high-quality charter schools currently operating in the State. The State Board of Education shall not require a planning year for applicants selected through the fast-track replication process. In addition to the requirements for charter applicants set forth in Part 6A of Article 16 of Chapter 115C of the General Statutes, the fast-track replication process adopted by the State Board of Education shall, at a minimum, require a board of directors of a charter school to demonstrate one of the following in order to qualify for fast-track replication:

(1) A charter school in this State governed by the board of directors has student academic outcomes that are comparable to the academic outcomes of students in the local school administrative unit in which the charter school is located and can provide three years of financially sound audits.

(2) The board of directors agrees to contract with an education management organization or charter management organization that can demonstrate that it can replicate high-quality charter schools in the State that have proven student academic success and financial soundness.

The State Board of Education shall ensure that the rules for a fast-track replication process provide that decisions by the State Board of Education on whether to grant a charter through the replication process are completed in less than 90 days from the application submission date. The State Board shall provide a decision no later than October 15 of the year immediately preceding the year of the proposed school opening. The State Board of Education shall adopt rules and procedures required by this section within 90 days of the effective date of this act, and report to the Joint Legislative Education Oversight Committee within 120 days of the effective date of this act."

SECTION 4.(b) This section is effective the date this act becomes law and applies beginning with applications submitted for fast-track replication of schools opening in the 2018-2019 school year.

PART V. EFFECTIVE DATE

SECTION 5. Except as otherwise provided, this act is effective when it becomes law and applies beginning with the 2017-2018 school year.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 800

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H800-ATC-51 [v.1]

Amends Title [NO]
H800-CSTC-31

Date _____,2017

Representative Bradford

moves to amend the bill on page 3, line 2, through page 5, line 27, by deleting those lines.

SIGNED _____
~~Amendment~~ Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

HOUSE BILL 806

Short Title:	Student Notice/Charter School Closure/Restr.	(Public)
Sponsors:	Representatives Saine, Conrad, and Hardister (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE STUDENT AND FAMILY FAIR NOTICE AND AN IMPACT STATEMENT PRIOR TO THE CLOSING OR RESTRUCTURING OF A CHARTER SCHOOL.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-218 reads as rewritten:

"**§ 115C-218. Purpose of charter schools; definitions; establishment of North Carolina Charter Schools Advisory Board and North Carolina Office of Charter Schools.**

...

(a1) Definitions. – For the purposes of this Article, the following definitions apply:

(1) Notice. – A notice given by registered or certified mail, by signature confirmation as provided by the United States Postal Service, or by designated delivery service authorized pursuant to 26 U.S.C. § 7502(f)(2) with delivery receipt, shall be deemed to have been given on the delivery date appearing on the return receipt, copy of the proof of delivery provided by the United States Postal Service, or delivery receipt.

(2) Parent. – A parent or legal guardian.

(3) Significant restructuring. – Any action that requires the charter school to change curriculum, enrollment, grades, or programs offered, leadership, governing board composition, employment of more than one-third of its teaching staff, or contractors for educational services.

...."

SECTION 2. Article 14A of Chapter 115C of the General Statutes is amended by adding new sections to read:

"**§ 115C-218.98. Notice prior to closure or significant restructuring of a charter school.**

(a) Notice and Impact Statement. – In the event of a proposal to involuntarily or voluntarily dissolve or significantly restructure a charter school, fair and timely notice shall be provided to the parents of students of the charter school in accordance with this section and a Student and Family Impact Statement shall be prepared by the State Board of Education or the charter school intending to take the action in accordance with G.S. 115C-218.99.

(b) Notice of Action by the State Board of Education. – If a charter school receives any communication from the State Board of Education initiating a process that could lead to the dissolution, termination, revocation, nonrenewal, or significant restructuring as a condition of continued operation, the charter school shall provide notice to the parents of all impacted

students within five days of receiving the communication. The notice shall include a copy of the communication received from the State Board of Education, any reasons or data used to support the communication, and provide detailed information on the subsequent process, including statutory requirements, related to operation of the charter school.

(c) Notice of Action by the Charter School. – If a charter school intends to dissolve and surrender its charter or amend the charter to significantly restructure the school, the charter school shall provide notice to the parents of all impacted students within five days of the board of directors' resolution to dissolve or significantly restructure. The notice shall include reasons for the decision to dissolve and surrender the charter or significantly restructure and provide detailed information on the subsequent process, including statutory requirements, related to operation of the charter school.

"**§ 115C-218.99. Student and Family Impact Statement.**

(a) Preparation of the Impact Statement. – Within 60 days of providing notice to parents in accordance with G.S. 115C-218.98, the State Board of Education, if the State Board has commenced an action against the charter school to involuntarily dissolve or significantly restructure the charter school, or the charter school, if it intends to dissolve and surrender its charter or amend the charter to significantly restructure, shall prepare a Student and Family Impact Statement. The Student and Family Impact Statement shall be prepared after a mandatory survey of the parents of all students enrolled in the charter school. The survey shall be conducted in a manner that maximizes parental participation. The survey shall seek the input of the parents on all issues that the Student and Family Impact Statement shall address pursuant to subsection (b) of this section, including whether parents believe the charter school should be closed, be significantly restructured, or remain available, the satisfaction level with the charter school, individual parent opinion on the academic impact on the student if returned to the assigned school, and individual reasons for choosing the charter school, and for students with disabilities, detailed information on the level of service at the charter school and the assigned school. If the State Board of Education is preparing the Student and Family Impact Statement, it shall cooperate with the board of directors of the charter school in the preparation of the Impact Statement.

(b) Contents of the Impact Statement. – The Student and Family Impact Statement shall concisely describe and analyze the proposed action that has been noticed, which may have a significant impact on students and families. The Impact Statement shall be made available to the public for information and comment. At a minimum, the Impact Statement shall include the following:

(1) A description of the proposed action, including the charter school's needs and the benefits related to the action.

(2) A review of the potential impact on students in the charter school who are proficient or are achieving academic growth greater than in their prior educational setting.

(3) If the charter school were to close, a full review of the public school that each student will be assigned to.

(4) A review of all similar charter schools in the State in terms of performance and at-risk populations and an analysis of any actions taken related to other similarly situated charter schools.

(5) An analysis of the population of students with disabilities enrolled in the charter school and how needs will be met for those students should the charter school be closed. The Impact Statement shall not include personally identifiable information for individual students.

(6) A survey of the licensed teachers in the charter school regarding the impact on their students should the charter school cease operating or be significantly restructured.

(7) A review of the impact on the public school or schools where students will be assigned if the charter school ceases to operate.

(8) To the extent the proposed action is based in part or whole upon standardized test scores, a review of the participation in the tests and any reliability issues, real or perceived, with the standardized tests relied upon.

(9) To the extent the proposed action is based in part or whole upon a performance framework, a full review of the performance framework in place for the school, the process for creating the performance framework, and progress on any aspects of the performance framework.

(10) An analysis of reasonable alternatives to the proposed action.

(11) Identification of ways to reduce or avoid an adverse impact on students and families and the analysis should include a separate section on the impact on students with disabilities.

(c) Notice and Hearing on the Impact Statement. – Upon completion of the Student and Family Impact Statement, a notice and a copy, or readily available access to a copy, of the Impact Statement shall be provided to the parents of all impacted students. Within 60 days after providing notice of the completed Student and Family Impact Statement, but no sooner than within 15 days of the delivery of the notice, the State Board of Education or charter school, as applicable, shall hold a public hearing at which any interested parents, school officials, teachers, staff, or community members shall be allowed to present testimony on the findings of the Impact Statement. Interested parties shall also be allowed to present expert testimony. If the State Board prepared the Impact Statement, the board of directors of the charter school shall also be allowed to present for consideration a student and school improvement plan in place of the proposed action by the State Board.

(d) Delay of Action After Hearing. – The State Board of Education shall not take final action to dissolve, terminate, revoke, nonrenew, or significantly restructure a charter school and the charter school shall not dissolve and surrender its charter or amend its charter to significantly restructure, except in the presence of imminent health or safety issues, until at least 30 days after the hearing held in accordance with subsection (c) of this section."

SECTION 3. This act is effective when it becomes law and applies to actions commenced to involuntarily or voluntarily dissolve or significantly restructure a charter school on or after that date.

HOUSE BILL 806:
Student Notice/Charter School Closure/Restr.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 24, 2017
Introduced by:	Reps. Saine, Conrad, Hardister	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 806 would require a student and family fair notice and an impact statement prior to the closing or restructuring of a charter school.

CURRENT LAW: G.S. 115C-218.95 identifies the criteria and process for nonrenewal or termination of a charter, but there are no express requirements that the State Board of Education or the charter school provide notice to parents that such a process has been initiated.

BILL ANALYSIS: House Bill 806 would require the following:

- Charter school must provide notice within five days to all impacted parents of any communication from the State Board of Education initiating a process that could lead to the dissolution, termination, revocation, nonrenewal, or significant restructuring as a condition of continued operation.
- Charter school must provide notice within five days to all impacted parents if it intends to dissolve and surrender its charter or amend its charter to significantly restructure the school.
- State Board of Education (if the State Board has commenced the action) or the charter school (if the charter voluntarily intends to dissolve or significantly restructure) must provide within 60 days of the notice described above a Student and Family Impact Statement to all impacted parents, based in part on a survey of parents enrolled in the school. The Impact Statement must include information about the impact of the action, such as:
    - Description of the proposed action, including the charter school's needs and benefits related to the action
    - Potential impact on students who are proficient or achieving academic growth greater than in their previous setting
    - Full review of the public school to which each student will be assigned
    - Analysis of alternatives to the proposed action
- State Board or charter school must hold a public hearing on the Impact Statement within 60 days of providing notice that the Impact Statement has been completed, but not sooner than within 15 days of delivery of the notice.
- Neither the State Board nor the charter school may take action to significantly restructure or dissolve until at least 30 days after the hearing.

EFFECTIVE DATE: The act would be effective when it becomes law and would apply to actions commenced to involuntarily or voluntarily dissolve or significantly restructure a charter school on or after that date.

Karen Cochrane-Brown
Director

H806-SMBE-44 E1 -V-3

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Corrected #1: **Add HB 553, 751 and 840**

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, April 25, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Co-Chair Representative Jeffrey Elmore, presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 600	School Construction Flexibility.	Representative J. Bell Representative Lewis Representative Brenden Jones Representative Goodman
HB 681	Teacher Licensure/Military Spouses.	Representative G. Martin Representative Horn
HB 704	Divide School Systems/Study Committee.	Representative Brawley Representative Malone Representative Bradford
HB 826	Modify Low-Performing School Definition.	Representative Riddell Representative Saine Representative Dulin Representative Fraley
HB 849	Restore Longitudinal Data System Board.	Representative Blackwell Representative Saine
HB 553	Lane Departure Driver Education Curric./Study.	Representative White
HB 751	Career and College Ready/High School Grads.	Representative Blackwell Representative Horn Representative Johnson
HB 840	Earned AP, IB, CTE, & 3rd Grade Bonuses.	Representative Blackwell Representative Johnson

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 3:24 PM on Monday, April 24, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, April 25, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Co-Chair Representative Jeffrey Elmore, presiding**

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HB 826	Modify Low-Performing School Definition.	Representative Riddell Representative Saine Representative Dulin Representative Fraley
HB 849	Restore Longitudinal Data System Board.	Representative Blackwell Representative Saine

karam@ncleg.net

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 2:37 PM on Thursday, April 20, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

House Committee on Education - K-12
Tuesday, April 25, 2017, 10:00 AM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks
Representative Jeffrey Elmore, Co-Chairman

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 826	Modify Low-Performing School definition.	Representative Riddell Representative Saine Representative Dulin Representative Fraley
HB 553	Lane Departure Driver Education Curric./Study.	Representative White
HB 704	Divide School Systems/Study Committee.	Representative Brawley Representative Malone Representative Bradford
HB 681 **PCS**	Teacher Licensure/Military Spouses.	Representative G. Martin Representative Horn
HB 849 **PCS**	Restore Longitudinal Data System Board.	Representative Blackwell Representative Saine
HB 751 **PCS**	Career and College Ready/High School Grads.	Representative Blackwell Representative Horn Representative Johnson
HB 840 **PCS**	Earned AP, IB, CTE, & 3rd Grade Bonuses.	Representative Blackwell Representative Johnson
HB 600	School Construction Flexibility.	Representative J. Bell Representative Lewis Representative Brenden Jones Representative Goodman

Added HB 21 Driver Instruction / Law Enforcement Stops

Representative Goodman
Faircloth
McNeil
Earle

Adjournment

House Committee on Education K-12
Tuesday, April 25, 2017 at 10:00 AM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education K-12 met at 10:00 AM on April 25, 2017 in Room 643 of the Legislative Office Building. Representatives Elmore, Conrad, Horn and Johnson – Co-Chairs; Representatives Brockman and Richardson - Vice-Chairs; and Representatives, Rep. Ager, Rep. Blackwell, Rep. Bradford, Rep. Corbin, Rep. Dixon, Rep. Farmer-Butterfield, Rep. Gill, Rep. Graham, Rep. Grange, Rep. D. Hall, Rep. K. Hall, Rep. Henson, Rep. Hunter, Rep. Iler, Rep. Jones, Rep. Lambeth, Rep. Meyer, Rep. Moore, Rep. Pittman, Rep. Quick, Rep. Riddell, Rep. Rogers, Rep. Saine, Rep. Shepard, Rep. Turner and Rep. McDowell White, were in attendance. Also in attendance were Rep. Bell, Rep. Lewis, Rep. Brawley, Rep. Malone, and Rep. Goodman.

Representative Elmore, Co-Chair, called the meeting to order at 10:20 and introduced the Sergeant At Arms who would be assisting with the Committee. Copies of the attendance and visitor registration are attached to these minutes, (Attachment 1-4).

The following bills were considered:

HB 826, Modify Low-Performing School Definition School (Primary Sponsors: Representative Riddell, Saine, Dulin, Fraley), (Attachment 5)

Rep. Elmore recognized Rep. Riddell to explain the bill. Rep. Riddell explained the bill, but provides more clarity. Rep. Elmore asked if there were any other questions. Rep. Elmore asked for a motion. Rep Meyer was recognized and moved that HB 826 receive a favorable report. Rep. Elmore called for a vote and the motion passed.

HB 553, Lane Departure Driver Education Curriculum/Study (Primary Sponsors: Representative McDowell White**),** (Attachment 6)

Rep Elmore recognized Rep. White to explain the bill. Rep. White explained that Johnston County was known for having the most fatalities in teen car accidents due to lane departure. The county has worked the last eight years on this problem. Last year there was one fatality. She indicated that out of 114 teen accidents in the state last year, 50% were caused by lane departure. Rep. Elmore asked if there were any questions, seeing none, Rep. Elmore asked for a motion. Rep. Turner was recognized and moved that HB 553 receive a favorable report with a re-referral to Transportation. Rep. Elmore called for a vote and the motion passed.

HB 704, Divide School Systems/Study Committee (Primary Sponsors: Representative Brawley, Malone, Bradford), (Attachment 7)

Rep. Elmore recognized Rep. Brawley to speak on the bill. Rep. Brawley explained there are many discussions taking place that some school districts in North Carolina are too large. Two of those schools are Mecklenburg and Wake County. The question is, are the districts too large, what is the appropriate size, should they be broken up? This bill would do a study on large school systems to generate data that can be used to answer these questions. Rep. Elmore asked if there are any questions or comments, seeing none, Rep. Elmore asked for a motion. Rep. Shepard was recognized that HB 704 receives a favorable report. Rep. Elmore called for a vote and the motion passed.

HB 681, Teacher Licensure/Military Spouses (Primary Sponsors: Representative Martin and Horn), (Attachment 8)

Rep. Elmore announced there was a PCS for **HB 681, Teacher Licensure/Military Spouses.** There was no objection to the PCS. Rep. Elmore stated there was an amendment by Rep. Horn, H681-CSBE-19 [v.5], (Attachment 9) and recognized Rep. Horn to explain the amendment. Rep. Horn stated the amendment was a technical change to the bill, Page 1, lines 23-29, to clarify the intent of the bill. Rep. Elmore asked for questions to the amendment, hearing none, Rep asked for a vote, the amendment passes. Rep. Elmore recognized Rep. G. Martin to explain the bill. The bill is to help military spouses that are transferred to North Carolina with years of experience, the ability to teach in North Carolina with less of a delay.
in obtaining a NC teacher license. Rep. Elmore asked if there were any questions, seeing none, he asked for a motion. Rep. Horn was recognized for a motion to receive a favorable report to the PCS as amended, rolled into a new PCS, with a favorable report to the new committee substitute and an unfavorable report to the original. Rep. Elmore called for a vote and the motion passed.

HB 849, Restore Longitude Data System Board (Primary Sponsors: Representative Blackwell and Saine), (Attachment 10)

Rep. Elmore announced there was a PCS for **HB 849, Restore Longitude Data System Board.** There was no objection to the PCS. Rep. Elmore recognized Rep. Blackwell to explain the bill. Rep. Blackwell explained that we do not have a data system that has data over a longer period of time to make judgments on how well things are working. The data system would be helpful if the information was available for the legislators use and general research. The bill would also make changes to the governing board. Rep. Elmore asked for questions or concerns. Rep. Moore, Richardson and Saine were recognized for questions/concerns. Rep. Blackwell answered all questions. Rep. Elmore recognized Rep. Saine for a motion. Rep. Saine motioned for a favorable report to the PCS and an unfavorable report to the original bill, re-referral to Local Gov't. Rep. Elmore called for a vote and the motion passed.

HB 600, School Construction Flexibility (Primary Sponsors: Representative J. Bell, Lewis, Brenden Jones, Goodman), (Attachment 11)

Rep. Elmore recognized Rep. J. Bell to explain the bill. Rep. J. Bell explained after Hurricane Matthews, there is a school in his district that closed and others that are under-utilized. His county is rural and the county can't raise taxes to build schools. This bill would give other options on ways to raise funds to build schools. Rep. Elmore asked if there were questions or concerns. Rep. Graham was recognized for a comment, he stated his county was devastated by the hurricane, he supports the bill. Rep. White and Lambeth both had comments and questions. Rep. Goodman answered all questions. Rep. Elmore asked for further questions. Rep. Elmore recognized Rep. Graham for a motion. Rep. Graham motioned for a favorable report. Rep. Elmore asked for a vote and the motion passed.

HB 21, Driver Instruction/Law Enforcement Stops (Primary Sponsors: Representative Goodman, Faircloth, McNeil, Earle), (Attachment 12)

Rep. Elmore asked for objections to hear **HB 21, Driver Instruction/Law Enforcement Stops** in today's meeting, seeing none, he recognized Rep. Goodman to explain the bill. Rep. Goodman explained this bill will allow the Driver Education course to properly teach a driver how to interact when stopped by a police officer. Rep. Elmore asked if there were any questions. Rep Quick was recognized by Rep. Elmore for a question. Rep. Goodman answered his question. Rep. Elmore asked if there were any further questions, seeing none, Rep. Dixon was recognized for a motion. Rep. Dixon motioned for a favorable report. Rep. Elmore asked for vote and the motion passed.

HB 840, Earned AP, IB, CTE & 3rd Grade Bonuses (Primary Sponsors: Representative Blackwell and Johnson), (Attachment 13)

Rep. Elmore announced there was a PCS for **HB 840, Earned AP, IB, CTE & 3rd Grade Bonuses.** There was no objection to the PCS. Rep. Elmore recognized Rep. Blackwell to explain the bill would fix a problem with teachers paid bonuses for student performance, there were restriction in the budget. This bill would allow for Department of Public Instruction to pay the teachers with money available. Rep. Elmore asked if there were any questions, seeing none, Rep. Dixon was recognized for a motion. Rep. Dixon motioned for a favorable report to the PCS and an unfavorable report to the original bill. Rep. Elmore asked for a vote and the motion passed.

HB 751, Career College Ready/High School Grades (Primary Sponsors: Representative Blackwell, Horn, Johnson), (Attachment 14)

Rep. Elmore announced there was a PCS for **HB 751, Career College Ready/High School Grades.** There were no objections to the PCS. Rep. Elmore recognized Rep. Blackwell to explain the bill. Rep. Blackwell explained that the bill would require that the students show a certain level of reading competency in order to receive endorsement on their diplomas. There would be a study on how we teach reading to be sure we have high enough standards that the students are career and college ready. Rep. Elmore asked if there were any questions or comments, seeing no further questions, Rep. Elmore asked for a motion. Rep. Dixon was recognized for a motion. Rep. Dixon motioned for a favorable report to the PCS and with an unfavorable report to the original bill. Rep. Elmore asked for a vote and the motion passed.

Rep. Elmore introduced the Pages (Attachment 4)

There being no further business before the Committee, Representative Elmore adjourned the meeting at 10:54 AM.

Respectfully submitted:

Representative Jeffrey Elmore, Co-Chair

Linda M. Stevenson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant at Arms and Pages
4. Visitor Registration
5. HB 826 and Summary
6. HB 553 and Summary
7. HB 704 and Summary
8. PCS for HB 681 and Summary
9. Amendment H681-CSBE-19 [v.5]
10. PCS for HB 849 and Summary
11. HB 600 and Summary
12. HB 21 and Summary
13. PCS for HB 840 and Summary
14. PCS for HB 751 and Summary

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **840** Earned AP, IB, CTE, & 3rd Grade Bonuses.

Draft Number:	H840-PCS30399-RQ-6
Serial Referral:	**APPROPRIATIONS**
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Blackwell

TOTAL REPORTED: 1



NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB **681** Teacher Licensure/Military Spouses.

Draft Number:	H681-PCS40541-BE-22
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	G. Martin

HB **751** Career and College Ready/High School Grads.

Draft Number:	H751-PCS30397-TC-30
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Blackwell

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **849** Restore Longitudinal Data System Board.

Draft Number:	H849-PCS40542-TC-32
Serial Referral:	**STATE AND LOCAL GOVERNMENT I**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Blackwell

TOTAL REPORTED: 3



House Education - K-12
Notes for Agenda Items
April 25, 2017, 10:00 A.M.
Rep. Elmore, Chair

HB 840 Earned AP, IB, CTE, & 3rd Grade Bonuses.
Representatives Blackwell, Johnson

- Drupti is handling this bill.
- There is a PCS.
- There is a serial referral to Appropriations.

If there are no amendments to the PCS,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AS AMENDED, ROLLED INTO A NEW PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE NEW COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 553 Lane Departure Driver Education Curriculum/Study.
Representative White

- Drupti is handling this bill.
- There is a serial referral to Transportation.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 826 Modify Low-Performing School Definition.

Representatives Riddell, Saine, Dulin, Fraley

- Drupti is handling this bill.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 681 Teacher Licensure/Military Spouses.

Representatives G. Martin, Horn

- Brian is handling this bill.
- There is a PCS.
- There is 1 amendment.

If there are no amendments to the PCS,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AS AMENDED, ROLLED INTO A NEW PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE NEW COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 849 Restore Longitudinal Data System Board.
Representatives Blackwell, Saine

- Kara is handling this bill.
- There is a PCS.
- There is a serial referral to State and Local Government I

If there are no amendments to the PCS,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AS AMENDED, ROLLED INTO A NEW PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE NEW COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 751 Career and College Ready/High School Grads.
Representatives Blackwell, Horn, Johnson

- Kara is handling this bill.
- There is a PCS.

If there are no amendments to the PCS,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AS AMENDED, ROLLED INTO A NEW PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE NEW COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 704 Divide School Systems/Study Committee.
Representatives Brawley, Malone, Bradford

- Kara is handling this bill.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

HB 600 School Construction Flexibility.
Representatives J. Bell, Lewis, Brenden Jones, Goodman

- Drupti is handling this bill.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

ATTACHMENT #1-4

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	4/25/17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill	✓														
Rep. Charles Graham	✓														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	–														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	–														
Rep. Frank Iler	✓														
Rep. Bert Jones	✓														
Rep. Donny Lambeth	✓														

DATES	4/25/17														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers	✓														
Rep. Jason Saine	✓														
Rep. Phil Shepard	✓														
Rep. Scott Stone	—														
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

Danielle Brinton ✓

Linda Stevenson ✓

Committee Sergeants at Arms

NAME OF COMMITTEE House Comm. on Ed. K-12

DATE: 04/25/17 Room: 643

House Sgt-At Arms:

1. Name: Young Bae
2. Name: Jim Moran
3. Name: Thomas Terry
4. Name: David Linthicum
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 04/25/17

Name of Committee Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Adam Pridemore	NCASA
Tracy McBride	NCPAPA
Matt Ellinwood	NC Justice Center
Reyna Walters Morgan	Crowder Consulting
Phoebe Landon	MWC
Emma Shelby	TPC
Kenneth Phelps	Dept Public Instruct
Penny [illegible]	JOG
Leanne Winner	NCSBA
Lindsay Smith	shadowing
Susan Harrison	NCDTSA

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/25/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Bryan D. Holloway	Holloway Group Inc.
Sarah Hardin	NCEL
Meaghan Lewis	NC chamber
Edna Wallace	RTI
Mike Hage	H55
BERRY JENKINS	CAROLINAS AGC

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/25/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Marge Foreman	NCAE
Sam Watts	NC DST
Edgar [illegible]	NC DST
Keri Burke	NCWC
Kevin Wilkinson	NC Superintendent
Vicki Baya	self
Tom Vitale	NCICU
Linda Grossnickle	NC Superintendent
[illegible]	NC SBE
Robb Jansen	NC SBE
[illegible]	BCI
Richard Boatright	NC SBE

VISITOR REGISTRATION SHEET

House Comm. on Ed. K-12 — 04/25/17

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
David Powers	PS, LLC
Johanna Reese	NCACC
Kristin Willard	Intern NC GA
Bruce Mildwurf	NCSBA

Education K-12

4/25/17

HOUSE PAGES

Name:	County:	Sponsor:
Jessica Lanier		
Chris Barber		

ATTACHMENT # 5

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

HOUSE BILL 826

Short Title:	Modify Low-Performing School Definition.	(Public)
Sponsors:	Representatives Riddell, Saine, Dulin, and Fraley (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY THE DEFINITION OF LOW-PERFORMING SCHOOL.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-105.37 reads as rewritten:

"**§ 115C-105.37. Identification of low-performing schools.**

(a) Identification of Low-Performing Schools. – The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of ~~"met expected growth" or~~ "not met expected growth" as defined by G.S. 115C-83.15.

...

(b) Parental Notice of Low-Performing School Status. – Each school that the State Board identifies as low-performing shall provide written notification to the parents and guardians of students attending that school within 30 days of the identification that includes the following information:

(1) A statement that the State Board of Education has found that the school has "received a school performance grade of D or F and a school growth score of ~~"met expected growth" or~~ "not met expected growth" and has been identified as a low-performing school as defined by G.S. 115C-105.37." The statement shall include an explanation of the school performance grades and growth scores.

...."

SECTION 2. G.S. 115C-105.39A(c) reads as rewritten:

"(c) Parental Notice of Low-Performing Local School Administrative Unit Status. – Each local school administrative unit that the State Board identifies as low-performing shall provide written notification to the parents and guardians of all students attending any school in the local school administrative unit within 30 days of the identification that includes the following information:

(1) A statement that the State Board of Education has found that a majority of the schools in the local school administrative unit have "received a school performance grade of D or F and a school growth score of ~~"met expected growth" or~~ "not met expected growth" and have been identified as low-performing schools as defined by G.S. 115C-105.37." The statement shall also include an explanation of the school performance grades and school growth scores.

(2) The percentage of schools identified as low-performing.

(3) Information about the preliminary plan developed under subsection (b) of this section and the availability of the final plan on the local school administrative unit's Web site.

(4) The meeting date for when the preliminary plan will be considered by the local board of education.

(5) A description of any additional steps the local school administrative unit and schools are taking to improve student performance.

(6) For notifications sent to parents and guardians of students attending a school that is identified as low-performing under G.S. 115C-105.37, a statement that the State Board of Education has found that the school has "received a school performance grade of D or F and a school growth score of ~~"met expected growth" or~~ "not met expected growth" and has been identified as a low-performing school as defined by G.S. 115C-105.37." This notification also shall include the school performance grade and school growth score the school received and an explanation of the school performance grades and school growth scores."

SECTION 3. G.S. 115C-218.94(a) reads as rewritten:

"(a) Identification of Low-Performing Charter Schools. – The State Board of Education shall identify low-performing charter schools on an annual basis. Low-performing charter schools are those that receive a school performance grade of D or F and a school growth score of ~~"met expected growth" or~~ "not met expected growth" as defined by G.S. 115C-83.15."

SECTION 4. This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

HOUSE BILL 826:
Modify Low-Performing School Definition.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 25, 2017
Introduced by:	Reps. Riddell, Saine, Dulin, Fraley	**Prepared by:**	Drupti Chauhan Committee Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 826 would modify the definition of low-performing schools.

CURRENT LAW: G.S. 115C-105-37 states that low-performing schools are "those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth".

BILL ANALYSIS: The bill would modify the definition of low-performing schools to be those schools that receive a school performance grade of D or F and a school growth score of "not met expected growth".

EFFECTIVE DATE: The bill would become effective when it becomes law and apply with the 2017-2018 school year.

K[illegible]n Cochrane-Brown
Director

H826-SMRQ-34 E1 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

ATTACHMENT # 6

HOUSE BILL 553:
Lane Departure Driver Education Curric./Study.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Transportation	**Date:**	April 25, 2017
Introduced by:	Rep. White	**Prepared by:**	Drupti Chauhan Committee Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 553 would direct the Department of Public Instruction (DPI) to study the advisability of adding lane departure to the actual driving portion of the driver education curriculum

BILL ANALYSIS: House Bill 553 would direct DPI, in coordination with the Department of Transportation, to study and make recommendations as to whether to add lane departure to the actual driving portion of the driver education curriculum.

The study must include, but is not limited to, a review and analysis of the following:

- The advisability of adding an element to the driver education curriculum that would allow students participating in the actual driving portion of the course to experience lane departure and learn to avoid overcorrection.
- The practicality of teaching students to respond to situations of lane departure during the actual driving portion of the driver education course, including the probability of finding sufficient, convenient locations to safely practice this maneuver.
- Data regarding fatalities and injuries associated with lane departure and overcorrection.
- Any liability that may attach to the instructor, the school, the local school administrative unit, or the State, by adding this element to the driver education curriculum.
- Any other matter DPI deems relevant to the study.

DPI must ensure that at least one representative from the North Carolina Driver and Traffic Safety Education Association, one instructor employed by a private driving school, and one public school teacher certified in driver education is involved in the study.

DPI must report its findings and recommendations to the Joint Legislative Education Oversight Committee by March 1, 2018.

EFFECTIVE DATE: The bill would become effective when it becomes law.

Kristen Cochrane-Brown
Director

H553-SMRQ-41-E1-V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

HOUSE BILL 553

Short Title:	Lane Departure Driver Education Curric./Study.	(Public)
Sponsors:	Representative White. *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Transportation	

April 5, 2017

A BILL TO BE ENTITLED

AN ACT TO DIRECT THE DEPARTMENT OF PUBLIC INSTRUCTION TO STUDY THE ADVISABILITY OF ADDING LANE DEPARTURE TO THE ACTUAL DRIVING PORTION OF THE DRIVER EDUCATION CURRICULUM.

The General Assembly of North Carolina enacts:

SECTION 1. Study. – The Department of Public Instruction, in coordination with the Department of Transportation, shall study and make recommendations regarding whether to add lane departure to the actual driving portion of the driver education curriculum. The study shall include, but not be limited to, a review and analysis of all of the following:

(1) The advisability of adding an element to the driver education curriculum that would allow students participating in the actual driving portion of the course to experience lane departure and learn to avoid overcorrection. This would involve taking the wheels of the vehicle off the paved road and onto the shoulder and then safely returning the vehicle to the paved road.

(2) The practicality of teaching students to respond to situations of lane departure during the actual driving portion of the driver education course, including the probability of finding sufficient, convenient locations to safely practice this maneuver.

(3) Data regarding fatalities and injuries associated with lane departure and overcorrection.

(4) Any liability that may attach to the instructor, the school, the local school administrative unit, or the State, by adding this element to the driver education curriculum.

(5) Any other matter the Department deems relevant to the study.

The Department of Public Instruction shall ensure that at least one representative from the North Carolina Driver and Traffic Safety Education Association, one instructor employed by a private driving school, and one public school teacher who is certified in driver education is involved in the study.

SECTION 2. Report. – The Department of Public Instruction shall report its findings and recommendations, including any legislative proposals, to the Joint Legislative Education Oversight Committee no later than March 1, 2018.

SECTION 3. Effective Date. – This act is effective when it becomes law.

HOUSE BILL 704:
Divide School Systems/Study Committee.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 25, 2017
Introduced by:	Reps. Brawley, Malone, Bradford	**Prepared by:**	Kara McCraw Committee Counsel
Analysis of:	First Edition		

OVERVIEW: HB 704 would authorize the Joint Legislative Study Committee on the Division of Local School Administrative Units to study issues related to division of local school administrative units (LEAs).

CURRENT LAW: Article 7 of the Chapter 115C of the General Statutes provides statutory authority for merger of contiguous LEAs in adjacent counties as well as mergers of city and county LEAs within the same county, subject to approval by the State Board of Education The General Statutes do not provide a process for division of an existing LEA.

BILL ANALYSIS: HB 704 would establish the Joint Legislative Study Committee on the Division of Local School Administrative Units (Committee) to meet during the 2017-2018 interim and study issues related to division of local school administrative units (LEAs).

- **Membership:** The committee would consist of 5 members of the Senate (including a co-chair) appointed by the President Pro Tempore, and 5 members from the House of Representatives (including a co-chair) appointed by the Speaker of the House.
- **Duties:** The Committee would study and make recommendations on the following:
  - The feasibility and advisability of permitting LEA merged from separate units to be divided into separate LEAs once again.
  - The varied and best ways by which the division of a LEA could be achieved.
  - Whether legislation permitting division of LEAs should require as a prerequisite a majority vote of the qualified voters of the county through a referendum or election.
  - Whether legislation permitting the division of LEAs should require as a prerequisite a petition from a percentage of qualified county voters.
  - Any other issue the Committee considers relevant to this study.
- **Final Report:** The Committee would submit a final report on or before May 1, 2018, to the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Legislative Library. The Committee would terminate on May 1, 2018, or upon the filing of its final report, whichever occurs first.

EFFECTIVE DATE: HB 704 would become effective when it becomes law.

BACKGROUND: Currently there are 115 LEAs in the State. Each county has an LEA. In addition, 11 counties have both a county LEA as well as 1 or 2 city LEAs within the county. Since 1960, there have been 45 mergers of city and county LEAs in North Carolina. There have been no mergers of county LEAs.

ren Cochrane-Brown
Director

H704-SMTC-40 E1 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

ATTACHMENT # 7

HOUSE BILL 704

Short Title:	Divide School Systems/Study Committee.	(Public)
Sponsors:	Representatives Brawley, Malone, and Bradford (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

April 11, 2017

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE JOINT LEGISLATIVE STUDY COMMITTEE ON THE DIVISION OF LOCAL SCHOOL ADMINISTRATIVE UNITS.

The General Assembly of North Carolina enacts:

SECTION 1. There is established the Joint Legislative Study Committee on the Division of Local School Administrative Units (Committee). The Committee shall consist of five members of the Senate appointed by the President Pro Tempore of the Senate and five members of the House of Representatives appointed by the Speaker of the House of Representatives. The President Pro Tempore and the Speaker of the House of the Representatives shall each appoint a cochair of the Committee from among its membership. The Committee and the terms of the members shall expire when the Committee submits a final report to the General Assembly. Members shall serve at the pleasure of the appointing officer.

SECTION 2. The Committee shall study and make recommendations on the following:

(1) The feasibility and advisability of enacting legislation to permit local school administrative units that were merged from separate units to be divided into separate local school administrative units once again.

(2) The varied and best ways by which the division of a local school administrative unit could be achieved.

(3) Whether legislation permitting the division of local school administrative units should require as a prerequisite to the division a majority vote of the qualified voters of the county through a referendum or election.

(4) Whether legislation permitting the division of local school administrative units should require as a prerequisite to the division a petition from a certain percentage of the qualified voters of the county and, if so, to what entity the petition should be delivered.

(5) Any other issue the Committee considers relevant to this study.

SECTION 3. The Committee shall meet upon the call of its cochairs. A quorum of the Committee is a majority of its members. No action may be taken except by a majority vote at a meeting at which a quorum is present. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee may contract for professional, clerical, or consultant services, as provided by G.S. 120-32.02. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1. The expenses of the Committee shall be considered expenses incurred for the joint operation of the General Assembly.

SECTION 4. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives and the Director of Legislative Assistants of the Senate shall assign clerical support to staff the Committee.

SECTION 5. The Committee shall submit a final report on the results of its study, including any proposed legislation, to the members of the Senate and the House of Representatives on or before May 1, 2018, by filing a copy of the report with the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, the Joint Legislative Education Oversight Committee, and the Legislative Library. The Committee shall terminate on May 1, 2018, or upon the filing of its final report, whichever occurs first.

SECTION 6. This act is effective when it becomes law.

ATTACHMENT # 8

HOUSE BILL 681:
Teacher Licensure/Military Spouses.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 25, 2017
Introduced by:	Reps. G. Martin, Horn	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	PCS to First Edition H681-CSBE-19		

OVERVIEW: ***House Bill 681 would provide for procedures to decrease the burden on military spouses in obtaining N.C. teacher licenses. The PCS would do the following:***

- ***Limit the testing exemption to military spouses, and further limit both the testing exemption and temporary license to military spouses whose spouse has been transferred to North Carolina.***
- ***Remove requirement that DPI expedite military spouse applications and instead direct DPI to study the issue.***
- ***Move the changes to G.S. 93B-15.1, and add a cross-reference located in G.S. 115C-296.***

CURRENT LAW: Under G.S. 115C-296(a), the State Board of Education is directed to require applicants for an initial bachelor's degree license or graduate degree teaching license to meet a minimum score on a standardized test that demonstrates the applicant's academic and professional preparation. Additionally, elementary education (K-6) and special education general curriculum applicants must meet a minimum score on a standardized test specific to teaching reading and mathematics. G.S. 115C-296(a1) directs the State Board to establish minimum scores for those standardized tests.

Under G.S. 93B-15.1(b), the State Board must issue a teaching license to a military spouse who meets the following criteria:

- Holds a current license or certification from another jurisdiction, and that jurisdiction's requirements are substantially equivalent to or exceed the requirements for licensure in North Carolina.
- Can demonstrate competency in teaching through methods as determined by the State Board, such as having completed continuing education units or having had recent experience for at least two of the five years.
- Has not committed any act in any jurisdiction that would have constituted grounds for refusal, suspension, or revocation of a North Carolina teaching license.
- Is in good standing and has not been disciplined by the agency that had jurisdiction to issue the license or certification.
- Pays any fees required by the State Board.

G.S. 93B-15.1(f) authorizes the State Board to issue a temporary practice permit to a military spouse licensed or certified in another jurisdiction while satisfying the requirements for North Carolina licensure, as long as the requirements in the other jurisdiction are substantially equivalent to those of North Carolina.

Karen Cochrane-Brown
Director

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

G.S. 296.12 authorizes a lateral entry pathway for individuals to receive a teaching license even if they have not completed an educator preparation program. Eligible individuals can receive a lateral entry license and beginning teaching for up to three years while also completing a program of study. To teach for a fourth year, the individual must have completed the program of study.

BILL ANALYSIS:

SECTION 1

- Exempts military spouse applicants from testing requirements of G.S. 115C-296(a1) if they meet the following criteria:
  - (1) All other requirements for licensure in North Carolina are met.
  - (2) Spouse is the subject of a military transfer to North Carolina.
  - (3) They have at least three years of teaching experience out of the past five.
  - (4) They have satisfactory performance evaluations and met expectations of student growth in the three most recent years of teaching.
- Authorizes a military spouse to be eligible for a temporary license of two years if (1) he or she meets the requirements of G.S. 93B-15.1(b); (2) his or her spouse is the subject of a military transfer to North Carolina; and (3) the military spouse does not have the necessary teaching experience to qualify for the testing exemption.

SECTION 2

- Adds a cross-reference to 93B-15.1 in G.S. 115C-296.

SECTION 3

- Requires the State Board to direct Regional Alternative Licensing Cneters (RALCs) and approved educator preparation programs to efficiently evaluate and adivse military spouses applies for a lateral entry teaching license, including expediting the process and removing obstacles
- Directs the State Board to report the Joint Legislative Education Oversight Committee on the procedures developed for RALCs and educator preparation programs by November 15, 2017

SECTION 4

- Directs the Department of Public Instruction to study the licensure process as it relates to military spouses, including the feasibility of expediting the processing of licensure applications submitted by military spouses who meet the criteria of G.S. 93B-15.1.

EFFECTIVE DATE: The act would be effective when it becomes law and would apply to applications for teacher licensure submitted on or after that date.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 681
PROPOSED COMMITTEE SUBSTITUTE H681-CSBE-19 [v.5]
04/24/2017 02:38:28 PM

Short Title: Teacher Licensure/Military Spouses. (Public)

Sponsors:

Referred to:

April 11, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FOR PROCEDURES TO DECREASE THE BURDEN ON MILITARY SPOUSES IN OBTAINING NC TEACHER LICENSES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 93B-15.1(i) is amended to read:

"(i) For the purposes of this section, the State Board of Education shall be considered an occupational licensing board when issuing teacher licenses under ~~G.S. 115C-296.~~ G.S. 115C-296, and in addition to the requirements of this section, shall comply with the following:

(1) Notwithstanding the provisions of G.S. 115C-296(a) and subdivision (b)(1) of this section, a military spouse applicant shall be exempt from testing requirements established by the State Board of Education for an initial bachelor's degree license or graduate degree license if the applicant meets the following criteria:

a. The applicant meets the requirements of subsection (b) of this section but for the testing requirements of G.S. 115-296(a).

b. The applicant's spouse is the subject of a military transfer to North Carolina.

c. The applicant has at least three years of teaching experience in the five years prior to submitting the application.

d. The applicant has received satisfactory performance evaluations and met expectations of student growth in the field of licensure in the three most recent years of teaching.

(2) Notwithstanding subsection (f) of this section, a military spouse who (i) meets the requirements of subsection (b) of this section and (ii) whose spouse is the subject of a military transfer to North Carolina, but who does not have the necessary teaching experience to qualify for the testing exemption in subdivision (1) of this subsection, shall be eligible for a temporary license of two years while the applicant satisfies the requirements for a North Carolina teacher license."

SECTION 2. G.S. 115C-296 is amended by adding a new subsection to read:

"(a4) The State Board shall license military spouses in accordance with G.S. 93B-15.1."

SECTION 3.(a) By October 15, 2017, the State Board of Education shall develop procedures for Regional Alternative Licensing Centers (RALCs) and approved educator preparation programs to efficiently evaluate and advise military spouses applying for a lateral entry teaching license, including expediting the evaluation process and addressing obstacles to licensure for military spouses. To assist a military spouse applicant in meeting the requirements

for a North Carolina teaching license, the State Board shall require any RALC or educator preparation program evaluating a military spouse who was granted a three-year initial teaching license under G.S. 115C-296.12, but was not employed continuously for the three-year licensure period due to a deployment or reassignment of the applicant's spouse, to contact any other RALCs or educator preparation programs that previously evaluated the military spouse to obtain relevant documentation or information for licensure.

SECTION 3.(b) By November 15, 2017, the State Board of Education shall report to the Joint Legislative Education Oversight Committee on the procedures developed for RALCs and educator preparation programs in accordance with subsection (a) of this section.

SECTION 4. The Department of Public Instruction shall study the licensure process as it relates to military spouses, including the average number of military spouses who apply for teacher licensure in North Carolina, the average time it takes a military spouse's application to be approved, and the feasibility of expediting the processing of licensure applications submitted by military spouses. The Department shall report its findings to the Joint Legislative Education Oversight Committee by November 15, 2017.

SECTION 5. This act is effective when it becomes law and applies to applications for teacher licensure submitted on or after that date.

ATTACHMENT # 9

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 681

PASS

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H681-ABE-32 [v.1]

Amends Title [NO]
H681-CSBE-19 [v.5]

Date _____,2017

Representative Horn

moves to amend the bill on page 1, lines 23-29 by rewriting the lines to read:

"(2) Notwithstanding G.S. 115C-296(a), a military spouse applicant shall be eligible for a temporary license of two years while the applicant satisfies the requirements for a North Carolina teacher license if the applicant meets the following criteria:

a. The applicant meets the requirements of subsection (b) of this section but for the testing requirements of G.S. 115C-296(a).

b. The applicant's spouse is the subject of a military transfer to North Carolina.

c. The applicant does not have the necessary teaching experience to qualify for the testing exemption in subdivision (1) of this subsection.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

ATTACHMENT # 10

HOUSE BILL 849:
Restore Longitudinal Data System Board.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to State and Local Government I	**Date:**	April 25, 2017
Introduced by:	Reps. Blackwell, Saine	**Prepared by:**	Kara McCraw Committee Counsel
Analysis of:	PCS to First Edition H849-CSTC-32		

OVERVIEW: HB 849 would restore the Longitudinal Data System Board as the governing body for the North Carolina Longitudinal Data System.

The PCS would changes the appointments from the General Assembly to members of the General Assembly serving as advisory non-voting members, and add the State Treasurer to the Board.

CURRENT LAW: S.L. 2016-94 repealed the Board governing the North Carolina Longitudinal Data System (System) and replaced governance of that system with the Governmental Data Analytics Center. That Board consisted of the following 18 members:

- Superintendent of Public Instruction, or designee.
- President of The University of North Carolina, or designee.
- President of the North Carolina Community College System, or designee.
- Secretary of the Department of Health and Human Services, or designee.
- Assistant Secretary of the Department of Commerce, Division of Employment Security, or designee.
- Secretary of the Department of Revenue, or designee.
- Commissioner of Labor, or designee.
- President of the North Carolina Independent Colleges and Universities, Inc., or designee.
- Commissioner of Motor Vehicles, Department of Transportation, or designee.
- State Chief Information Officer.
- State Controller, or designee.
- 6 public members appointed by the General Assembly, 3 upon the recommendation of the President Pro Tempore of the Senate, and 3 upon the recommendation of the Speaker of the House of Representatives.
- 1 public member appointed by the Governor, to serve at the Governor's pleasure.

BILL ANALYSIS: HB 849 would restore the Longitudinal Data System Board as the governing body for the System as it existed prior to its repeal in 2016, with the following changes:

- A designee of the Secretary of the Department of Health and Human Services affiliated with the Department's Division of Child Development may serve in that Secretary's place on the Board.
- The State Chief Information Officer (CIO) may appoint a designee of the CIO affiliated with the Government Data Analytics Center to serve in the CIO's place.

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- The 6 appointments of the General Assembly would be reduced to 4. Instead of public members, the appointments would 2 members of the Senate and 2 members of the House of Representatives, appointed by the General Assembly upon the recommendations of the President Pro Tempore and Speaker of the House of Representatives, respectively. The legislative members would be advisory and non-voting, and would not be eligible to serve as the chair or vice-chair of the Board.
- The State CIO would no longer be designated by statute as chair of the Board. The Board would instead elect a chair from the Board membership for a 2 year term.
- The initial meeting of the Board would be called by one of the legislative members, and the chair would be elected at that meeting.

The bill would also make conforming changes to the statutes related to restoration of the Board.

The bill would redefine "de-identified data" so that unique student identifier would not have to be remove from those data sets. Only de-identified data is allowed to be used in the analysis, research, and reporting conducted by the System.

EFFECTIVE DATE: HB 849 would become effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 849
PROPOSED COMMITTEE SUBSTITUTE H849-CSTC-32 [v.3]
04/24/2017 6:31:29 PM

Short Title: Restore Longitudinal Data System Board. (Public)

Sponsors:

Referred to:

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO RESTORE AUTHORITY OF THE EDUCATIONAL LONGITUDINAL DATA SYSTEM TO A GOVERNANCE BOARD.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 116E-1 reads as rewritten:

"**§ 116E-1. Definitions.**

(1) ~~"Center" means the Governmental Data Analytics Center as established in Part 8 of Article 15 of Chapter 143B of the General Statutes.~~"Board" means the governing board of the North Carolina Longitudinal Data System.

(2) "De-identified data" means a data set in which parent and student identity information, including the ~~unique student identifier and~~ student social security number, has been removed.

…."

SECTION 2. G.S. 116E-3 is reenacted as it existed immediately before its repeal and reads as rewritten:

"**§ 116E-3. North Carolina Longitudinal Data System Board.**

(a) There is established the North Carolina Longitudinal Data System Board which shall consist of the following ~~18~~17 members:

(1) The Superintendent of Public Instruction, or the Superintendent's designee.

(2) The President of The University of North Carolina, or the President's designee.

(3) The President of the North Carolina Community College System, or the President's designee.

(4) The Secretary of the Department of Health and Human Services, or ~~the Secretary's designee.~~a designee of the Secretary affiliated with the Department's Division of Child Development.

(4a) The State Treasurer, or the Treasurer's designee.

(5) The Assistant Secretary of the Department of Commerce, Division of Employment Security, or the Assistant Secretary's designee.

(6) The Secretary of the Department of Revenue, or the Secretary's designee.

(7) The Commissioner of Labor, or the Commissioner's designee.

(8) The President of the North Carolina Independent Colleges and Universities, Inc., or the President's designee.

(9) The Commissioner of Motor Vehicles, Department of Transportation, or the Commissioner's designee.

(10) The State Chief Information ~~Officer.~~Officer, or a designee of the Officer affiliated with the Government Data Analytics Center.

(11) The State Controller, or the Controller's designee.
(12) ~~Three public~~Two advisory members from the membership of the Senate appointed by the General Assembly upon the recommendation of the President Pro Tempore of the Senate. These advisory members shall not be voting members of the Board.
(13) ~~Three public~~Two advisory members from the membership of the House of Representatives appointed by the General Assembly upon the recommendation of the Speaker of the House of Representatives. These advisory members shall not be voting members of the Board.
(14) One public member appointed by the Governor, to serve at the Governor's pleasure.

(b) Appointed members of the Board shall serve terms of four years. Terms of appointed members shall begin May 1, 2013, and every four years thereafter. Appointed members may be reappointed but shall not serve more than two consecutive terms. Vacancies among appointed members shall be filled by the appointing entity and shall be for the remainder of the vacant term.

(c) ~~The chair of the Board shall be the State Chief Information Officer.~~ The Board shall elect from the appointed ~~members~~ members, other than those members of the General Assembly, a chair and a vice-chair for a term of two years.

(d) Members of the Board shall receive such per diem compensation and necessary travel and subsistence expenses while engaged in the official discharge of the official duties as is provided by law for members of State boards and commissions.

(e) ~~The Board~~One advisory member shall be jointly designated by the Speaker of the House of Representatives and President Pro Tempore of the Senate to call ~~shall hold~~ an initial meeting upon appointment of a majority of the appointed members. The chair of the Board shall be elected at the initial meeting. The Board shall meet at least quarterly, but may meet more frequently upon the call of the chair."

SECTION 3. G.S. 116E-4 reads as rewritten:

"**§ 116E-4. Powers and duties of the ~~Center.~~Board.**

(a) The ~~Center~~ Board shall have the following powers and ~~duties with respect to the System:~~duties:

...

(4) Before the use of any individual data in the System, the ~~Center~~ Board shall do the following:

...

b. Develop and implement policies to comply with FERPA and any other privacy measures, as required by law or the ~~Center.~~Board.

...

(9) Establish an advisory committee on data quality to advise the ~~Center~~ Board on issues related to data auditing and tracking to ensure data validity.

(b) The ~~Center~~ Board shall adopt rules according to Chapter 150B of the General Statutes as provided in G.S. 116E-6 to implement the provisions of this Article.

(c) The ~~Center~~ Board shall report quarterly to the Joint Legislative Education Oversight Committee, the Joint Legislative Commission on Governmental Operations, and the Joint Legislative Oversight Committee on Information Technology beginning September 30, 2013. The report shall include the following:

...

(3) Any other recommendations made by the ~~Center.~~Board, including the most effective and efficient configuration for the System."

SECTION 4. G.S. 116E-6 reads as rewritten:

"**§ 116E-6. Data sharing.**

(a) Local school administrative units, charter schools, community colleges, constituent institutions of The University of North Carolina, and State agencies shall do all of the following:

(1) Comply with the data requirements and implementation schedule for the System as set forth by the ~~Center.~~Board.

(2) Transfer student data and workforce data to the System in accordance with the data security and safeguarding plan developed by the ~~Center~~ Board under G.S. 116E-5.

(b) Private colleges and universities, the North Carolina Independent Colleges and Universities, Inc., and nonpublic schools may transfer student data and workforce data to the System in accordance with the data security and safeguarding plan developed by the Board under G.S. 116E-5."

SECTION 5. G.S. 143B-1321(a)(31), and 143B-1322(c)(21) are reenacted as they existed immediately before their repeal.

SECTION 6. The North Carolina Longitudinal Data System Board shall adopt rules pursuant to G.S. 116E-4 no later than December 1, 2017.

SECTION 7. This act is effective when it becomes law.

ATTACHMENT # 11

HOUSE BILL 600:
School Construction Flexibility.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 25, 2017
Introduced by:	Reps. J. Bell, Lewis, Brenden Jones, Goodman	**Prepared by:**	Drupti Chauhan Committee Counsel
Analysis of:	First Edition		

OVERVIEW: House Bill 600 allows certain local boards of education to use all funds allotted by the State Board of Education except for those allotted for classroom teachers and teacher assistants to be used to pay lease payments. The bill also adds additional requirements for local boards of education prior to entering into operating leases. Finally, the bill makes modifications to the Qualified Zone Academy Bond program regarding prioritization and conditions of use.

SECTIONS 1 and 3 – Use of Allotted Funds

CURRENT LAW: Under G.S. 115C-408, facilities requirements for local school administrative units (LEAs) are to be met by county governments. G.S. 115C-105.25 allows local boards of education to transfer funds between allotment categories with certain exceptions. Examples of these exceptions are: (i) funds for children with disabilities and career and technical education, which can be transferred only as allowed by federal law; (ii) funds cannot be transferred into the central office administration allotment category; (iii) funds cannot be transferred out of the teacher assistants allotment category; and (iv) Read to Achieve funds cannot be transferred. The

BILL ANALYSIS: House Bill 600 would allow local boards of education of LEAs located in a development Tier I area to use any funds allotted by the State Board of Education (SBE), except classroom teacher and teacher assistant allotments, for lease payments for operating leases under G.S. 115C-530. The provision would specify that neither the State nor the SBE would be obligated to provide funds for any lease payments for any operating leases entered by a local board of education and that those leases would not be secured by the faith, credit, or taxing power of the State. The county in which the LEA is located would be responsible for payments for any operating leases entered into by the local board of education if amount of funds allotted by the SBE to the LEA are decreased at any time.

The lease payments for the operating leases would be a part of the appropriations from the local capital outlay fund.

SECTION 2 – Operating Leases

CURRENT LAW: Local boards of education can enter into leases of real or personal property for use as school buildings or school facilities. Leases that are for terms of less than 3 years are not subject to the approval of the board of county commissioners. Leases for terms of 3 years or longer are allowed if the following are met: (i) the budget resolution includes an appropriation authorizing the current fiscal year's portion of the obligation; (ii) an unencumbered balance remains in the appropriation that can pay in the current fiscal year the money obligated by the lease for that year; (iii) the leases are approved by the board of county commissioners; and (iv) any construction, repair, or renovation of the property is in compliance with energy guidelines.

Karen Cochrane-Brown
Director



Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Local boards of education can enter into contracts for the construction, repair, or renovation of leased property if the budget resolution includes money authorizing the obligation; an unencumbered balance remains in the appropriation that can pay in the current fiscal year the money obligated for that year; and the construction, repair, or renovation is in compliance with energy guidelines.

This repair work undertaken by a private contractor is subject to Article 8 of Chapter 143 of the General Statutes which sets out the procedure for public contracts. An operating lease is subject to approval by the Local Government Commission (LGC) to the extent that the lease satisfies one or more of the conditions relating to financing agreements requiring approval by the LGC. These conditions are (i) the agreement extends for at least 5 years, (ii) the agreement obligates the unit to pay sums of money to another, regardless of whether the payee is a party to the contract, or (iii) the agreement obligates the unit to payments of over $500,000.

BILL ANALYSIS: House Bill 600 would change the term "operational lease" to "operating lease". The bill would require that operating leases entered into by local boards of education with private developers for new school buildings must be on a site owned by either the local board of education or the county and a ground lease must be entered with the private developer. For construction, repair, or renovation work, the private developer that was contracted with must select a general contractor through methods provided in Article 8 o Chapter 143 such as single prime bidding, design-build, etc. The private developer must provide letters of credit or payment bond of 100% of the fees for any design and contracting services.

Local boards of education who pursue operating leases with private developers for school buildings or facilities must adopt resolutions for the reason for the operating lease and descriptions of the buildings being proposed. Local boards of education must issue a public notice of the question for the qualifications of private developers and evaluate their qualifications. A local board of education must select the private developer by considering (i) evidence of financial stability and experience; (ii) knowledge, skill, and reputation of the developer and statement of availability for the project and projected timeline; and (iii) goals and plans for the utilization of minority business enterprises.

After the evaluation of the private developers, the 3 most highly qualified developers must be ranked and if there are not 3 developers that are ranked, then the local board must solicit for developers again. If the second solicitation still does not result in 3, then the local board can negotiate with the highest-ranked developer.

This section would specify that if a local board of education that enters into an operating lease of real property for use as a school building or facilities, then the county may borrow money under the federal Qualified Zone Academy Bond program (described below) and the lease must be for at least 10 years.

SECTION 4 – QZAB Program

CURRENT LAW: In 1997, Congress created the qualified zone academy bonds (QZABS) to allow qualifying schools to raise funds for: (i) the rehabilitating or repairing the public school facility in which the academy is established; (ii) providing equipment for use at such academy; (iii) developing course materials for education to be provided at such academy; and (iv) training teachers and other school personnel in such academy. 26 U.S.C. 54E. The SBE is designated as the State agency in North Carolina for administering the QZAB program. As a result, the SBE must define the areas and schools eligible under federal law to participate; design an application process to solicit proposals; determine the eligibility of an applicant; and award the State's allocation of funds; establish the conditions of the use of the funds; and confirm that the terms of any QZAB bonds issued are consistent with federal law.

G.S. 115C-489.6(a) specifically provides that among the conditions established by the SBE, the following must be included: (i) requiring that the bond proceeds only be used for the rehabilitation or repairing of the public school facility including wiring and other infrastructure improvements related to technology and related equipment.

BILL ANALYSIS: Section 4 of the bill directs that the application process must ensure that the bond proceeds are allocated to prioritize use in counties with greater economic distress which are the Tier I counties. In establishing the conditions for the use of the bonds, the SBE must require that the bond proceeds be used for any purpose allowed under 26 U.S.C. 54E for facilities under an operating lease described in the previous section.

EFFECTIVE DATE: Section 1 of the bill would become effective July 1, 2017. The remainder of the bill is effective when it becomes law. Section 2 of the bill applies to agreements, sites leased, and leases entered into on or after that date. Section 3 applies to appropriations made on or after that date and Section 4 applies to bond proceeds used on or after that date.

HOUSE BILL 600

Short Title:	School Construction Flexibility.	(Public)
Sponsors:	Representatives J. Bell, Lewis, Brenden Jones, and Goodman (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

April 6, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE ADDITIONAL FLEXIBILITY TO LOCAL BOARDS OF EDUCATION TO ENTER INTO LEASES FOR SCHOOL BUILDINGS AND OTHER FACILITIES AND REVISE THE PROCEDURES FOR QUALIFIED ZONE ACADEMY BONDS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-105.25(b) is amended by adding a new subdivision to read:

"(12) Notwithstanding G.S. 115C-408, funds allotted by the State Board of Education, for any purpose, except for funds allotted to the classroom teacher allotment category and the teacher assistant allotment category, may be used for the purpose of lease payments for leases entered into under G.S. 115C-530 by a local board of education of a local school administrative unit located in a county that, at the time the lease was entered into, was in a development tier one area, as defined in G.S. 143B-437.08. Nothing in this subdivision shall be construed to obligate either the State or the State Board of Education to provide funds for any lease payments for leases entered into under G.S. 115C-530 by a local board of education. Any leases entered into by a local board of education under G.S. 115C-530 shall not involve or be secured by the faith, credit, or taxing power of the State. If funds allotted by the State Board of Education to a local school administrative unit are decreased, the county in which the local school administrative unit is located shall be responsible for any lease payments for leases entered into under G.S. 115C-530 by the local board of education of the local school administrative unit."

SECTION 2. G.S. 115C-530 reads as rewritten:

"**§ 115C-530. ~~Operational~~ Operating leases of school buildings and school facilities.**

(a) Local boards of education may enter into operational leases of real or personal property for use as school buildings or school facilities. ~~Operational~~Operating leases for terms of less than three years shall not be subject to the approval of the board of county commissioners. ~~Operational~~Operating leases for terms of three years or longer, including periods that may be added to the original term through the exercise of options to renew or extend, are permitted if all of the following conditions are met:

(1) The budget resolution includes an appropriation authorizing the current fiscal year's portion of the obligation.

(2) An unencumbered balance remains in the appropriation sufficient to pay in the current fiscal year the sums obligated by the lease for the current fiscal year.

(3) The leases are approved by a resolution adopted by the board of county commissioners. If an ~~operational~~operating lease is approved by the board of county commissioners, in each year the county commissioners shall appropriate sufficient funds to meet the amounts to be paid during the fiscal year under the lease.

(4) Any construction, repair, or renovation of the property is in compliance with the requirements of G.S. 115C-521(c) ~~relating to energy guidelines.~~and (c1).

For purposes of this section, an ~~operational~~operating lease is defined according to generally accepted accounting principles and may be for new or existing buildings.

(a1) In addition to meeting the requirements of subsection (a) of this section, an operating lease entered into by a local board of education with a private developer for a new school building shall be on a site owned either by the local board of education or the county containing the proposed site. The local board of education or the county that owns the site shall enter into a ground lease with the private developer for the purposes of facilitating the construction of the new building.

(b) Local boards of education may enter into contracts for the construction, repair, or renovation of leased property if (i) the budget resolution includes an appropriation authorizing the obligation, (ii) an unencumbered balance remains in the appropriation sufficient to pay in the current fiscal year the sums obligated by the transaction for the current fiscal year, and (iii) the construction, repair, or renovation is in compliance with the requirements of G.S. 115C-521(c) ~~relating to energy guidelines.~~and (c1). Construction, repair, or renovation work undertaken or contracted by a private developer is subject to the requirements of Article 8 of Chapter 143 of the General Statutes. A private developer undertaking or contracted with for construction, repair, or renovation work shall select a general contractor through one of the methods listed under G.S. 143-128(a1)(1) through G.S. 143-128(a1)(7). Payment bond requirements shall be in accordance with the selected contracting method. In addition, the private developer shall provide letters of credit or a payment bond in an amount equal to one hundred percent (100%) of the fees for any design and contracting services. Contracts for new construction and renovation that are subject to the bidding requirements of G.S. 143-129(a) and which do not constitute continuing contracts for capital outlay must be approved by the board of county commissioners.

(b1) A local board of education that determines it is in the local school administrative unit's best interests to pursue an operating lease with a private developer for one or more school buildings or facilities in the unit shall adopt a resolution justifying entering into an operating lease agreement along with a description of the school building or school buildings being pursued.

(b2) After adoption of the resolution under subsection (b1) of this section, the local board of education shall issue a public notice of the request for qualifications of private developers and evaluate the qualifications of the private developers. The notice shall be published in a newspaper having general circulation within the county in which the local school administrative unit of the local board of education is located. The notice shall be published a minimum of 30 days prior to evaluating the proposals received.

(b3) Before entering into a predevelopment or lease agreement to lease a school building or facility, the local board of education shall select the private developer on the basis of demonstrated competence and qualifications consistent with Article 3D of Chapter 143 of the

General Statutes. Any private developer submitting qualifications shall submit and the local board of education shall consider the following:

(1) Evidence of financial stability. However, "trade secrets" as that term is defined in G.S. 66-152(3) shall be exempt from disclosure under Chapter 132 of the General Statutes.
(2) Experience with similar projects.
(3) The knowledge, skill, and reputation of the developer and his or her associated persons.
(4) Statement of availability to undertake the project and projected time line for project completion.
(5) The goals and plans of providers for utilization of minority business enterprises.
(6) Any other information required by the local board of education.

Following evaluation of the qualifications of the private developers, the three most highly qualified developers shall be ranked. If after the solicitation for developers, not as many as three responses have been received from qualified developers, the local board of education shall again solicit for developers. If as a result of such second solicitation not as many as three responses are received, the local board of education may then begin negotiations with the highest-ranked private developer under G.S. 143-64.31, even though fewer than three responses were received. If the local board of education deems it appropriate, the local board may invite some or all responders to interview with the local board.

(c) ~~Operational~~ Operating leases and contracts entered into under this section are subject to approval by the Local Government Commission under Article 8 of Chapter 159 of the General Statutes if they meet the standards set out in G.S. 159-148(a)(1), 159-148(a)(2), and 159-148(a)(3). For purposes of determining whether the standards set out in G.S. 159-148(a)(3) have been met, only the five hundred thousand dollar ($500,000) threshold shall apply.

(d) If a local board of education enters into an operating lease of real property for use as a school building or for school facilities, then the county may borrow money for a purpose allowed pursuant to 26 U.S.C. § 54E(d)(3) with respect to the building or facilities. The operating lease shall be for a period of at least 10 years."

SECTION 3. G.S. 115C-426(f) reads as rewritten:

"(f) The capital outlay fund shall include appropriations for:

(1) The acquisition of real property for school purposes, including but not limited to school sites, playgrounds, athletic fields, administrative headquarters, and garages.
(2) The acquisition, construction, reconstruction, enlargement, renovation, or replacement of buildings and other structures, including but not limited to buildings for classrooms and laboratories, physical and vocational educational purposes, libraries, auditoriums, gymnasiums, administrative offices, storage, and vehicle maintenance.
(3) The acquisition or replacement of furniture and furnishings, instructional apparatus, data-processing equipment, business machines, and similar items of furnishings and equipment.
(4) The acquisition of school buses as additions to the fleet.
(5) The acquisition of activity buses and other motor vehicles.
(5a) Lease payments for leases entered into pursuant to G.S. 115C-530.
(6) Such other objects of expenditure as may be assigned to the capital outlay fund by the uniform budget format.

The cost of acquiring or constructing a new building, or reconstructing, enlarging, or renovating an existing building, shall include the cost of all real property and interests in real

property, and all plants, works, appurtenances, structures, facilities, furnishings, machinery, and equipment necessary or useful in connection therewith; financing charges; the cost of plans, specifications, studies, reports, and surveys; legal expenses; and all other costs necessary or incidental to the construction, reconstruction, enlargement, or renovation.

No contract for the purchase of a site shall be executed nor any funds expended therefor without the approval of the board of county commissioners as to the amount to be spent for the site; and in case of a disagreement between a board of education and a board of county commissioners as to the amount to be spent for the site, the procedure provided in G.S. 115C-431 shall, insofar as the same may be applicable, be used to settle the disagreement.

Appropriations in the capital outlay fund shall be funded by revenues made available for capital outlay purposes by the State Board of Education and the board of county commissioners, supplemental taxes levied by or on behalf of the local school administrative unit pursuant to a local act or G.S. 115C-501 to 115C-511, the proceeds of the sale of capital assets, the proceeds of claims against fire and casualty insurance policies, funds allotted by the State Board of Education for any purpose, except for funds allotted to the classroom teacher allotment category and the teacher assistant allotment category, used for the purpose of lease payments as provided in G.S. 115C-105.25(b)(12), and other sources."

SECTION 4. G.S. 115C-489.6(a) reads as rewritten:

"(a) QZAB Program. – The State Board of Education is designated the State education agency responsible for administering the qualified zone academy bond program in North Carolina for the purposes of 26 U.S.C. § 54E. The State Board of Education shall perform all activities required to implement and carry out the qualified zone activity bond program in North Carolina. Those activities include:

(1) Defining those areas and schools that are eligible under federal law to participate in the qualified zone academy bond program in North Carolina.

(2) Designing an application process under which proposals may be solicited from qualified zone academies. The application process shall ensure that bond proceeds are allocated so as to prioritize use in counties having greater economic distress, as ranked pursuant to G.S. 143B-437.08. The application shall include a requirement for any information necessary to enable the Board to accomplish the prioritization and efficient use of the bond proceeds.

(3) Determining the eligibility of an applicant to be a participating qualified zone academy.

(4) Awarding the State's allocation of total funds among selected applicants and establishing conditions upon the usage of the allocation. These conditions must include:

a. Requiring that the bond proceeds be ~~used~~ used, (i) with respect to facilities under an operating lease defined in G.S. 115C-530, for any purpose allowed pursuant to 26 U.S.C. § 54E(d)(3), or (ii) with respect to any other facility, only for rehabilitating or repairing the public school facility in which the qualified zone academy is located, which may include ~~(i)~~ wiring and other infrastructure improvements related to providing technology and ~~(ii)~~may include equipment related to the rehabilitation or repair, but not personal computers or similar technology equipment.

b. Conditions designed to assure that the allocation is used in a timely manner.

(5) Confirming that the terms of any qualified zone academy bonds issued in accordance with this program are consistent with the terms of the federal program."

SECTION 5. Section 1 of this act becomes effective July 1, 2017. The remainder of this act is effective when it becomes law. Section 2 of this act applies to agreements, sites leased, and leases entered into on or after that date. Section 3 of this act applies to appropriations made on or after that date. Section 4 of this act applies to bond proceeds used on or after that date.

ATTACHMENT # 12

HOUSE BILL 21:
Driver Instruction/Law Enforcement Stops.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 25, 2017
Introduced by:	Reps. Goodman, Faircloth, McNeill, Earle	**Prepared by:**	Kara McCraw*
Analysis of:	Second Edition		Staff Attorney

OVERVIEW: ***The 2nd Edition of House Bill 21 would require the Division of Motor Vehicles to include a description of law enforcement traffic stop procedures and appropriate driver actions and interactions with law enforcement officers within its driver license handbook. It would also require the Department of Public Instruction to instruct on these topics in the driver education curriculum.***

CURRENT LAW: G.S. 20-88.1(d) requires the Division to prepare and revise the driver license handbook that explains the traffic laws of this State.

G.S. 115C-215 requires the Department of Public Instruction to organize and administer a standardized program of driver education to be offered at the public high schools of this State to make driver safety and training education available to all students. G.S. 115C-215(b) sets the minimum education curriculum requirements for that driver education program.

BILL ANALYSIS:

Section 1 would require the Division of Motor Vehicles to consult with State Highway Patrol, the Sheriff's Association, the Association of Chiefs of Police, and the Police Benevolent Association, in creating, and revising, the driver license handbook to include a description of law enforcement procedures during traffic stops and the actions that a motorist should take during a traffic stop, including appropriate interactions with law enforcement officers.

Section 2 would require the Department of Public Instruction to include, in the driver education curriculum instruction, law enforcement procedures during traffic stops and the actions that a motorist should take during a traffic stop, including appropriate interactions with law enforcement officers.

This section directs the Department to consult with State Highway Patrol, the Sheriff's Association, the Association of Chiefs of Police, and the Police Benevolent Association in developing the curriculum.

EFFECTIVE DATE: Section 1 of this act would become effective January 1, 2018. The remainder of this act would become effective when it becomes law, and applies beginning with the 2017-2018 school year.

**This bill summary was substantially contributed to be Howard Marsilio, Staff Attorney.*

Karen Cochrane-Brown
Director

H21-SMTC-51 E2 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H 2

HOUSE BILL 21
Committee Substitute Favorable 4/4/17

Short Title: Driver Instruction/Law Enforcement Stops. (Public)

Sponsors:

Referred to:

January 30, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE DRIVER INSTRUCTION ON LAW ENFORCEMENT PROCEDURES DURING TRAFFIC STOPS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 20-88.1(d) reads as rewritten:

"(d) The Division shall prepare a driver license handbook that explains the traffic laws of the State and shall periodically revise the handbook to reflect changes in these laws. The Division, in consultation with the State Highway Patrol, the North Carolina Sheriff's Association, the North Carolina Association of Chiefs of Police, and the North Carolina Police Benevolent Association, shall include in the driver license handbook a description of law enforcement procedures during traffic stops and the actions that a motorist should take during a traffic stop, including appropriate interactions with law enforcement officers. At the request of the Department of Public Instruction, the Division shall provide free copies of the handbook to that Department for use in the program of driver education offered at public high schools."

SECTION 2. G.S. 115C-215(b) reads as rewritten:

"(b) The driver education curriculum shall include the following:

(1) Instruction on the rights and privileges of the handicapped and the signs and symbols used to assist the handicapped relative to motor vehicles, including the "international symbol of accessibility" and other symbols and devices as provided in Article 2A of Chapter 20 of the General Statutes.

(2) At least six hours of instruction on the offense of driving while impaired and related subjects.

(3) At least six hours of actual driving experience. To the extent practicable, this experience may include at least one hour of instruction on the techniques of defensive driving.

(4) At least one hour of motorcycle safety awareness training.

(5) Instruction on law enforcement procedures for traffic stops that is developed in consultation with the State Highway Patrol, the North Carolina Sheriff's Association, the North Carolina Association of Chiefs of Police, and the North Carolina Police Benevolent Association. The instruction shall provide a description of the actions that a motorist should take during a traffic stop, including appropriate interactions with law enforcement officers."

SECTION 3. Section 1 of this act becomes effective January 1, 2018. The remainder of this act is effective when it becomes law and applies beginning with the 2017-2018 school year.

ATTACHMENT # 13

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 840
PROPOSED COMMITTEE SUBSTITUTE H840-CSRQ-6 [v.1]
4/22/2017 8:26:37 PM

Short Title: Teacher Bonuses. (Public)

Sponsors:

Referred to:

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO EXPAND TEACHING EXCELLENCE BONUSES FOR CERTAIN TEACHERS WHO WOULD HAVE RECEIVED A BONUS.

The General Assembly of North Carolina enacts:

SECTION 1. It is the intent of the General Assembly to give a bonus substitute to certain teachers who remain teaching at the same school and would have received a bonus pursuant to one or more subdivisions of Section 9.7(a) of S.L. 2016-94 or pursuant to Section 8.8 of S.L. 2016-94 but for the restriction in subdivision (3) of either section ("the restriction").

SECTION 2.(a) If the teacher remains teaching at the same school and would have received a bonus under subdivision (1) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the teacher shall receive a State bonus substitute equal to three thousand five hundred dollars ($3,500), unless the teacher refused to continue teaching third grade in the year the bonus was paid.

SECTION 2.(b) If the teacher remains teaching at the same school and would have received a bonus under subdivision (2) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the teacher shall receive a local bonus substitute equal to three thousand five hundred dollars ($3,500), unless the teacher refused to continue teaching third grade in the year the bonus was paid.

SECTION 2.(c) If the teacher remains teaching at the same school and would have received a bonus under subsection (a) of Section 8.8 of S.L. 2016-94 but for the restriction, the teacher shall receive a bonus substitute equal to the amount the teacher would have received under subdivisions (1) and (2) of that subsection notwithstanding the restriction, unless the teacher refused to continue teaching the advanced course in the year the bonus was paid.

SECTION 3.(a) If a local school administrative unit paid a teacher an amount in lieu of a bonus the teacher would have received under subdivision (1) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the Department of Public Instruction shall reimburse the local school administrative unit the amount paid up to three thousand five hundred dollars ($3,500).

SECTION 3.(b) If a local school administrative unit paid a teacher an amount in lieu of a bonus the teacher would have received under subdivision (2) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the Department of Public Instruction shall reimburse the local school administrative unit the amount paid up to three thousand five hundred dollars ($3,500).

SECTION 3.(c) If a local school administrative unit paid a teacher an amount in lieu of a bonus the teacher would have received under subdivisions (1) and (2) of Section 8.8(a) of S.L. 2016-94 but for the restriction, the Department of Public Instruction shall reimburse the local school administrative unit the amount paid up to two thousand dollars ($2,000).

SECTION 4. Of the funds available to the Department of Public Instruction for the 2016-2017 fiscal year, the State Board of Education shall direct the Department to pay the bonus substitutes and reimbursements required by this act.

SECTION 5. This act is effective when it becomes law.

HOUSE BILL 840: Teacher Bonuses.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Appropriations	**Date:**	April 26, 2017
Introduced by:	Reps. Blackwell, Johnson	**Prepared by:**	Drupti Chauhan Committee Counsel
Analysis of:	PCS to First Edition H840-CSRQ-6		

OVERVIEW: House Bill 840 would provide for bonuses for certain teachers who, but for no longer teaching certain grades or courses, would receive bonuses based on student outcomes on advanced placement and international baccalaureate exams; approved industry certifications and credentials; or student growth in 3rd grade reading. It would also reimburse local school administrative units (LEAs) if they had paid the bonuses.

The Proposed Committee Substitute would eliminate the bonuses for the teachers that did not continue to teach students earning approved industry certifications or credentials. It would also eliminate bonuses for the other teachers if they had chosen not to teach 3rd grade or advanced placement and international baccalaureate courses the next year in the same LEA. It also uses the term "bonus substitute" rather than just bonus.

Third Grade Reading Teacher Performance Pilot program

CURRENT LAW: S.L. 2016-94, Sec. 9.7 established the Third Grade Reading Teacher Performance Pilot program to provide bonuses to qualifying licensed third grade teachers with student growth index scores from the previous school year for third grade reading who remained employed teaching third grade in the same local school administrative unit at least from the school year the data was collected until the corresponding school year when the bonus was paid. The program established 2 bonuses:

- Bonus 1 – Top 25% in State: Licensed third grade teachers in the top 25% of teachers in the State according to the student growth index score for third grade reading from the prior year would receive Bonus 1.
- Bonus 2 – Top 25% in LEA: Licensed third grade teachers in the top 25% of teachers in their respective local school administrative unit (LEA) according to the student growth index score for third grade reading from the prior year would receive Bonus 2.
- Teachers are eligible to receive both bonuses.

BILL ANALYSIS: Section 2(a) and (b) of the PCS for HB 840 would provide a bonus substitute to otherwise qualifying teachers who no longer taught third grade (the restriction) but remained teaching at the same school, unless that teacher refused to continue teaching third grade in the year the bonus was paid. The bonuses would be as follows:

- A teacher who remains teaching at the same school and would have been eligible for Bonus 1 but for the restriction would receive a bonus of $3,500.

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- A teacher who remains teaching at the same school and would have been eligible for Bonus 2 but for the restriction would receive a bonus of $3,500.

Advanced Placement/International Baccalaureate Teacher Bonus Pilot Program

CURRENT LAW: S.L. 2016-94, Sec. 8.8 established the Advanced Placement/International Baccalaureate Teacher Bonus Pilot Program to provide bonuses to qualifying licensed teachers of Advanced Placement and International Baccalaureate advanced courses for each student taught who received a certain score on the advanced course examination. The bonus is $50 per student, up to $2,000. To receive the bonus, the teacher must remain employed teaching advanced courses in the same local school administrative unit at least from the school year the data was collected until the corresponding school year when the bonus was paid.

BILL ANALYSIS: Section 2(c) of the PCS for HB 840 would provide a bonus substitute to otherwise qualifying teachers who no longer taught advanced courses (the restriction) but remained teaching at the same school, unless that teacher refused to continue teaching the advanced course in the year the bonus was paid. The bonus would be the amount the teacher would have been eligible for under S.L. 2016-94, Sec. 8.8, not to exceed $2,000.

Reimbursement

Section 3 - If a LEA paid a teacher an amount in lieu of the amount the teacher would have received but for the restriction under the Bonus Pilot Programs in the 2016 Budget, the Department of Public Instruction must reimburse the LEA for the amount paid, up to $3,500 for each third grade bonus and up to $2,000 for each advanced course bonus.

EFFECTIVE DATE: House Bill 840 would become effective when the bill becomes law.

ATTACHMENT # 14

HOUSE BILL 751:
Career and College Ready/High School Grads.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	April 25, 2017
Introduced by:	Reps. Blackwell, Horn, Johnson	**Prepared by:**	Kara McCraw
Analysis of:	PCS to First Edition H751-CSTC-30		Committee Counsel

OVERVIEW: HB 751 requires that students demonstrate a certain level of reading competency in order to receive endorsements on their diplomas.

The PCS would clarify language related to the endorsements and add a new section providing a study by the Superintendent of Public Instruction on ways to improve literacy in grades 4-12.

CURRENT LAW: G.S. 115C-12(40) requires State Board of Education (SBOE) to establish (i) college, (ii) career, and (iii) college and career endorsements to high school diplomas to encourage students to obtain requisite job skills and to reduce the need for remedial education in institutions of higher education. The endorsements must reflect courses completed, overall grade point average, and other criteria developed by the SBOE.

BILL ANALYSIS:

Section 1 of The PCS for HB 751 would require the SBOE to include reading achievement as a criteria for diploma endorsements, and would allow a student to receive an endorsement only if the student receives on a nationally norm referenced college admissions test for reading at least the benchmark score established by the testing organization that represents the level of achievement required for students to have approximately a fifty percent (50%) chance of obtaining a grade B or higher or a seventy five percent (75%) chance of obtaining a grade C or higher in a corresponding credit bearing first year college course. The student would be allowed to retake the test as many times as necessary to achieve the required benchmark score for reading in order to receive a high school diploma endorsement prior to the student's graduation. The

The SBOE must add to its annual report on diploma endorsements to the Joint Legislative Education Oversight Committee information on:

- The number of students who had to retake a nationally norm referenced college admissions test to meet the reading benchmark score required to receive a high school diploma endorsement.
- The number of students who were not awarded a high school diploma endorsement solely because of the inability to meet the benchmark score for reading.

Section 2 of the PCS would authorize the Superintendent of Public Instruction (Superintendent) to study and make recommendations on best practices for public schools in the State to improve reading comprehension, understanding, and application for students in grades four through twelve to ensure that students complete high school with literacy skills necessary for career and college readiness. The study:

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- Would include recommendations on appropriate methods to monitor student progress and provide appropriate and timely remediation to students to ensure success on nationally norm referenced college admissions tests.
- Would authorize appointment of an advisory group to assist and advise in this study that may include superintendents, principals, reading instructors, representatives from research institutions, and other individuals as determined by the Superintendent.
- Would authorize contracting with an independent research organization from funds available to the Department of Public Instruction to assist in the study.

The Superintendent would report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the State Board of Education on the study no later than January 15, 2019. The State Board of Education could use the findings and recommendations to inform policies, and could submit additional comments on the report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives no later than February 15, 2019.

EFFECTIVE DATE: HB 751 would become effective when it becomes law and would apply beginning with high school diploma endorsements awarded in the 2019-2020 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 751
PROPOSED COMMITTEE SUBSTITUTE H751-CSTC-30 [v.2]
04/24/2017 03:18:26 PM

Short Title: Career and College Ready/High School Grads. (Public)

Sponsors:

Referred to:

April 13, 2017

A BILL TO BE ENTITLED

AN ACT TO REQUIRE ALL STUDENTS WHO RECEIVE A HIGH SCHOOL DIPLOMA ENDORSEMENT TO DEMONSTRATE A CERTAIN LEVEL OF READING ACHIEVEMENT AND TO REQUIRE THE SUPERINTENDENT OF PUBLIC INSTRUCTION TO STUDY BEST PRACTICES TO ENSURE STUDENTS COMPLETE HIGH SCHOOL WITH THE NECESSARY LITERACY SKILLS FOR CAREER AND COLLEGE READINESS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-12(40) reads as rewritten:

"(40) To Establish High School Diploma Endorsements. – The State Board of Education shall establish, implement, and determine the impact of adding (i) college, (ii) career, and (iii) college and career endorsements to high school diplomas to encourage students to obtain requisite job skills necessary for that student to be successful in a wide range of high-quality careers and to reduce the need for remedial education in institutions of higher education. These endorsements shall reflect courses completed, overall grade point average, reading achievement, and other criteria as developed by the State Board of Education. A student shall only receive a high school diploma endorsement if that student receives on a nationally norm-referenced college admissions test for reading, either administered under G.S. 115C-174.11(c)(4) or as an alternative nationally norm-referenced college admissions test approved by the State Board, at least the benchmark score established by the testing organization that represents the level of achievement required for students to have approximately a fifty percent (50%) chance of obtaining a grade B or higher or a seventy-five percent (75%) chance of obtaining a grade C or higher in a corresponding credit-bearing first-year college course. A student may retake a nationally norm-referenced test as many times as necessary to achieve the required benchmark score for reading in order to receive a high school diploma endorsement prior to the student's graduation. The State Board of Education shall report annually to the Joint Legislative Education Oversight Committee on (i) the impact of awarding these endorsements on high school graduation, college acceptance and remediation, and post-high school employment ~~rates.~~rates, (ii) the number of students who had to retake a nationally norm-referenced college admissions test to meet the reading benchmark score required by this subdivision to receive a high school diploma endorsement, and (iii) the number of students who were not awarded a high

school diploma endorsement solely because of the inability to meet the benchmark score for reading as required by this subdivision."

SECTION 2. The Superintendent of Public Instruction shall study and make recommendations on best practices for public schools in the State to improve reading comprehension, understanding, and application for students in grades four through twelve to ensure that students complete high school with literacy skills necessary for career and college readiness. The study shall include recommendations on appropriate methods to monitor student progress and provide appropriate and timely remediation to students to ensure success on nationally norm referenced college admissions tests. The Superintendent may appoint an advisory group to assist and advise in this study that may include superintendents, principals, reading instructors, representatives from research institutions, and other individuals as determined by the Superintendent. The Superintendent may contract with an independent research organization from funds available to the Department of Public Instruction to assist in the study. The Superintendent shall report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the State Board of Education on the study, including any findings and recommendations, no later than January 15, 2019. The State Board of Education may use the findings and recommendations to inform the Board's policies, and may submit additional comments on the report to the Joint Legislative Education Oversight Committee, the President Pro Tempore of the Senate, and the Speaker of the House of Representatives no later than February 15, 2019.

SECTION 3. This act is effective when it becomes law and applies beginning with high school diploma endorsements awarded in the 2019-2020 school year.

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, May 16, 2017
TIME: **10:00 AM**
LOCATION: **643 LOB**
COMMENTS: **Representative Craig Horn will chair.**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 866	Public School Building Bond Act of 2017.	Representative Johnson Representative Horn Representative Corbin Representative Carney

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 10:44 AM on Thursday, May 11, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Pattie Fleming (Committee Assistant)

AGENDA
HOUSE COMMITTEE ON EDUCATION K-12
Room 643
Legislative Office Building
May 16, 2017
Representative Horn Presiding

Welcome and Introductions

AGENDA ITEM:

HB 866 Public School Building Bond Act of 2017

Adjournment

House Education - K-12
Notes for Agenda Items
May 16, 2017, 10:00 A.M.
Rep. Horn, Chair

HB 866 Public School Building Bond Act of 2017.
Representatives Johnson, Horn, Corbin, Carney

- Kara is handling this bill.
- There is an amendment.
- There is a serial referral to Finance.

- The following individuals have been invited to speak on the bill:
    - NC School Boards Association – Leanne Winner
    - NC Association of County Commissioners – Mark Richardson (Rockingham County Commissioner)
    - Department of Public Instruction: Dr. Ben Matthews and Dr. Ken Phelps
    - Cabarrus County Schools: Dr. Chris Lowder (Superintendent) and Mr. Tim Lowder (Executive Director of Operations)
    - Cumberland County Schools: Dr. Frank Till (Superintendent)
    - Jones County Schools: Dr. Michael Bracy (Superintendent)

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **866** Public School Building Bond Act of 2017.

Draft Number:	H866-PCS10349-TCx-40
Serial Referral:	**FINANCE**
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Johnson

TOTAL REPORTED: 1



House Committee on Education K-12
May 16th, 2017

MINUTES

The House Committee on Education K-12 met at 10:00 am on May 16th, 2017 in Room 643 of the Legislative Office Building. Chairs Conrad, Elmore, Horn, Johnson and Vice-Chairs Brockman, and Richardson were present. Representatives Ager, Blackwell, Corbin, Dixon, Farmer-Butterfield, Gill, Graham, Grange, D. Hall, Hardister, Henson, Hurley, Jones, Meyer, Pittman, Quick, Stone, Turner, and White were present. Research Department staff in attendance was Drupti Chauhan, Kara McCraw and Brian Gwyn. Visitor registration sheets are provided. (Attachment 1)

Representative Craig Horn, Chair, presided. He called the meeting to order at 10:10 am and introduced the Sergeant-at-Arms, and Pages.

Representative Horn recognized Rep. Johnson to explain House Bill 866, Public School Building Bond Act 2017. An amendment was presented by Rep. Conrad (H866 Ate-66 v-1) affecting page 8, line 33 to assure that no penalty will be assessed for a county passing a bond earlier. Chairman Horn then presented HB866 as amended. Rep. Johnson told the committee that it has been 21 years will NC passed a school bond and it was time to assist our public schools. Rep. Johnson called on Ben Matthews and Ken Phelps from the Department of Public Instruction to present some visuals explaining the bond expectations. (Attachment 2)

Chairman Horn recognized committee members and public members who wished to speak. LeAnne Winner from the NC School Board Association strongly supports the bill. Lottery proceeds would take 40 years to meet our capital needs. It would have an economic impact across NC. Mark Mark Richards from Rockingham County and President of the Association of County Commissioners said HB 866 was the association's top goal. Tim Lowder and Charis Lowder from Cabarrus County spoke to the point of great need and the only way to keep up with growth in their area. Dr. Frank Till from Cumberland County said that with class size reduction his county needs many more classrooms. Dr. Michael Bracey, Jones County Superintendent of Education called HB 866 an economic driver for NC. Jones County schools were built in the 50's and are in great need, especially technology.

Comments from the Committee Members were in unanimous support of the bill. Rep. Dixon moved to pass the bill as amended.. The Ayes prevailed and HB 866 passed and will be sent to Finance Committee.

Rep. Horn adjourned the meeting at 10:45.

Representative Craig Horn, Chair

Pattie Fleming, Committee Clerk

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Mark Lanier	UNCW
Andy Chase	KMA
Phoebe Landon	MWC
Gabby Derosier	Intern
Teri Riddle	NCEL
Michael Bracy	Jones County Schools
Frank Till	Cumberland County Schools
Brock Womble	NCAE
Matt Ellinwood	NC Justice Center
MICHAEL EISENBERG	CITIZEN
Charles Jeter	CMS

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Sam Watts	NCDST
Edgar Starnes	NCDST
Marge Freeman	NCAE
David Crawford	AIMNC
Peter Bailey	CHCC
Richard Buster	NCSBA
Henry M Lancaster	LCA
Tom Mest	NCICU
Mark Bondo	OSBM
Bruce Muldrow	NCSEA
Ken Haynes	UNC-GA

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Cecilia Holden	DPI/SBE
Robbie Jansen	DPI/SBE
Johanna Reese	NCACC
Hugh Johnson	NCACC
Mark Richardson	Rockingham Co/NCACC

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
R. LANE BROWN JR	FORMER HOUSE MEMBER 320 Sugar Pine Pinehurst 28374
Ashley Perkinson	Perkinson Law
Rachel Bevelin	RB Law
Reyna Watters Hagan	Cumber Consulting
Katherine Joyce	NCAE
[illegible]	NCDTSEA
Adam Pridemore	NCABA
Whitney Roberts	
Rob Lamm	RLA
Scott Palmer	NC REALTORS
Meaghan Lewis	NC chamber

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Rhaegen Jackson	Focus Carolina
Stacy Bassett	College Board
Wendy Keefe	Focus Carolina
[illegible] Lowder	Cabarrus County Schools
Chris Lowder	"
[illegible] Clark	UNC
Kenneth Phelps	DPI -
Ben Matthews	DPI
Laura Ziperski	Senator Tillman
Lynn Johnson	Rep Carney
Sahib Singh	Rep. Donna White

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Lee Tynan	TAG
Leanne Winner	NCSBA
JULIE KOWAL	BEST NC
Edna Wallace	RTI
Lindsay Smith	Shadowing
Victoria Doumouras	NCACC
Samuel Mills	NCACC
Linda S Williams	NCACC
Connor Bullard	House Intern
Michael Williamson	Intern
Logan Jackson	Intern

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 16, 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Dawn Blagrave	CJPC
Ed Thulpin	IBP

HOUSE BILL 866

Short Title:	Public School Building Bond Act of 2017.	(Public)
Sponsors:	Representatives Johnson, Horn, Corbin, and Carney (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Appropriations, Capital	

April 21, 2017

A BILL TO BE ENTITLED

AN ACT TO ENACT THE PUBLIC SCHOOL BUILDING BOND ACT OF 2017.

The General Assembly of North Carolina enacts:

SECTION 1.(a) Short Title. – This section shall be known as the "Public School Building Bond Act of 2017."

SECTION 1.(b) Purpose. – It is the intent of the General Assembly by this act to provide, subject to a vote of the qualified voters of the State, for the issuance of one billion nine hundred million dollars ($1,900,000,000) general obligation bonds of the State for the purpose of providing funds, with any other available funds, for public school facilities through grants to counties for public school capital outlay projects.

SECTION 1.(c) Definitions. – Unless the context otherwise requires, the following definitions apply in this section:

(1) Bonds. – Bonds issued under this section.

(2) Cost. – Without intending thereby to limit or restrict any proper definition of this term in financing the cost of public school capital outlay projects authorized by this section, any of the following:

a. The cost of constructing, reconstructing, enlarging, acquiring, and improving projects and acquiring equipment and land therefor.

b. The cost of engineering, architectural, and other consulting services as may be required.

c. Administrative expenses and charges, including expenses related to determining compliance with applicable requirements of federal law and expenses relating to issuance. Nothing in this section shall permit use of bond funds to pay salaries or fees for bond administration; such salaries and fees shall come from funds appropriated by the General Assembly.

d. Finance charges and interest prior to and during construction and, if deemed advisable by the State Treasurer, for a period not exceeding three years after the estimated date of completion of construction.

e. The cost of bond insurance, investment contracts, credit enhancement and liquidity facilities, interest-rate swap agreements or other derivative products, financial and legal consultants, and related costs of bond and note issuance, to the extent and as determined by the State Treasurer.

f. The cost of reimbursing the State for any payments made for any cost described in this subdivision.

g. Any other costs and expenses necessary or incidental to the purposes of this section.

Allocations in this section of proceeds of bonds to the costs of a project or undertaking in each case may include allocations to pay the costs set forth in sub-subdivisions c. through g. of this subdivision in connection with the issuance of bonds for the project or undertaking.

(3) Credit facility agreement. – An agreement entered into by the State Treasurer on behalf of the State with a bank, savings and loan association, or other banking institution; an insurance company, reinsurance company, surety company, or other insurance institution; a corporation, investment banking firm, or other investment institution; or any financial institution or other similar provider of a credit facility agreement, which provider may be located within or without the United States of America, such agreement providing for prompt payment of all or any part of the principal or purchase price (whether at maturity, presentment or tender for purchase, redemption, or acceleration), redemption premium, if any, and interest on any bonds or notes payable on demand or tender by the owner, in consideration of the State agreeing to repay the provider of the credit facility agreement in accordance with the terms and provisions of such agreement.

(4) Notes. – Notes issued under this section.

(5) Par formula. – Any provision or formula adopted by the State to provide for the adjustment, from time to time, of the interest rate or rates borne by any bonds or notes, including the following:

a. A provision providing for such adjustment so that the purchase price of such bonds or notes in the open market would be as close to par as possible;

b. A provision providing for such adjustment based upon a percentage or percentages of a LIBOR rate, a prime rate, or base rate, which percentage or percentages may vary or be applied for different periods of time; or

c. Such other provision as the State Treasurer may determine to be consistent with this section and will not materially and adversely affect the financial position of the State and the marketing of bonds or notes at a reasonable interest cost to the State.

(6) Public school capital outlay project. – A project for the construction of one or more new public school buildings or the renovation of one or more existing public school buildings, for the building of technology infrastructure, for the purchase of equipment for a public school building that has never been used for public education purposes or equipment related to the improvement of an existing public school building that will be used at the building or become affixed to the building during its use for public education, for the purchase of land necessary for construction to commence within 24 months of one or more school buildings, and for other related capital outlay projects to provide facilities for individual schools that are used for instructional or related purposes. The term does not include projects for facilities for centralized administration, trailers, relocatable classrooms, or mobile classrooms.

(7) State. – The State of North Carolina.

SECTION 1.(d) Authorization of Bonds and Notes. – Subject to a favorable vote of a majority of the qualified voters of the State who vote on the question of issuing bonds for public school capital outlay projects in the election called and held as provided in this section, the State Treasurer is hereby authorized, by and with the consent of the Council of State, to issue and sell, at one time or from time to time, general obligation bonds of the State to be designated "State of North Carolina Public School Building Bonds," with any additional designations as may be determined to indicate the issuance of bonds from time to time, or notes of the State as provided in this section, in an aggregate principal amount not exceeding one billion nine hundred million dollars ($1,900,000,000) for the purpose of providing funds, with any other available funds, for the purposes authorized in this section. The principal amounts of bonds or notes issued in any 12-month period shall not exceed five hundred ninety-one million dollars ($591,000,000). In determining whether this limit has been reached, the issuance of a note or bond to pay an outstanding note is not considered an issuance.

SECTION 1.(e) Use of Public School Building Bond and Note Proceeds. –

(1) Subject to the provisions of subdivision (2) of this subsection, the proceeds of public school building bonds and notes, including premium thereon, if any, shall be used for the purpose of making grants to counties for paying the cost of public school capital outlay projects in the following general amounts set forth in this subdivision. Any additional monies that may be received by means of a grant or grants from the United States of America or any agency or department thereof or from any other source to aid in financing the cost of public school capital outlay projects authorized by this act may be placed by the State Treasurer in the Public School Building Bonds Fund or in a separate account or fund and shall be disbursed, to the extent permitted by the terms of the grant or grants, without regard to limitations imposed by this act.

LEA	ADM	Low-Wealth County	ADM Growth	Small County	Total
Alamance-Burlington Schools	$11,894,339	$10,655,658	$1,984,971	$0	$24,534,968
Alexander County Schools	$2,583,358	$5,268,881	$0	$0	$7,852,238
Alleghany County Schools	$711,838	$0	$0	$11,400,000	$12,111,838
Anson County Schools	$1,748,952	$4,758,716	$0	$0	$6,507,668
Ashe County Schools	$1,583,956	$0	$0	$11,400,000	$12,983,956
Avery County Schools	$1,065,399	$0	$0	$11,400,000	$12,465,399
Beaufort County Schools	$3,578,568	$2,208,334	$0	$0	$5,786,902
Bertie County Schools	$1,147,635	$3,062,328	$0	$11,400,000	$15,609,963
Bladen County Schools	$2,377,506	$4,926,454	$0	$0	$7,303,960
Brunswick County Schools	$6,612,390	$0	$2,291,422	$0	$8,903,812
Buncombe County Schools	$12,765,935	$0	$0	$0	$12,765,935
Asheville City					

Schools	$2,387,982	$0	$2,681,452	$0	$5,069,434
Burke County Schools	$6,412,300	$14,627,330	$0	$0	$21,039,630
Cabarrus County Schools	$17,154,290	$0	$20,239,736	$0	$37,394,026
Kannapolis City Schools	$2,779,257	$864,967	$174,120	$0	$3,818,344
Caldwell County Schools	$6,195,449	$11,838,398	$0	$0	$18,033,847
Camden County Schools	$970,592	$1,102,185	$0	$11,400,000	$13,472,778
Carteret County Public Schools	$4,359,023	$0	$0	$0	$4,359,023
Caswell County Schools	$1,390,676	$3,168,512	$0	$11,400,000	$15,959,188
Catawba County Schools	$8,579,764	$0	$0	$0	$8,579,764
Hickory City Schools	$2,221,939	$0	$0	$0	$2,221,939
Newton Conover City Schools	$1,579,766	$0	$285,557	$0	$1,865,323
Chatham County Schools	$4,602,064	$0	$4,715,176	$0	$9,317,240
Cherokee County Schools	$1,735,333	$1,545,096	$0	$0	$3,280,430
Edenton-Chowan Schools	$1,070,637	$1,033,675	$0	$11,400,000	$13,504,312
Clay County Schools	$704,504	$0	$55,718	$11,400,000	$12,160,223
Cleveland County Schools	$7,750,596	$13,226,975	$0	$0	$20,977,572
Columbus County Schools	$3,040,107	$9,559,234	$0	$0	$12,599,340
Whiteville City Schools	$1,167,539	$3,671,180	$0	$0	$4,838,720
Craven County Schools	$7,365,083	$2,972,533	$0	$0	$10,337,616
Cumberland County Schools	$26,443,796	$23,904,327	$0	$0	$50,348,124
Currituck County Schools	$2,114,037	$0	$787,023	$0	$2,901,061
Dare County Schools	$2,668,736	$0	$1,239,736	$0	$3,908,472
Davidson County Schools	$10,031,724	$10,460,171	$0	$0	$20,491,895
Lexington City Schools	$1,591,290	$1,659,253	$0	$0	$3,250,543
Thomasville City Schools	$1,219,919	$1,272,022	$0	$0	$2,491,941
Davie County Schools	$3,269,529	$233,720	$0	$0	$3,503,249

Duplin County Schools	$5,051,480	$13,913,743	$2,549,120	$0	$21,514,343
Durham Public Schools	$17,529,851	$0	$2,751,100	$0	$20,280,951
Edgecombe County Public Schools	$3,139,628	$8,695,956	$0	$0	$11,835,584
Winston-Salem/Forsyth County Schools	$28,759,495	$0	$11,958,578	$0	$40,718,072
Franklin County Schools	$4,417,164	$9,580,484	$0	$0	$13,997,648
Gaston County Schools	$16,513,689	$9,682,736	$3,774,927	$0	$29,971,351
Gates County Schools	$841,215	$2,044,497	$0	$11,400,000	$14,285,712
Graham County Schools	$626,459	$205,923	$0	$11,400,000	$12,232,382
Granville County Schools	$4,036,365	$10,379,794	$0	$0	$14,416,160
Greene County Schools	$1,636,860	$5,848,956	$0	$11,400,000	$18,885,816
Guilford County Schools	$37,701,201	$0	$0	$0	$37,701,201
Halifax County Schools	$1,358,201	$2,752,913	$0	$0	$4,111,113
Roanoke Rapids City Schools	$1,525,291	$3,091,590	$0	$0	$4,616,881
Weldon City Schools	$454,654	$921,533	$0	$0	$1,376,187
Harnett County Schools	$10,988,698	$31,708,691	$7,717,009	$0	$50,414,398
Haywood County Schools	$3,757,182	$0	$0	$0	$3,757,182
Henderson County Schools	$7,094,281	$0	$0	$0	$7,094,281
Hertford County Schools	$1,511,149	$3,743,868	$0	$11,400,000	$16,655,017
Hoke County Schools	$4,403,546	$14,037,584	$1,246,701	$0	$19,687,830
Hyde County Schools	$317,944	$0	$229,839	$11,400,000	$11,947,782
Iredell-Statesville Schools	$10,699,563	$0	$0	$0	$10,699,563
Mooresville Graded School District	$3,186,246	$0	$2,792,889	$0	$5,979,134
Jackson County Schools	$1,978,374	$0	$995,968	$0	$2,974,342
Johnston County Schools	$18,475,301	$35,189,800	$14,605,205	$0	$68,270,306
Jones County Schools	$585,079	$450,538	$0	$11,400,000	$12,435,617
Lee County					

Schools	$5,254,713	$6,713,788	$1,218,842	$0	$13,187,342
Lenoir County Public Schools	$4,582,683	$8,123,174	$0	$0	$12,705,858
Lincoln County Schools	$5,970,217	$586,814	$0	$0	$6,557,031
Macon County Schools	$2,303,651	$0	$0	$0	$2,303,651
Madison County Schools	$1,224,633	$403,668	$0	$11,400,000	$13,028,301
Martin County Schools	$1,693,953	$3,441,064	$0	$0	$5,135,017
McDowell County Schools	$3,241,768	$5,991,397	$0	$0	$9,233,165
Charlotte-Mecklenburg Schools	$78,674,026	$0	$72,872,801	$0	$151,546,827
Mitchell County Schools	$969,021	$95,246	$0	$11,400,000	$12,464,267
Montgomery County Schools	$2,056,420	$2,204,655	$0	$0	$4,261,074
Moore County Schools	$6,650,103	$0	$1,372,067	$0	$8,022,170
Nash-Rocky Mount Schools	$7,989,447	$14,371,718	$0	$0	$22,361,165
New Hanover County Schools	$13,935,569	$0	$11,011,364	$0	$24,946,933
Northampton County Schools	$933,927	$2,214,071	$0	$11,400,000	$14,547,998
Onslow County Schools	$13,901,522	$993,738	$10,161,657	$0	$25,056,918
Orange County Schools	$3,951,510	$0	$863,636	$0	$4,815,147
Chapel Hill-Carrboro City Schools	$6,410,728	$0	$766,129	$0	$7,176,857
Pamlico County Schools	$671,505	$0	$0	$11,400,000	$12,071,505
Elizabeth City-Pasquotank Public Schools	$2,992,965	$4,901,814	$0	$0	$7,894,780
Pender County Schools	$4,990,720	$7,117,093	$7,877,199	$0	$19,985,012
Perquimans County Schools	$861,643	$0	$0	$11,400,000	$12,261,643
Person County Schools	$2,392,696	$1,638,918	$0	$0	$4,031,614
Pitt County Schools	$12,347,422	$16,479,237	$0	$0	$28,826,660
Polk County Schools	$1,132,969	$0	$0	$11,400,000	$12,532,969
Randolph County Schools	$9,064,274	$17,536,732	$0	$0	$26,601,006
Asheboro City Schools	$2,436,171	$4,713,281	$0	$0	$7,149,452

Richmond County Schools	$3,841,513	$11,394,323	$0	$0	$15,235,836
Public Schools of Robeson County	$12,144,190	$48,064,710	$0	$0	$60,208,900
Rockingham County Schools	$6,529,630	$11,917,196	$0	$0	$18,446,826
Rowan-Salisbury Schools	$10,118,674	$12,983,241	$0	$0	$23,101,915
Rutherford County Schools	$4,248,502	$7,595,758	$0	$0	$11,844,260
Sampson County Schools	$4,377,880	$11,563,052	$0	$0	$15,940,932
Clinton City Schools	$1,586,052	$4,189,151	$285,557	$0	$6,060,760
Scotland County Schools	$3,075,201	$9,753,031	$0	$0	$12,828,232
Stanly County Schools	$4,433,926	$7,413,291	$0	$0	$11,847,217
Stokes County Schools	$3,173,151	$5,676,493	$0	$0	$8,849,644
Surry County Schools	$4,198,218	$6,722,208	$0	$0	$10,920,426
Elkin City Schools	$618,078	$989,669	$0	$0	$1,607,747
Mount Airy City Schools	$838,596	$1,342,763	$0	$0	$2,181,359
Swain County Schools	$1,029,257	$427,317	$0	$11,400,000	$12,856,574
Transylvania County Schools	$1,787,189	$0	$0	$0	$1,787,189
Tyrrell County Schools	$319,515	$599,330	$278,592	$11,400,000	$12,597,437
Union County Public Schools	$21,984,205	$0	$10,565,616	$0	$32,549,821
Vance County Schools	$3,180,484	$9,876,842	$0	$0	$13,057,326
Wake County Schools	$85,220,418	$0	$84,650,293	$0	$169,870,711
Warren County Schools	$1,125,112	$691,281	$0	$11,400,000	$13,216,393
Washington County Schools	$814,501	$1,524,139	$0	$11,400,000	$13,738,640
Watauga County Schools	$2,343,983	$0	$0	$0	$2,343,983
Wayne County Public Schools	$9,669,782	$13,444,191	$0	$0	$23,113,973
Wilkes County Schools	$5,007,481	$7,550,886	$0	$0	$12,558,367
Wilson County Schools	$6,314,874	$9,028,273	$0	$0	$15,343,147
Yadkin County					

Schools		$2,774,543	$5,457,894	$0	$0	$8,232,437
Yancey County Schools		$1,146,064	$0	$0	$11,400,000	$12,546,064
	Total	**$760M**	**$570M**	**$285M**	**$285M**	**$1.9B**

(2) Special allocation provisions. – In determining the use of the proceeds of public school building bonds and notes, including premium thereon, if any, set forth in subdivision (1) of this subsection, the following special allocation provisions apply:

a. In the case of a local school administrative unit located entirely in one county, the unit's total distribution amount shall be allocated to that county. In the case of a local school administrative unit located in more than one county, the unit's distribution amount shall be allocated among the counties in which the unit is located in proportion to average daily membership of the unit in each county. A unit's distribution amount allocated to a county may be used only with respect to public school facilities of that unit. If two or more local school administrative units are consolidated into one unit, the distribution amounts provided in subdivision (1) of this subsection for the units shall be considered the distribution amount for the merged unit.

b. Bond proceeds allocated in subdivision (1) of this subsection for low-wealth-county or small-county designations require no county match. A county receiving bond proceeds otherwise allocated in subdivision (1) of this subsection must match each one dollar of bond proceeds allocated with an amount equal to the product of three cents (3¢) multiplied by the county's ability to pay rank. A "county's ability to pay rank" is the rank assigned to the county by the State Board of Education for the 2016-17 fiscal year pursuant to Section 8.3 of S.L. 2015-241. The match requirement may be satisfied by non-State expenditures for public school facilities made on or after January 1, 2017. If a debt has been authorized or incurred since January 1, 2017, for the general purpose of public school facilities, then the face amount of the debt shall be considered as a non-State expenditure for public school facilities for the purpose of the match. As counties satisfy the match requirements of this subsection, they shall document the extent to which they have done so in periodic reports to the State Board of Education. These reports shall include any information and documentation required by the State Board of Education. The State Board of Education shall certify to the State Treasurer from time to time the extent to which the match requirements of this subsection have been met with respect to each county. Bond proceeds shall be distributed for expenditure only as, and to the extent, the matching requirement of this section are satisfied, as certified by the State Board of Education. The State Board of Education shall also require counties to report annually on the impact of funds provided under this act on the property tax rate for that year. These reports shall be public documents and shall be furnished to any citizen upon request.

c. Unmatched proceeds. – If the State Board of Education determines that a county has not met the matching requirement of this subsection by January 1, 2024, with respect to any bond proceeds allocated under subdivision (1) of this subsection, the State Board of Education shall certify that fact to the State Treasurer by March 1, 2024. Amounts that are allocated in the ADM Growth Allocation of bond proceeds under subdivision (1) of this subsection and that have not been certified as matched by the State Board of Education by January 1, 2024, shall be reallocated among the counties that have been certified as having met the matching requirement for that allocation. The reallocation shall be made among the eligible counties in proportion to the amount of ADM Growth Allocations for those counties under subdivision (1) of this subsection. Amounts that are allocated in the ADM Allocation of bond proceeds under subdivision (1) of this subdivision and that have not been certified as matched by the State Board of Education by January 1, 2024, shall be reallocated among the counties that have been certified as having met the matching requirement for that allocation. The reallocation shall be made on the basis of average daily membership of the local school administrative units within the remaining counties. Bond proceeds reallocated to a county because of a local school administrative unit's average daily membership within the county may be used only with respect to public school capital outlay projects of that unit. Bond proceeds reallocated to a county under this sub-subdivision must be matched at the same rate as bond proceeds allocated to the county under sub-subdivision b. of this subdivision.

SECTION 1.(f) Allocation and Tracking of Proceeds. –

(1) Public improvement bonds. – The proceeds of public school building bonds and notes, including premium thereon, if any, except the proceeds of bonds the issuance of which has been anticipated by bond anticipation notes or the proceeds of refunding bonds or notes, shall be placed by the State Treasurer in a special fund to be designated "Public School Building Bonds Fund," which may include such appropriate special accounts therein as may be determined by the State Treasurer and shall be disbursed as provided in this section. Monies in the Public School Building Bonds Fund shall be allocated and expended as provided in this section.

Any additional monies that may be received by means of a grant or grants from the United States of America or any agency or department thereof or from any other source for deposit to the Public School Building Bonds Fund may be placed in the Public School Building Bonds Fund or in a separate account or fund and shall be disbursed, to the extent permitted by the terms of the grant or grants, without regard to any limitations imposed by this section.

Monies in the Public School Building Bonds Fund or any separate account established under this section may be invested from time to time by the State Treasurer in the same manner permitted for investment of monies belonging to the State or held in the State treasury, except with respect to grant money to the extent otherwise directed by the terms of the grant. Investment earnings, except investment earnings with respect to grant monies to the extent otherwise directed or restricted by the terms of the grant, may be (i) credited to the Public School Building Bonds Fund or (ii)

used to satisfy compliance with applicable requirements of the federal tax law.

The proceeds of public improvement bonds and notes, including premium thereon, if any, may be used with any other monies made available by the General Assembly for funding the projects authorized by this section, including the proceeds of any other State bond issues, whether heretofore made available or that may be made available at the session of the General Assembly at which this section is ratified or any subsequent sessions. The proceeds of public school building bonds and notes, including premium thereon, if any, shall be expended and disbursed under the direction and supervision of the Director of the Budget. The funds provided by this section shall be disbursed for the purposes provided in this section upon warrants drawn on the State Treasurer by the State Controller, which warrants shall not be drawn until requisition has been approved by the Director of the Budget and which requisition shall be approved only after full compliance with the State Budget Act, Chapter 143C of the General Statutes.

(2) Tracking of bond proceeds. – The State Treasurer or the State Treasurer's designee is hereby authorized and directed to set up a comprehensive system of tracking the proceeds of the public improvement bonds and notes, including premium thereon, if any, to the extent necessary to enable the State Treasurer or the State Treasurer's designee to properly account for the use of such proceeds for compliance with applicable requirements of the federal tax law or otherwise. All recipients of such proceeds shall comply with any tracking system implemented by the State Treasurer or the State Treasurer's designee for this purpose. The State Treasurer may withhold proceeds if the recipient fails to comply with this subdivision.

(3) Costs. – Allocations to the costs of a capital improvement or undertaking in each case may include allocations to pay the costs set forth in sub-subdivisions c. through g. of subdivision (2) of subsection (c) of this section in connection with the issuance of bonds for that capital improvement or undertaking.

SECTION 1.(g) Election. – The question of the issuance of the bonds authorized by this section shall be submitted to the qualified voters of the State at an election to be held in November of 2018. Any other primary, election, or referendum validly called or scheduled by law at the time the election on the bond question provided for in this subsection is held may be held as called or scheduled. Notice of the election shall be given in the manner and at the times required by G.S. 163-33(8). The election and the registration of voters therefor shall be held under and in accordance with the general laws of the State. Absentee ballots shall be authorized in the election.

The State Board of Elections shall reimburse the counties of the State for all necessary expenses incurred in holding the election that are in addition to those that would have otherwise been incurred, the same to be paid out of the Contingency and Emergency Fund or other funds available to the State Board of Elections.

Ballots, voting systems authorized by Article 14A of Chapter 163 of the General Statutes, or both may be used in accordance with rules prescribed by the State Board of Elections. The bond question to be used in the ballots or voting systems shall be in substantially the following form:

"[ ] FOR [ ] AGAINST

The issuance of one billion nine hundred million dollars ($1,900,000,000) State of North Carolina Public School Building Bonds constituting general obligation bonds of the State secured by a pledge of the faith and credit and taxing power of the State for the purpose of

providing funds, with any other available funds, for grants to counties for costs of public school building capital improvements."

If a majority of those voting on a bond question in the election vote in favor of the issuance of the bonds described in the question, those bonds may be issued as provided in this section. If a majority of those voting on a bond question in the election do not vote in favor of the issuance of the bonds described in the question, those bonds shall not be issued.

The results of the election shall be canvassed and declared as provided by law for elections for State officers; the results of the election shall be certified by the State Board of Elections to the Secretary of State in the manner and at the time provided by the general election laws of the State.

SECTION 1.(h) Issuance of Bonds and Notes. –

(1) Terms and conditions. – Bonds or notes may bear such date or dates, may be serial or term bonds or notes, or any combination thereof, may mature in such amounts and at such time or times, not exceeding 40 years from their date or dates, may be payable at such place or places, either within or without the United States of America, in such coin or currency of the United States of America as at the time of payment is legal tender for payment of public and private debts, may bear interest at such rate or rates, which may vary from time to time, and may be made redeemable before maturity, at the option of the State or otherwise as may be provided by the State, at such price or prices, including a price less than the face amount of the bonds or notes, and under such terms and conditions, all as may be determined by the State Treasurer by and with the consent of the Council of State.

(2) Signatures; form and denomination; registration. – Bonds or notes may be issued as certificated or uncertificated obligations. If issued as certificated obligations, bonds or notes shall be signed on behalf of the State by the Governor or shall bear the Governor's facsimile signature, shall be signed by the State Treasurer or shall bear the State Treasurer's facsimile signature, and shall bear the Great Seal of the State of North Carolina or a facsimile thereof shall be impressed or imprinted thereon. If bonds or notes bear the facsimile signatures of the Governor and the State Treasurer, the bonds or notes shall also bear a manual signature, which may be that of a bond registrar, trustee, paying agent, or designated assistant of the State Treasurer. Should any officer whose signature or facsimile signature appears on bonds or notes cease to be such officer before the delivery of the bonds or notes, the signature or facsimile signature shall nevertheless have the same validity for all purposes as if the officer had remained in office until delivery, and bonds or notes may bear the facsimile signatures of persons who at the actual time of the execution of the bonds or notes shall be the proper officers to sign any bond or note, although at the date of the bond or note such persons may not have been such officers. The form and denomination of bonds or notes, including the provisions with respect to registration of the bonds or notes and any system for their registration, shall be as the State Treasurer may determine in conformity with this section; provided, however, that nothing in this section shall prohibit the State Treasurer from proceeding, with respect to the issuance and form of the bonds or notes, under the provisions of Chapter 159E of the General Statutes, the Registered Public Obligations Act, as well as under this section.

(3) Manner of sale; expenses. – Subject to the consent of the Council of State, the State Treasurer shall determine the manner in which bonds or notes shall be offered for sale, whether at public or private sale, whether within or

without the United States of America, and whether by publishing notices in certain newspapers and financial journals, mailing notices, inviting bids by correspondence, negotiating contracts of purchase, or otherwise, and the State Treasurer is authorized to sell bonds or notes at one time or from time to time at such rate or rates of interest, which may vary from time to time, and at such price or prices, including a price less than the face amount of the bonds or the notes, as the State Treasurer may determine. All expenses incurred in preparation, sale, and issuance of bonds or notes shall be paid by the State Treasurer from the proceeds of bonds or notes or other available monies.

(4) Notes; repayment. –

a. Subject to the consent of the Council of State, the State Treasurer is hereby authorized to borrow money and to execute and issue notes of the State for the same, but only in the following circumstances and under the following conditions:

1. For anticipating the sale of bonds to the issuance of which the Council of State shall have given consent, if the State Treasurer shall deem it advisable to postpone the issuance of the bonds.
2. For the payment of interest on or any installment of principal of any bonds then outstanding, if there shall not be sufficient funds in the State treasury with which to pay the interest or installment of principal as they respectively become due.
3. For the renewal of any loan evidenced by notes herein authorized.
4. For the purposes authorized in this section.
5. For refunding bonds or notes as herein authorized.

b. Funds derived from the sale of bonds or notes may be used in the payment of any bond anticipation notes issued under this section. Funds provided by the General Assembly for the payment of interest on or principal of bonds shall be used in paying the interest on or principal of any notes and any renewals thereof, the proceeds of which shall have been used in paying interest on or principal of the bonds.

(5) Refunding bonds and notes. – By and with the consent of the Council of State, the State Treasurer is authorized to issue and sell refunding bonds and notes pursuant to the provisions of the State Refunding Bond Act for the purpose of refunding bonds or notes issued pursuant to this section. The refunding bonds and notes may be combined with any other issues of State bonds and notes similarly secured.

(6) Tax exemption. – Bonds and notes shall be exempt from all State, county, and municipal taxation or assessment, direct or indirect, general or special, whether imposed for the purpose of general revenue or otherwise, excluding inheritance and gift taxes, income taxes on the gain from the transfer of bonds and notes, and franchise taxes. The interest on bonds and notes shall not be subject to taxation as to income.

(7) Investment eligibility. – Bonds and notes are hereby made securities in which all public officers, agencies, and public bodies of the State and its political subdivisions; all insurance companies, trust companies, investment companies, banks, savings banks, savings and loan associations, credit unions, pension or retirement funds, other financial institutions engaged in

business in the State; executors, administrators, trustees, and other fiduciaries may properly and legally invest funds, including capital in their control or belonging to them. Bonds and notes are hereby made securities that may properly and legally be deposited with and received by any officer or agency of the State or political subdivision of the State for any purpose for which the deposit of bonds, notes, or obligations of the State or any political subdivision of the State is now or may hereafter be authorized by law.

(8) Faith and credit. – The faith and credit and taxing power of the State are hereby pledged for the payment of the principal of and the interest on bonds and notes. In addition to the State's right to amend any provision of this section to the extent it does not impair any contractual right of a bond owner, the State expressly reserves the right to amend any provision of this section with respect to the making and repayment of loans, the disposition of any repayments of loans, and any intercept provisions relating to the failure of a local government unit to repay a loan, the bonds not being secured in any respect by loans, any repayments thereof, or any intercept provisions with respect thereto.

SECTION 1.(i) Variable Interest Rates. – In fixing the details of bonds and notes, the State Treasurer may provide that any of the bonds or notes may:

(1) Be made payable from time to time on demand or tender for purchase by the owner thereof, provided a credit facility agreement supports the bonds or notes, unless the State Treasurer specifically determines that a credit facility agreement is not required, upon a finding and determination by the State Treasurer that the absence of a credit facility agreement will not materially or adversely affect the financial position of the State and the marketing of the bonds or notes at a reasonable interest cost to the State;

(2) Be additionally supported by a credit facility agreement;

(3) Be made subject to redemption or a mandatory tender for purchase prior to maturity;

(4) Bear interest at a rate or rates that may vary for such period or periods of time, all as may be provided in the proceedings providing for the issuance of the bonds or notes, including, without limitation, such variations as may be permitted pursuant to a par formula; and

(5) Be made the subject of a remarketing agreement whereby an attempt is made to remarket bonds or notes to new purchasers prior to their presentment for payment to the provider of the credit facility agreement or to the State.

If the aggregate principal amount repayable by the State under a credit facility agreement is in excess of the aggregate principal amount of bonds or notes secured by the credit facility agreement, whether as a result of the inclusion in the credit facility agreement of a provision for the payment of interest for a limited period of time or the payment of a redemption premium or for any other reason, then the amount of authorized but unissued bonds or notes during the term of such credit facility agreement shall not be less than the amount of such excess, unless the payment of such excess is otherwise provided for by agreement of the State executed by the State Treasurer.

SECTION 1.(j) Interpretation of Section. –

(1) Additional method. – The foregoing subsections of this section shall be deemed to provide an additional and alternative method for the doing of the things authorized thereby and shall be regarded as supplemental and additional to powers conferred by other laws and shall not be regarded as in derogation of any powers now existing.

(2) Statutory references. – References in this section to specific sections or Chapters of the General Statutes or to specific acts are intended to be references to these sections, Chapters, or acts as they may be amended from time to time by the General Assembly.

(3) Broad construction. – The General Assembly specifically has chosen to combine what otherwise might be considered differing projects to be financed into one bond bill and bond question because the General Assembly finds that such differing projects, when taken together, constitute an interrelated, united, and single plan for the State's infrastructure as stated aforesaid. Accordingly, this section, being necessary for the health, welfare, and advancement of the people of the State, shall be broadly construed to affect the purposes thereof.

(4) Inconsistent provisions. – Insofar as the provisions of this section are inconsistent with the provisions of any general laws, or parts thereof, the provisions of this section shall be controlling.

(5) Severability. – If any provision of this section or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the section that can be given effect without the invalid provision or application, and to this end, the provisions of this section are declared to be severable.

SECTION 1.(k) Other Agreements. – The State Treasurer may authorize, execute, obtain, or otherwise provide for bond issuance, investment contracts, credit and liquidity facilities, interest-rate swap agreements and other derivative products, and any other related instruments and matters the State Treasurer determines to be desirable in connection with the issuance of bonds and notes.

SECTION 2. The State Board of Education, upon receiving the proceeds of public improvement bonds and notes, including premium thereon, if any, issued pursuant to and for projects listed in Section 1 of this act, shall administer, supervise, and ensure that use of the proceeds comport with the purposes provided in this act. Each school administrative unit shall submit to the State Board of Education its plans for the expenditure of proceeds allocated under this act. After the State Board of Education determines that a school administrative unit's planned expenditure of part or all of the proceeds allocated to it is within the purposes provided in this act, the State Board of Education shall make the proceeds to which the plans apply available to the school administrative unit. Each local school administrative unit receiving the proceeds of public improvement bonds and notes, including premium thereon, if any, issued pursuant to and for projects listed in Section 1 of this act shall report by January 1, 2019, and quarterly thereafter, to the Department of Public Instruction on the projects funded from public improvement general obligation bonds authorized by Section 1 of this act, and the Department of Public Instruction shall combine the reports and submit them to the Joint Legislative Capital Oversight Committee, the House of Representatives Appropriations Committee, and the Senate Committee on Appropriations/Base Budget. Each report shall include the total project costs, the amount to be funded from the bonds, the expenditures to date from the bonds and other sources, and the percentage of each project completed.

SECTION 3.(a) Projects funded in whole or in part with the proceeds of public improvement bonds and notes, including premium thereon, if any, issued pursuant to Section 1 of this act, and that portion of funds estimated to be needed for escalation of costs shall remain with the Office of State Budget and Management and shall be disbursed only for the following purposes:

(1) To address unforeseen contingencies related to the specific project for which the funds were made available.

(2) To address inflation costs related to that specific project.

SECTION 3.(b) Any funds retained by the Office of State Budget and Management pursuant to subsection (a) of this section at the time a project is completed shall be retained by the Office of State Budget and Management. The Office of State Budget and Management shall report on any funds retained pursuant to this subsection within 90 days of a project's completion.

SECTION 4. Notwithstanding the period of time provided in G.S. 163-128(a) for which transfers are effective, transfers of voters from a given precinct, for the purpose of voting, to an adjacent precinct for the election held in November of 2018 shall be for that election only and shall not apply to any subsequent election.

SECTION 5. Any funds from the Public School Building Bond expended for school technology shall be reported to the Department of Public Instruction and shall be credited against the judgment in *N.C. Sch. Bds. Ass'n. v. Moore,* No. 98-CVS-14159 (N.C. Super. Ct.).

SECTION 6. This act is effective when it becomes law.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 866

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

H866-ATC-66 [v.1]

Amends Title [NO]
First Edition

Date _____,2017

Representative Conrad

moves to amend the bill on page 8, line 33, by deleting the phrase "authorized or" that appears on that line.

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

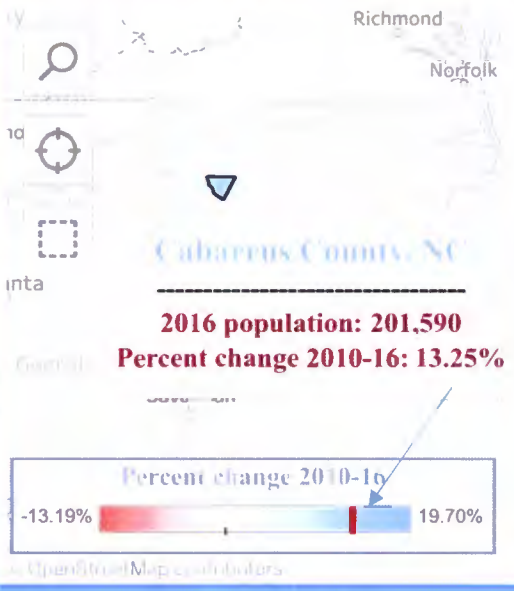
Cabarrus County Schools

Engaging minds. Shaping futures.

41 Schools K-12
9th largest District in NC
Current Enrollment 31,964
Projected Enrollment 2017-18 32,965

HB 866 will provide $37,394,026 for Cabarrus County Schools' Capital Needs

See what counties added, lost residents



…fastest growing and shrinking counties in North Carolina Charlotte Observer 3/23/2017

HIGH GROWTH

Growing 1,000 students per year for next 5 years

Program Capacity Summary

	2017/18	2019/20
Elementary Program Capacity 90-99%	30%	25%
Elementary Program **Capacity >100%**	35%	**60%**
Secondary Program Capacity 90-99%	60%	20%
Secondary Program **Capacity >100%**	20%	**67%**

By 2019/20 (2) Secondary Schools will surpass 150% capacity

Current Needs-

- 2 Elementary School Replacements ***$50 million***
- High School Replacement- ***$70 million***
- New High School for Growth- ***$70 million funded***
- New Middle School for Growth- ***$45 million***
- New Elementary School for Growth-***$26 million***
- New PLC (displaced for growth) ***$4 million funded***
- Capital Projects- ***$13 million***

Total Current Needs- $278 million
Funded- $74 million

What we have accomplished

2016-17	New Elementary School- Growth New Early College High School
2017-18	New Elementary School Replacement New Middle School Replacement
Starting soon	New High School- Growth New Elementary School- Growth New PLC- Growth

OTHER ISSUES:
HB 13: Class Size Reduction Impact
25 mobiles $3 million
21 classroom additions $ 5.67 million
Aging schools
6 Schools-50-70+ Years old
Deferred Maintenance Capital Needs
$226 million

Capital Needs-6-10 Years

High School Replacement- $74 million
High School- Growth- $70 million
Middle School Growth-$45 million
2 Elementary Schools- Growth $52 million
Renovating/repurposing schools- $20 million
Convert high school to middle school- $30 million

Total 6-10 Year Capital Needs- $291 million

Rapid growth, aging facilities and deferred maintenance needs are expanding faster than our resources…

Linda Stevenson (Rep. Jeffrey Elmore)

From:	Linda Stevenson (Rep. Jeffrey Elmore)
Sent:	Tuesday, June 20, 2017 7:09 PM
To:	Sen. Harry Brown; Sen. Don Davis; Sen. Phil Berger; Sen. Kathy Harrington; Sen. Trudy Wade; Sen. Chad Barefoot; Sen. Joyce Krawiec; Sen. Paul Newton
Cc:	Kristi Huff (Sen. Harry Brown); Sally-Ann Gupta (Sen. Harry Brown); Lorie Byrd (Sen. Harry Brown); Blinda Edwards (Sen. Don Davis); Mary Marchman (Sen. Kathy Harrington); Matthew Curran (Sen. Kathy Harrington); Kathy Hartsell (Sen. Trudy Wade); Robert Mays (Sen. Trudy Wade); Eric Naisbitt (Sen. Chad Barefoot); Brian Mooney (Sen. Joyce Krawiec); Carlyle Weaver (Sen. Paul Newton)
Subject:	<NCGA> House Education - K-12 Committee Meeting Notice for Wednesday, June 21, 2017 at 10:00 AM - CORRECTED #2
Attachments:	Add Meeting to Calendar_LINC_.ics

Corrected #2: Change Room and Time

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Wednesday, June 21, 2017
TIME: **10:00 AM**
LOCATION: **1228/1327 LB**
COMMENTS: **Representative Elmore will be presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
SB 125	Children of Wartime Veterans Modifications.	Senator D. Davis Senator Brown
SB 169	Teaching Excellence Bonus Expansion.	Senator Berger Senator Harrington Senator Wade
SB 448	Professors in the Classroom.	Senator Barefoot Senator Newton Senator Krawiec
[redacted] 599	Excellent Educators for Every Classroom.	Senator Barefoot

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 7:08 PM on Tuesday, June 20, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

House Committee on Education - K-12
Wednesday, June 21, 2017, 10:00 AM
Rm 1228 Legislative Building

AGENDA

Welcome and Opening Remarks

Representative Jeffrey Elmore, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.		SHORT TITLE	SPONSOR
SB 125	**PCS**	Children of Wartime Veterans Modification	Senator D. Davis Senator Brown
SB 169	~~PCS~~	Teaching Excellence Bonus Expansion	Senator Berger Senator Harrington Senator Wade
SB 448		Professors in the Classroom	Senator Barefoot Senator Newton Senator Krawiec
SB 599	**PCS**	Excellent Educators for Every Classroom	Senator Barefoot

Presentations

Other Business

Adjournment

Linda Stevenson (Rep. Jeffrey Elmore)

From:	Linda Stevenson (Rep. Jeffrey Elmore)
Sent:	Tuesday, June 20, 2017 4:57 PM
To:	Sen. Harry Brown; Sen. Don Davis; Sen. Phil Berger; Sen. Kathy Harrington; Sen. Trudy Wade; Sen. Chad Barefoot; Sen. Joyce Krawiec; Sen. Paul Newton
Cc:	Kristi Huff (Sen. Harry Brown); Sally-Ann Gupta (Sen. Harry Brown); Lorie Byrd (Sen. Harry Brown); Blinda Edwards (Sen. Don Davis); Mary Marchman (Sen. Kathy Harrington); Matthew Curran (Sen. Kathy Harrington); Kathy Hartsell (Sen. Trudy Wade); Robert Mays (Sen. Trudy Wade); Eric Naisbitt (Sen. Chad Barefoot); Brian Mooney (Sen. Joyce Krawiec); Carlyle Weaver (Sen. Paul Newton)
Subject:	<NCGA> House Education - K-12 Committee Meeting Notice for Wednesday, June 21, 2017 at 15 Minutes After Session - CORRECTED #1
Attachments:	Add Meeting to Calendar_LINC_.ics

Corrected #1: Add Bills, SB 125, SB 169, SB 448 & SB 599

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Wednesday, June 21, 2017
TIME: **15 Minutes After Session**
LOCATION: **544 LOB**
COMMENTS: **Representative Elmore will be presiding**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
SB 125	Children of Wartime Veterans Modifications.	Senator D. Davis Senator Brown
SB 169	Teaching Excellence Bonus Expansion.	Senator Berger Senator Harrington Senator Wade
SB 448	Professors in the Classroom.	Senator Barefoot Senator Newton Senator Krawiec
SB 599	Excellent Educators for Every Classroom.	Senator Barefoot

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 4:47 PM on Tuesday, June 20, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Wednesday, June 21, 2017
TIME: **15 Minutes After Session**
LOCATION: **544 LOB**
COMMENTS: **Representative Elmore will be presiding**
Bills to be added

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 2:42 PM on Tuesday, June 20, 2017.

___ Principal Clerk
___ Reading Clerk – House Chamber

Linda Stevenson (Committee Assistant)

House Committee on Education - K-12
Wednesday, June 21, 2017, 10:00 AM
Rm 1228 Legislative Building

AGENDA

Welcome and Opening Remarks

Representative Jeffrey Elmore, Co-Chairman
Education – K-12 Committee

Introduction of Pages

Bills

BILL NO.		SHORT TITLE	SPONSOR
SB 125	**PCS**	Children of Wartime Veterans Modification	Senator D. Davis Senator Brown
SB 169	~~PCS~~	Teaching Excellence Bonus Expansion	Senator Berger Senator Harrington Senator Wade
SB 448		Professors in the Classroom	Senator Barefoot Senator Newton Senator Krawiec
SB 599	**PCS**	Excellent Educators for Every Classroom	Senator Barefoot

Presentations

Other Business

Adjournment

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE

SB **169** Teaching Excellence Bonus Expansion.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Johnson

SB **448** Professors in the Classroom.

Draft Number:	None
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Elmore

TOTAL REPORTED: 2



NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE HOUSE COM SUB, UNFAVORABLE SENATE COM SUB AND RE-REFERRED

SB **125** **(CS#1)** Children of Wartime Veterans Modifications.

Draft Number:	S125-PCS45459-TC-46
Serial Referral:	**RULES, CALENDAR, AND OPERATIONS OF THE HOUSE**
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	R. Moore

TOTAL REPORTED: 1

CMR565-V-1

House Committee on Education - K-12
Wednesday, June 21, 2017 at 10:00 AM
Room 1228/1327 of the Legislative Building

MINUTES

The House Committee on Education - K-12 met at 10:00 AM on June 21, 2017 in Room 1228/1327 of the Legislative Building. Representatives Conrad, Elmore, Horn and Johnson, Co-Chairs; Rep. Brockman and Richardson, Vice-Chairs; Rep. Blackwell, Corbin, Dixon, Gill, Grange, D. Hall, K. Hall, Hardister, Henson, Hurley, Iler, Lambeth, Meyer, Moore, Quick, Shepard, and Stone **(Attachment 1)**

Representative Jeffrey Elmore, Co-Chair, called the meeting to order at 10:03 and introduced the Pages and the Sergeant at Arms, who would be assisting with the committee. Copies of the attendance and visitor registration are attached to these minutes, **(Attachment 2-4).**

The following bills were considered:

SB 169, Teaching Excellence Bonus Expansion (Primary Sponsors, Senators Berger, Harrington, Wade) **(Attachment 5)**

Rep. Elmore recognized Senator Wade to explain the bill. She explained the bill is a technical change. Those teachers that should have gotten the bonus, but due to changes in grade levels in the same school, the teacher was not able to receive the bonus the way the statue was written. Rep. Elmore asked if there were any questions or concerns. Rep. Blackwell commented on the bonus qualifications, Rep. Hurley asked if this bill will help the teachers in Rep. Wade's district, and Rep. Gill had concerns on fairness of the bonus, does not take into considerations all the other teachers that help the students pass. Rep. Wade stated the bill was a technical change only. Rep. Elmore asked for questions, seeing none, Rep. Elmore recognized Rep. Shepard for a motion. Rep. Shepard motioned for a favorable report for SB 169. Rep Elmore called for a vote and the motion carried.

SB 125, Children of Wartime Veterans Modifications (Primary Sponsors, Senators D. Davis, Brown) **(Attachment 6)**

Rep. Elmore stated that **PCS S125 CSTC-46 [v.4]** for SB 125, Children of Wartime Veterans Modification **(Attachment 7)** was before the committee for discussion and without objection Senator Davis was recognized to explain the bill. Senator Davis stated there were two parts to the bill. Part I of the bill encourages local Boards of Education to adopt student attendance recognition programs that would include students serving as Legislative or Governor Pages to be

eligible to participate in the recognition programs. Part II would expand the definition of "child" for Class II and III of the Military and Veterans Scholarships. The current state definition does not match the federal definition of "child". Rep. Elmore asked if there were any questions, or concerns. Rep. Hurley asked how students can find out about these scholarships. Sen Davis explained it can be found on-line. Rep. Elmore recognized Rep. Moore for a motion for a favorable report to the PCS and unfavorable report to the original bill with a referral to Rules, Calendar and Operations. Rep. Elmore called for a vote and the motioned carried.

SB 448, Professors in the Classroom (Primary Sponsors, Senators Barefoot, Newton, Krawiec) **(Attachment 8)**

Rep. Elmore recognized Senator Barefoot to explain the bill. Senator Barefoot explained the bill would authorize the school board to contract with higher education faculty members without having to obtain a teaching license, to help fill vacant teaching positions in classes K-12 for academic subjects as Math and Science. The bill would allow faculty members to be "adjuncts." Rep. Elmore asked if there were any questions or concerns, seeing none, Rep. Gill was recognized for a motion for a favorable report. Rep. Elmore called for a vote and the motion was carried.

SB 599, Excellent Educators for Every Classroom (Primary Sponsor, Senator Barefoot) **(Attachment 9)**

Rep. Elmore stated **PCS S599-CSBEf-25 [v.14] (Attachment 9)** was before the committee for discussion. Rep. Elmore stated there was an amendment from Rep. Blackwell, **S599-ATC-97 [v.1] (Attachment 10)** that was a technical change. The change in Section 6(j) and (k) changes "teacher" to "career employee". Rep. Elmore asked if there were any questions, seeing none, Rep. Elmore asked for a vote, the amendment passed. Rep. Elmore recognized Rep. Barefoot to explain the PCS for SB 599. Rep. Barefoot explained the bill establishes the Professional Educator Preparation and Standards (PEPS) Commission. It also establishes a residency model to replace lateral entry, providing additional support for those teaching as their second career. Rep. Elmore asked research staff Brian Gwyn to explain the House changes to the bill. Brian explained the changes. Elmore asked if there were any other questions or concerns. Rep. Quick, Meyer, Blackwell, Lambeth, Richardson had comments and concerns. Their questions were answered by either, Senator Barefoot, Elmore and Johnson or by research staff, Brian Gwyn. Rep. Kyle Hall was recognized for a motion for a favorable report to the proposed committee substitute as amended, rolled into a new proposed committee substitute with a favorable report to the new committee substitute and an unfavorable report to the original bill. Rep. Elmore called for a vote and the motion was carried.

House Committee on Education - K-12
Wednesday, June 21, 2017 at 10:00 AM
Room 1228/1327 of the Legislative Building

MINUTES

There being no further business before the Committee, Representative Elmore adjourned the meeting at 10:51 AM.

Respectfully submitted:

Representative Jeffrey Elmore, Co-Chair

Linda M. Stevenson, Committee Clerk

Attachments:

1. Agenda
2. Attendance
3. Committee Sergeant at Arms and Pages
4. Visitor Registration
5. SB 169 and Summary
6. SB 125 and Summary
7. PCS S125 CSTC-46 [v.4] for SB 125
8. SB 448 and Summary
9. SB 599 ~~and~~ Summary, PCS S599-CSBEf-25 [v.14] for SB 599
10. Amendment S599-ATC-97 [v.1]
11. ~~PCS S599-CSBEf-25 [v.14] for SB 599~~

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE HOUSE COM SUB, UNFAVORABLE SENATE COM SUB

SB **599** **(CS#1)** Excellent Educators for Every Classroom.

Draft Number:	S599-PCS15227-BEf-25
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	No
Floor Manager:	Elmore

TOTAL REPORTED: 1



House Education - K-12
Notes for Agenda Items
June 21, 2017, 10:00 A.M.
Rep. Elmore, Chair

SB 125 Children of Wartime Veterans Modications.
Senator D.Davis, Brown

- Kara is handling this bill.
- There is a PCS.

If there are no amendments to the PCS,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AS AMENDED, ROLLED INTO A NEW PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE NEW COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

SB 169 Teaching Excellence Bonus Expansion.
Senator Berger, Harrington, Wade

- Brian is handling this bill.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

(over)

SB 448 Professors in the Classroom.
Senators Barefoot, Newton, Krawiec

- Drupti is handling this bill.

If there are no amendments to the Bill,
THE MOTION SHOULD BE: THE REPRESENTATIVE MOVES FOR A FAVORABLE REPORT.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE BILL AS AMENDED, ROLLED INTO A PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

SB 599 Excellent Educators for Every Classroom.
Senator Barefoot

- Brian is handling this bill.
- There is a PCS.

If there are no amendments to the PCS,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

If there are amendments that pass,
THE MOTION (IF FAVORABLE) SHOULD BE: FAVORABLE TO THE PROPOSED COMMITTEE SUBSTITUTE AS AMENDED, ROLLED INTO A NEW PROPOSED COMMITTEE SUBSTITUTE, WITH A FAVORABLE REPORT TO THE NEW COMMITTEE SUBSTITUTE AND AN UNFAVORABLE REPORT TO THE ORIGINAL BILL.

ATTACHMENT # 1

ATTENDANCE

House Education-K-12 Committee

2017 Long Session

DATES	6/21/17														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	–														
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	–														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	–														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	–														
Rep. Rosa Gill	✓														
Rep. Charles Graham	–														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	–														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones	–														
Rep. Donny Lambeth	✓														

DATES	10/21/17														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	–														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	–														
Rep. David Rogers	–														
Rep. Jason Saine	–														
Rep. Phil Shepard	✓														
Rep. Scott Stone	✓														
Rep. Rena Turner	–														
Rep. Donna McDowell White	–														

ATTACHMENT # 2

VISITOR REGISTRATION SHEET

House Comm Edu K-12 — June 21 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Drew Moretz	UNC GA
Catherine Truitt	UNC GA
Jonathan Kappler	UNC GA
Tibert Mitchell	McNaspay Consulting
Richard Bostic	NCSBA
Ken Melton	K.M.A.
Zane Stilwell	TSG
Lee Teague	TAGT
Chirag Patel	Brody School of Medicine
Jubayer Ahmed	Brody school of Medicine
Margie Brennan	NCHE

VISITOR REGISTRATION SHEET

House Comm Edu K-12 — June 21 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Alex Granades	EdNC
Lindsay Wagner	Fletcher Foundation
Bruce Mildwurf	NCSBA
Adam Pridemore	NCASA
Misti Holloway	CTHS Programs
Phoebe Yandon	MWC
Rhaegan Jackson	Focus Carolina
Rachel Bell	PBB Law
DAVID COOPER	BEST-NC
Robert Sparks	Daily Bulletin
Leanne Dennis	NCSBA

VISITOR REGISTRATION SHEET

House Comm Edu K-12 — June 21 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[signature]	NCEI
JOEL MANNARD	EFM ~~ASSOC~~
Meera Patel	ECU Brody School of Medicine, Greenville
T Dew	ECU
Amber Gautam	ECU SOM
Allison Williams	Brody SOM
Samantha Forlenza	Brody SOM
Jonathan LeCrone	Brody SOM
Nagpur Doshi	Brody SOM
Ben Mack	Brody SOM
Caroline Teano	Governor's Office

VISITOR REGISTRATION SHEET

House Comm Edu K-12 — June 21 2017

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Geoff Coltrane	Governor's Office
Robb Jansen	SBE/DPI
S. Sf	NCSU
Joe Friedman	Graig Meyer
Nan Friedman	Graig Meyer
Joel Friedman	Graig Meyer
Daphne Quinn	Rep Graig Meyer / LA
Justin Moore	
Chantel Mazey	Brody School of Medicine

ATTACHMENT # 3

Committee Sergeants at Arms

NAME OF COMMITTEE H C on Education-K-12

DATE: 6/21/2017 Room: 1228/1327

House Sgt-At Arms:

1. Name: David Leighton
2. Name: Joe Crook
3. Name: Russell Salisbury
4. Name: Joe Austin
5. Name: _____

Senate Sgt-At Arms:

1. Name: _____
2. Name: _____
3. Name: _____
4. Name: _____
5. Name: _____

ATTACHMENT # 4

House Pages
Assignments
Wednesday, June 21, 2017
Session: 12:00 PM

Committee	Room	Time	Staff	Comments	Member
Finance, Subcommittee on Annexation and Deannexation	544	8:30 AM	Noah Berg		Rep. Speaker Tim Moore
			Ian Dollar		Rep. Nelson Dollar
			Alexander Lycan		Rep. Linda Hunt-Williams
			Kai Marshall		Rep. Jon Hardister
			Emily Pate		Rep. John Bell
Finance	544	9:00 AM	Kari Davis		Rep. Nelson Dollar
			John Hinkle		Rep. Larry Potts
			Audrey Meigs		Rep. John Ager
			Evan Morris		Rep. Verla Insko
Elections and Ethics	643	9:30 AM	Margaret Deng		Rep. Joe John
			Ross Doyle		Rep. Donna White
			Jack Jackson		Rep. David Lewis
			Courtney Lysiak		Rep. John Faircloth
Education - K-12	1228/1327	10:00 AM	Reed Dixon		Rep. John Bradford
			Allison Gallagher		Rep. Greg Murphy, MD
			Sarah Wallace		Rep. Cynthia Ball
Judiciary I	415	10:00 AM	Reid Barber		Rep. Speaker Tim Moore
			Lexy DeVaney		Rep. Jon Hardister
			James Hodges		Rep. Graig Meyer

House Pages
Assignments
Wednesday, June 21, 2017

Committee	Room	Time	Staff	Comments	Member
State and Local Government II	544	10:00 AM	Vince Graham		Rep. Charles Graham
			Fischer Pearson		Rep. John Sauls
State and Local Government	423	10:00 AM	Isaac Brooks		Rep. Mike Clampitt
			Carter Brown		Rep. John Torbett
			Logan Martin		Rep. Verla Insko
Health	643	11:00 AM	Kari Davis		Rep. Nelson Dollar
			Evan Morris		Rep. Verla Insko
Wildlife Resources	1228/1327	11:00 AM	Alexis Oliver		Rep. Rosa Gill
			Rollie Tillman, IV		Rep. Kelly Alexander

ATTACHMENT # 5

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

S 1

SENATE BILL 169

Short Title:	Teaching Excellence Bonus Expansion.	(Public)
Sponsors:	Senators Berger, Harrington, Wade (Primary Sponsors); Barefoot, Lee, and McInnis.	
Referred to:	Rules and Operations of the Senate	

March 2, 2017

A BILL TO BE ENTITLED

AN ACT TO EXPAND TEACHING EXCELLENCE BONUSES FOR CERTAIN TEACHERS WHO WOULD HAVE RECEIVED A BONUS.

The General Assembly of North Carolina enacts:

SECTION 1. It is the intent of the General Assembly to give a bonus substitute to certain teachers who remain teaching at the same school and would have received a bonus pursuant to one or more subdivisions of Section 9.7(a) of S.L. 2016-94 or pursuant to Section 8.8 of S.L. 2016-94 but for the restriction in subdivision (3) of either section ("the restriction").

SECTION 2.(a) If the teacher remains teaching at the same school and would have received a bonus under subdivision (1) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the teacher shall receive a State bonus substitute equal to three thousand five hundred dollars ($3,500), unless the teacher refused to continue teaching third grade in the year the bonus was paid.

SECTION 2.(b) If the teacher remains teaching at the same school and would have received a bonus under subdivision (2) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the teacher shall receive a local bonus substitute equal to three thousand five hundred dollars ($3,500), unless the teacher refused to continue teaching third grade in the year the bonus was paid.

SECTION 2.(c) If the teacher remains teaching at the same school and would have received a bonus under subsection (a) of Section 8.8 of S.L. 2016-94 but for the restriction, the teacher shall receive a bonus substitute equal to the amount the teacher would have received under subdivisions (1) and (2) of that subsection notwithstanding the restriction, unless the teacher refused to continue teaching the advanced course in the year the bonus was paid.

SECTION 3.(a) If a local school administrative unit paid a teacher an amount in lieu of a bonus the teacher would have received under subdivision (1) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the Department of Public Instruction shall reimburse the local school administrative unit the amount paid up to three thousand five hundred dollars ($3,500).

SECTION 3.(b) If a local school administrative unit paid a teacher an amount in lieu of a bonus the teacher would have received under subdivision (2) of Section 9.7(a) of S.L. 2016-94 but for the restriction, the Department of Public Instruction shall reimburse the local school administrative unit the amount paid up to three thousand five hundred dollars ($3,500).

SECTION 3.(c) If a local school administrative unit paid a teacher an amount in lieu of a bonus the teacher would have received under subdivisions (1) and (2) of Section 8.8(a) of S.L. 2016-94 but for the restriction, the Department of Public Instruction shall reimburse the local school administrative unit the amount paid up to two thousand dollars ($2,000).

SECTION 4. Of the funds available to the Department of Public Instruction for the 2016-2017 fiscal year, the State Board of Education shall direct the Department to pay the bonus substitutes and reimbursements required by this act.

SECTION 5. This act is effective when it becomes law.

SENATE BILL 169:
Teaching Excellence Bonus Expansion.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	June 21, 2017
Introduced by:	Sens. Berger, Harrington, Wade	**Prepared by:**	Brian Gwyn*
Analysis of:	First Edition		Committee Co-Counsel

OVERVIEW: SB 169 would provide for bonus substitutes to certain teachers who, but for no longer teaching certain grades or courses, would have received bonuses under the Third Grade Teacher Performance Pilot Program or Advanced Placement/International Baccalaureate Teacher Bonus Pilot Program established in the 2016 budget.

Third Grade Reading Teacher Performance Pilot program

CURRENT LAW: S.L. 2016-94, Sec. 9.7 established the Third Grade Reading Teacher Performance Pilot program to provide bonuses to qualifying licensed third grade teachers with student growth index scores from the previous school year for third grade reading who remained employed teaching third grade in the same local school administrative unit at least from the school year the data was collected until the corresponding school year when the bonus was paid. The program established 2 bonuses:

- Bonus 1 – Top 25% in State: Licensed third grade teachers in the top 25% of teachers in the State according to the student growth index score for third grade reading from the prior year would receive Bonus 1.
- Bonus 2 – Top 25% in LEA: Licensed third grade teachers in the top 25% of teachers in their respective local school administrative unit (LEA) according to the student growth index score for third grade reading from the prior year would receive Bonus 2.
- Teachers are eligible to receive both bonuses.

BILL ANALYSIS: Section 2(a) and (b) of SB 169 would provide a bonus substitute to otherwise qualifying teachers who no longer taught third grade (the restriction) but remained teaching at the same school, unless that teacher refused to continue teaching third grade in the year the bonus was paid. The bonuses would be as follows:

- A teacher who remains teaching at the same school and would have been eligible for Bonus 1 but for the restriction would receive a bonus of $3,500.
- A teacher who remains teaching at the same school and would have been eligible for Bonus 2 but for the restriction would receive a bonus of $3,500.

Advanced Placement/International Baccalaureate Teacher Bonus Pilot Program

CURRENT LAW: S.L. 2016-94, Sec. 8.8 established the Advanced Placement/International Baccalaureate Teacher Bonus Pilot Program to provide bonuses to qualifying licensed teachers of Advanced Placement and International Baccalaureate advanced courses for each student taught who received a certain score on the advanced course examination. The bonus is $50 per student, up to $2,000. To receive the bonus, the teacher must remain employed teaching advanced courses in the same

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

local school administrative unit at least from the school year the data was collected until the corresponding school year when the bonus was paid.

BILL ANALYSIS: Section 2(c) of SB 169 would provide a bonus substitute to otherwise qualifying teachers who no longer taught advanced courses (the restriction) but remained teaching at the same school, unless that teacher refused to continue teaching the advanced course in the year the bonus was paid. The bonus would be the amount the teacher would have been eligible for under S.L. 2016-94, Sec. 8.8, not to exceed $2,000.

Reimbursement

Section 3 - If a LEA paid a teacher an amount in lieu of the amount the teacher would have received but for the restriction under the Bonus Pilot Programs in the 2016 Budget, the Department of Public Instruction must reimburse the LEA for the amount paid, up to $3,500 for each third grade bonus and up to $2,000 for each advanced course bonus.

EFFECTIVE DATE: SB 169 would become effective when the bill becomes law.

**Kara McCraw, co-counsel to House Education (K-12), substantially contributed to this summary.*

ATTACHMENT # 6

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

S 2

SENATE BILL 125
Education/Higher Education Committee Substitute Adopted 3/14/17

Short Title: Children of Wartime Veterans Modifications. (Public)

Sponsors:

Referred to:

February 23, 2017

A BILL TO BE ENTITLED

AN ACT TO ENSURE THAT ALL ELIGIBLE CHILDREN CAN OBTAIN SCHOLARSHIPS UNDER PART 2 OF ARTICLE 14 OF CHAPTER 143B OF THE GENERAL STATUTES.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 143B-1224(3) reads as rewritten:

"**§ 143B-1224. Definitions.**

As used in this Part the terms defined in this section shall have the following meaning:

...

(3) "Child" means a person: (i) under 25 years of age at the time of application for a scholarship, (ii) who is a domiciliary of North Carolina and is a resident of North Carolina when applying for a scholarship, (iii) who has completed high school or its equivalent prior to receipt of a scholarship awarded under this Part, (iv) who has complied with the requirements of the Selective Service System, if applicable, and (v) who further meets one of the following requirements:

a. A person whose veteran parent was a legal resident of North Carolina at the time of said veteran's entrance into that period of service in the Armed Forces during which eligibility is established under G.S. 143B-1226.

b. A veteran's child who was born in North Carolina and has been a resident of North Carolina continuously since birth. Provided, that the requirement in the preceding sentence as to birth in North Carolina may be waived by the Department of Military and Veterans Affairs if it is shown to the satisfaction of the Department that the child's mother was a native-born resident of North Carolina and was such resident at the time of her marriage to the veteran and was outside the State temporarily at the time of the child's birth, following which the child was returned to North Carolina within a reasonable period of time where said child has since lived continuously.

c. A person meeting either of the requirements set forth in subdivision (3) a or b above, and who ~~was legally adopted by the veteran prior to said person's reaching the age of 15 years.~~is a child, as that term is defined in 37 U.S.C. § 401."

SECTION 2. This act is effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

S 2

SENATE BILL 125
Education/Higher Education Committee Substitute Adopted 3/14/17

Short Title: Children of Wartime Veterans Modifications. (Public)

Sponsors:

Referred to:

February 23, 2017

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a. A person whose veteran parent was a legal resident of North Carolina at the time of said veteran's entrance into that period of service in the Armed Forces during which eligibility is established under G.S. 143B-1226.

b. A veteran's child who was born in North Carolina and has been a resident of North Carolina continuously since birth. Provided, that the requirement in the preceding sentence as to birth in North Carolina may be waived by the Department of Military and Veterans Affairs if it is shown to the satisfaction of the Department that the child's mother was a native-born resident of North Carolina and was such resident at the time of her marriage to the veteran and was outside the State temporarily at the time of the child's birth, following which the child was returned to North Carolina within a reasonable period of time where said child has since lived continuously.

c. A person meeting either of the requirements set forth in subdivision (3) a or b above, and who ~~was legally adopted by the veteran prior to said person's reaching the age of 15 years.~~is a child, as that term is defined in 37 U.S.C. § 401."

SECTION 2. This act is effective when it becomes law.

SENATE BILL 125:
Various Changes to Education.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Rules, Calendar, and Operations of the House	**Date:**	June 21, 2017
Introduced by:	Sens. D. Davis, Brown	**Prepared by:**	Kara McCraw Staff Attorney
Analysis of:	PCS to Second Edition S125-CSTC-46		

OVERVIEW: SB 125 would expand the definition of child for purposes of qualifying for certain scholarships awarded to the children of military veterans meeting certain criteria.

The PCS would make the following changes:

- ***Add a new Part encouraging local boards of education to adopt student attendance recognition programs that, if adopted, would require that students serving as legislative or Governor's pages be eligible for participation in such programs.***
- ***Apply the expanded definition of child only to Class 2 and Class 3 scholarships for children of military veterans.***

PART I: ENCOURAGE LOCAL BOARDS OF EDUCATION TO ADOPT STUDENT ATTENDANCE RECOGNITION PROGRAMS

CURRENT LAW: Attendance recognition programs are not currently addressed in statute, and are therefore left up to the State Board of Education and local boards of education.

BILL ANALYSIS: Part I would encourage local boards of education to adopt student attendance recognition programs. If such a program is adopted, students serving as legislative or Governor's pages must be eligible for participation in these programs, and the students' absences resulting from page service must not be included as part of their record of attendance for the purpose of the program.

EFFECTIVE DATE: Part I would be effective when it becomes law and would apply beginning with the 2017-2018 school year.

PART II: EXPAND ELIGIBILITY OF CHILDREN TO OBTAIN CERTAIN WARTIME VETERANS SCHOLARSHIPS

CURRENT LAW: Part 2 of Article 14 of Chapter 143B of the General Statutes provides for scholarships to children of certain veterans who meet criteria and awards various classes of scholarships.

Class II scholarships are awarded to no more than 100 children yearly whose veteran parent, at the time of the award is, or was at the time of the parent's death, receiving compensation for a wartime service connected disability of between 20% and 100% or was awarded a Purple Heart for wounds received as a result of an act of any opposing armed force, as a result of an international terrorist attack, or as a result of military operations while serving as part of a peacekeeping force.

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Class III scholarships are awarded to no more than 100 children yearly whose veteran parent, at the time of the award, met one of the following categories:

- Is or was at the time of death drawing pension for permanent and total disability, nonservice connected.
- Is deceased and did not fall within the provisions of any other eligibility class under the statute.
- Served in a combat zone, or waters adjacent to a combat zone, or any other campaign, expedition, or engagement for which the United States Department of Defense authorizes a campaign badge or medal and does not fall within the provisions of any other class under the statute.

To qualify for the scholarship, the veteran's child must also meet the following criteria:

- Be under 25 years of age at the time of application for a scholarship.
- Be a domiciliary of North Carolina and a resident of North Carolina when applying for a scholarship
- Have completed high school or its equivalent prior to receipt of the scholarship.
- Have complied with the requirements of the Selective Service System, if applicable.
- Meet one of the following requirements:
    - Has a veteran parent who was a legal resident of North Carolina at the time of the veteran's entrance into the period of service in the Armed Forces during which eligibility is established for the scholarship.
    - Was born as the child of a veteran in North Carolina and has been a resident of North Carolina continuously since birth, with certain limited exceptions.

  An individual legally adopted by the veteran prior to reaching the age of 15 may also satisfy either of these conditions.

BILL ANALYSIS: For Class II and Class III scholarships, Part II of SB 125 would reference the federal definition of "child" used for determination of Pay and Allowances of the Uniformed Services to delineate individuals who may qualify as children of veterans for the various scholarships, as follows:

- A stepchild of the member. This does not include a stepchild after the divorce of the member from the stepchild's parent by blood.
- An adopted child of the member, including a child placed in the home of the member by a placement agency (recognized by the Secretary of Defense) in anticipation of the legal adoption of the child by the member.
- An illegitimate child of the member if the member's parentage of the child is established in accordance with criteria prescribed in regulations by the Secretary of the relevant service branch.

The Department of Military and Veterans Affairs must document the number of applicants who apply for Class II and Class III scholarships, including the total number of applications received and total number of applications made eligible as a result of this Part and report on this information to the Joint Legislative Oversight Committee on General Government by March 30, 2018.

EFFECTIVE DATE: SB 125 would become effective when it becomes law.

ATTACHMENT # 7

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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SENATE BILL 125

Education/Higher Education Committee Substitute Adopted 3/14/17
PROPOSED HOUSE COMMITTEE SUBSTITUTE S125-CSTC-46 [v.4]
06/20/2017 7:38:30 PM

Short Title: Various Changes to Education. (Public)

Sponsors:

Referred to:

February 23, 2017

A BILL TO BE ENTITLED

AN ACT TO ENCOURAGE LOCAL BOARDS OF EDUCATION TO ADOPT STUDENT ATTENDANCE RECOGNITION PROGRAMS AND TO PROVIDE THAT STUDENTS SERVING AS LEGISLATIVE OR GOVERNOR'S PAGES SHALL BE ELIGIBLE FOR PARTICIPATION IN THESE PROGRAMS AND TO EXPAND ELIGIBILITY OF CHILDREN TO OBTAIN CERTAIN SCHOLARSHIPS UNDER PART 2 OF ARTICLE 14 OF CHAPTER 143B OF THE GENERAL STATUTES.

The General Assembly of North Carolina enacts:

PART I: ENCOURAGE LOCAL BOARDS OF EDUCATION TO ADOPT STUDENT ATTENDANCE RECOGNITION PROGRAMS

SECTION 1.(a) Part 1 of Article 26 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-382.5. Student attendance recognition programs.**

Local boards of education are encouraged to adopt a student attendance recognition program within the local school administrative unit to promote student attendance in school and participation in class as an integral part of academic achievement and the learning process. If the local board of education adopts a student attendance recognition program, a student with an absence resulting from service as a legislative page or a Governor's page shall be eligible for participation in the program, and the student's absence shall not be included as part of the student's record of attendance for the purposes of the program."

SECTION 1.(b) This section is effective when it becomes law and applies beginning with the 2017-2018 school year.

PART II: EXPAND ELIGIBILITY OF CHILDREN TO OBTAIN CERTAIN WARTIME VETERANS SCHOLARSHIPS

SECTION 2.(a) G.S. 143B-1126 reads as rewritten:

"**§ 143B-1226. Classes or categories of eligibility under which scholarships may be awarded.**

...

(3) Class II: For the purposes of this subdivision, a child shall include any person meeting either of the requirements set forth in G.S. 143B-1224(3)a. or b., and who is a child, as that term is defined in 37 U.S.C. § 401. Under this class a scholarship may be awarded to not more than 100 children yearly, each of whose veteran parent, at the time the benefits pursuant to this Part are sought to be availed of:

a. Is or was at the time of the parent's death receiving compensation for a wartime service-connected disability of twenty percent (20%) or more, but less than one hundred percent (100%), as rated by the United States Department of Veterans Affairs, or

b. Was awarded a Purple Heart for wounds received as a result of an act of any opposing armed force, as a result of an international terrorist attack, or as a result of military operations while serving as part of a peacekeeping force.

(4) Class III: For the purposes of this subdivision, a child shall include any person meeting either of the requirements set forth in G.S. 143B-1224(3)a. or b., and who is a child, as that term is defined in 37 U.S.C. § 401. Under this class a scholarship may be awarded to not more than 100 children yearly, each of whose veteran parent, at the time the benefits pursuant to this Part are sought to be availed of:

a. Is or was at the time of his death drawing pension for permanent and total disability, nonservice-connected, as rated by the United States Department of Veterans Affairs.

b. Is deceased and who does not fall within the provisions of any other eligibility class described in G.S. 143B-1226(1), (2), (3), (4)a., nor (5).

c. Served in a combat zone, or waters adjacent to a combat zone, or any other campaign, expedition, or engagement for which the United States Department of Defense authorizes a campaign badge or medal, who does not fall within the provisions of any other class described in G.S. 143B-1226(1), (2), (3), (4)a., or (5)."

SECTION 2.(b) The Department of Military and Veterans Affairs shall document the number of applicants who apply for Class II and Class III scholarships, as provided in G.S. 143B-1226, and shall report on this information to the Joint Legislative Oversight Committee on General Government by March 30, 2018. The report shall include the total number of applications received and the total number of those applications made eligible as a result of this act.

PART III: EFFECTIVE DATE

SECTION 3. This act is effective when it becomes law.

ATTACHMENT # 8

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

SENATE BILL 448

Short Title:	Professors in the Classroom.	(Public)
Sponsors:	Senators Barefoot, Newton, Krawiec (Primary Sponsors); and Smith-Ingram.	
Referred to:	Rules and Operations of the Senate	

March 29, 2017

A BILL TO BE ENTITLED

AN ACT TO AUTHORIZE LOCAL BOARDS OF EDUCATION TO EMPLOY HIGHER EDUCATION FACULTY MEMBERS TO SERVE AS ADJUNCT INSTRUCTORS FOR CORE ACADEMIC SUBJECTS.

The General Assembly of North Carolina enacts:

SECTION 1. Article 20 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-298.5. Adjunct K-12 instructors in core academic subjects.**

(a) Adjunct Hiring Criteria. – The State Board of Education shall develop minimum criteria of relevant education or employment experience for an individual who is currently employed at an institution of higher education as a faculty member to qualify that individual to contract as an adjunct instructor in specific core academic subjects in grades kindergarten through 12 and shall make such criteria available to local boards of education.

(b) Contracting With Adjunct Instructors. – Notwithstanding any provisions in this Article to the contrary and Part 3 of Article 22 of this Chapter, a local board of education may contract with an individual to serve as an adjunct instructor who meets the adjunct hiring criteria established by the State Board of Education for specific core academic subjects. The local board of education may contract with an adjunct instructor on an annual or semester basis, subject to the following requirements:

(1) An adjunct instructor may be employed for less than 20 hours per week or for less than six full consecutive months of employment. Adjunct instructors may be classified as temporary full-time or part-time employees. Based on the status as a temporary public school employee, an adjunct instructor shall not be eligible to earn paid leave, participate in the Teachers' and State Employees' Retirement System, or receive or purchase health benefits through the State Health Plan for Teachers and State Employees.

(2) An adjunct instructor shall be subject to a criminal history check to ensure that the person has not been convicted of any crime listed in G.S. 115C-332.

(3) An adjunct instructor shall not be required to hold or apply for licensure as a teacher.

(4) If an adjunct instructor is not licensed as a teacher, the adjunct instructor shall complete preservice training, which may be offered through an educator preparation program or by a local school administrative unit, in all of the following areas prior to beginning instruction:

a. The identification and education of children with disabilities.

b. Positive management of student behavior.

c. Effective communication for defusing and de-escalating disruptive or dangerous behavior.

d. Safe and appropriate use of seclusion and restraint."

SECTION 2. This act is effective when it becomes law.

SENATE BILL 448:
Professors in the Classroom.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	June 21, 2017
Introduced by:	Sens. Barefoot, Newton, Krawiec	**Prepared by:**	Drupti Chauhan*
Analysis of:	First Edition		Committee Counsel

OVERVIEW: ***Senate Bill 448 would authorize local boards of education to contract with higher education faculty members to serve as adjunct instructors for core academic subjects without having to obtain a teaching license.***

CURRENT LAW: Teachers employed in public schools in the State are required by G.S. 115C-295 to hold a teaching license. G.S. 115C-157.1 exempts certain career and technical education teachers from the licensure requirement.

BILL ANALYSIS: Senate Bill 448 would authorize local boards of education to contract with higher education faculty members to serve as adjunct instructors for core academic subjects in grades kindergarten through 12 without the faculty members having to obtain a teaching license. The State Board of Education would be required to establish minimum criteria for such adjunct instructors. These adjunct instructors would have to:

- Be employed less than 20 hours per week or less than six full consecutive months. As temporary employees, they would not be eligible to earn paid leave, participate in the Teachers' and State Employees' Retirement System, or receive or purchase health benefits through the State Health Plan for Teachers and State Employees.
- Pass a criminal history check.
- Receive preservice training in:
    - The identification and education of children with disabilities.
    - Positive management of student behavior.
    - Effective communication for defusing and de-escalating disruptive or dangerous behavior.
    - Safe and appropriate use of seclusion and restraint.

EFFECTIVE DATE: This act would be effective when it becomes law.

****Brian Gwyn, Committee Counsel, significantly contributed to this summary.***

Karen Cochrane-Brown
Director

S448-SMRQ-54 E1 -V-1

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

ATTACHMENT # 9

This Bill Analysis reflects the contents of the bill as it was presented in committee.

SENATE BILL 599:
Excellent Educators for Every Classroom.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	June 21, 2017
Introduced by:	Sen. Barefoot	**Prepared by:**	Brian Gwyn Committee Co-Counsel
Analysis of:	PCS to Third Edition S599-CSBEf-25		

OVERVIEW: The 3rd edition of Senate Bill 599 would do the following:

- ***Establish the Professional Educator Preparation and Standards (PEPS) Commission***
- ***Authorize entities meeting certain criteria to become approved educator preparation programs (EPPs)***
- ***Establish a residency model to replace lateral entry, providing additional support for those teaching as their second career***
- ***Create a structured EPP accountability system***
- ***Clarify the educator licensure process***
- ***Ensure availability of information on teacher vacancies occurring in North Carolina public schools***

The PCS would:

- ***Add in the contents of House Bill 155 (Modify Educator Licensure Requirements), including:***
  - ***Authorize a local board to hire a retired principal or assistant principal as an interim principal, regardless of licensure status***
  - ***Add additional ways to qualify for a retirement license through part-time work***
  - ***Exempt members of General Assembly from continuing education credits***
- ***Add in the contents of House Bill 235 (Teacher Mentor Qualifications), including:***
  - ***Allow mentor teachers to be rated as "proficient"***
- ***Make other various changes, including:***
  - ***Allow clinical educators and clinical mentors to be rated as "proficient"***
  - ***Create a pilot program that would allow up to two new eligible EPPs to start in the 2017-2018 year***
  - ***Create an exception to the GPA requirement for students with at least 10 years of relevant experience***
  - ***Authorize the residency license to be renewed twice***
  - ***Eliminate literacy continuing education requirement for middle school teachers***
  - ***Require certain teachers who resign following a recommendation for dismissal be deemed to have voluntarily surrendered their license pending an investigation by the State Board***
  - ***Authorize a local board to request that the State Board of Education revoke the teacher's license for the remainder of that school year if a teacher resigns without giving at least 30 days' notice***
  - ***Authorize a superintendent to provide notice, explanation, and an opportunity to respond to the charges in writing prior to suspending a teacher who is incarcerated or in custody***
  - ***Require local boards of education, charter schools, and regional schools to report to the State Board of Education when a teacher's resignation is related to criminal history***

Karen Cochrane-Brown
Director

S599-SMBE-63 CSBEF-25 -V-5

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

PART I

BILL ANALYSIS: G.S. 115C-269.1 would establish the PEPS Commission, which would be independent of the State Board of Education (State Board) and would recommend standards for educator preparation, licensure, continuing education, and conduct to the State Board.

PART II

EPP APPROVAL PROCESS

CURRENT LAW: Under G.S. 115C-296.8, the State Board may approve any institution of higher education as an EPP, provided that it meets standards required by statute and rule. The statutory standards require that the EPP:

- Either be State-approved or nationally accredited.
- Maintain minimum admission standards, such as satisfactory scores on the Praxis I and a minimum GPA of 2.7 (with an average GPA of at least 3.0 for each cohort).
- Provide instruction in certain areas, such as the identification of children with disabilities, positive behavior management, and digital instruction. Additional instruction is required for particular licensure areas.
- Require students to participate in field experiences each semester, gradually increasing in time and intensity as each semester goes on. Student teaching must take place for a minimum of 16 weeks.
- Require that clinical educators, who supervise student teachers, be licensed, have a minimum of 3 years of experience in a teaching role, and be rated as accomplished on the NC evaluation system.
- Maintain a collaborative partnership with elementary schools and secondary schools and enter into a memorandum of understanding (MOU) with local school administrative units where students are placed, defining joint expectations for a collaborative process.

BILL ANALYSIS: G.S. 115C-269.1 would create explicit definitions for words used throughout Article 20A. Particularly relevant changes include:

- EPPs: Any entity approved by the State Board rather than only institutions of higher education.
- Approved EPPs: EPPs that have met the requirements of the State Board in lieu of national accreditation.
- Initially Authorized EPP: An EPP that has been approved by the State Board or nationally accredited, but lacks the data to meet all of the accountability standards.
- Authorized EPP: An EPP that has met accountability standards and has been approved by the State Board or nationally accredited.
- Recognized EPP: An EPP that is either initially authorized or authorized, and has the authority to recommend students for educator licensure.
- Clinical intern: Individual who would have been previously called a student teacher.
- Resident: Individual who formerly would have received a lateral entry license.
- Clinical mentors: On-site teachers who would serve as mentors to residents.

G.S. 115C-269.5 would give the State Board the authority to recognize EPPs that meet the standards set out in Article 20A, thus allowing the EPPs to recommend candidates for licensure. Additionally, the statute would lay out the minimum standards EPPs must meet in order to be approved, which mirror those set out by the Council for the Accreditation of Educator Preparation (CAEP). G.S. 115C-269.10 would identify the process EPPs must go through in order to recommend students for educator licensure. To be initially authorized or authorized, EPPs must be approved by the State Board or accredited by CAEP, and they must satisfy the performance standards in a way that their status is not revoked under G.S. 115C-269.45.

The minimum admissions requirements outlined in G.S. 115C-269.15 would still include a satisfactory Praxis I score. However, since there would no longer be a separate distinction for lateral entry candidates, having a bachelor's degree could also be used to satisfy this requirement. The 2.7 GPA requirement (with an average of at least 3.0 for each cohort), would remain the same, but individuals with at least 10 years of relevant experience would be exempted from the

individual GPA requirement. Additionally, individuals applying to a CTE program could be exempted from the individual GPA requirement with at least 5 years of relevant experience.

G.S. 115C-269.15 would leave intact the EPP content requirements in current statute, but would add additional requirements, such as:

- Instruction related to the skills and responsibilities of teachers.
- The expectations for student performance based on State standards.
- The current supply of and demand for educators in the State.
- The State's framework for appraisal of educators.

Middle and high school teacher EPPs must also include adequate coursework in the relevant content area and in the teaching of the relevant content area.

G.S. 115C-269.25 would recodify existing clinical practice requirements with updated terminology. In addition, the statute lists requirements for residencies, which include:

- Residencies must last for a minimum of one year.
- EPPs must provide ongoing support to the resident.
- A clinical mentor must be assigned to the resident.
- Prior to the residency, the resident must complete preservice requirements set by the State Board.

The statute would also require clinical educators to be "proficient" rather than "accomplished". Schools would have to prioritize "distinguished" and "accomplished" teachers unless there is a particular reason for selecting a "proficient" teacher. The clinical mentors would be held to the same standards as clinical educators.

EPP ACCOUNTABILITY SYSTEM

CURRENT LAW: G.S. 115C-296.13 requires EPPs to submit annual performance reports to the State Board. The statute outlines the minimum data that must be submitted with the report, but provides the State Board with discretion to add additional requirements. The State Board can take action against an EPP if it fails to meet any of the criteria outlined in G.S. 115C-296.8, which includes:

- Failing to report required information to the State Board.
- Offering misleading or false information about approved programs.
- Accepting students into any part of an EPP that is not approved by the State Board.
- Failing to comply with the EPP review process.
- Failing to meet standards for approval set forth by the State Board.

BILL ANALYSIS: G.S. 115C-269.35 modifies permissive accountability language by requiring the State Board to take action against an EPP when the EPP fails to meet standards on the following indicators, broken down by race, sex, and ethnicity:

- Performance of EPP graduates on annual teacher evaluations.
- Proficiency and growth of students taught by EPP graduates.
- Satisfaction of EPP graduates after their first year of teaching.
- Quality of students entering the EPP.

G.S. 115C-269.45 requires the State Board to annually evaluate an EPP's performance and assign an appropriate accountability status, if necessary, based on an EPP meeting one of the following criteria:

- Warned
    - Overall student performance standard is not met on at least one indicator in any one year.
    - Any two race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any one year.
    - Any single race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any two consecutive years.

  - State Board determines a law or rule violation merits warned status.
- Probation
  - Overall student performance standard is not met on at least one indicator in two consecutive years.
  - Any two race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any one year.
  - Any single race, sex, or ethnicity demographic groups' performance standards are not met on at least one indicator for any three consecutive years.
  - State Board determines a law or rule violation merits probation status.
- Revoked
  - EPP has been on probation status for three consecutive years.
  - EPP has been on probation status one year, but State Board determines revoked status is reasonably necessary.

If an EPP is in revoked status, its approval to recommend students for educator licensure is revoked. Other identified sanctions may be implemented at the State Board's discretion, such as:

- Requiring the EPP to obtain technical assistance.
- Requiring the EPP to obtain professional services from another entity.
- Appointing a monitor to oversee and report to the State Board.
- Managing the EPP's enrollment.

Any costs associated with the sanctions would be covered by the EPP.

G.S. 115C-269.35 would also require additional data that must be reported to the State Board and ultimately included in the EPP's report card, such as:

- The extent to which the program prepares educators to effectively teach students with disabilities and students of limited English proficiency.
- The number of EPP graduates who continue teaching at least three years after licensure.

LATERAL ENTRY

CURRENT LAW: Under G.S. 115C-296.12, individuals with a bachelor's degree may start teaching without having completed an EPP. Eligible individuals receive an initial teaching license and may teach for three years while also completing a program of study designed to prepare the lateral entry teachers for continuing licensure. Lateral entry requirements can be completed at North Carolina colleges and universities, as well as local community colleges.

BILL ANALYSIS: Senate Bill 599 would replace the lateral entry license with the residency license. Individuals who already have a bachelor's degree may enroll in an EPP and be employed to teach at the same time. As stated above, G.S. 115C-269.1 outlines the requirements for residencies, which include:

- Residencies must last for a minimum of one year.
- EPPs must provide ongoing support to the resident.
- A site-based clinical mentor must be assigned to the resident.
- Prior to the residency, the resident must complete requirements set by the State Board for field experience and coursework.

SCHOOL ADMINISTRATORS

CURRENT LAW: Under G.S. 115C-284(e), school boards may only employ principals who either hold or are qualified to hold a principal's license.

BILL ANALYSIS: S.B. 599 would clarify that retired principals or retired assistant principals may be employed as interim principals, regardless of licensure status.

BILL ANALYSIS: S.B. 599 recodifies G.S. 115C-296.10(b), which addresses the standards of approval for school administrator preparation programs, as G.S. 115C-284.1, placing it among the other statutes related to school administrator preparation.

PART III

CURRENT LAW: G.S. 115C-296 requires the State Board to develop a mentor program for new teachers. Mentors must meet criteria established by the State Board, which must at least include being rated as "accomplished" and having met expectations for student growth.

BILL ANALYSIS: G.S. 115C-300.1 would allow teachers rated as "proficient" or higher to be mentors. Additionally, retired teachers would be eligible to be mentors. Priority consideration would still be given to teachers rated as "distinguished" or "accomplished."

BILL ANALYSIS: G.S. 115C-270.1 – 115C-270.35 recodifies existing licensure requirements, as well as making the following changes:

- Defines various teacher licenses:
    - Continuing professional license: 5-year renewable license.
    - Emergency license: One-year nonrenewable license for individual who holds a bachelor's degree with relevant coursework, but who is not eligible for a residency license.
    - Initial professional license: 3-year nonrenewable license for individual who has completed a recognized EPP
    - Lifetime license: License issued after 50 or more years of teaching that requires no renewal
    - Residency license: One-year license (renewable twice) issued to an individual who has:
        - Bachelor's degree with either coursework relevant to the requested licensure area or successful completion of the relevant content area examination.
        - Enrolled in a recognized EPP.
        - Has completed preservice field experience and coursework.
    - Retirement license: 5-year renewable license issued to a teacher who retired with 30 or more years of experience and who has served as a substitute teacher or part-time provider of certain educational services since retirement.
- Removes requirement for middle school teachers to complete continuing education credits related to literacy.
- Exempts members of the General Assembly who are teachers from continuing education credit requirements.

BILL ANALYSIS: Section 3.(d) of S.B. 599 would authorize the State Board to continue to issue lateral entry licenses through the 2018-2019 school year.

BILL ANALYSIS: Section 3.(e) of S.B. 599 would create a three-year pilot program to allow up to two new EPPs to operate in North Carolina, starting in the 2017-2018 school year. To continue operating beyond the pilot period, the EPPs would have to meet the same criteria as other EPPs under SB 599. Pilot programs would have to meet the following criteria:

- Meet the criteria for approval established in G.S. 115C-269.15, G.S. 115C-269.20, and G.S. 115C-269.25.
- Have a demonstrated track record of success with clearly demonstrated results as an EPP in other states.
- Have CAEP accreditation or be in the process of attaining CAEP accreditation in North Carolina or another state.

PART IV

CURRENT LAW: G.S. 115C-325 and G.S. 115C 325.5 require, prior to suspending a teacher without pay, a superintendent to meet with the employee and give the employee written notice of the charges, an explanation of the basis for the charges, and an opportunity to respond.

G.S. 115C-325 and G.S. 115C 325.9 require that a teacher who has been recommended for dismissal and chooses to resign without the written agreement of the superintendent, be reported to the State Board, and be deemed to have voluntarily surrendered his or her license pending an investigation by the State Board. If a teacher who is not recommended for dismissal resigns without giving at least 30 days' notice, the local board may request that the State Board of Education revoke the teacher's license for the remainder of that school year.

BILL ANALYSIS: S.B. 599 would authorize a superintendent, prior to suspending a teacher who is incarcerated or in custody without pay, to provide written notice of the charges, an explanation of the basis for the charges, and an opportunity to respond in writing, rather than meeting with the teacher in person. Additionally, it would require local boards of education to report to the State Board of Education when a teacher's resignation was related to criminal history, regardless of whether dismissal proceedings had begun or the teacher had resigned without permission. The same requirement would apply to charter and regional schools.

PART V

BILL ANALYSIS: S.B. 599 would require a report on teaching positions that local boards of education are unable to fill by the 40th instructional day. Additionally, it would recodify reporting requirements related to the state of the teaching profession.

PART VI

BILL ANALYSIS: Part VI of S.B. 599 would make various conforming changes.

EFFECTIVE DATE: The act would be effective when it becomes law and would apply beginning with the 2017-2018 school year. The act would be phased in such that:

- EPPs approved by the State Board prior to July 1, 2017 would be considered initially authorized until the earlier of June 30, 2020, or the date of its five-year renewal. EPPs not approved as of that date would first be eligible to open during 2018-2019 school year.
- Reporting requirements would begin with the 2018-2019 school year.
- No EPP may be assigned a "revoked" accountability status prior to the 2023-2024 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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SENATE BILL 599
Education/Higher Education Committee Substitute Adopted 5/24/17
Third Edition Engrossed 6/12/17
PROPOSED HOUSE COMMITTEE SUBSTITUTE S599-CSBEf-25 [v.14]
06/20/2017 6:17:11 PM

Short Title: Excellent Educators for Every Classroom. (Public)

Sponsors:

Referred to:

April 5, 2017

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE PROFESSIONAL EDUCATOR PREPARATION AND STANDARDS COMMISSION, TO AUTHORIZE THE EXPANSION OF EDUCATOR PREPARATION PROGRAMS AND TO CREATE A SYSTEM THAT HOLDS ALL PROGRAMS ACCOUNTABLE, TO REORGANIZE AND CLARIFY THE EDUCATOR LICENSURE PROCESS, AND TO ENSURE AVAILABILITY OF INFORMATION ON TEACHER VACANCIES OCCURRING IN NORTH CAROLINA PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

PART I. NORTH CAROLINA PROFESSIONAL EDUCATOR PREPARATION AND STANDARDS COMMISSION

SECTION 1.(a) Subchapter V of Chapter 115C of the General Statutes is amended by adding a new Article to read:

"Article 17C.

"Professional Educator Preparation and Standards Commission.

"**§ 115C-268.1. Professional Educator Preparation and Standards Commission.**

(a) Commission. – There is created the Professional Educator Preparation and Standards Commission (Commission). The purpose of the Commission is to involve stakeholders in establishing high standards for North Carolina educators. The Commission shall make rule recommendations regarding all aspects of preparation, licensure, continuing education, and standards of conduct of public school educators.

(b) Location. – The Commission shall be located administratively under the State Board of Education but shall exercise its powers and duties independently of the State Board of Education.

(c) Membership. – The Commission shall consist of the following 18 members:

(1) The General Assembly, upon the recommendation of the President Pro Tempore of the Senate, shall appoint the following:

a. One superintendent.

b. One principal.

c. One dean, or dean's designee, of an educator preparation program at a constituent institution of The University of North Carolina.

d. One dean, or dean's designee, of an educator preparation program at a nonpublic postsecondary educational institution in North Carolina.

e. One elementary school teacher.

f. One middle or high school teacher.
g. One personnel administrator from a local school administrative unit in North Carolina with at least 30,000 students.
h. One at-large member.

(2) The General Assembly, upon the recommendation of the Speaker of the House of Representatives, shall appoint the following:
a. One superintendent.
b. One principal.
c. One dean, or dean's designee, of an educator preparation program at a constituent institution of The University of North Carolina.
d. One dean, or dean's designee, of an educator preparation program at a nonpublic postsecondary educational institution in North Carolina.
e. One elementary school teacher.
f. One middle or high school teacher.
g. One personnel administrator from a local school administrative unit in North Carolina with less than 30,000 students.
h. One at-large member.

(3) The State Teacher of the Year.

(4) The Superintendent of Public Instruction or his or her designee.

In making appointments, the General Assembly is encouraged to select qualified citizens who are committed to improving the teaching profession and student achievement and who represent the racial, geographic, and gender diversity of the State. Before their appointment to this Commission, with the exception of the at-large members, the members must have been actively engaged in the profession of teaching, in the education of students in educator preparation programs, or in the practice of public school administration for at least three years, at least two of which occurred in this State. Appointed members shall serve for two-year terms. Initial terms shall begin September 1, 2017. Vacancies in the membership shall be filled by the General Assembly, as provided in G.S. 120-122, using the same criteria as provided in this subsection.

(d) Organization and Functioning. – The Commission shall elect a chair, a vice-chair, and a secretary from among its membership. In the absence of the chair, the vice-chair shall preside over the Commission's meetings. All members are voting members and a majority of the Commission constitutes a quorum. The Commission shall adopt rules to govern its proceedings.

(e) Meetings. – Meetings of the Commission shall be held upon the call of the chair or the vice-chair in the absence of the chair. The Superintendent shall call the initial meeting of the Commission.

(f) Compensation and Reimbursement. – Members of the Commission shall receive compensation for their services and reimbursement for expenses incurred in the performance of their duties required by this Article at the rate prescribed in G.S. 138-5 and G.S. 138-6.

(g) Personnel. – The Commission may employ, subject to Chapter 126 of the General Statutes, the necessary personnel for the performance of its functions and fix compensation within the limits of funds available to the Commission.

"**§ 115C-268.5. Powers and duties of the Commission.**

(a) Duties. – The Commission shall:

(1) Develop and recommend to the State Board of Education rules related to all aspects of educator preparation programs in accordance with Article 17D of this Chapter. These rules shall include the following:
a. Requirements for appropriate pedagogy to be included in residency license programs.

b. Appropriate courses to be used for calculation of individual and cohort grade point averages for admission to educator preparation programs, which may account for prior degrees attained, type of license, and areas of licensure. The Commission shall consider which grade point average, either the grade point average in the content courses relevant to the licensure area or the cumulative grade point average, would be most appropriate for clinical residency students.

(2) Develop and recommend to the State Board of Education rules related to all aspects of professional standards for North Carolina educators in accordance with Article 17E of this Chapter. These rules shall include specific hour requirements for the following:

a. Preservice training and field experiences prior to entering the classroom for individuals issued residency licenses.

b. Preservice training prior to entering the classroom for individuals issue emergency licenses.

(3) Provide recommendations as requested to the State Board of Education related to the educator preparation programs and professional standards of North Carolina educators.

(b) The Commission shall recommend ways to ensure that the clinical practice requirements described in G.S. 115C-269.25(d) effectively prepare high-quality professional educators who meet the demands of North Carolina schools.

(c) State Board Approval. – The Commission shall submit its recommendations under subsection (a) of this section to the State Board. The State Board shall adopt or reject the rules recommendations. The State Board shall not make any substantive changes to any rules recommendation that it adopts. If the State Board rejects the rules recommendation, it shall state with specificity its reasons for rejection; the Commission may then amend that rules recommendation and resubmit it to the State Board. The Board shall adopt or reject the amended rules recommendation. If the State Board fails to adopt the Commission's original and amended rule recommendations, the State Board may develop and adopt its own rules.

(d) Annual Report. – The Commission shall submit a report by December 1, 2018, and annually thereafter, to the Joint Legislative Education Oversight Committee and the State Board of Education of its activities during the preceding year, together with any recommendations and findings regarding improvement of the teaching profession."

PART II. EDUCATOR PREPARATION PROGRAMS

SECTION 2.(a) G.S. 115C-296.8 is repealed.

SECTION 2.(b) G.S. 115C-296.9 is repealed.

SECTION 2.(c) G.S. 115C-296.10 is repealed.

SECTION 2.(d) G.S. 115C-296.11 is repealed.

SECTION 2.(e) G.S. 115C-296.12 is repealed.

SECTION 2.(f) G.S. 115C-296.13 is repealed.

SECTION 2.(g) G.S. 115C-309 is repealed.

SECTION 2.(h) G.S. 115C-310 is repealed.

SECTION 2.(i) Subchapter V of Chapter 115C of the General Statutes is amended by adding a new Article to read:

"Article 17D.

"Educator Preparation Programs.

"**§ 115C-269.1. Definitions.**

As used in this Article, the following definitions shall apply:

(1) Approved EPP. – An EPP that has been approved by the State Board as meeting the requirements established by rule, as provided in G.S. 115C-269.10.

(2) Authorized EPP. – An EPP that (i) has met the accountability performance standards described in G.S. 115C-269.35 and (ii) has been approved by the State Board or accredited by CAEP to prepare, train, and recommend students for licensure.

(3) CAEP. – Council for the Accreditation of Educator Preparation.

(4) Clinical educator. – An individual employed by a partner school, including a classroom teacher, who assesses, supports, and develops a clinical intern's knowledge, skills, and professional disposition during an internship.

(5) Clinical intern or intern. – Any student enrolled in a recognized EPP who is jointly assigned by that EPP and a local board of education to teach under the direction and supervision of a clinical educator, as provided in G.S. 115C-269.25.

(6) Clinical internship or internship. – Type of field experience in which a clinical intern works under the supervision of a clinical educator and may be delegated those duties granted to an educator by G.S. 115C-307 and any other part of the school program for which the clinical educator is responsible.

(7) Clinical mentor or mentor. – An individual employed by an elementary or secondary school, including a classroom teacher, who assesses, supports, and develops a clinical resident's knowledge, skills, and professional disposition during the residency.

(8) Clinical residency or residency. – Type of field experience in which a clinical resident who already holds a bachelor's degree is enrolled in a recognized EPP and also employed by a local school administrative unit as an educator and supervised by the recognized EPP in partial fulfillment of the recognized EPP's training requirements.

(9) Clinical resident. – Any student who meets the following criteria:

a. Holds a bachelor's degree.

b. Is enrolled in a recognized EPP.

c. Is employed by a local school administrative unit as an educator and supervised by the recognized EPP in partial fulfillment of the recognized EPP's training requirements.

(10) Educator preparation program or EPP. – Any entity that prepares, trains, and recommends students for teacher licensure.

(11) Field experience. – Placement of students enrolled in a recognized EPP in settings to provide opportunities to observe, practice, and demonstrate knowledge and skills. A field experience may include preclinical classroom experiences.

(12) Field supervisor. – An individual who is employed by a recognized EPP to observe students, monitor their performance, and provide constructive feedback to improve their effectiveness as educators during their clinical internship or residency.

(13) Initially authorized EPP. – An EPP that has been either approved by the State Board or accredited by CAEP to prepare, train, and recommend students for licensure, but lacks data required by the performance standards described in G.S. 115C-269.35.

(14) Partner school. – An elementary or secondary school located in North Carolina that includes (i) a public school governed by a local board of

education, a charter school board of directors, a regional school board of directors, or a UNC laboratory school board of trustees; (ii) a Department of Defense Elementary and Secondary School established pursuant to 10 U.S.C. § 2164; and (iii) a nonpublic school that meets the requirements of Part 1 or 2 of Article 39 of this Chapter.

(15) Recognized educator preparation program or recognized EPP. – An entity that is initially authorized or authorized by the State Board to recommend students for educator licensure.

(16) Student. – An individual enrolled in a recognized educator preparation program.

"**§ 115C-269.5. Educator preparation programs.**

(a) Role of EPPs. – An EPP shall prepare students for educator licensure and meet the standards and requirements set forth in this Article. To recommend students for licensure, an EPP shall be recognized by the State Board.

(b) State Board Authority. – The State Board shall initially authorize and recognize an EPP as required by this Article. The State Board shall have authority to regulate EPPs in accordance with this Article.

(c) Initial Authorization. – The State Board shall assign the status of initially authorized to an EPP if it has not yet generated sufficient data to meet the performance standards, but the EPP meets one of the following criteria:

(1) The EPP is approved by the State Board.

(2) The EPP is nationally accredited by CAEP.

(d) Authorization. – The State Board shall assign the status of authorized to an EPP if the EPP meets the following criteria:

(1) The EPP is approved by the State Board or nationally accredited by CAEP.

(2) The EPP satisfies the performance standards to the extent that the EPP has not been assigned revoked status described in G.S. 115C-269.45.

(e) The State Board shall assign the status of recognized EPP to an EPP that has the status of initially authorized or authorized.

"**§ 115C-269.10. Educator preparation program approval process.**

(a) State Board Authority. – The State Board shall have authority to approve an EPP that meets the requirements established by rule as provided in subsection (b) of this section.

(b) Rules for Granting State Approval. – The State Board shall adopt rules for granting approval to EPPs in accordance with this Article. The rules shall ensure the following:

(1) A rigorous approval process that requires that the criteria in this Article are met.

(2) An application process, peer review, and technical assistance provided by the State Board.

(3) An approval period of five years and process for renewal of approval.

(c) Minimum Approval Standards. – At a minimum, the rules established as provided in subsection (b) of this section shall include the following standards:

(1) Students shall develop a deep understanding of the critical concepts and principles of their discipline and, by completion, be able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-ready standards.

(2) Effective partnerships and high-quality clinical practice shall be central to preparation so that students develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all elementary and secondary students' learning and development.

(3) Quality of students shall be a continuing and purposeful part of the EPP's responsibility from recruitment, at admission, through the progression of

courses and field experiences, and to decisions that completers are prepared to teach effectively and are recommended for licensure. The EPP shall demonstrate that development of student quality is the goal of educator preparation in all phases of the program through evidence of impact under subdivision (4) of this subsection.

(4) The EPP shall demonstrate the impact of its completers on elementary and secondary student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

(5) The EPP shall maintain a quality assurance system comprised of valid data from multiple measures, including evidence of students' and completers' positive impact on elementary and secondary student learning and development. The EPP shall support continuous improvement that is sustained and evidence-based and that evaluates the effectiveness of its completers. The EPP shall use the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on elementary and secondary student learning and development.

(d) Application. – An EPP seeking to be approved by the State Board shall complete the application process established by the State Board.

(e) Peer Review. – An EPP seeking to be approved by the State Board shall undergo a peer review process established by the State Board that includes highly qualified and trained members to adequately review programs within the State.

(f) Technical Assistance. – For EPPs seeking approval, the State Board shall provide technical assistance in efforts to do the following:

(1) Improve education quality and EPP performance.

(2) Inform EPPs about the program approval process as part of EPP performance based on outcome data.

(3) Assist with State and federal reporting processes.

(4) Help build and maintain partnerships between elementary and secondary schools and EPPs.

"**§ 115C-269.15. Minimum admissions requirements for educator preparation programs.**

(a) Testing. – A recognized EPP shall not admit a student until that student has met one of the following criteria:

(1) Attained a passing score or prescribed minimum score set by the State Board for a preprofessional skills test.

(2) Achieved the appropriate required scores, as determined by the State Board, on the verbal and mathematics portions of the SAT or ACT. The minimum combined verbal and mathematics score set by the State Board for the SAT shall be 1,100 or greater. The minimum composite score set by the State Board for the ACT shall be 24 or greater.

(3) Holds a bachelor's degree.

(b) Individual Grade Point Average. – A recognized EPP shall not admit a student into an EPP unless that student has earned a grade point average of at least a 2. 7.

(c) Grade Point Average Exceptions. – Notwithstanding subsection (b) of this section, the individual grade point average requirement does not apply to a clinical resident student if the hiring local school administrative unit determines that one of the following criteria is met:

(1) The student has at least ten years of relevant experience.

(2) For a program leading to licensure in career and technical education, the student has at least five years of relevant experience.

(c) Cohort Grade Point Average. – A recognized EPP shall ensure that the minimum cohort grade point average for each entering cohort to an EPP is at least a 3.0.

"**§ 115C-269.20. Content and pedagogy requirements.**

(a) Content and Pedagogy Requirements. – To ensure that EPPs remain current and reflect a rigorous course of study that is aligned to State and national standards, the State Board shall require at least the following minimum requirements with demonstrated competencies in its rules:

(1) All EPPs shall include instruction in the following:
- a. The identification and education of children with disabilities.
- b. Positive management of student behavior and effective communication techniques for defusing and de-escalating disruptive or dangerous behavior.
- c. Demonstration of competencies in using digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.
- d. The skills and responsibilities required of educators.
- e. The expectations for student performance based on State standards.
- f. The supply of and demand for educators in this State, as identified in the vacancy report required by G.S. 115C-299.5(e).
- g. The State's framework for appraisal of educators.

(2) EPPs providing training for elementary education teachers shall include the following:
- a. Adequate coursework in the teaching of reading, writing, and mathematics.
- b. Assessment prior to licensure to determine if a student possesses the requisite knowledge in scientifically based reading, writing, and mathematics instruction that is aligned with the State Board's expectations.
- c. Instruction in application of formative and summative assessments within the school and classroom setting through technology-based assessment systems available in State schools that measure and predict expected student improvement.
- d. Instruction in integration of arts education across the curriculum.

(3) EPPs providing training for elementary and special education general curriculum teachers shall ensure that students receive instruction in early literacy intervention strategies and practices that are aligned with State and national reading standards and shall include the following:
- a. Instruction in the teaching of reading, including a substantive understanding of reading as a process involving oral language, phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension. Instruction shall include appropriate application of instructional supports and services and reading interventions to ensure reading proficiency for all students.
- b. Instruction in evidence-based assessment and diagnosis of specific areas of difficulty with reading development and of reading deficiencies.
- c. Instruction in appropriate application of instructional supports and services and reading interventions to ensure reading proficiency for all students.

(4) EPPs providing training for middle and high school teachers shall include the following:

a. Adequate coursework in the relevant content area. For clinical residency programs, students may instead demonstrate mastery of the relevant content area through the passage of the relevant content area examination approved by the State Board.
b. Adequate coursework in the teaching of the relevant content area.
c. For EPPs providing training for science teachers, adequate preparation in issues related to science laboratory safety.

"**§ 115C-269.25. Clinical partnerships and practice in educator preparation programs.**

(a) Collaborative Partnerships With Elementary and Secondary Schools. – EPPs shall establish and maintain collaborative, formalized partnerships with elementary and secondary partner schools that are focused on student achievement, continuous school improvement, and the professional development of elementary and secondary educators, as well as those preparing educators.

(b) Memorandum of Understanding With Local School Administrative Units. – EPPs shall enter into a memorandum of understanding with the local school administrative unit or the partner school where students are placed or employed. In the memorandum, the EPP and the local school administrative unit or partner school, as applicable, shall:

(1) Define the collaborative relationship between the EPP and the local school administrative unit or partner school and how this partnership will be focused on continuous school improvement and student achievement.
(2) Adopt a plan for collaborative clinical educator or mentor selection, orientation, and student placement.
(3) Determine how information will be shared and verified between the EPP and the local school administrative unit or partner school.

(c) Field Experience Requirements. – To the extent practicable, EPPs shall require, in all programs leading to initial professional licensure, the following:

(1) Field experiences in every semester that include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences shall be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills, and to increase in each semester prior to the student's internship the number of hours spent in field experiences.
(2) A minimum of two hours of field experience in the first semester of the program and a cumulative total of at least 12 hours of field experiences prior to the student's internship.
(3) At least one field experience in a low-performing school.

(d) Clinical Practice Requirements. – EPPs shall require clinical practice in the form of one of the following:

(1) Internship that lasts for a minimum of 16 weeks. Internships may be over the course of two semesters and shall, to the extent practicable, provide field experiences at both the beginning and ending of the school year. It shall be the responsibility of a clinical educator, in cooperation with the principal and the representative of the EPP, to assign to the intern responsibilities and duties that will provide adequate preparation for teaching.
(2) Residency that meets the following criteria:
a. The residency lasts for a minimum of one year.
b. The EPP provides ongoing support to a student for the full term of the residency.
c. The EPP assigns a clinical mentor to the resident.

d. The resident completes field experiences and training required by the State Board prior to the residency.

(e) Clinical Educator Requirements. – The EPP shall ensure clinical educators who supervise students in internships meet the following requirements:

(1) Be professionally licensed in the field of licensure sought by the student.

(2) Have a minimum of three years of experience in a teaching role.

(3) Have been rated, through the educator's most recent formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System, or the equivalent on an evaluation system utilized by another state or partner school, as applicable, and have met expectations as part of a student growth assessment system used by a school in the field of licensure sought by the student. The principal shall determine which clinical educator best meets the needs of each intern and shall assign the most appropriate clinical educator to that intern, with priority consideration for those clinical educators rated as "distinguished" and "accomplished." If a principal determines that a teacher rated as "proficient" is the most appropriate clinical educator for an intern, the principal shall maintain records of the reasons for that determination.

(f) Clinical Mentor Requirements. – The EPP shall ensure clinical educators who supervise students in residencies meet the following requirements:

(1) Be professionally licensed in the field of licensure of the resident.

(2) Have a minimum of three years of experience in a teaching role.

(3) Meet the requirements for mentor teachers under G.S. 115C-300.1(c).

(g) Legal Protection of Interns. – An intern under the supervision of a clinical educator or principal shall have the protection of the laws accorded to a licensed educator.

(h) Pedagogy Assessment. – EPPs shall require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria shall be determined by the State Board.

"**§ 115C-269.30. Teacher assistants engaged in internships.**

(a) Program for Teacher Assistants. – The State Board shall adopt a program to facilitate the process by which teacher assistants may become teachers. Teacher assistants who participate in this program:

(1) Shall be enrolled in a recognized EPP.

(2) Shall be employed in a North Carolina public school.

(b) Internship Assignments. – Local school administrative units are encouraged to assign teacher assistants to a different classroom during an internship than the classroom they are assigned to as a teacher assistant. To the extent possible, they may be assigned to another school within the same local school administrative unit.

(c) Salary and Benefits. – At the discretion of the local school administrative unit, teacher assistants may continue to receive their salary and benefits while interning in the same local school administrative unit where they are employed as a teacher assistant.

(d) Consultation With Institutions of Higher Education. – The State Board shall consult with the Board of Governors of The University of North Carolina and the North Carolina Independent Colleges and Universities in the development of the program.

"**§ 115C-269.35. Accountability for educator preparation programs.**

(a) Performance Measures. – The State Board shall adopt rules necessary to establish standards of performance to govern the continuing accountability of all EPPs. At a minimum, the performance standards shall be based on the following information that is disaggregated with respect to race, sex, and ethnicity:

(1) Performance based on the standards and criteria for annual evaluations of licensed employees.

(2) Proficiency and growth of students taught by educators holding an initial professional license, to the extent practicable. When available, EVAAS data shall be used to measure student proficiency and growth.

(3) Results from an educator satisfaction survey, developed by the State Board with stakeholder input, performed at the end of the educator's first year of teaching after receiving an initial professional license.

(4) Quality of students entering the EPP, including the average grade point average and average score on preprofessional skills tests or college entrance exams that assess reading, writing, mathematics, and other competencies.

(b) Annual Performance Reports. – The State Board shall require all recognized EPPs to submit annual performance reports. The performance reports shall provide the State Board with a focused review of the EPPs and the current authorization process in order to ensure that the programs produce graduates that are well prepared to teach. At a minimum, the annual report shall contain the following indicators:

(1) Performance data from subsection (a) of this section.

(2) Data related to the EPP's compliance with requirements for field supervision of students during their internship and residency experiences.

(3) The following information, disaggregated by race, sex, and ethnicity:

a. The number of students who apply.

b. The number of students admitted.

c. The number of students retained.

d. The number of students completing the program.

e. The number of students employed as beginning teachers under initial professional licenses by not later than the first anniversary of completing the program.

f. The amount of time required by students employed as beginning teachers under residency licenses to be issued initial professional licenses.

g. The number of students retained in the profession.

h. Any other information required by federal law.

(4) The ratio of field supervisors to students completing an internship or residency.

(5) Graduation rates.

(6) Time-to-graduation rates.

(7) Average scores of graduates on professional, pedagogy, and content area examinations for the purpose of licensure.

(8) Percentage of graduates receiving initial professional licenses.

(9) The extent to which the program prepares educators, including general education teachers and special education teachers, to effectively teach the following:

a. Students with disabilities.

b. Students of limited English proficiency.

(10) The activities offered by the program that are designed to prepare educators to do the following:

a. Integrate technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning.

b. Use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

(11) The perseverance of beginning educators in the profession, as determined on the basis of the number of beginning educators who maintain status as active contributing members in the North Carolina State Employee Retirement System at least three years after licensure in comparison to similar programs.

(12) The results of surveys given to school principals that involve evaluation of the program's effectiveness in preparing participants to succeed in the classroom, based on experience with employed program participants.

(13) Any other information necessary to enable the State Board to assess the effectiveness of the program on the basis of educator retention and success criteria adopted by the State Board.

(c) Submission of Annual Performance Reports. – Performance reports shall be provided annually to the following:

(1) The State Board.

(2) The board of trustees or board of directors of the entity submitting the report.

(d) Information Requests by EPPs. – The State Board of Education shall annually provide, upon request, the data required to be included in an EPP's annual performance report related to subdivisions (1) and (2) of subsection (a) of this section and subdivision (11) of subsection (b) of this section. The State Board of Education shall provide this information to an EPP as aggregate data and disaggregated by race, sex, and ethnicity. Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the State Board of Education for the purposes of these information requests any North Carolina Educator Evaluation System effectiveness status assigned to teachers based on queries from the State Board. The State Board of Education shall not report aggregated or disaggregated data to the EPP that reveals confidential information in a teacher's personnel file, as defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher.

"**§ 115C-269.40. Risk factors for educator preparation programs; risk-assessment model.**

(a) Risk Factor Rules. – The State Board shall adopt rules establishing risk factors for assessment of the overall risk level of each EPP. The set of risk factors shall include the following:

(1) A history of the EPP's compliance with State law and rules, with consideration given to the following:

a. The seriousness of any violation of a law or rule.

b. Whether the violation resulted in an action being taken against the EPP.

c. Whether the violation was promptly remedied by the EPP.

d. The number of alleged violations.

e. Any other matter considered to be appropriate in evaluating the EPP's compliance history.

(2) Whether the program meets the accountability performance standards under G.S. 115C-269.35.

(b) CAEP Accreditation. – The rules for risk factors developed by the State Board may include whether an EPP is accredited by CAEP.

(c) Use of Risk Factors. – The State Board shall use the rules for risk factors when conducting monitoring, inspections, and compliance audits of EPPs, including evaluations associated with renewals of approval under G.S. 115C-269.10.

"**§ 115C-269.45. Sanctions.**

(a) Accountability Statuses. – The State Board shall at least annually review the accountability status of each EPP. The State Board shall adopt rules necessary for the sanction of EPPs that do not meet accountability standards or comply with State law or rules. The rules

shall provide for the assignment of warned, probation, or revoked statuses according to the following criteria:

(1) Warned. – An EPP shall be assigned warned status if the program meets any of the following criteria:

a. Fails to meet the performance standards set by the State Board for the overall performance of all its students on any of the indicators set forth in G.S. 115C-269.35(a) in any one year.

b. Fails to meet the performance standards in any two sex, race, or ethnicity demographic groups on any of the indicators set forth in G.S. 115C-269.35(a) in any one year.

c. Fails to meet the performance standards for a sex, race, or ethnicity demographic group on any of the indicators set forth in G.S. 115C-269.35(a) for two consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

d. The State Board determines that the EPP has violated applicable laws or rules that should result in warned status.

(2) Probation. – An EPP shall be assigned probation status if the program meets any of the following criteria:

a. Fails to meet the performance standards set by the State Board for the overall performance of all its students on any of the indicators set forth in G.S. 115C-269.35(a) for two consecutively measured years.

b. Fails to meet the performance standards in any three sex, race, or ethnicity demographic groups on any of the indicators set forth in G.S. 115C-269.35(a) in any one year.

c. Fails to meet the performance standards for a sex, race, or ethnicity demographic group on any of the indicators set forth in G.S. 115C-269.35(a) for three consecutively measured years, regardless of whether the deficiency is in the same demographic group or standard.

d. The State Board determines that the EPP has violated applicable laws or rules that should result in probation status.

(3) Revoked. – An EPP shall be assigned revoked status and its approval to recommend students for educator licensure revoked if it meets any of the following criteria:

a. Is assigned probation status for three consecutively measured years.

b. Has been on probation status for one year and the State Board determines that revoking the program's approval is reasonably necessary to achieve the purposes of this Article.

(b) Revocation. – Any revocation of an EPP's accountability status shall meet the following criteria:

(1) Complies with the requirements of notice as described in subsection (f) of this section.

(2) Upon assignment of revoked status of EPP approval, the EPP shall not admit new students, but may complete the training of students already admitted by the program and recommend them for licensure. If necessary, the State Board and other EPPs shall cooperate to assist the previously admitted students of the revoked EPP to complete their training.

(3) A revocation shall be effective for a period of at least two years. After two years, the program may seek initial authorization to prepare educators for licensure.

(c) Range of Sanctions. – In addition to revocation as provided in subsections (a) and (b) of this section, the rules described in subsection (a) of this section shall provide for the State Board to assign other sanctions deemed necessary, including one or more of the following:

(1) Requiring the EPP to obtain technical assistance approved by the State Board.

(2) Requiring the EPP to obtain professional services under contract with another entity.

(3) Appointing a monitor to participate in and report to the State Board on the activities of the EPP.

(4) Managing the EPP's enrollment.

(d) Particular Fields of Licensure. – Any sanction authorized or required to be taken against an EPP under subsection (c) of this section may also be taken with regard to a program for a particular field of licensure authorized to be offered by an EPP.

(e) Costs. – Any costs associated with the sanctions under subsection (c) of this section shall be paid by the EPP.

(f) Notice, Hearing, and Appeal. – The State Board shall give written notice to the EPP by certified mail of an EPP's revocation of authorized status, including a written explanation of the basis for the revocation. An EPP may commence a contested case as provided in Article 3 of Chapter 150B of the General Statutes as to the revocation by the State Board.

"**§ 115C-269.50. EPP report cards.**

The State Board shall create a report card in a common format for each EPP that, at a minimum, summarizes the information collected in the annual performance reports, as set forth in G.S. 115C-269.35(b). The State Board shall make the report cards available to the public through the State Board's Internet Web site on an annual basis beginning December 15, 2019, and shall submit the report to the Joint Legislative Education Oversight Committee annually by that date. The State Board of Education shall also provide the information from each EPP's annual performance report to the Board of Governors of The University of North Carolina to be incorporated into the Teacher Quality Dashboard to provide greater accessibility and comparability of data on the performance of EPPs in the State.

"**§ 115C-269.55. Reports of alleged violations regarding educator preparation programs.**

(a) Authority. – The State Board shall adopt rules necessary to establish a process for a student to report a violation of this Article to the State Board.

(b) EPP Notice to Students. – The State Board by rule shall require an EPP to notify students of the complaint process adopted under subsection (a) of this section. The notice shall include the appropriate contact information, including name, mailing address, telephone number, and Internet Web site address for the purpose of directing complaints to the State Board. The EPP shall provide for that notification as follows:

(1) On the Internet Web site of the EPP, if the program maintains a Web site.

(2) On a sign prominently displayed in program facilities.

(3) In the student handbook.

(c) Notice of Complaint Process. – The State Board shall post the complaint process adopted under subsection (a) of this section on the State Board's Internet Web site.

(d) Limits on State Board Authority. – The State Board has no authority to mediate, arbitrate, or resolve contractual or commercial issues between an EPP and a student."

SECTION 2.(j) G.S. 115C-284(e) reads as rewritten:

"(e) It shall be unlawful for any board of education to employ or keep in service any principal or supervisor who neither holds nor is qualified to hold a ~~certificate~~license in compliance with the provision of the law or in accordance with the regulations of the State Board of Education. However, a local board of education may select a retired principal or retired assistant principal to serve as an interim principal for the remainder of any school year, regardless of licensure status."

SECTION 2.(k) Article 19 of Subchapter V of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-284.1. School administrator preparation programs.**

Rules for approval of school administrator preparation programs shall incorporate the criteria developed in accordance with G.S. 116-74.21 for assessing proposals under the School Administrator Training Program."

PART III. EDUCATOR LICENSURE

SECTION 3.(a) G.S. 115C-296 is repealed.

SECTION 3.(b) Article 20 of Subchapter V of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-300.1. New teacher induction programs.**

(a) Induction Program. – The State Board of Education shall develop a new teacher induction program to provide ongoing support for teachers entering the profession.

(b) New Teacher Guidelines. – For the purpose of helping local boards to support new teachers, the State Board shall develop and distribute guidelines that address optimum teaching load, extracurricular duties, student assignment, and other working condition considerations. These guidelines shall provide that teachers holding initial professional licenses not be assigned extracurricular activities unless they request the assignments in writing and that other noninstructional duties of these teachers be minimized.

(c) Mentor Teacher Training. – The State Board shall develop and coordinate a mentor teacher training program. The State Board shall develop criteria for selecting excellent, experienced, and qualified teachers to be participants in the mentor teacher training program as follows:

(1) Mentor teachers shall be either of the following:
  a. Teachers rated, through formal evaluations, at least at the "proficient" level as part of the North Carolina Teacher Evaluation System and have met expectations for student growth.
  b. Retired teachers.

(2) The principal shall determine which mentor teacher best meets the needs of each new teacher and shall assign the most appropriate mentor teacher to that new teacher, with priority consideration for those mentor teachers rated as "distinguished" and "accomplished."

(3) If a principal determines that a teacher rated as "proficient" or a retired teacher is the most appropriate mentor for a new teacher, the principal shall maintain records of the reasons for that determination.

(4) A teacher may be a mentor at a different school building from which the mentor is assigned if the following criteria are met:
  a. The principals of each school and the mentor teacher approve of the assignment.
  b. The mentor teacher is rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and has met expectations for student growth.
  c. The new teacher's principal maintains a record of the reasons for selecting the mentor from a different school building."

SECTION 3.(c) Subchapter V of Chapter 115C of the General Statutes is amended by adding a new Article to read:

"Article 17E.
"Licensure.

"**§ 115C-270.1. Definitions.**

As used in this Article, the following definitions shall apply:

(1) Administrator. – An administrator or supervisor who serves in general and program administrator roles, as classified by the State Board. Administrators shall include superintendents, assistant or associate superintendents, principals, assistant principals, or curriculum-instructional specialists.

(2) Professional educator. – An administrator, teacher, or student services personnel.

(3) Recognized educator preparation program or recognized EPP. – As defined in G.S. 115C-269.1(15).

(4) Student services personnel. – An individual providing specialized assistance to students, teachers, administrators, or the education program in general, as classified by the State Board. Student services personnel shall include individuals employed in school counseling, school social work, school psychology, audiology, speech-language pathology, and media coordination.

(5) Teacher. – An individual whose major responsibility is to either teach or directly supervise teaching, as classified by the State Board.

"**§ 115C-270.5. State Board of Education establishes licensure requirements.**

(a) Authority. – The State Board of Education shall have entire control of licensing all applicants for professional educator positions in all public schools of North Carolina, subject to the requirements of this Article. The State Board shall adopt rules for the issuance, renewal, and extension of all licenses and shall determine and fix the salary for each grade and type of license which it authorizes.

(b) Consultation – The State Board shall receive recommendations from the Professional Educator Preparation and Standards Commission and seek input from The University of North Carolina Board of Governors, the State Board of Community Colleges, educator preparation programs, and such other public and private agencies as are necessary in adopting rules required by this Article.

"**§ 115C-270.10. Licensure fees.**

(a) Fee Schedule. – The State Board of Education shall establish by rule a schedule of fees for professional educator licensure and administrative changes. The fees established under this section shall not exceed the actual cost of providing the service. The schedule may include fees for any of the following services:

(1) Application for demographic or administrative changes to a license.

(2) Application for a duplicate license or for copies of documents in the licensure files.

(3) Application for a renewal, extension, addition, upgrade, reinstatement, and variation to a license.

(4) Initial application for a new graduate from any recognized educator preparation program.

(5) Initial application for an out-of-state applicant.

(6) All other applications.

An applicant must pay any nonrefundable or nontransferable service fees at the time an application is submitted.

(b) Fee Increase Reporting. – The State Board of Education shall report to the Joint Legislative Education Oversight Committee by March 15 in any year that the amount of fees in the fee schedule established under this section has been modified during the previous 12 months. The report shall include the number of personnel paid from licensure receipts, any change in personnel paid from receipts, other related costs covered by the receipts, and the estimated unexpended receipts as of June 30 of the year reported.

"**§ 115C-270.15. Examination requirements for initial professional licenses.**

(a) Examination Score Requirements. – The State Board of Education shall require an applicant for an initial professional license to demonstrate the applicant's academic and

professional preparation by achieving a prescribed minimum score on a standard examination appropriate and adequate for that purpose. Elementary education (K-6) and special education general curriculum teachers shall also achieve a prescribed minimum score on subtests or standard examinations specific to teaching reading and mathematics.

(b) Establishment of Minimum Scores. – The State Board shall adopt rules that establish the minimum scores for any required standard examinations and other measures necessary to assess the qualifications of professional educators as required under this section. For purposes of this section, the State Board shall not be subject to Article 2A of Chapter 150B of the General Statutes. At least 30 days prior to changing any rule adopted under this section, the State Board shall provide written notice to all recognized educator preparation programs and to all local boards of education. The written notice shall include the proposed revised rule. The State Board of Education shall make any required standard initial professional licensure exam rigorous and raise the prescribed minimum score as necessary to ensure that each applicant has received high-quality academic and professional preparation to teach effectively.

(c) Time Line for Completion of Examinations. – The State Board of Education shall permit an applicant to fulfill any such testing requirement before or during the applicant's second year of teaching, provided the applicant took the examination at least once during the first year of teaching.

"**§ 115C-270.20. Licensure requirements.**

(a) Teacher Licenses. – The State Board shall adopt rules for the issuance of the following classes of teacher licenses, including required levels of preparation for each classification:

(1) Continuing professional license or CPL. – A five-year renewable license issued to a teacher who has at least three years of licensed teaching experience and meets other requirements established by the State Board. A CPL shall remain in effect for five years after retirement.

(2) Emergency license or EL. – A one-year nonrenewable license issued to an individual who holds a bachelor's degree with coursework relevant to the requested licensure area, but has not successfully completed a recognized educator preparation program and does not qualify for a residency license. An emergency license shall only be requested by the local board of education, and applicants for emergency licenses shall meet all other requirements established by the State Board, including preservice training, prior to teaching.

(3) Initial professional license or IPL. – A three-year nonrenewable license issued to an individual who has successfully completed a recognized educator preparation program and meets other requirements established by the State Board.

(4) Lifetime license. – A license issued to a teacher after 50 or more years of teaching as a licensed teacher that requires no renewal.

(5) Residency License or RL. – A one-year license, renewable twice, that meets both of the following requirements:

a. Is requested by the local board of education and accompanied by a certification of supervision from the recognized educator preparation program in which the individual is enrolled.

b. The individual for whom the license is requested meets all of the following requirements:

1. Holds a bachelor's degree.

2. Has either completed coursework relevant to the requested licensure area or passed the content area examination relevant

to the requested licensure area that has been approved by the State Board.

3. Is enrolled in a recognized educator preparation program.

4. Meets all other requirements established by the State Board, including completing preservice requirements prior to teaching.

(6) Retirement licensure. – A five-year renewable license issued to a teacher who retired with 30 or more years of teaching experience in North Carolina and who has been employed by a local school administrative unit after retirement as any of the following:

a. A substitute teacher.

b. A part-time provider of any of the following services: classroom instruction, tutoring, mentoring teachers, writing curricula, developing and leading staff development programs for teachers, or working in after-school programs.

(b) Administrator and Student Services Personnel. – The State Board shall establish classification and levels of preparation necessary for issuance of licenses for administrators and student services personnel.

(c) Notwithstanding the requirement in subsection (a) of this section that an individual must hold a bachelor's degree with coursework relevant to the requested licensure area for individuals seeking licensure in a career or technical education area, the State Board may establish alternate criteria related to that area to establish competency in lieu of a bachelor's degree.

"**§ 115C-270.25. Out-of-state license applicants.**

Initial applications from an individual with an out-of-state teacher's license shall require the applicant to provide evidence of that teacher's effectiveness, when available, as measured by the evaluation system used in that applicant's state of current licensure at the time of application, including any growth measures included in that evaluation system. Applications that include the evidence of that educator's effectiveness shall be prioritized for review over initial applications from applicants with out-of-state licenses that do not include that information. An individual who does not include evidence of that teacher's effectiveness with the initial application shall only be eligible for an IPL.

"**§ 115C-270.30. Licensure renewal.**

(a) Licensure Renewal. – The State Board shall adopt rules establishing the requirements for renewal of all professional educator licenses. These requirements shall reflect rigorous standards for continuing licensure and shall be aligned with high-quality professional development programs that reflect State priorities for improving student achievement.

(b) Teacher Licensure Renewal. – Rules for continuing licensure for teachers shall include the following:

(1) For all teachers, at least eight continuing education credits with at least three credits required in a teacher's academic subject area.

(2) For elementary school teachers, at least three continuing education credits related to literacy. Literacy renewal credits shall include evidence-based assessment, diagnosis, and intervention strategies for students not demonstrating reading proficiency. Oral language, phonemic and phonological awareness, phonics, vocabulary, fluency, and comprehension shall be addressed in literacy-related activities leading to license renewal for elementary school teachers.

(3) For retirement licensure, at least 640 hours of documented employment in a local school administrative unit each renewal cycle and eight hours of annual professional development approved by a local school administrative unit.

(4) For all teachers employed by a local board of education, evidence of a rating of at least proficient on the most recent annual evaluation to maintain the current license status. A teacher who is unable to satisfy this requirement but has been placed on a mandatory improvement plan may be eligible to receive an IPL if that teacher satisfies all other licensure requirements.

(5) A member of the General Assembly is exempt from the continuing education credit requirements for teachers during any five-year licensure renewal cycle in which the member serves a term or some portion thereof in the General Assembly as long as the member notifies the Department of Public Instruction of the exemption during that five-year licensure renewal cycle.

(c) License Renewal Rules Review. – The rules for licensure renewal shall be reviewed at least once every five years by the State Board to do the following:

(1) Reevaluate and enhance the requirements for renewal of professional educator licenses.

(2) Consider modifications in the license renewal achievement to make it a mechanism for professional educators to renew continually their knowledge and professional skills.

(3) Integrate digital teaching and learning into the requirements for licensure renewal.

"**§ 115C-270.35. License suspension and revocation.**

(a) The State Board shall adopt rules to establish the reasons and procedures for the suspension and revocation of licenses, subject to the requirements of this section.

(b) Automatic Revocation With No Hearing. – The State Board shall automatically revoke the license of a professional educator without the right to a hearing upon receiving verification of the identity of the professional educator together with a certified copy of a criminal record showing that the professional educator has entered a plea of guilty or nolo contendere to or has been finally convicted of any of the following crimes:

(1) Murder in the first or second degree, G.S. 14-17.

(2) Conspiracy or solicitation to commit murder, G.S. 14-18.1.

(3) Rape or sexual offense, as defined in Article 7B of Chapter 14 of the General Statutes.

(4) Felonious assault with deadly weapon with intent to kill or inflicting serious injury, G.S. 14-32.

(5) Kidnapping, G.S. 14-39.

(6) Abduction of children, G.S. 14-41.

(7) Crime against nature, G.S. 14-177.

(8) Incest, G.S. 14-178 or G.S. 14-179.

(9) Employing or permitting minor to assist in offense against public morality and decency, G.S. 14-190.6.

(10) Dissemination to minors under the age of 16 years, G.S. 14-190.7.

(11) Dissemination to minors under the age of 13 years, G.S. 14-190.8.

(12) Displaying material harmful to minors, G.S. 14-190.14.

(13) Disseminating harmful material to minors, G.S. 14-190.15.

(14) First degree sexual exploitation of a minor, G.S. 14-190.16.

(15) Second degree sexual exploitation of a minor, G.S. 14-190.17.

(16) Third degree sexual exploitation of a minor, G.S. 14-190.17A.

(17) Taking indecent liberties with children, G.S. 14-202.1.

(18) Solicitation of child by computer to commit an unlawful sex act, G.S. 14-202.3.

(19) Taking indecent liberties with a student, G.S. 14-202.4.

(20) Prostitution, G.S. 14-204.
(21) Patronizing a prostitute who is a minor or a mentally disabled person, G.S. 14-205.2(c) or (d).
(22) Promoting prostitution of a minor or a mentally disabled person, G.S. 14-205.3(b).
(23) Child abuse under G.S. 14-318.4.

The State Board shall mail notice of its intent to act pursuant to this subsection by certified mail, return receipt requested, directed to the professional educator's last known address. The notice shall inform the professional educator that it will revoke the person's license unless the professional educator notifies the State Board in writing within 10 days after receipt of the notice that the defendant identified in the criminal record is not the same person as the professional educator. If the professional educator provides this written notice to the State Board, the State Board shall not revoke the license unless it can establish as a fact that the defendant and the professional educator are the same person.

(c) Mandatory Revocation. – The State Board shall revoke the license of a professional educator if the State Board receives notification from a local board of education or the Secretary of Health and Human Services that a professional educator has received a rating on any standard that was identified as an area of concern on the mandatory improvement plan that was below proficient or otherwise represented unsatisfactory or below standard performance under G.S. 115C-333(d) and G.S. 115C-333.1(f).

(d) Discretionary Revocation. – The State Board may revoke or refuse to renew a professional educator's license when the Board identifies the school in which the professional educator is employed as low-performing under G.S. 115C-105.37 or G.S. 143B-146.5, and the assistance team assigned to that school makes the recommendation to revoke or refuse to renew the professional educator's license for one or more reasons established by the State Board in its rules for license suspension or revocation.

(e) Subpoena Power. – The State Board may issue subpoenas for the purpose of obtaining documents or the testimony of witnesses in connection with proceedings to suspend or revoke licenses. In addition, the Board shall have the authority to contract with individuals who are qualified to conduct investigations in order to obtain all information needed to assist the Board in the proper disposition of allegations of misconduct by licensed persons."

SECTION 3.(d) Any professional educator license issued by the State Board of Education prior to the effective date of this act shall continue in effect until the expiration of that license. The State Board of Education may continue to issue lateral entry licenses for the 2017-2018 and 2018-2019 school years in accordance with State Board Policy LICN-001 as it was in effect on the effective date of this act.

SECTION 3.(e) The State Board shall establish a three-year Educator Preparation Pilot Program to operate from the 2017-2018 school year through the 2019-2020 school year. Upon the recommendation of the Superintendent of Public Instruction, the State Board shall select up to two new EPPs to be part of the program by October 1, 2017. These EPPs shall be deemed recognized EPPs under G.S. 115C-269.1(15) for the duration of the pilot period, and shall be permitted to recommend clinical residency candidates for licensure without receiving State approval under G.S. 115C-269.10. During the course of the pilot program, each pilot EPP shall meet all other requirements of Article 17D of Chapter 115C of the General Statutes. In order to be eligible for the pilot program, an EPP shall meet the following criteria:

(1) Meet the criteria for approval established in G.S. 115C-269.15, G.S. 115C-269.20, and G.S. 115C-269.25.
(2) Have a demonstrated track record of success with clearly demonstrated results as an EPP in other states.
(3) Have CAEP accreditation or be in the process of attaining CAEP accreditation in North Carolina or another state.

Each pilot EPP's recognized EPP status will expire on June 30, 2020. In order for the pilot EPPs to regain recognized status, they must meet all requirements of Article 17D of Chapter 115C of the General Statutes.

PART IV. BACKGROUND CHECKS AND EMPLOYEE DISMISSAL PROCEDURES

SECTION 4.(a) G.S. 115C-218.90(b)(1) reads as rewritten:

"(1) If the local board of education of the local school administrative unit in which a charter school is located has adopted a policy requiring criminal history checks under G.S. 115C-332, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring the local board of education policy that requires an applicant for employment to be checked for a criminal history, as defined in G.S. 115C-332. Each charter school board of directors shall apply its policy uniformly in requiring applicants for employment to be checked for a criminal history before the applicant is given an unconditional job offer. A charter school board of directors may employ an applicant conditionally while the board is checking the person's criminal history and making a decision based on the results of the check. If the local board of education adopts a policy providing for periodic checks of criminal history of employees, then the board of directors of each charter school located in that local school administrative unit shall adopt a policy mirroring that local board of education policy. A board of directors shall indicate, upon inquiry by any other local board of education, charter school, or regional school in the State as to the reason for an employee's resignation or dismissal, if an employee's criminal history was relevant to the employee's resignation or dismissal."

SECTION 4.(b) G.S. 115C-238.73 is amended by adding a new subsection to read:

"(i) The board of directors may adopt a policy providing for uniform periodic checks of criminal history of employees. Boards of directors shall not require employees to pay for the criminal history check authorized under this subsection. A board of directors shall indicate, upon inquiry by any other local board of education, charter school, or regional school in the State as to the reason for an employee's resignation or dismissal. If a teacher's criminal history is relevant to a teacher's resignation, the board of directors shall report to the State Board of Education the reason for an employee's resignation."

SECTION 4.(c) G.S. 115C-325(f)(1) reads as rewritten:

"(f)(1) Suspension without Pay. – If a superintendent believes that cause exists for dismissing a career employee for any reason specified in G.S. 115C-325(e)(1) and that immediate suspension of the career employee is necessary, the superintendent may suspend the career employee without pay. Before suspending a career employee without pay, the superintendent shall meet with the career employee and give him written notice of the charges against him, an explanation of the bases for the charges, and an opportunity to respond. However, if the teacher is incarcerated or is in the custody of a local, State, private, or federal correctional facility, the superintendent shall not be required to meet with the teacher before suspending that teacher without pay but may instead provide written notice of the charges against the teacher, provide a written explanation of the basis for the charges, and provide an opportunity for the teacher to respond in writing. Within five days after a suspension under this paragraph, the superintendent shall initiate a dismissal, demotion, or disciplinary suspension without pay as provided in this section. If it is finally determined

that no grounds for dismissal, demotion, or disciplinary suspension without pay exist, the career employee shall be reinstated immediately, shall be paid for the period of suspension, and all records of the suspension shall be removed from the career employee's personnel file."

SECTION 4.(d) G.S. 115C-325(o)(2) reads as rewritten:

"(2) A teacher, career or probationary, who is not recommended for dismissal should not resign without the consent of the superintendent unless he or she has given at least 30 days' notice. If a teacher who is not recommended for dismissal does resign without giving at least 30 days' notice, the board may request that the State Board of Education revoke the teacher's license for the remainder of that school year. A copy of the request shall be placed in the teacher's personnel file. If a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher has given at least 30 days' notice, the board shall report to the State Board of Education the reason for an employee's resignation."

SECTION 4.(e) G.S. 115C-325.5(a) reads as rewritten:

"(a) Immediate Suspension Without Pay. – If a superintendent believes that cause exists for dismissing a teacher for any reason specified in G.S. 115C-325.4 and that immediate suspension of the teacher is necessary, the superintendent may suspend the teacher without pay. Before suspending a teacher without pay, the superintendent shall meet with the teacher and give him or her written notice of the charges against the teacher, an explanation of the basis for the charges, and an opportunity to respond. However, if the teacher is incarcerated or is in the custody of a local, State, private, or federal correctional facility, the superintendent shall not be required to meet with the teacher before suspending that teacher without pay but may instead provide written notice of the charges against the teacher, provide a written explanation of the basis for the charges, and provide an opportunity for the teacher to respond in writing. Within five days after a suspension under this subsection, the superintendent shall initiate a dismissal, demotion, or disciplinary suspension without pay as provided in this section. If it is finally determined that no grounds for dismissal, demotion, or disciplinary suspension without pay exist, the teacher shall be reinstated immediately, shall be paid for the period of suspension, and all records of the suspension shall be removed from the teacher's personnel file."

SECTION 4.(f) G.S. 115C-325.9(b) reads as rewritten:

"(b) Thirty Days' Notice Resignation Requirement. – A teacher who is not recommended for dismissal should not resign during the term of the contract without the consent of the superintendent unless he or she has given at least 30 days' notice. If a teacher who is not recommended for dismissal does resign during the term of the contract without giving at least 30 days' notice, the board may request that the State Board of Education revoke the teacher's license for the remainder of that school year. A copy of the request shall be placed in the teacher's personnel file. If a teacher's criminal history is relevant to the teacher's resignation, regardless of whether the teacher has given at least 30 days' notice, the board shall report to the State Board of Education the reason for an employee's resignation."

SECTION 4.(g) G.S. 115C-332 is amended by adding a new subsection to read:

"(i) The local board of education may adopt a policy providing for periodic checks of criminal history of employees. Local boards of education shall not require employees to pay for the criminal history check authorized under this subsection. A local board of education shall indicate, upon inquiry by any other local board of education, charter school, or regional school in the State as to the reason for an employee's resignation or dismissal, if an employee's criminal history was relevant to the employee's resignation or dismissal."

PART V. ENSURE AVAILABILITY OF INFORMATION ON TEACHER VACANCIES

SECTION 5.(a) G.S. 115C-12(22) reads as rewritten:

"(22) Duty to Monitor the State of the Teaching Profession in North Carolina. –

~~a.~~ The State Board of Education shall monitor and compile an annual report on the state of the teaching profession in North Carolina that includes data on the decisions of teachers to leave the teaching ~~profession. The State Board shall adopt standard procedures for each local board of education to use in requesting the information from teachers who are not continuing to work as teachers in the local school administrative unit and shall require each local board of education to report the information to the State Board in a standard format adopted by the State Board.~~profession and data on teaching positions that local boards of education are unable to fill, as provided in G.S. 115C-299.5.

~~b. The annual teacher transition report shall include data on the following:~~

~~1. The number of teachers who left the profession without remaining in the field of education and the reasons for teachers leaving the profession.~~

~~2. The number of teachers who left their employment to teach in other states.~~

~~3. The number of teachers who left their employment to work in another school in North Carolina, including nonpublic schools and charter schools.~~

~~4. The number of teachers who left a classroom position for another type of educational position.~~

~~5. The number of teachers who left employment in hard-to-staff schools. A hard-to-staff school shall be any school identified as low-performing, as provided in G.S. 115C-105.37.~~

~~6. The number of teachers who left employment in hard-to-staff subject areas. A hard-to-staff subject area is either of the following:~~

~~I. As defined by the United States Department of Education.~~

~~II. A subject area that has resulted in a long-term vacancy of 16 months or more at a particular school in a local school administrative unit.~~

~~c. The annual teacher transition report by the State Board of Education shall disaggregate the data included in sub-subdivision b. of this subdivision by teacher effectiveness status at a statewide level. The report shall not disaggregate data on teacher effectiveness status at a local school administrative unit level.~~

~~Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the State Board of Education for the purposes of this report any North Carolina Educator Evaluation System (NCEES) effectiveness status assigned to teachers who left employment.~~

~~The State Board of Education shall not report disaggregated data that reveals confidential information in a teacher's personnel file, as~~

~~defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher.~~"

SECTION 5.(b) Article 20 of Subchapter V of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-299.5. Duty to monitor the state of the teaching profession.**

(a) Definitions. – As used in this section, the following definitions apply:

(1) Hard-to-staff school. – Any school identified as low-performing, as provided in G.S. 115C-105.37.

(2) Hard-to-staff subject area. – A subject area that is either of the following:

a. As defined by the United States Department of Education.

b. A subject area that has resulted in a long-term vacancy of 16 months or more at a particular school in a local school administrative unit.

(b) State of the Teaching Profession Report. – The State Board of Education shall monitor and compile an annual report by December 15 annually on the state of the teaching profession in North Carolina that includes data on the decisions of teachers to leave the teaching profession and vacancies in teaching positions as provided in subsections (c) and (e) of this section. The State Board shall adopt standard procedures for each local board of education to use in requesting information required by this report and shall require each local board of education to report the information to the State Board in a standard format adopted by the State Board.

(c) Teachers Leaving the Profession. – The report shall include the following data on the decisions of teachers to leave the teaching profession in the prior school year:

(1) The number of teachers who left the profession without remaining in the field of education and the reasons for teachers leaving the profession.

(2) The number of teachers who left their employment to teach in other states.

(3) The number of teachers who left their employment to work in another school in North Carolina, including nonpublic schools and charter schools.

(4) The number of teachers who left a classroom position for another type of educational position.

(5) The number of teachers who left employment in hard-to-staff schools.

(6) The number of teachers who left employment in hard-to-staff subject areas.

(d) The annual teacher transition report by the State Board of Education shall disaggregate the data included in subsection (c) of this section by teacher effectiveness status at a statewide level. The report shall not disaggregate data on teacher effectiveness status at a local school administrative unit level. Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the State Board of Education, for the purposes of this report, any North Carolina Educator Evaluation System (NCEES) effectiveness status assigned to teachers who left employment. The State Board of Education shall not report disaggregated data that reveals confidential information in a teacher's personnel file, as defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher.

(e) Teacher Vacancies. – The report shall include data on teaching positions that local boards of education are unable to fill with a teacher licensed in that subject area by the fortieth school instructional day of the local school administrative unit's calendar. The report shall aggregate all data to provide both statewide information and information specific to each local school administrative units, including the following:

(1) The number of teacher vacancies by subject area.

(2) The number of teacher vacancies by school with identification of hard-to-staff schools."

SECTION 5.(c) The State Board of Education shall complete the first annual report on the state of the teaching profession, including information on vacancies in the teaching profession, no later than December 15, 2017.

PART VI. CONFORMING CHANGES

SECTION 6.(a) G.S. 93B-15.1(i) reads as rewritten:

"(i) For the purposes of this section, the State Board of Education shall be considered an occupational licensing board when issuing teacher licenses under ~~G.S. 115C-296.~~Article 17E of Subchapter V of Chapter 115C of the General Statutes."

SECTION 6.(b) G.S. 115C-296.7(g) reads as rewritten:

"(g) NC Teaching Corps members shall be granted ~~lateral-entry teaching~~ residency licenses pursuant to ~~G.S. 115C-296.12(a).~~Article 17E of this Chapter."

SECTION 6.(c) G.S. 115C-325.1(6)a. reads as rewritten:

"a. Who holds ~~at least one of the following licenses issued by the State Board of Education:~~

~~1.~~ ~~A~~a current ~~standard~~ professional educator's license.

~~2. A current lateral entry teaching license.~~

~~3. A regular, not expired, vocational license.~~"

SECTION 6.(d) G.S. 115C-325.4(a)(11) reads as rewritten:

"(11) Any cause which constitutes grounds for the revocation of the ~~teacher's teaching license or the school administrator's administrator~~professional educator's license."

SECTION 6.(e) G.S. 115C-333(d) reads as rewritten:

"(d) State Board Notification. – If a local board dismisses an employee of a low-performing school who is a teacher with career status for any reason except a reduction in force under G.S. 115C-325(e)(1)l., or dismisses an employee who is a teacher on contract for cause or elects to not renew an employee's contract as a result of a superintendent's recommendation under subsection (b) or (c) of this section, it shall notify the State Board of the action, and the State Board annually shall provide to all local boards the names of those individuals. If a local board hires one of these individuals, within 60 days the superintendent or the superintendent's designee shall observe the employee, develop a mandatory improvement plan to assist the employee, and submit the plan to the State Board. The State Board shall review the mandatory improvement plan and may provide comments and suggestions to the superintendent. If on the next evaluation the employee receives a rating on any standard that was identified as an area of concern on the mandatory improvement plan that is again below proficient or otherwise represents unsatisfactory or below standard performance, the local board shall notify the State Board and the State Board shall initiate a proceeding to revoke the employee's license under ~~G.S. 115C-296(d).~~G.S. 115C-270.35. If on this next evaluation the employee receives at least a proficient rating on all of the performance standards that were identified as areas of concern on the mandatory improvement plan, the local board shall notify the State Board that the employee is in good standing and the State Board shall not continue to provide the individual's name to local boards under this subsection unless the employee is a teacher with career status and is subsequently dismissed under G.S. 115C-325 except for a reduction in force, or the employee is a teacher on contract subsequently dismissed under G.S. 115C-325.4."

SECTION 6.(f) G.S. 115C-333.1(f) reads as rewritten:

"(f) State Board Notification. – If a local board dismisses a teacher with career status for any reason except a reduction in force under G.S. 115C-325(e)(1)l., or dismisses a teacher on contract for cause or elects to not renew a teacher's contract as a result of a superintendent's recommendation under subsection (d) of this section, it shall notify the State Board of the action, and the State Board annually shall provide to all local boards the names of those

teachers. If a local board hires one of these teachers, within 60 days the superintendent or the superintendent's designee shall observe the teacher, develop a mandatory improvement plan to assist the teacher, and submit the plan to the State Board. The State Board shall review the mandatory improvement plan and may provide comments and suggestions to the superintendent. If on the next evaluation the teacher receives a rating on any standard that was an area of concern on the mandatory improvement plan that is again below proficient or a rating that otherwise represents unsatisfactory or below standard performance, the local board shall notify the State Board, and the State Board shall initiate a proceeding to revoke the teacher's license under ~~G.S. 115C-296(d).~~G.S. 115C-270.35. If on the next evaluation the teacher receives at least a proficient rating on all of the overall performance standards that were areas of concern on the mandatory improvement plan, the local board shall notify the State Board that the teacher is in good standing, and the State Board shall not continue to provide the teacher's name to local boards under this subsection unless the teacher has career status and is subsequently dismissed under G.S. 115C-325 except for a reduction in force or is a teacher on contract who is subsequently dismissed under G.S. 115C-325.4. If, however, on this next evaluation the teacher receives a developing rating on any standards that were areas of concern on the mandatory improvement plan, the teacher shall have one more year to bring the rating to proficient if the local board elects to renew the teacher's contract. If by the end of this second year the teacher is not proficient in all standards that were areas of concern on the mandatory improvement plan, the local board shall notify the State Board, and the State Board shall initiate a proceeding to revoke the teacher's license under ~~G.S. 115C-296(d).~~G.S. 115C-270.35."

SECTION 6.(g) G.S. 115D-5(p) reads as rewritten:

"(p) The North Carolina Community College System may offer courses, in accordance with ~~the lateral entry program of study established under G.S. 115C-296.12,~~ Article 17D of Subchapter V of Chapter 115C of the General Statutes, to individuals who choose to enter the teaching profession ~~by lateral entry.~~through residency licensure."

SECTION 6.(h) G.S. 116-239.5(a) reads as rewritten:

"(a) The Board of Governors, in consultation with the constituent institutions of The University of North Carolina with educator preparation programs, shall designate eight constituent institutions to establish laboratory schools to serve public school students in accordance with the provisions of this Article. The Board of Governors shall select eight constituent institutions with quality educator preparation programs as demonstrated by the annual performance measures reported by the constituent institutions in accordance with ~~G.S. 115C-296.13.~~G.S. 115C-269.35."

SECTION 6.(i) G.S. 116-239.13(5) reads as rewritten:

"(5) Information on the student outcomes for students who are enrolled in each educator preparation program who obtained clinical experience in school leadership and teaching in the lab schools, including the performance elements reported under ~~G.S. 115C-296.13(b).~~G.S. 115C-269.35."

PART VII. EFFECTIVE DATE

SECTION 7.(a) This act is effective when it becomes law and applies beginning with the 2017-2018 school year.

SECTION 7.(b) Any rules required by this act shall be adopted by February 1, 2018.

SECTION 7.(c) The State Board shall accept applications from EPPs for initial approval no later than March 1, 2018, for EPPs applying to accept students in the 2018-2019 school year.

SECTION 7.(d) An EPP approved by the State Board prior to July 1, 2017, shall be considered initially authorized until the earlier of June 30, 2020, or the date of its five-year renewal.

SECTION 7.(e) All EPPs operating in the State on June 30, 2018, or thereafter shall submit annual performance reports beginning with the 2018-2019 school year. The State Board shall monitor the data quality of the annual performance reports, including checking for statistical anomalies, data availability, and any other issues the State Board deems relevant. The State Board shall report on its monitoring and recommend any legislative changes to the Joint Legislative Education Oversight Committee by December 15, 2020.

SECTION 7.(f) The State Board shall not assign an accountability status to any EPP during the 2018-2019, 2019-2020, or 2020-2021 school years but may require technical assistance to an EPP at the EPP's expense based on reported performance measures. The State Board shall only assign the accountability statuses of "warned" and "probation" during the 2021-2022 and 2022-2023 school years. The State Board may assign the accountability status of "revoked" beginning with the 2023-2024 school year.

ATTACHMENT #10

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
Senate Bill 599

AMENDMENT NO._____
(to be filled in by
Principal Clerk)

S599-ATC-97 [v.1]

Amends Title [NO]
Third Edition

Date _____,2017

Representative _____

moves to amend the bill on page 25, lines 40-41, by inserting the following between those lines:

"**SECTION 6.(j)** If House Bill 155, 2017 Regular Session, becomes law, G.S. 115C-325(f)(1), as amended by Section 4.(c) of this act, reads as rewritten:

"(f)(1) Suspension without Pay. – If a superintendent believes that cause exists for dismissing a career employee for any reason specified in G.S. 115C-325(e)(1) and that immediate suspension of the career employee is necessary, the superintendent may suspend the career employee without pay. Before suspending a career employee without pay, the superintendent shall meet with the career employee and give him written notice of the charges against him, an explanation of the bases for the charges, and an opportunity to respond. However, if the ~~teacher~~ career employee is incarcerated or is in the custody of a local, State, private, or federal correctional facility, the superintendent shall not be required to meet with the ~~teacher~~ career employee before suspending that ~~teacher~~ employee without pay but may instead provide written notice of the charges against the ~~teacher,~~employee, provide a written explanation of the basis for the charges, and provide an opportunity for the ~~teacher~~ employee to respond in writing. Within five days after a suspension under this paragraph, the superintendent shall initiate a dismissal, demotion, or disciplinary suspension without pay as provided in this section. If it is finally determined that no grounds for dismissal, demotion, or disciplinary suspension without pay exist, the career employee shall be reinstated immediately, shall be paid for the period of suspension, and all records of the suspension shall be removed from the career employee's personnel file."

SECTION 6.(k) If House Bill 155, 2017 Regular Session, becomes law, G.S. 115C-325(o)(2), as amended by Section 4.(d) of this act, reads as rewritten:

"(2) A ~~teacher, career or probationary,~~career employee who is not recommended for dismissal should not resign without the consent of the superintendent unless he or she has given at least 30 days' notice. If a ~~teacher~~ career employee who is not recommended for dismissal does resign without giving

at least 30 days' notice, the board may request that the State Board of Education revoke the ~~teacher's~~ career employee's license for the remainder of that school year. A copy of the request shall be placed in the ~~teacher's~~ career employee's personnel file. If a ~~teacher's~~ career employee's criminal history is relevant to the ~~teacher's~~ employee's resignation, regardless of whether the ~~teacher~~ employee has given at least 30 days' notice, the board shall report to the State Board of Education the reason for an employee's resignation."

SECTION 6.(l) If House Bill 155, 2017 Regular Session, becomes law, Section 2.(f) of that act is repealed.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

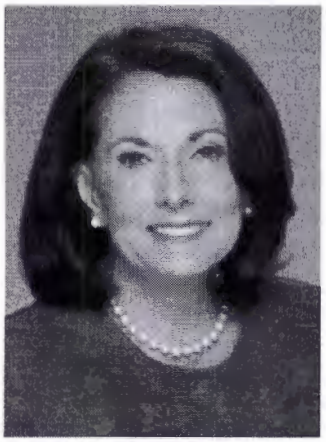
House Committee on Education K-12

Short Session 2018

Chair	Clerk
Rep. Debra Conrad	Danielle Brinton
Rep. Jeffrey Elmore	Linda Stevenson
Rep. Craig Horn	Erin Wilson
Rep. Linda Johnson	Rhonda Johnson

HOUSE COMMITTEE ON EDUCATION – K-12
2017-2018 SESSION

Clerks: Danielle Brinton, Linda Stevenson, Erin Wilson, Rhonda Todd



Rep. Debra Conrad, Chair



Rep. Jeffrey Elmore, Chair



Rep. Craig Horn, Chair



Rep. Linda Johnson, Chair



Rep. Cecil Brockman, Vice-Chair



Rep. Bobbie Richardson, Vice-Chair



Rep. John Ager



Rep. Hugh Blackwell



Rep. John Bradford



Rep. Kevin Corbin



Rep. Jimmy Dixon



Rep. Jean Farmer-Butterfield



Rep. Rosa Gill



Rep. Charles Graham



Rep. Holly Grange



Rep. Destin Hall



Rep. Kyle Hall



Rep. Jon Hardister



Rep. Cody Henson



Rep. Howard Hunter



Rep. Pat Hurley



Rep. Frank Iler



Rep. Bert Jones



Rep. Donny Lambeth



Rep. Graig Meyer



Rep. Rodney Moore



Rep. Larry Pittman



Rep. Amos Quick



Rep. Dennis Riddell



Rep. David Rogers



Rep. Jason Saine



Rep. Phillip Shepard



Rep. Scott Stone



Rep. Rena Turner



Rep. Donna McDowell White

HOUSE COMMITTEE ON EDUCATION - K-12

MEMBER		ASSISTANT	PHONE	OFFICE	SEAT
CONRAD, Debra	Chairman	Danielle Brinton	733-5787	416B	44
ELMORE, Jeffrey	Chairman	Linda Stevenson	733-5935	306A3	63
HORN, Craig	Chairman	Erin Wilson	733-2406	305	13
JOHNSON, Linda	Chairman	Rhonda Todd	733-5861	301D	3
BROCKMAN, Cecil	Vice-Chair	Grady O'Brien	733-5825	1311	106
RICHARDSON, Bobbie	Vice-Chair	Anna Meadows	715-3032	1217	81
AGER, John		Meredith Graf	733-5746	1315	103
BLACKWELL, Hugh		Dixie Riehm	733-5805	541	102
BRADFORD, John		Anita Spence	733-5828	2123	75
CORBIN, Kevin		Cindy Hobbs	733-5859	2215	98
DIXON, Jimmy		Michael Wiggins	715-3021	2226	18
FARMER-BUTTERFIELD, Jean		Portia Bright	733-5898	1220	33
GILL, Rosa		Lisa Ray	733-5880	1303	45
GRAHAM, Charles		Linda Laton	715-0875	1309	84
GRANGE, Holly		Laura Holt-Kabel	733-5830	604	89
HALL, Destin		Katelyn Garlow	733-5931	306C	87
HALL, Kyle		Cameron Dawson	733-5609	536	78
HARDISTER, Jon		Jayne Nelson	733-5191	638	39
HENSON, Cody		Megan Kluttz	715-4466	537	101
HUNTER, Howard		Brenda Bennett	733-5780	1307	46
HURLEY, Pat		Deborah Holder	733-5865	532	10

ILER, Frank	Carla Farmer	301-1450	639	14
JONES, Bert	Theresa Lopez	733-5779	416A	54
LAMBETH, Donny	Pan Briles	733-5747	303	65
MEYER, Graig	Daphne Quinn	715-3019	1426	105
MOORE, Rodney	Charmey Morgan	733-5606	402	36
PITTMAN, Larry	Tammy Pittman	715-2009	1010	61
QUICK, Amos	Jasmine Quick	733-5902	1317	91
RIDDELL, Dennis	Polly Riddell	733-5905	533	99
ROGERS, David	Baxter Knight	733-5749	418C	86
SAINE, Jason	Elise Yost	733-5782	1326	26
SHEPARD, Phillip	Pamela Pate	715-9644	530	53
STONE, Scott	Marissa Turner	733-5886	2213	77
TURNER, Rena	Barbara Gaiser	733-5661	606	52
WHITE, Donna McDowell	Susan Mullins	733-5605	306A2	111

Drupti Chauhan
Kara McCraw
Brian Gwyn
Dee Atkinson
Committee Counsel
LOB – Room 643

ATTENDANCE

House Education-K-12 Committee

2018 Short Session

DATES	5/30/18	6/05/18													
Rep. Debra Conrad, Chair	✓	✓													
Rep. Jeffrey Elmore, Chair	✓	✓													
Rep. Craig Horn, Chair	✓	✓													
Rep. Linda Johnson, Chair	✓	✓													
Rep. Cecil Brockman, Vice Chair	-	✓													
Rep. Bobbie Richardson, Vice Chair	✓	-													
Rep. John Ager	✓	✓													
Rep. Hugh Blackwell	✓	✓													
Rep. John Bradford	✓	✓													
Rep. Kevin Corbin	✓	✓													
Rep. Jimmy Dixon	✓	✓													
Rep. Jean Farmer-Butterfield	✓	✓													
Rep. Rosa Gill	✓	-													
Rep. Charles Graham	-	✓													
Rep. Holly Grange	✓	✓													
Rep. Destin Hall	✓	✓													
Rep. Kyle Hall	✓	✓													
Rep. Jon Hardister	✓	✓													
Rep. Cody Henson	✓	✓													
Rep. Howard Hunter	✓	✓													
Rep. Pat Hurley	✓	✓													
Rep. Frank Iler	✓	✓													
Rep. Bert Jones	✓	✓													
Rep. Donny Lambeth	✓	✓													

DATES	5/30/18	6/05/18														
Rep. Graig Meyer	✓	✓														
Rep Rodney Moore	✓	✓														
Rep. Larry Pittman	✓	✓														
Rep. Amos Quick	✓	✓														
Rep. Dennis Riddell	✓	✓														
Rep. David Rogers	✓	✓														
Rep. Jason Saine	-	-														
Rep. Phil Shepard	-	✓														
Rep. Scott Stone	✓	✓														
Rep. Rena Turner	✓	✓														
Rep. Donna McDowell White	✓	✓														

House Committee on Education K-12
Wednesday, May 30, 2018 at 3:00 PM
Room 643 of the Legislative Office Building

The House Committee on Education K-12 met at 3:00 PM on May 30, 2018 in Room 643 of the Legislative Office Building. Representatives Craig Horn, Debra Conrad, Jeffrey Elmore, and Linda Johnson – Co-Chairs; Representative Bobbie Richardson – Vice-Chair; and Representatives John Ager, Hugh Blackwell, John Bradford, Kevin Corbin, Jimmy Dixon, Jean Farmer-Butterfield, Rosa Gill, Holly Grange, Destin Hall, Kyle Hall, Jon Hardister, Cody Henson, Howard Hunter, Pat Hurley, Frank Iler, Bert Jones, Donny Lambeth, Graig Meyer, Rodney Moore, Larry Pittman, Amos Quick, Dennis Riddell, David Rogers, Scott Stone, Rena Turner, and Donna McDowell White, were in attendance.

Representative Craig Horn, Co-Chair, called the meeting to order at 3:06 PM and introduced the Sergeant-At-Arms who would be assisting with the committee and recognized the pages. Copies of the attendance and visitor registration are attached to these minutes, (Attachments 1-5).

The following bills were considered:

HB 934, Threat Assessment Teams (Primary Sponsors: Representative Torbett, Dobson, Lewis), (Attachments 6-7)

Representative Horn announced there was a PCS for **HB 934, Threat Assessment Teams.** Representative Horn recognized Representative Gill for a motion to have the PCS brought before the committee. There was no objection to the PCS. Representative Horn recognized Representative Torbett to explain the bill. The bill was recommended by the House Select Committee on School Safety. The bill would codify the North Carolina Center for Safer Schools and its duties and responsibilities, require the establishment of threat assessment teams in public schools, require peer-to-peer student counseling programs, and provide grants for the peer-to-peer counseling programs. The PCS for HB 934 would remove the grant funding and would make technical and clarifying changes to the proposed language related to threat assessment teams and peer-to-peer student support programs to ensure that the statutes will engross properly with other changes related to school safety. Representative Horn recognized two members in the audience: Kim Martin, Director of the Center for Safer Schools and Ben Matthews, Department of Instruction. Representative Horn stated there was an amendment by Representative Quick, H934-ATC-150 [v.3], (Attachment 8) and recognized Representative Quick to explain the amendment. Representative Quick stated the amendment would add to who serves on the threat assessment team, Page 3, line 24. Representative Horn asked for questions to the amendment and Representative Torbett said he had no issues with the amendment. Representative Horn asked for a vote, the amendment passes. Representative Horn asked if there was any questions or discussion on the bill as amended. Representatives Pittman wanted to make a correction to Page 4, lines 30-32 of the bill and take the word "also" out of line 32 and move it to line 21 between the words "and require." Representative Ager asked if there was a model that they were looking

for in the peer-to-peer student program that they want schools to follow. Representative Lambeth inquired about if some of the dates aren't met by the local schools/school board and if there were methods to request extension or consequences for not meeting dates. Representative Horn asked for a motion. Representative Elmore was recognized for a motion to receive a favorable report to the PCS as amended, rolled into a new PCS, with a favorable report to the new committee substitute and an unfavorable report to the original bill and to allow staff to make grammar corrections that are needed. Representative Horn called for a vote and the motion passed (Attachment 9).

HB 938, Various School Safety Changes (Primary Sponsors: Representative J. Bell, Lewis, Torbett), (Attachments 10-11)

Representative Horn announced there was a PCS for **HB 938, Various School Safety Changes.** Representative Horn recognized Representative Hunter for a motion to have the PCS brought before the committee. There was no objection to the PCS. Representative Horn recognized Representative Torbett to explain the bill. HB 938 would require all charter, regional, and laboratory schools, and encourage nonpublic schools, to develop a school risk management plan, hold school safety exercises, and provide school safety information to local law enforcement and the Division of Emergency Management. The PCS for HB 938 would require peer-to-peer support programs, require annual facility vulnerability assessments for each public school building, require an annual report on school resource officers by each local school administrative unit and the Center for Safer Schools, define "school resource officer" and establish school resource officer training requirements, and require innovative schools, the Schools for the Deaf, the Governor Morehead School for the Blind, the School of Science and Mathematics, and UNC School of the Arts high school to also comply with school safety requirements. Representative Horn asked for a motion. Representative Elmore was recognized for a motion. Representative Elmore motioned for a favorable report to the PCS and an unfavorable report to the original bill and to allow staff to make any grammar changes in the bill. Representative Horn asked for a vote and the motion passed (Attachment 12).

There being no further business before the Committee, Representative Horn adjourned the meeting at 3:31 PM.

Representative D. Craig Horn, Co-Chair

Erin Wilson, Committee Clerk

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Wednesday, May 30, 2018
TIME: **3:00 PM**
LOCATION: **643 LOB**
COMMENTS: **Representative Horn will be presiding.**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 934	Threat Assessment Teams/Peer to Peer Counsels.	Representative Torbett Representative Dobson Representative Lewis
HB 938	Expand Use/School Risk Management Plans.	Representative J. Bell Representative Lewis Representative Torbett

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 5:20 PM on Tuesday, May 29, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Erin Wilson (Committee Assistant)

House Committee on Education - K-12
Wednesday, May 30, 2018, 3:00 PM
643 Legislative Office Building

AGENDA

Welcome and Opening Remarks
Representative Horn, Co-Chair

Introduction of Pages

Bills

BILL NO.	SHORT TITLE	SPONSOR
HB 934	Threat Assessment Teams/Peer to Peer Counsels.	Representative Torbett Representative Dobson Representative Lewis
HB 938	Expand Use/School Risk Management Plans.	Representative J. Bell Representative Lewis Representative Torbett

Presentations

Other Business

Adjournment

ATTENDANCE

House Education-K-12 Committee

2018 Short Session

DATES	5/30/18														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair															
Rep. Bobbie Richardson, Vice Chair	✓														
Rep. John Ager	✓														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill	✓														
Rep. Charles Graham															
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones	✓														
Rep. Donny Lambeth	✓														

DATES	5/30/18														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers	✓														
Rep. Jason Saine															
Rep. Phil Shepard															
Rep. Scott Stone	✓														
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — May 30, 2018

Name of Committee — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Jennifer Stapp	Gastonia City Council
Mike Anderson	DPI - Center for Safer Schools
Ben Matthews	DPI
Kym Martin	Center for Safer Schools.
Drew Blackburn	NC Board of Ed

VISITOR REGISTRATION SHEET

House Committee on Education K-12 — Name of Committee

May 30, 2018 — Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Katy Kirgan	DP
Amber Harris	NCAE
JOEL MAYNARD	REDEMPTION INC

House Democrat Caucus Meeting	1425	2:00 PM	Will Crocker	McMillan Angela - 919-733-5974
			Malachi McCullough	
Regulatory Reform	1228/1327	2:00 PM	Bill Bass	Spence Anita - 919-733-5828
			John Gilbert	Rep. Bradford Chair - 28 House Members
			David Leighton	
			Thomas Terry	
Education - K-12	643	3:00 PM	Kenneth Gilbert	Wilson Erin - 919-733-2406 Rep. Horn Chair - 35 House Members
			Marvin Lee	
			Reggie Sills	
			Glen Wall	
Elections and Ethics Law	544	4:00 PM	Joe Crook	Lopez Theresa - 919-733-5779
			David Linthicum	Rep. Jones Chair - 30 House Members
			Terry McCraw	
			Jim Moran	

Reply ASAP to sender via phone or email, to confirm. Please clearly state your ability to accept it. Send copies of emailed responses to Garland.shepheard@ncleg.net & lawrence.elliott@ncleg.net. After hours phones to Garland @ 252-908-0017 or Larry @ 919-500-0613
Wednesday, May 30, 2018 10:34 AM

master
-RE

House Pages
Assignments
Wednesday, May 30, 2018
Session: 12:30 PM

Committee	Room	Time	Staff	Comments	Member
Health	643	11:00 AM	John Cooper		Rep. Larry Yarborough
			Reilly Gallagher		Rep. Becky Carney
			Quinn Rollar		Rep. Tim Moore
			Sofia Yeganian		Rep. Graig R. Meyer
State and Local Government	Other 423	1:00 PM	Cole Aganad		Rep. Tim Moore
			Gaaron Goldsmith		Rep. William O. Richardson
			Patrick McElligott		Rep. Tim Moore
			Alyson Thompson		Rep. Edward Hanes, Jr.
Regulatory Reform	1228/1327	2:00 PM	Annalee Ann Hann	Speaker Moore	~~Rep. Gregory F. Murphy, M.D.~~
			Hayden Savery		Rep. Jean Farmer-Butterfield
			Bailey Sloop		Rep. Garland E. Pierce
Education - K-12	643	3:00 PM	John Cooper		Rep. Larry Yarborough
			Reilly Gallagher		Rep. Becky Carney
			Hannah Pippin		Rep. Chris Malone
			Quinn Rollar		Rep. Tim Moore

9:00 Elections – Quinn, Hannah(0), Bailey T., Bailey S., Alyson, Sofia(0)
10:00 – Jud 1 – Annie T., Hayden, Patrick, Kennedy, Alyson, Cole(0)
10:00 State + Local – Patrick, Gaaron, Cole, Alyson
4:00 Ethics

HOUSE BILL 934:
Threat Assessment Teams.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Appropriations	**Date:**	May 30, 2018
Introduced by:	Reps. Torbett, Dobson, Lewis	**Prepared by:**	Kara McCraw Staff Attorney
Analysis of:	PCS to First Edition H934-CSTC-57		

OVERVIEW: HB 934, as recommended by the House Select Committee on School Safety, would codify the North Carolina Center for Safer Schools and its duties and responsibilities, require the establishment of threat assessment teams in public schools, require peer-to-peer student counseling programs, and provide grants for peer-to-peer student counseling programs.

The PCS for HB 934 would remove the grant funding and would make technical and clarifying changes to the proposed language related to threat assessment teams and peer to peer student support programs to ensure that the statutes will engross properly with other changes related to school safety.

CURRENT LAW AND BILL ANALYSIS:

Section 1: Would reorganize the statutes in the Article related to school safety for clarity, and create a definition section for terms used in that statute, including the term "local school administrative unit" to refer to the following public schools operating in the State: local school administrative units, charter schools, regional schools, schools operated by the State Board of Education, and schools operated by The University of North Carolina.

Section 2: Currently, the Center for Safer Schools (Center) operates within the Division of School Operations in the Department of Public Instruction, but does not have codified responsibilities.

Section 2 would establish the Center in statute, and create specific responsibilities for the Center, including the following:

- Serving as a resource and referral center on school safety concerns.
- Providing training for public school personnel.
- Collecting, analyzing, and disseminating school safety data.

The Center would receive guidance from the Task Force for Safer Schools, and would collaborate with other State agencies in its work.

Section 3: Would establish a requirement that all local school administrative units have threat assessment teams to assess and intervene with individuals whose behavior may pose a threat to the safety of school staff or students. These teams would be established consistent with model policies developed by the Center. Requirements would include:

- The option for an oversight threat assessment team.
- The requirement that each threat assessment team include persons with expertise in counseling, instruction, school administration, and law enforcement.

Karen Cochrane-Brown
Director

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

- The requirement that threat assessment teams determine if a threat is low risk, moderate risk, high risk, or imminent risk.
- The requirement to immediately report preliminary determinations that an individual poses a high risk or imminent risk threat of violence or physical harm to self or others to the superintendent or designee, who must:
  - Notify the student's parent or legal guardian.
  - For imminent risk threats, notify the appropriate law enforcement agency.
  - For high risk threats, notify law enforcement when recommended by the threat assessment team.
  - Refer the matter to the appropriate mental health team when recommended by the threat assessment team.
  - Comply with the requirements of statute related to any student discipline actions.
- The requirement to report qualitative data to the Center on threat assessment team activities.
- The authority, upon a preliminary determination that a student poses an imminent risk threat, for the threat assessment team to obtain criminal history record information and health records. This information would remain confidential, would not be a public record, and would only be released in connection with an emergency in conformity with federal law requirements of the Family Educational and Privacy Rights Act.

The section would also authorize the Department of Public Safety to provide criminal record checks to threat assessment teams when a preliminary determination of an imminent risk to school safety has been made.

Section 4: Under current law, G.S. 115C-316.1, school counselors are required to spend at least 80% of their work time providing direct services to students.

Section 4 would require local boards of education to require peer-to-peer student support programs in all schools with grades six or higher, and in other grades as appropriate. School counselors, as part of the direct services provided to students, would be required to coordinate and provide training for the peer-to-peer student support programs.

Section 5: If HB 938, containing identical language to Sections 1 and 4 of this bill, were to become law, the identical language contained in HB 934 would be repealed.

EFFECTIVE DATE: HB 934 would become effective when it becomes law. Guidelines for the threat assessment teams would be required to be developed by the Center for Safer Schools no later than December 31, 2018. Local school administrative units would be required to establish threat assessment teams no later than March 1, 2019. The remainder of HB 934 would apply beginning with the 2018-2019 school year.

BACKGROUND: HB 934, as originally introduced, was recommended by the House Select Committee on School Safety.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 934
PROPOSED COMMITTEE SUBSTITUTE H934-CSTC-57 [v.3]
05/29/2018 08:08:42 PM

Short Title: Threat Assessment Teams. (Public)

Sponsors:

Referred to:

May 17, 2018

A BILL TO BE ENTITLED

AN ACT TO CODIFY THE NORTH CAROLINA CENTER FOR SAFER SCHOOLS; TO REQUIRE THE ESTABLISHMENT OF THREAT ASSESSMENT TEAMS IN PUBLIC SCHOOLS; AND TO ESTABLISH PEER-TO-PEER STUDENT SUPPORT PROGRAMS.

The General Assembly of North Carolina enacts:

SECTION 1.(a) G.S. 115C-105.46, G.S. 115C-105.47A, and G.S. 115C-105.48, are codified into Part 1 of Article 8C of Chapter 115C, Local Plans for Alternative Schools/Alternative Learning Programs and Maintaining Safe and Orderly Schools. Part 1 shall be entitled "Local Plans for Alternative Schools/Alternative Leaning Programs." The remaining sections of Article 8C of Chapter 115C shall be codified into Part 2, which shall be entitled "Maintaining Safe and Orderly Schools."

SECTION 1.(b) Part 2 of Article 8C of Chapter 115C of the General Statutes, as enacted by this section, is amended by adding a new section to read:

"**§ 115C-105.48A. School safety definitions.**

The following definitions shall apply in this Part unless the context requires otherwise:

(1) Local school administrative unit. – Any of the following:
  a. The local board of education of a local school administrative unit, as defined by G.S. 115C-5(6).
  b. The board of directors of a charter school.
  c. The board of directors of a regional school.
  d. The governing entity of a school providing elementary or secondary instruction operated by one of the following:
    1. The State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter.
    2. The University of North Carolina, including schools operated under Articles 4, 29, and 29A of Chapter 116 of the General Statutes.

(2) Public secondary school. – Any of the following types of public school serving grades six or higher:
  a. A school under the control of a local board of education.
  b. A school under the control of the State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter.
  c. A school under the control of The University of North Carolina.
  d. A charter school.
  e. A regional school."

SECTION 1.(c) If Senate Bill 99, 2017 Regular Session, becomes law, G.S. 115C-105.51(g) is repealed.

SECTION 2. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.57. North Carolina Center for Safer Schools.**

(a) There is established the North Carolina Center for Safer Schools located within the Department of Public Instruction, referred to as the Center in this Article.

(b) The Center shall be responsible for the following:

(1) Serve as a resource and referral center for the State by conducting research, sponsoring workshops, and providing information regarding current school safety concerns.

(2) Provide training and professional development for public school personnel in the development and implementation of initiatives promoting school safety.

(3) Maintain and disseminate information to public schools on effective school safety initiatives in North Carolina and across the nation.

(4) Collect, analyze, and disseminate various North Carolina school safety data.

(5) Provide technical and instructional assistance to facilitate the development of partnerships between the public and private sectors to promote school safety in North Carolina.

(6) Recommend a system of accountability to the General Assembly to document school safety exercises, including practice school lockdowns, required by G.S. 115C-105.49.

(7) Develop model policies for threat assessment teams for local school administrative units, including procedures for the assessment of and intervention with students whose behavior poses a threat to the safety of school staff or students. The Center shall consult with and involve the Task Force for Safer Schools and relevant State government agencies in development of the model policies.

(8) Assist law enforcement officers assigned to schools and their agencies in active shooter response drills and other pertinent school safety related training.

(9) Collaborate with the North Carolina Justice Academy, North Carolina Criminal Justice Education and Training Standards Commission, and the North Carolina Sheriffs' Education and Training Standards Commission to establish and maintain updated training curriculum for school resource officers.

(10) Coordinate grants for school resource officers in elementary and middle schools established in Section 8.36 of S.L. 2013-360 and ensure that training requirements for school resource officers funded by those grants are met.

(11) Provide technical assistance to local school administrative units in the development and implementation of initiatives promoting school safety.

(c) The Center shall receive guidance and advice from the Task Force for Safer Schools.

(d) The Center shall coordinate, collaborate, and seek information as necessary to carry out its duties and responsibilities from State and local government agencies, who shall provide information upon request to the Center. These agencies include the following:

(1) Department of Public Safety.

(2) Department of Health and Human Services.

(3) Department of Public Instruction.

(4) North Carolina Justice Academy.

(5) Governor's Crime Commission.

(6) NC SBI Fusion Center, Information Sharing, & Analysis Center.

(7) Local boards of education.

(8) Local law enforcement agencies."

SECTION 3.(a) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.60. Threat assessment teams.**

(a) Definitions. – The following definitions apply in this section:

(1) Local board of education – The governing body of a local school administrative unit, as defined in G.S. 115C-105.48A(1).

(2) Superintendent. – The superintendent or, if there is no superintendent, the staff member with the highest decision making authority.

(3) Threat – A concerning communication or behavior that indicates that an individual poses a danger to the safety of school staff or students through acts of violence or other behavior that would cause harm to self or others. The threat may be expressed or communicated behaviorally, orally, visually, in writing, electronically, or through any other means, and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party, and regardless of whether the target of the threat is aware of the threat.

(4) Threat assessment – A fact-based process emphasizing an appraisal of observed, or reasonably observable, behaviors to identify potentially dangerous or violent situations, to assess them, and to manage or address them.

(5) Threat assessment team. – A team that includes persons with expertise in counseling, instruction, school administration, and law enforcement that conducts threat assessments in a local school administrative unit. Members of a threat assessment team who are not employees of the local school administrative unit may review student records as provided in 34 C.F.R. § 99.31(a)(1)(i)(B) pursuant to a written agreement with the local school administrative unit of the requirements and responsibilities for use of student records under the federal Family Educational and Privacy Rights Act.

(b) The local board of education shall adopt policies for the establishment of threat assessment teams, including the conduct of threat assessments and intervention with individuals whose behavior may pose a threat to the safety of school staff or students, consistent with the model policies developed by the Center for Safer Schools in accordance with G.S. 115C-105.75. Such policies shall include procedures for referrals to health care providers for evaluation or treatment, when appropriate.

(c) The superintendent may establish a committee charged with coordination and monitoring of the threat assessment teams operating within the unit, which may be an existing committee established by the unit. The committee shall include individuals with expertise in human resources, education, school administration, mental health, and law enforcement.

(d) Each school in the local school administrative unit shall have a threat assessment team established by the superintendent. In the discretion of the superintendent, an established threat assessment team may serve more than one school in the unit. Each team shall do the following:

(1) Provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or self.

(2) Conduct threat assessments to determine appropriate actions and intervention based on the level of threat determined by the assessment. A threat assessment team shall determine the level of threat posed by an individual or situation as follows:

a. Low risk. – A threat in which the individual or situation does not appear to pose a threat of violence or serious harm to self or others, and any exhibited issues or concerns can be resolved easily.

b. Moderate risk. – A threat in which the person or situation does not appear to pose a threat of violence or serious harm to self or others, at this time, but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self or others or exhibits other concerning behavior that requires intervention.

c. High risk. – A threat in which the person or situation appears to pose a threat of violence or serious harm to self or others, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan, and may also exhibit other concerning behavior that require intervention.

d. Imminent risk. – A threat in which the person or situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target or targets, and may also exhibit other concerning behavior that require intervention.

(3) Identify members of the school community to whom threatening behavior should be reported.

(4) Implement policies adopted by the local board of education pursuant to subsection (b) of this section.

(5) Utilize anonymous reporting applications for students to receive information about school safety concerns requiring investigation.

(e) Upon a preliminary determination that an individual poses a high risk or imminent risk threat of violence or physical harm to self or others, a threat assessment team shall immediately report its determination to the superintendent or the superintendent's designee, who shall respond as follows:

(1) The superintendent or designee shall immediately attempt to notify the student's parent or legal guardian. The superintendent may delegate the responsibility for notification to the principal of the school, and require notice to ~~also~~ also be made directly to the principal.

(2) In the case of an imminent risk threat, the superintendent or designee shall immediately notify the appropriate local law enforcement agency. In the case of a high risk threat, the superintendent or designee shall notify the appropriate local law enforcement agency when recommended by the threat assessment team.

(3) The superintendent or designee shall refer the matter to the appropriate mental health resources when recommended by the threat assessment team.

(4) The superintendent or designee shall comply with the requirements of Article 27 of this Chapter for any student discipline actions.

Nothing in this subsection shall preclude public school personnel from acting immediately to address an imminent risk threat.

(f) Each threat assessment team established pursuant to this section shall report quantitative data on its activities to the Center for Safer Schools according to guidance developed by the Center. Such data shall include, as a minimum, the following:

(1) Number of threat assessments conducted annually, and demographic information on subjects of those assessments.

(2) Number of threat assessments that resulted in a determination that the individual being assessed was a high risk or imminent risk threat, and demographic information on those individuals.

(3) Types of actions taken in response to a determination that the individual being assessed was a high risk or imminent risk threat.

(4) Results of actions taken in response to determination that the individual being assessed was a high risk or imminent risk threat.

(g) Upon a preliminary determination by the threat assessment team that an individual poses an imminent risk threat, a threat assessment team may obtain the following:

(1) Health records. – Notwithstanding G.S. 8-53 or any other provision of law, a health care provider may disclose to a member of a threat assessment team protected health information related to an imminent risk threat to the health or safety of school staff or students.

(2) Criminal records. – A threat assessment team may obtain criminal history as provided in G.S. 143B-931A. For a threat assessment of a student with juvenile records, the threat assessment team shall have access to written notifications received pursuant to G.S. 7B-3101 and information gained from examination of juvenile records in accordance with G.S. 7B-3100, held pursuant to G.S. 115C-404. Records held pursuant to G.S. 115C-404 shall be returned to the principal following review by the threat assessment team.

Any information shared among members of the threat assessment team pursuant to this subsection shall remain confidential, shall not be a public record subject to Chapter 132 of the General Statutes, and shall only be released in connection with an emergency under the standards established by the Family Educational and Privacy Rights Act in 20 U.S.C. § 1232g(b)(1)(I)."

SECTION 3.(b) Article 13 of Chapter 143B of the General Statutes is amended by adding a new section to read:

"**§ 143B-931A. Criminal records checks for threat assessment teams.**

The Department of Public Safety may provide a criminal record check to the members of a threat assessment team established by a local board of education, as defined in G.S. 115C-105.60(a)(1), pursuant to G.S. 115C-105.76 for the purpose of administering criminal justice in assessing or intervening when a preliminary determination has been made that an individual poses an imminent risk threat to school safety. No member of a threat assessment team shall redisclose any criminal history record information obtained pursuant to this section or otherwise use any record of an individual beyond the purpose that such disclosure was made to the threat assessment team."

SECTION 4.(a) G.S. 115C-47 is amended by adding a new subdivision to read:

"(64) Peer-to-peer student support programs. – Local boards of education shall require peer-to-peer student support programs be established at all schools with grades six and higher, and are encouraged to implement peer-to-peer student support programs as appropriate in other grades."

SECTION 4.(b) G.S. 115C-316.1 is amended by adding a new subsection to read:

"(c) School counselors, as part of the direct services provided in subsection (a) of this section, shall coordinate and provide training for students in peer-to-peer student support programs that address areas such as conflict resolution, general health and wellness, and mentoring. The Center for Safer Schools will support school counselors in the administration and delivery of peer-to-peer student support programs."

SECTION 5. If House Bill 938, 2017 Regular Session, becomes law, Sections 1 and Section 4 of this act are repealed.

SECTION 6. This act is effective when it becomes law. Guidelines for threat assessment teams required by Section 2 of this act shall be developed by the Center for Safer Schools no later than December 31, 2018. All local school administrative units, as defined in 115C-105.48A(1) as enacted by Section 1(b) of this act, shall establish threat assessment teams as required by Section 3 of this act no later than March 1, 2019. The remainder of this act applies beginning with the 2018-2019 school year.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 934

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H934-ATC-150 [v.3]

Amends Title [NO]
H934-CSTC-57

Date _____, 2018

Representative Quick

moves to amend the bill on page 3, line 24, by rewriting that line to read:

"conducts threat assessments in a local school administrative unit. When practicable, at least one member of a threat assessment team shall be a psychologist or psychiatrist. Members of".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED ✓ FAILED _____ TABLED _____

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL AND RE-REFERRED

HB **934** Threat Assessment Teams/Peer to Peer Counsels.

Draft Number:	H934-PCS10467-TC-57
Serial Referral:	**APPROPRIATIONS**
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	Torbett

TOTAL REPORTED: 1

CMR688-V-1

HOUSE BILL 938:
Various School Safety Changes.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	May 30, 2018
Introduced by:	Reps. J. Bell, Lewis, Torbett	**Prepared by:**	Samantha Yarborough Staff Attorney
Analysis of:	PCS to First Edition H938-CSBN-3		

OVERVIEW: House Bill 938 would make the following changes:

- ***Require all charter, regional, and laboratory schools, and encourage nonpublic schools, to develop a school risk management plan, hold school safety exercises, and provide school safety information to local law enforcement and the Division of Emergency Management.***

The PCS would make the following changes:

- ***Require peer-to-peer support programs.***
- ***Require annual facility vulnerability assessments for each public school building.***
- ***Require an annual report on school resource officers by each local school administrative unit and the Center for Safer Schools***
- ***Define "school resource officer" and establish school resource officer training requirements***
- ***Require innovative schools, the Schools for the Deaf, the Governor Morehead School for the Blind, the School of Science and Mathematics, and UNC School of the Arts high school to also comply with school safety requirements.***

CURRENT LAW and BILL ANALYSIS:

Part I: Under current law, G.S. 115C-316.1, school counselors are required to spend at least 80% of their work time providing direct services to students.

Part I would require local boards of education to require peer-to-peer student support programs in all schools with grades six or higher, and in other grades as appropriate. School counselors, as part of the direct services provided to students, would be required to coordinate and provide training for the peer-to-peer student support programs.

Part II: There is no current law addressing the assessment of potential vulnerabilities arising from day-to-day policies and procedures in the operation of school buildings.

Part II would require the Center for Safer Schools to collaborate with the Division of School Operations of the Department of Public Instruction and the Division of Emergency Management of the Department of Public Safety to develop a facility vulnerability assessment tool by January 15, 2019. To the extent feasible, the School Risk and Response Management System (SRRMS) shall integrate any facility vulnerability assessments as part of a School Risk Management Plan (SRMP).

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Part II would also require local school administrative units to perform facility vulnerability assessments using the tool developed by the Center for Safer Schools for each school building annually, beginning with the 2018-2019 school year.

Part III: Part III would require local boards of education to report information about school resource officers (SROs) to the Center for Safer Schools by September 15 of each year, with the first report due by September 15, 2018. The local boards would be required to report the number and placement of SROs in the local school administrative unit, along with the funding and employment methods for each SRO.

Part III would also require the Center for Safer Schools to report the information received from the local boards of education to the Joint Legislative Education Oversight Committee in the form of an executive summary. The Center would be required to include the disaggregated data by local school administrative unit in the report. This report would be due by November 15 of each year, with the first report due by November 15, 2018.

Part IV: Currently, the term "SRO" is not statutorily defined. Additionally, law enforcement officers are not required to complete any training to serve as SROs in North Carolina's public school.

Part IV would define the term SRO, and require law enforcement officers serving as SROs to complete initial training, continuing education training, or both. All law enforcement officers would have to complete continuing education training. Law enforcement officers serving as SROs during the 2018-2019 school year would be exempt from completing the initial training requirements established under House Bill 938.

Part IV would further direct the Criminal Justice Education and Training Standards Commission and the Sheriffs' Education and Training Standards Commission, in collaboration with the Center for Safer Schools, to establish initial training and continuing education standards for SROs. Initial training standards would be required to be adopted by January 15, 2019. The standards would be required to include diversity and equity, tactical, and mental health training.

Part V: Part V would divide Article 8C of Chapter 115C into two parts: Part 1, "Local Plans for Alternative Schools/Alternative Learning Programs," and Part 2, "Maintaining Safe and Orderly Schools," which will include the school safety statutes.

Prior to 2015, local school boards, charter schools, and regional schools were encouraged to adopt School Risk Management Plans (SRMPs). Local boards, but not charter schools or regional schools, were encouraged to hold school safety drills based on the SRMP. Local boards, but not charter schools or regional schools were required to provide to local law enforcement and to the Division of Emergency Management in the Department of Public Safety schematic diagrams and emergency access keys to all school buildings.

In 2015, the General Assembly made adoption of SRMPs mandatory for all schools within the jurisdiction of a local board of education and required an annual school-wide tabletop exercise and drill based on the SMRP. Charter schools and regional schools were encouraged to hold annual school-wide tabletop exercises and drills and to provide to local law enforcement and to the Division of Emergency Management the schematic diagrams and emergency access keys to all school buildings. In 2017, when the General Assembly created laboratory schools within the constituent institutions of The University of North Carolina, it encouraged them to adopt SRMPs, hold annual school safety tabletop drills, and provide plans and keys to local law enforcement and the Division of Emergency Managment.

Sections 5.(e), 5.(f), 5.(g), 5.(h), 5.(i), 5.(j), 5.(k), 5.(*l*), 5.(m), and 5.(n) would require all public schools, including charter schools, regional schools, laboratory schools, innovative schools, and the Schools for the Deaf, the Governor Morehead School for the Blind, the School of Science and Mathematics, and the

School of the Arts high school to meet all the school safety requirements that exist for public schools under the control of a local board of education. These include adoption of SRMPs, annual school-wide tabletop drills and exercises, and provision of schematic diagrams of the schools to local law enforcement and the Division of Emergency Management.

Sections 5.(o) and 5.(p) would encourage but not require nonpublic schools to adopt SRMPs, hold school safety exercises, and provide schematic diagrams to local law enforcement and the Division of Emergency Management.

EFFECTIVE DATE: Parts I, II, and III are effective when they become law, and apply beginning with the 2018-2019 school year. Part IV is effective when it becomes law, and applies to SROs employed beginning with the 2019-2020 school year. Part V is effective July 1, 2019 and applies beginning with the 2019-2020 school year.

BACKGROUND: The PCS incorporates the contents of HB 937, HB 938, HB 939, and HB 940, and partial contents of HB 934, as recommended by the House Select Committee on School Safety.

**Kara McCraw, Kory Goldsmith, Susan Sitze, and Shawn Middlebrooks, Staff Attorneys, substantially contributed to this summary.*

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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HOUSE BILL 938
PROPOSED COMMITTEE SUBSTITUTE H938-CSBN-3 [v.6]
05/29/2018 06:49:14 PM

Short Title: Various School Safety Changes. (Public)

Sponsors:

Referred to:

May 17, 2018

A BILL TO BE ENTITLED

AN ACT TO REQUIRE PEER-TO-PEER SUPPORT PROGRAMS AT ALL SCHOOLS WITH GRADES SIX AND HIGHER; TO REQUIRE ANNUAL FACILITY VULNERABILITY ASSESSMENTS FOR EACH PUBLIC SCHOOL BUILDING; TO REQUIRE AN ANNUAL REPORT ON SCHOOL RESOURCE OFFICERS BY EACH LOCAL SCHOOL ADMINISTRATIVE UNIT AND THE CENTER FOR SAFER SCHOOLS; TO DEFINE SCHOOL RESOURCE OFFICER AND ESTABLISH SCHOOL RESOURCE OFFICER TRAINING REQUIREMENTS; AND TO REQUIRE ALL PUBLIC SCHOOLS AND TO ENCOURAGE NONPUBLIC SCHOOLS TO DEVELOP A SCHOOL RISK MANAGEMENT PLAN, HOLD SCHOOL SAFETY EXERCISES, AND PROVIDE SCHOOL SAFETY INFORMATION TO LOCAL LAW ENFORCEMENT AND THE DIVISION OF EMERGENCY MANAGEMENT.

The General Assembly of North Carolina enacts:

PART I: PEER-TO-PEER STUDENT SUPPORT PROGRAMS

SECTION 1.(a) G.S. 115C-47 is amended by adding a new subdivision to read:

"(64) Peer-to-peer student support programs. – Local boards of education shall require peer-to-peer student support programs be established at all schools with grades six and higher, and are encouraged to implement peer-to-peer student support programs as appropriate in other grades."

SECTION 1.(b) G.S. 115C-316.1 is amended by adding a new subsection to read:

"(c) School counselors, as part of the direct services provided in subsection (a) of this section, shall coordinate and provide training for students in peer-to-peer student support programs that address areas such as conflict resolution, general health and wellness, and mentoring. The Center for Safer Schools will support school counselors in the administration and delivery of peer-to-peer student support programs."

PART II: FACILITY VULNERABILITY ASSESSMENTS

SECTION 2.(a) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.52A. Facility vulnerability assessments.**

(a) At least once annually, each local school administrative unit shall require each school under its control to complete a facility vulnerability assessment for each school building.

(b) The Center for Safer Schools, in collaboration with the Department of Public Instruction, Division of School Operations, and the Department of Public Safety, Division of

Emergency Management, shall develop a facility vulnerability assessment tool. This tool shall be used by local school administrative units when completing a facility vulnerability assessment."

SECTION 2.(b) G.S. 115C-105.49A(b) reads as rewritten:

"(b) In constructing the SRRMS, the Division of Emergency Management and the Center for Safer Schools shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the Division. The Division shall also leverage the local school administrative unit schematic diagrams of school facilities. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). Where technically feasible, the SRRMS shall integrate any facility vulnerability assessments as part of a SRMP pursuant to 115C-105.52A. The Division and the Center for Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS."

SECTION 2.(c) The Center for Safer Schools, in collaboration with the Department of Public Instruction, Division of School Operations, and the Department of Public Safety, Division of Emergency Management, shall develop the facility vulnerability assessment tool by January 15, 2019. Each local school administrative unit shall require each school under its control to complete a facility vulnerability assessment for each school building before the end of the 2018-2019 school year and annually thereafter.

PART III: SCHOOL RESOURCE OFFICER REPORT

SECTION 3. Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.58. School resource officer reports.**

(a) Each local school administrative unit shall annually report by September 15 in writing to the Center for Safer Schools the number of school resource officers and the placement of each school resource officer in the local school administrative unit. This report shall include the source of funding and method of employment for each school resource officer position.

(b) The Center for Safer Schools shall report annually by November 15 to the Joint Legislative Education Oversight Committee an executive summary and the disaggregated data for each local school administrative unit regarding the information reported pursuant to subsection (a) of this section."

PART IV: SCHOOL RESOURCE OFFICER DEFINITION AND TRAINING

SECTION 4.(a) Article 8C of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-105.59. School resource officer.**

(a) A school resource officer is a law enforcement officer who is assigned to one or more public schools, at least 20 hours per week, to assist with school security, safety, emergency preparedness, emergency response, or any other responsibility assigned by the employing unit. A school resource officer may be employed by a local board of education or governing board of a public school or may be employed by a local law enforcement unit agency.

(b) All school resource officers must comply with any continuing education training requirements, as established by subsection (c) of this section. A law enforcement officer who did not serve as a school resource officer during the 2018-2019 school year shall also complete the initial training as established by subsection (c) of this section.

(c) The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training and continuing education standards for school resource officers. These standards shall, at a minimum, include diversity and equity, tactical, and mental health training."

SECTION 4.(b) G.S. 17C-6(a) is amended by adding a new subdivision to read:

"(18) Establish initial training and continuing education training standards for school resource officers, as set forth in G.S. 115C-105.59."

SECTION 4.(c) G.S. 17E-4(a) is amended by adding a new subdivision to read:

"(14) Establish initial training and continuing education training standards for school resource officers, as set forth in G.S. 115C-105.59."

SECTION 4.(d) The North Carolina Criminal Justice Education and Training Standards Commission and the North Carolina Sheriffs' Education and Training Standards Commission, in collaboration with the Center for Safer Schools, shall establish initial training standards for school resource officers no later than January 15, 2019.

SECTION 4.(e) This section is effective when it becomes law and applies to school resource officers employed beginning with the 2019-2020 school year.

PART V: REQUIRE ALL PUBLIC SCHOOLS TO PARTICIPATE IN SCHOOL SAFETY MEASURES

SECTION 5.(a) G.S. 115C-105.46, G.S. 115C-105.47A, and G.S. 115C-105.48, are codified into Part 1 of Article 8C of Chapter 115C, Local Plans for Alternative Schools/Alternative Learning Programs and Maintaining Safe and Orderly Schools. Part 1 shall be entitled "Local Plans for Alternative Schools/Alternative Leaning Programs." The remaining sections of Article 8C of Chapter 115C shall be codified into Part 2, which shall be entitled "Maintaining Safe and Orderly Schools."

SECTION 5.(b) Part 2 of Article 8C of Chapter 115C of the General Statutes, as enacted by this section, is amended by adding a new section to read:

"**§ 115C-105.48A. School safety definitions.**

The following definitions shall apply in this Part unless the context requires otherwise:

(1) Local school administrative unit. – Any of the following:
  a. The local board of education of a local school administrative unit, as defined by G.S. 115C-5(6).
  b. The board of directors of a charter school.
  c. The board of directors of a regional school.
  d. The governing entity of a school providing elementary or secondary instruction operated by one of the following:
    1. The State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter.
    2. The University of North Carolina, including schools operated under Articles 4, 29, and 29A of Chapter 116 of the General Statutes.

(2) Public secondary school. – Any of the following types of public school serving grades six or higher:
  a. A school under the control of a local board of education.
  b. A school under the control of the State Board of Education, including schools operated under Article 7A and Article 9C of this Chapter.
  c. A school under the control of The University of North Carolina.
  d. A charter school.
  e. A regional school."

SECTION 5.(c) G.S. 115C-105.49A(b), as amended by Section 2(b) of this act, reads as rewritten:

"(b) In constructing the SRRMS, the Division of Emergency Management and the Center for Safer Schools shall leverage the existing enterprise risk management database, the School Risk Management Planning tool managed by the Division. The Division shall also leverage the ~~local school administrative unit~~ schematic diagrams of school ~~facilities.~~facilities provided by

local school administrative units and nonpublic schools. Where technically feasible, the SRRMS shall integrate any anonymous tip lines established pursuant to G.S. 115C-105.51 and any 911-initiated panic alarm systems authorized as part of a SRMP pursuant to G.S. 115C-47(40). Where technically feasible, the SRRMS shall integrate any facility vulnerability assessments as part of a SRMP pursuant to 115C-105.52A. The Division and the Center for Safer Schools shall collaborate with the Department of Public Instruction and the North Carolina 911 Board in the design, implementation, and maintenance of the SRRMS."

SECTION 5.(d) G.S. 115C-105.53(b) reads as rewritten:

"(b) The Department of Public Instruction, in consultation with the Department of Public Safety, shall develop standards and guidelines for the preparation and content of schematic diagrams and necessary updates. Local school administrative units and nonpublic schools may use these standards and guidelines to assist in the preparation of their schematic diagrams."

SECTION 5.(e) G.S. 115C-218.75(b), (d), and (e) are repealed.

SECTION 5.(f) G.S. 115C-218.75 is amended by adding a new subsection to read:

"(f) Each charter school shall comply with the applicable requirements of Part 2 of Article 8C of this Chapter."

SECTION 5.(g) G.S. 115C-238.66(7a), (7b), (7c), and (7d) are repealed.

SECTION 5.(h) G.S. 115C-238.66 is amended by adding a new subdivision to read:

"(14) Each regional school shall comply with the applicable requirements of Part 2 of Article 8C of this Chapter."

SECTION 5.(i) G.S. 116-239.8(b)(10), (11)(12), and (13) are repealed.

SECTION 5.(j) G.S. 116-239.8(b) is amended by adding a new subdivision to read:

"(17) Laboratory schools shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 5.(k) G.S. 115C-75.9 is amended by adding a new subdivision to read:

"(h1) School Safety. – Innovative schools shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 5.(*l*) Article 9C of Chapter 115C is amended by adding a new section to read:

"**§ 115C-150.16. School safety.**

A school governed by this Article shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 5.(m) Article 4 of Chapter 116 is amended by adding a new section to read:

"**§ 116-69.2. School safety.**

The school shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 5.(n) G.S. 116-235 is amended by adding a new subdivision to read:

"(j) School Safety. – The School shall comply with the applicable requirements of Part 2 of Article 8C of Chapter 115C of the General Statutes."

SECTION 5.(o) G.S. 115C-551 reads as rewritten:

"**§ 115C-551. Voluntary participation in the State programs.**

(a) Any ~~such~~ private church school or school of religious charter may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All private church schools and all schools of religious charter are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school

may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 5.(p) G.S. 115C-559 reads as rewritten:

"**§ 115C-559. Voluntary participation in the State programs.**

(a) Any ~~such~~ qualified nonpublic school may, on a voluntary basis, participate in any State operated or sponsored program which would otherwise be available to such school, including but not limited to the high school competency testing and statewide testing programs.

(b) All qualified nonpublic schools are encouraged to do the following:

(1) School Risk Management Plan. – In coordination with local law enforcement agencies, adopt a School Risk Management Plan (SRMP) relating to incidents of school violence. In constructing and maintaining these plans, the school may utilize the School Risk and Response Management System (SRRMS) established pursuant to G.S. 115C-105.49A. These plans are not considered a public record as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6.

(2) Schematic diagrams and school crisis kits. – Provide schematic diagrams and keys to the main entrance of school facilities to local law enforcement agencies, in addition to implementing the provisions in G.S. 115C-105.52.

(3) School safety exercises. – At least once a year, hold a full school-wide lockdown exercise with local law enforcement and emergency management agencies that are part of the regional school's SRMP.

(4) Safety information provided to the Department of Public Safety, Division of Emergency Management. – Provide the following: (i) schematic diagrams, including digital schematic diagrams, and (ii) emergency response information requested by the Division for the SRMP. The schematic diagrams and emergency response information are not considered public records as the term "public record" is defined under G.S. 132-1 and shall not be subject to inspection and examination under G.S. 132-6."

SECTION 5.(q) If Senate Bill 99, 2017 Regular Session, becomes law, G.S. 115C-105.51(g) is repealed.

SECTION 5.(r) This section becomes effective July 1, 2019, and applies beginning with the 2019-2020 school year.

PART VI: EFFECTIVE DATE

SECTION 6. Except as otherwise provided, this act is effective when it becomes law and applies beginning with the 2018-2019 school year.

NORTH CAROLINA GENERAL ASSEMBLY
HOUSE OF REPRESENTATIVES

EDUCATION - K-12 COMMITTEE REPORT
Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

FAVORABLE COM SUB , UNFAVORABLE ORIGINAL BILL

HB **938** Expand Use/School Risk Management Plans.

Draft Number:	H938-PCS30474-BN-3
Serial Referral:	None
Recommended Referral:	None
Long Title Amended:	Yes
Floor Manager:	J. Bell

TOTAL REPORTED: 1

CMR689-V-1

House Committee on Education - K-12
Tuesday, June 5, 2018 at 2:00 PM
Room 643 of the Legislative Office Building

MINUTES

The House Committee on Education - K-12 met at 2:00 PM on June 5, 2018 in Room 643 of the Legislative Office Building. Representatives Ager, Blackwell, Bradford, Brockman, Conrad, Corbin, Dixon, Elmore, Farmer-Butterfield, C. Graham, Grange, Destin Hall, K. Hall, Hardister, Henson, Horn, Hunter, Hurley, Iler, Johnson, Bert Jones, Lambeth, Meyer, R. Moore, Pittman, Quick, Riddell, Rogers, Shepard, Stone, R. Turner, and White attended.

Representative Johnson, Co-Chair, called the meeting to order at 2:04 and introduced the Sergeant-At-Arms, staff, pages, and special guests.

(Attachments 1-2):

1. Agenda
2. Attendance
    a. Committee Sergeants at Arms
    b. House Pages
    c. Visitor Registration

The following bills were considered:

HB 965 National and State Mottos in Schools Act. (Attachment 3)
(Representatives Bert Jones, Johnson, Arp, Shepard)

Rep. Bert Jones, explained the bill, he said some people feel it is "a reasonable expectation of a person's education" in government-funded schools to know the U.S. and state mottos.
The United States motto ***In God We Trust*** and North Carolina's motto is ***Esse Quam Videri***, but the displays must use the English translation, ***To Be Rather than To Seem***.

Already state law display of United States and North Carolina flags in school and pledge requirement. National and State motto to be displayed in a prominent place in school. Amendment to push back implementation for 5 months. A small appropriation of $25,000 which will be dispensed by DPI

Amendment was also presented by Representative Jones. Act effective July 1, 2018 with implementation December 1, 2018.

Motion to accept PCS Representative Craig Horn

Representative Moore requested explanation for page 1 line 25-27,

Democratic Rep. Cecil Brockman of Guilford County expressed personal concerns and those of the ACLU that the displays could violate "our 1st Amendment right to not have religion in our

public sector." The bill sponsor Representative Jones stated that ***In God We Trust*** is our national motto. Regardless of the meaning of God to an individual it is merely our National motto. It is not intended to force religion on an individual.

Representative Pittman made a motion for a favorable to the proposed committee substitute as amended, rolled into a new proposed committee substitute with a favorable report to the new Committee Substitute and an unfavorable report the original bill. The motion passed by voice vote.

HB 986 Various Changes to Education Laws. (Attachment 4)
(Representatives Hurley, Elmore, Horn, Johnson)

Representative Hurley presented the bill to the committee.

Representative Quick inquired if any sanctions from DPI for failure to report results.
Representative Blackwell stated measures are in place to track tremendous amount of data to support student success.
Representative Myers commended Representatives Hanes and Malone for incorporating the advanced math classes within the legislation.

Representative Hurley stressed many students do not have a unique signature and were never taught

Representative Hurley made motion: favorable to the Proposed Committee Substitute and an unfavorable report to the original bill. The motion passed by voice vote.

SB 15 ISD Changes and Capital Grant Clarification. (Attachment 5)
(Senators J. Davis, Tillman)

Chairman Johnson made a motion for the committee to adopt Proposed Committee Substitute which was passed by a voice vote. Representative Jeffrey Elmore explained one provision Senators Davis and Tillman are dealing which we corrected which arose in a Western portion of the state.

Agency bill request from DPI and state board dealing with the provisions added one additional provision Representative Clampitt can address regarding an individual issue with arose in his area.

Elmore: directed staff to explain the bill and Dr. Eric Hall, Innovative School District, Superintendent is here to address questions if needed

Staff:

- Part I of the PCS Provision reform model to be considered qualifying schools for the ISD.

- It will remove the cap of five schools starting with the 2021-2022 school year if the innovative schools that are already in the ISD have been successful.
- It changes the deadline for selection of the perspective innovative schools by the state board of education to November 15 from December 15.
- It changes the deadlines from local boards of education to adopt a resolution to transfer a school to the ISD or to close that school to December 15 from February 1.
- It requires the local boards that chose to close a school to submit a closure plan to State Board of Education.
- It clarifies that innovative school operator has first priority in the use of capital expenditures at the school as part of the facility transfer.
- It changes the time line of developing a memorandum of understanding between the IS operator and the local board to 45 days from 30 days.
- It requires the ISD superintendent approval of the innovative school principal before one is hired.
- It lets teachers maintain their career status if they return to their LEA after their school where they teach becomes an innovative school
- It allows rather than requires low performing in an innovation zone to become and innovative school.
- Part II creates an exception to let local boards of education in certain counties contract with the spouse of the superintendent

Madam Chair recognizes Eric Hall, Superintendent of the School District, North Carolina Innovative School District:

Dr. Eric Hall: Specialist of Operations Robinson County launch of first school. The provision to address longevity and how to retain tenure. Statewide school unit like ISD Robinson County is the first district which have partnered with this strategy.

In full swing of hiring personnel learned setting up a district with local partners the amendments are put in place for benefits

Iler: Question for bill sponsor in section Part II the authority to contract spouse of superintendent any local board of education or a particular situation that may be a conflict or assuming it may come up?
Elmore: It is an interesting piece to strengthen nepotism laws. Representative Clampitt will address a situation in his district.
Clampitt: Smaller school system the wife and superintendent. Superintendent took mandatory retirement which was in conflict to escape any inappropriateness. And to help alleviate the school board provides approval
Iler: more concerned about a consultant rather than a teacher, someone with a six figure salary.
Elmore: directed to staff for further comments because we did have conversation regarding contracts.
Staff: Anti-nepotism policy § 115C-47. (17a) would cover anytime someone related is hired and the same open voting meeting would be required

Quick: follow up on Iler staff stated 'hired' and superintendents have leeway in contracting with someone up to a certain amount. Is that covered in law?
Staff: § 115C-47. (17a) does not prohibit someone from being contracted with that situation but it does require voting in a public open meeting. The way this is drafted covers employment contracts,

Quick: Clarifying question any dollar amount in the existing law or any other provisions. Ex: if I want to hire my wife for $1 that would require a vote amongst the board of education?
Staff: Yes, that is correct

Staff: Reiterate if hire of employment contracts or consultants. Bill does specify employment contact so if possible if you have consulting firm or offering some other form employment other contracts or services then the prohibitions would still apply. This would only permit employment contracts

Meyers: Is the change Part II for allowance for employment of a spouse where it had not in past?
Staff: Yes, allowing to do so
Meyers: Why bill drops (lines 19-21 on the first page) the opportunity for school districts to place their schools into a restart model rather than going in the ISD? Why eliminating that option for the schools?
Elmore: Interpretation does not prohibit the ability. Allow ISD even if restart school to qualify.

Change being made in part 2 is this now allowing or changing public bill drops schools in restart model rather than ISD
Elmore: Doesn't prohibit

Myers: Why remove the cap? A pilot project
Elmore: Planning first round. (Inquired to staff if 3 or 5)
Myers: Removing cap all together
Dr. Hall: Initial pilot of 5 schools. An expectation of schools and a letter grade of "C" that with that success the schools will continue to qualify.

Myers: the provisions regarding superintendent I understand it opens door where engage in conversation with board. This could be damaging to schools
Myers: changes fundamental structure that we change the school. A restart model with a carrot and a stick. Taking away carrot and leaving stick
Myers: pilot we didn't add the number of the school and we don't know if model is working

Clampitt: responding to comment. I can appreciate your concern but checks and balances. Not just the superintendent, it has to have full endorsement of the board. It will penalize the entire school district, the smaller school district. This is an attempt for full disclosure

Graham: page 2, line one elaborate on this
Elmore: direct to Dr. Hall

Hall: first years of 5 year pilot. If we are obtaining "C" can select up to 2 schools per year. When the improvement is not being made.
Graham: concern district being left out of decision. Superintendent and the State Board.

Quick: debate on 2 points (1.) Superintendent hiring spouses you could lose 2 employees (2.) Evidence of success of ISD before adding additional schools
Elmore: empowers State Board the check is the State Board

Chair requested a motion

Representative Horn motion favorable to the proposed committee substitute and an unfavorable report to the original bill. The motion was passed by a voice vote.

Madam Chair made motion to vote to recognize that H965 the need to change 325 to 235 transposed numbers on the bill

The meeting adjourned at 2:53 p.m.

Representative Linda P. Johnson, Presiding Chair

Rhonda Todd, Committee Clerk

1.

Updated #2: Time Change

NORTH CAROLINA HOUSE OF REPRESENTATIVES
COMMITTEE MEETING NOTICE
AND
BILL SPONSOR NOTIFICATION
2017-2018 SESSION

You are hereby notified that the **House Committee on Education - K-12** will meet as follows:

DAY & DATE: Tuesday, June 5, 2018
TIME: **2:00 PM**
LOCATION: **643 LOB**
COMMENTS: **Representative Johnson will be chairing.**

The following bills will be considered:

BILL NO.	SHORT TITLE	SPONSOR
HB 965	National and State Mottos in Schools Act.	Representative Bert Jones Representative Johnson Representative Arp Representative Shepard
HB 986	Various Changes to Education Laws.	Representative Hurley Representative Elmore Representative Horn Representative Johnson
SB 15	ISD Changes and Capital Grant Clarification.	Senator J. Davis Senator Tillman

Respectfully,

Representative Debra Conrad, Co-Chair
Representative Jeffrey Elmore, Co-Chair
Representative D. Craig Horn, Co-Chair
Representative Linda P. Johnson, Co-Chair

I hereby certify this notice was filed by the committee assistant at the following offices at 11:35 AM on Friday, June 29, 2018.

___ Principal Clerk
___ Reading Clerk – House Chamber

Rhonda Todd (Committee Assistant)

Committee Sergeants at Arms

NAME OF COMMITTEE House Committee Education K-12

DATE: 06/05/2018 Room: 643

House Sgt-At Arms:

1. Name: Terry McCraw
2. Name: Jim Moran
3. Name: David Linthicum
4. Name: Ken Gilbert
5. Name:

Senate Sgt-At Arms:

1. Name:
2. Name:
3. Name:
4. Name:
5. Name:

House Pages
Assignments
Tuesday, June 05, 2018
Session: 10:00 AM

Committee	Room	Time	Staff	Comments	Member
Education - Universities	1228/1327	1:00 PM	Miller Andrews		Speaker Tim Moore
			Richard Asbill		Rep. John Autry
			Payton Martin		Rep. Julia C. Howard
			Emerson Replogle		Rep. Grier Martin
Education - K-12	643	2:00 PM	Alexa Gomez		Speaker Tim Moore
			Zoe Nichols		Rep. Darren G. Jackson
			Leila Samiy		Speaker Tim Moore
			Amber Ward		Rep. James L. Boles, Jr.
Transportation	643	3:00 PM	Anthony Burnette		Speaker Tim Moore
			Imari Simmons		Rep. Michael Speciale
			Christian Terrell		Rep. Rosa U. Gill
			Bray Woodard		Rep. Ken Goodman

VISITOR REGISTRATION SHEET

House Committee Education K-12 | Rm. 643 | 06/05/2012

Name of Committee | Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Leanne Winner	NCSBA
Courtney Crowder	Crowder Consulting
Richard Bostic	NCSBA
Rusty Lindsey	Oracle
Doug Miskin	PSG
Dylan Reel	Rep. Stone
Jennifer Hausman	DPI
Shannon Miller	DPI
Cecil Holder	SBE / DPI
Christie Lynch Elliott	NCDPI
David Rickett	ISD

VISITOR REGISTRATION SHEET

House Committee Education K-12 | Rm. 643 | 06/05/2012

Name of Committee | Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
[signature]	NCASA
CINTHIA [illegible]	HOUSE INTERN Rep McGrady
Charles Jeter	CMS
Jere Royall	NCFPC
Lexi [illegible]	JLF
Evan Norris	SLF
SUSAN HARRISON	NCDPI
JOEL MAYNARD	[illegible]
Penny Burk	SoG
Edna Wallace	RTI
Tanah Callahan	CCJR

VISITOR REGISTRATION SHEET

House Committee Education K-12 | Rm. 643 | 06/05/2012

Name of Committee | Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Shanna Pöirberg	ACLU NC
Wayne Sasser	I
Liza Martin	Cup Al
Pierce Shipwash	JDA
Cindy Hahn	LA
Maddie Haworth	Honorary Page
Jeff Shew	Honorary Page
CHRIS NEEDHAM	GOVERNORS OFFICE

VISITOR REGISTRATION SHEET

House Committee Education K-12 | Rm. 643 | 06/05/2012

Name of Committee | Date

VISITORS: PLEASE SIGN IN BELOW AND RETURN TO COMMITTEE CLERK

NAME	FIRM OR AGENCY AND ADDRESS
Skye David	Newframe
Adam Pridemore	NCAcc
Resha Fortson	SEANC
Eric Hall	ISD | DPI

ATTENDANCE

House Education-K-12 Committee

2018 Short Session

DATES	6/5														
Rep. Debra Conrad, Chair	✓														
Rep. Jeffrey Elmore, Chair	✓														
Rep. Craig Horn, Chair	✓														
Rep. Linda Johnson, Chair	✓														
Rep. Cecil Brockman, Vice Chair	✓														
Rep. Bobbie Richardson, Vice Chair															
Rep. John Ager	✓														
Rep. Hugh Blackwell	✓														
Rep. John Bradford	✓														
Rep. Kevin Corbin	✓														
Rep. Jimmy Dixon	✓														
Rep. Jean Farmer-Butterfield	✓														
Rep. Rosa Gill															
Rep. Charles Graham	✓														
Rep. Holly Grange	✓														
Rep. Destin Hall	✓														
Rep. Kyle Hall	✓														
Rep. Jon Hardister	✓														
Rep. Cody Henson	✓														
Rep. Howard Hunter	✓														
Rep. Pat Hurley	✓														
Rep. Frank Iler	✓														
Rep. Bert Jones	✓														
Rep. Donny Lambeth	✓														

DATES	6/5														
Rep. Graig Meyer	✓														
Rep Rodney Moore	✓														
Rep. Larry Pittman	✓														
Rep. Amos Quick	✓														
Rep. Dennis Riddell	✓														
Rep. David Rogers	✓														
Rep. Jason Saine															
Rep. Phil Shepard	✓														
Rep. Scott Stone	✓														
Rep. Rena Turner	✓														
Rep. Donna McDowell White	✓														

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 965

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H965-ATC-156 [v.1]

Amends Title [NO]
H965-CSTS-965[v3]

Date _____,2018

Representative Bert Jones

moves to amend the bill on page 3, lines 1-2, by rewriting those lines to read:

"**SECTION 7.** This act becomes effective July 1, 2018 and applies beginning December 1, 2018.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 965
PROPOSED COMMITTEE SUBSTITUTE H965-CSTC-965 [v.3]
06/04/2018 07:21:30 PM

Short Title: National and State Mottos in Schools Act. (Public)

Sponsors:

Referred to:

May 21, 2018

A BILL TO BE ENTITLED

AN ACT TO REQUIRE DISPLAY OF THE NATIONAL MOTTO AND THE STATE MOTTO IN PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "National and State Mottos in Schools Act."

SECTION 2. G.S. 115C-47(29a) reads as rewritten:

"(29a) To Require the Display of the United States and North Carolina Flags, the Display of the National and State Mottos, and ~~to Require~~ the Recitation of the Pledge of Allegiance. – Local boards of education shall adopt policies to do the following:

a. ~~(i) require~~ Require the display of the United States and North Carolina flags in each classroom, when ~~available,~~available.

b. Require the display of the national motto, "In God We Trust," and the English translation of the State motto, "To Be Rather Than to Seem," in at least one prominent location of each school, such as an entry way, cafeteria, or other common area. The display shall state each motto, and underneath that motto, designate whether it is the national or State motto.

c. ~~(ii) require~~Require that recitation of the Pledge of Allegiance be scheduled on a daily ~~basis, and~~basis.

d. ~~(iii) provide~~ Provide age-appropriate instruction on the meaning and historical origins of the ~~flag~~ flags, mottos, and the Pledge of Allegiance.

These policies shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom."

SECTION 3. G.S. 115C-218.80 reads as rewritten:

"**§ 115C-218.80. Display of the United States and North Carolina ~~flags~~flags, display of the national and State mottos, and the recitation of the Pledge of Allegiance.**

(a) A charter school shall do the following:

(1) ~~(i) display~~Display the United States and North Carolina flags in each ~~classroom~~ classroom, when ~~available,~~available.

(2) Display the national motto, "In God We Trust," and the English translation of the State motto, "To Be Rather Than to Seem," in at least one prominent location of each school, such as an entry way, cafeteria, or other common area.

The display shall state each motto, and underneath that motto, designate whether it is the national or State motto.

(3) ~~(ii) require~~Require that the recitation of the Pledge of Allegiance be scheduled on a daily ~~basis,~~basis.

(4) ~~and (iii) provide~~Provide age-appropriate instruction on the meaning and historical origins of the ~~flag~~ flags, mottos, and the Pledge of Allegiance.

(b) A charter school shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance.

(c) If flags are donated or are otherwise available, flags shall be displayed in each classroom."

SECTION 4. G.S. 116-69.1 reads as rewritten:

"**§ 116-69.1. Display of the United States and North Carolina ~~flags~~ flags, display of the national and State mottos, and the recitation of the Pledge of Allegiance.**

(a) The school shall do the following:

(1) ~~(i) display~~Display the United States and North Carolina flags in each ~~classroom~~ classroom, when ~~available,~~available.

(2) Display the national motto, "In God We Trust," and the English translation of the State motto, "To Be Rather Than to Seem," in at least one prominent location of the school, such as an entry way, cafeteria, or other common area. The display shall state each motto, and underneath that motto, designate whether it is the national or State motto.

(3) ~~(ii) require~~Require the recitation of the Pledge of Allegiance on a daily ~~basis,~~basis.

(4) ~~and (iii) provide~~Provide instruction on the meaning and historical origins of the ~~flag~~ flags, mottos, and the Pledge of Allegiance.

(b) The school shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance.

(c) If flags are donated or are otherwise available, flags shall be displayed in each classroom."

SECTION 5. G.S. 116-325(i) reads as rewritten:

"(i) The Display of the United States and North Carolina ~~Flags~~ Flags, Display of the National and State Mottos, and the Recitation of the Pledge of Allegiance. – The Board of Trustees shall adopt policies to require the following:

(1) ~~(i) the display~~Display of the United States and North Carolina flags in each ~~classroom~~ classroom, when ~~available,~~available.

(2) Display of the national motto, "In God We Trust," and the English translation of the State motto, "To Be Rather Than to Seem," in at least one prominent location of the school, such as an entry way, cafeteria, or other common area. The display shall state each motto, and underneath that motto, designate whether it is the national or State motto.

(3) ~~(ii) the recitation~~Recitation of the Pledge of Allegiance on a daily basis.

(4) ~~and (iii) the instruction~~Instruction on the meaning and historical origins of the ~~flag~~ flags, mottos, and the Pledge of Allegiance.

These policies shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom."

SECTION 6. Notwithstanding G.S. 143C-5-2, there is appropriated from the General Fund to the Department of Public Instruction the sum of twenty five thousand dollars ($25,000) in nonrecurring funds for the 2018-2019 fiscal year to implement the requirements of this act, including to fund the purchase of supplies for students to create displays or to fund the purchase of mounted plaques.

SECTION 7. This act becomes effective July 1, 2018, and applies beginning with the 2018-2019 school year.

NORTH CAROLINA GENERAL ASSEMBLY
AMENDMENT
House Bill 965

AMENDMENT NO. _____
(to be filled in by
Principal Clerk)

H965-ATC-156 [v.1]

Amends Title [NO]
H965-CSTS-965[v3]

Date _____,2018

Representative Bert Jones

moves to amend the bill on page 3, lines 1-2, by rewriting those lines to read:

"**SECTION 7.** This act becomes effective July 1, 2018 and applies beginning December 1, 2018.".

SIGNED _____
Amendment Sponsor

SIGNED _____
Committee Chair if Senate Committee Amendment

ADOPTED _____ FAILED _____ TABLED _____

HOUSE BILL 965:
National and State Mottos in Schools Act.

2017-2018 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Appropriations	**Date:**	June 5, 2018
Introduced by:	Reps. Bert Jones, Johnson, Arp, Shepard	**Prepared by:**	Kara McCraw Staff Attorney
Analysis of:	PCS to First Edition H965-CSTC-58		

OVERVIEW: HB 965 would require the display of the national and State mottos in a prominent location in a public school.

The PCS would:

- ***Make conforming changes to require the display of the national and State mottos in all public schools that currently are also required to display the United States and North Carolina flags and recite the Pledge of Allegiance.***
- ***Reduce the appropriation for implementation of the act from $100,000 to $25,000.***
- ***Make other technical changes.***

CURRENT LAW: Under current law, local boards of education, charter schools, innovative schools, and the two high schools operated by The University of North Carolina (the School of the Arts high school and the North Carolina School of Science and Mathematics) are required to do the following:

- Display the United States and North Carolina flags in each classroom, when available.
- Require daily recitation of the Pledge of Allegiance.
- Provide age-appropriate instruction on the meaning and historical origins of the flags and Pledge.

No person can be compelled to stand, salute the flag, or recite the Pledge.

BILL ANALYSIS: The PCS for HB 965 would require local boards of education, charter schools, innovative schools, and the School of the Arts high school and the North Carolina School of Science and Mathematics to display the national motto, "In God We Trust," and the English translation of the State motto, "To Be Rather Than to Seem," in at least one prominent location in the school, and under each motto, designate whether it is the national or State motto. Age appropriate instruction on the mottos would also be required.

The PCS would also require $25,000 in nonrecurring funding be appropriated to the Department of Public Instruction to implement the requirements of the act, including funding purchases of supplies to create displays or mounted plaques.

EFFECTIVE DATE: The PCS for HB 965 would become effective July 1, 2018, and would apply beginning with the 2018-2019 school year.

Karen Cochrane-Brown
Director

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

HOUSE BILL 965

Short Title:	National and State Mottos in Schools Act.	(Public)
Sponsors:	Representatives Bert Jones, Johnson, Arp, and Shepard (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12, if favorable, Appropriations	

May 21, 2018

A BILL TO BE ENTITLED

AN ACT TO REQUIRE DISPLAY OF THE NATIONAL MOTTO AND THE STATE MOTTO IN PUBLIC SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. This act shall be known as the "National and State Mottos in Schools Act."

SECTION 2. G.S. 115C-47 reads as rewritten:

"**§ 115C-47. Powers and duties generally.**

In addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty:

...

(29a) To Require the Display of the United States and North Carolina ~~Flags,~~Flags and of the National and State Mottos and to Require the Recitation of the Pledge of Allegiance. – Local boards of education shall adopt policies to (i) require the display of the United States and North Carolina flags in each classroom, when available, ~~(ii)~~(ii) require the display of the national motto, "In God We Trust," and the State motto, "To Be Rather Than to Seem," in at least one prominent location of each school, such as an entry way, cafeteria, or other common area, (iii) require that recitation of the Pledge of Allegiance be scheduled on a daily basis, and ~~(iii)~~(iv) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. These policies shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom.

(29c) To Allow and Encourage the Reading and Posting of Documents on the History of the United States and With Historical Significance for the United States.

a. ~~Local~~ In addition to the requirements of subdivision (29a) of this section, local boards of education shall allow and may encourage any public school teacher or administrator to read or post in a public school building, classroom, or event excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to:

1. The preamble to the North Carolina Constitution.
2. The Declaration of Independence.

3. The United States Constitution.
4. The Mayflower Compact.
5. The national motto.
6. The National Anthem.
7. The Pledge of Allegiance.
8. The writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States.
9. Decisions of the Supreme Court of the United States.
10. Acts of the Congress of the United States, including the published text of the Congressional Record.

...."

SECTION 3. G.S. 115C-218.80 reads as rewritten:

"**§ 115C-218.80. Display of the United States and North Carolina flags and the recitation of the Pledge of Allegiance.**

A charter school shall (i) display the United States and North Carolina flags in each classroom when available, ~~(ii)~~(ii) display the national motto, "In God We Trust," and the State motto, "To Be Rather Than to Seem," in at least one prominent location of each school, such as an entry way, cafeteria, or other common area, (iii) require that the recitation of the Pledge of Allegiance be scheduled on a daily basis, and ~~(iii)~~(iv) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of Allegiance. A charter school shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom."

SECTION 4. Notwithstanding G.S. 143C-5-2, there is appropriated from the General Fund to the Department of Public Instruction the sum of one hundred thousand dollars ($100,000) in nonrecurring funds for the 2018-2019 fiscal year to implement the requirements of this act, including to fund the purchase of supplies for students to create displays or to fund the purchase of mounted plaques.

SECTION 5. This act becomes effective July 1, 2018, and applies beginning with the 2018-2019 school year.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

H D

HOUSE BILL 986
PROPOSED COMMITTEE SUBSTITUTE H986-CSBE-34 [v.3]
06/04/2018 08:50:35 PM

Short Title: Revise Cursive and Multiplication Report. (Public)

Sponsors:

Referred to:

May 23, 2018

A BILL TO BE ENTITLED

AN ACT TO CLARIFY AND MAKE PERMANENT THE REPORTING REQUIREMENT ON CURSIVE WRITING AND MULTIPLICATION TABLES; AND TO REQUIRE STUDENTS WHO SCORE A LEVEL FIVE ON MATH END-OF-YEAR TESTS TO BE PLACED IN ADVANCED MATH CLASSES THE FOLLOWING YEAR.

The General Assembly of North Carolina enacts:

SECTION 1. Part 1 of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-81.81. Annual report on cursive writing and multiplication tables.**

The State Board of Education and the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee by March 30 of each year on the compliance of each local school administrative unit with the requirements regarding cursive writing pursuant to G.S. 115C-81.75 and the memorization of multiplication tables pursuant to G.S. 115C-81.80. The report shall include at least the following information:

(1) The percentage of local school administrative units in the State complying and not complying with G.S. 115C-81.75 and a list of both sets of units.

(2) The percentage of local school administrative units in the State complying and not complying with G.S. 115C-81.80 and a list of both sets of units.

(3) A list of all instructional strategies used by each local school administrative unit to comply with G.S. 115C-81.75, categorized by unit.

(4) A list of each instructional strategy identified pursuant to subdivision (3) of this subsection and the corresponding percentage of local school administrative units in the State using that strategy to comply with G.S. 115C-81.75.

(5) If, in any given year, one or more local school administrative units does not respond to inquiries from the Department of Public Instruction related to this section, the percentage of local school administrative units in the State that were nonresponsive and a list of those units."

SECTION 2. Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-81.36. Advanced courses in mathematics.**

(a) When practicable, local boards of education shall offer advanced courses in mathematics in all grades three and higher.

(b) When advanced courses are offered in mathematics, any student scoring a level five on the end-of-grade or end-of-course test for the mathematics course in which the student was most recently enrolled shall be enrolled in the advanced course for the next mathematics in which

the student is enrolled. A student in seventh grade scoring a level five on the seventh grade mathematics end-of-grade test shall be enrolled in a high school level mathematics course in eighth grade. No student who qualifies under this subsection shall be removed from the advanced or high school mathematics course in which the student is enrolled unless a parent or guardian of the student provides written consent for the student to be excluded or removed from that course."

SECTION 3. This act is effective when it becomes law. Section 1 applies to reports submitted on or after that date. Section 2 applies beginning with the 2018-2019 school year.

HOUSE BILL 986*

Short Title:	Revise Cursive and Multiplication Report.	(Public)
Sponsors:	Representatives Hurley, Elmore, Horn, and Johnson (Primary Sponsors). *For a complete list of sponsors, refer to the North Carolina General Assembly web site.*	
Referred to:	Education - K-12	

May 23, 2018

A BILL TO BE ENTITLED

AN ACT TO CLARIFY AND MAKE PERMANENT THE REPORTING REQUIREMENT ON CURSIVE WRITING AND MULTIPLICATION TABLES.

The General Assembly of North Carolina enacts:

SECTION 1. Part 1 of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"**§ 115C-81.81. Annual report on cursive writing and multiplication tables.**

The State Board of Education and the Department of Public Instruction shall report to the Joint Legislative Education Oversight Committee by March 30 of each year on the compliance of each local school administrative unit with the requirements regarding cursive writing pursuant to G.S. 115C-81.75 and the memorization of multiplication tables pursuant to G.S. 115C-81.80. The report shall include at least the following information:

(1) The percentage of local school administrative units in the State complying and not complying with G.S. 115C-81.75 and a list of both sets of units.

(2) The percentage of local school administrative units in the State complying and not complying with G.S. 115C-81.80 and a list of both sets of units.

(3) A list of all instructional strategies used by each local school administrative unit to comply with G.S. 115C-81.75, categorized by unit.

(4) A list of each instructional strategy identified pursuant to subdivision (3) of this subsection and the corresponding percentage of local school administrative units in the State using that strategy to comply with G.S. 115C-81.75.

(5) If, in any given year, one or more local school administrative units does not respond to inquiries from the Department of Public Instruction related to this section, the percentage of local school administrative units in the State that were nonresponsive and a list of those units."

SECTION 2. This bill is effective when it becomes law and applies to reports submitted on or after that date.

HOUSE BILL 986:
Revise Cursive and Multiplication Report.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	June 5, 2018
Introduced by:	Reps. Hurley, Elmore, Horn, Johnson	**Prepared by:**	Brian Gwyn
Analysis of:	PCS to First Edition H986-CSBE-34		Staff Attorney

OVERVIEW: House Bill 986 would require the State Board of Education (SBE) and the Department of Public Instruction (DPI) to report annually on the implementation of the statutory requirements regarding cursive writing and multiplication tables. The PCS would require students who score a level five on end-of-year math tests to be placed in advanced math classes the following year.

CURSIVE AND MULTIPLICATION REPORT

CURRENT LAW: Section 7.23B of S.L. 2017-57 required the SBE and DPI to submit a one-time report to the Joint Legislative Education Oversight Committee (JLEOC) regarding the implementation of the cursive writing and multiplication tables memorization requirements in G.S. 115C-81(k) and (l) (recodified as G.S. 115C-81.75 and G.S. 115C-81.80, respectively).

BILL ANALYSIS: The PCS to House Bill 986 would require the SBE and DPI to report to JLEOC by March 30 annually on the implementation of the statutory requirements regarding cursive writing and multiplication tables. The report must include the following information:

- List and percentage of local school administrative units (LEAs) in compliance with the cursive writing requirement, as well as a list and percentage of LEAs not in compliance.
- List and percentage of LEAs in compliance with the memorization of multiplication tables requirement, as well as a list and percentage of LEAs not in compliance.
- List of instructional strategies used by each local school administrative unit (LEA) to implement the cursive writing requirement, broken down by LEA.
- Percentage of LEAs using various cursive writing instructional strategies.
- List and percentage of any LEAs that did not provide information for the report.

This provision was recommended by JLEOC's May 1, 2018 report.

ADVANCED COURSES IN MATHEMATICS

BILL ANALYSIS: The PCS to HB 986 would require local boards of education to offer advanced courses in mathematics in grades three and higher when practicable. Students who score a level five on end-of-year math tests must be placed in advanced math classes the following year. Students may only be removed from the advanced course if a parent or guardian provides written consent.

EFFECTIVE DATE: This act is effective when it becomes law. Section 1 applies to reports submitted on or after that date. Section 2 applies beginning with the 2018-2019 school year.

Karen Cochrane-Brown
Director

H986-SMBE-117 CSBE-34 -V-2

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

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SENATE BILL 15

Education/Higher Education Committee Substitute Adopted 4/24/17
PROPOSED HOUSE COMMITTEE SUBSTITUTE S15-CSBN-2 [v.6]
05/29/2018 01:47:51 PM

Short Title: ISD and Local Board Contracting Changes. (Public)

Sponsors:

Referred to:

January 30, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY THE INNOVATIVE SCHOOL DISTRICT STATUTES; AND TO ALLOW LOCAL BOARDS OF EDUCATION TO CONTRACT WITH THE SPOUSE OF THE SUPERINTENDENT OF THE LOCAL SCHOOL ADMINISTRATIVE UNIT IN CERTAIN CITIES AND COUNTIES.

The General Assembly of North Carolina enacts:

PART I: CHANGES TO THE INNOVATIVE SCHOOL DISTRICT STATUTES

SECTION 1.(a) G.S. 115C-75.5(5) reads as rewritten:

"(5) Qualifying school. – A low-performing school, as defined in G.S. 115C-105.37, that meets one of the following criteria:

a. The school earned an overall school performance score in the lowest five percent (5%) of all schools in the prior school year that meet all of the following requirements:

1. The school includes all or part of grades kindergarten through fifth.

2. The school did not exceed growth in at least one of the prior three school years and did not meet growth in at least one of the prior three school years.

~~3. One of the models established in G.S. 115C-105.37B for continually low-performing schools had not been adopted for that school for the immediately prior school year.~~

b. The school received a school performance score in the lowest ten percent (10%) of all schools that include all or part of grades kindergarten through fifth in the prior school year and has been designated by the local board of education for consideration by the State Board of Education as an innovative school."

SECTION 1.(b) G.S. 115C-75.7(a) reads as rewritten:

"(a) State Board Selection. – The State Board of Education is authorized to select, upon the recommendation of the ISD Superintendent, no more than five qualifying elementary schools to transfer to the ISD as innovative schools through the 2019-2020 school year. The ~~five~~ qualifying schools selected for inclusion in the ISD should represent geographic diversity, including urban and rural schools. The State Board of Education shall select no more than one qualifying school per local school administrative unit, unless the local board of education consents. Beginning with the 2021-2022 school year, provided that schools that have been in the ISD for three or more school years have earned a grade of C or higher under G.S. 115C-12(9)c1.,

the ISD Superintendent may recommend up to two additional qualifying schools per school year for State Board approval."

SECTION 1.(c) G.S. 115C-75.7(b) reads as rewritten:

"(b) Selection Process. – The selection of qualifying schools shall be based on an analysis of performance over the most recent three-year period. Prior to recommendation of selection of a qualifying school, the ISD Superintendent shall conduct an evaluation of the school to determine the factors contributing to the school's performance and shall confer with the school principal, local board of education members, the local school superintendent, and the local board of county commissioners to share the findings of the evaluation. The school selection process shall also include a public hearing to allow for parent and community input. The ISD Superintendent shall evaluate and identify the qualifying schools to recommend for selection as prospective innovative schools no later than October 15 prior to the initial school year in which the school may operate as an innovative school and shall notify the local boards of education where prospective innovative schools are located by that date. The State Board of Education shall select the prospective innovative schools no later than ~~December 15.~~November 15."

SECTION 1.(d) G.S. 115C-75.7(c) reads as rewritten:

"(c) Local Board Response. – Upon notification by the ISD Superintendent of selection by the State Board of Education of the qualifying school as a prospective innovative school, the local board of education shall determine whether to (i) close the selected qualifying school or (ii) transfer the school into the ISD. The local board shall not be required to undertake the study required by G.S. 115C-72 before closing the ~~school.~~school, but shall submit a plan to the State Board of Education that outlines the impact of closure, including information addressing at least the following: reassignment of students and staff, school bus travel time, and alternative enrollment options for students. Before the adoption of a resolution, the local board of education shall provide for a public hearing in regard to the proposed transfer or closure, at which hearing the public shall be afforded an opportunity to express their views. No later than ~~February 1,~~December 15, the local board of education shall adopt a resolution either (i) consenting to transfer of the selected qualifying school to the ISD as an innovative school or (ii) closing that school at the conclusion of that school year. The State Board of Education may delay the transfer of a selected school to the ISD for one year only upon the recommendation of the ISD Superintendent."

SECTION 1.(e) G.S. 115C-75.9(d) reads as rewritten:

"(d) Facility and Capital Expenditures. – Facility and capital expenditures shall be provided as follows:

(1) In addition to the transfer of funds as provided in G.S. 115C-75.10, the local board of education shall be responsible for facility and capital expenditures at the qualifying school.

(2) All IS operators and local boards of education shall enter into an occupancy agreement establishing the terms of occupancy for the IS operator not otherwise addressed in statute. If the parties are unable to reach agreement, either party may petition the State Board of Education to resolve any issues in dispute.

(3) The IS operator shall have first priority in use of the facility and capital expenditures at the school for any purpose related to the operation of the innovative school. The local board of education may allow use of the facility by governmental, charitable, civic, or other organizations for activities within the community and may retain any funds received for such use for any time the IS operator has not provided written notice to the local board of its use of the facility during that time for a purpose related to the operation of the innovative school.

For the purposes of this subsection, facility and capital expenditures include routine maintenance and repair, and capital expenditures include building repair and maintenance, furniture, furnishings, ~~and equipment.~~equipment, and any existing IT network, hardware, computers, instructional technology, phones, and related cabling."

SECTION 1.(f) G.S. 115C-75.9(f) reads as rewritten:

"(f) Memorandums of Understanding for Alternate Arrangements. – Notwithstanding this section, the IS operator, in consultation with the ISD Superintendent, may elect to enter into a memorandum of understanding for alternate arrangements with the local board of education to address any of the following:

(1) Facility and capital expenditures.

(2) Transportation services.

(3) Services for Children with Disabilities.

If the IS operator elects to use a memorandum of understanding for alternate arrangements, the IS operator and local board of education shall finalize the memorandum of understanding within ~~30~~45 days of the initial request by the IS operator. If the parties have not completed the memorandum of understanding within ~~30~~45 days, the State Board of Education shall resolve any issues in dispute."

SECTION 1.(g) G.S. 115C-75.9(h) reads as rewritten:

"(h) Innovative School Employees. – The IS operator shall select and hire the school principal for an innovative ~~school.~~school with input and approval from the ISD Superintendent. Within the limits of the school budget, the IS operator or its designee shall select staff members in accordance with guidance from the ISD Superintendent. Before finalizing staffing recommendations, the IS operator and the ISD Superintendent or the Superintendent's designee shall interview all existing staff members at the qualifying school and review student growth and performance data for those staff members for whom it is available. Notwithstanding Article 21A of this Chapter, the IS operator and the ISD Superintendent shall be permitted to examine personnel files of existing staff members for the qualifying school. The IS operator shall have the authority to decide whether any administrator, teacher, or staff member previously assigned to a qualifying school selected to become an innovative school shall continue as an employee of the innovative school. Any such employees retained shall become employees of the ISD. An employee hired to work in an innovative school shall be an employee of the ISD, and the employees shall be under the exclusive control of the ISD. All employees of the ISD shall be eligible for enrollment in the Teachers' and State Employees' Retirement System of North Carolina, the State Health Plan, and other benefits available to State employees. The IS operator shall provide funds to the ISD in an amount sufficient to provide salary and benefits for employees of the ISD working in the innovative school based on the terms of employment established by the IS operator. A teacher employed with career status under G.S. 115C-325 and assigned to a school transferred to the ISD who accepts employment at that ISD school may return to the local school administrative unit with career status upon the end of employment at the ISD school."

SECTION 1.(h) G.S. 115C-75.13(d) reads as rewritten:

"(d) A low-performing school in an innovation zone, created as provided in clause (ii) of subsection (a) of this section, ~~shall~~may become an innovative school if that low-performing school does not exceed expected growth in the last two years of the five consecutive years in the innovation zone."

PART II: LOCAL BOARD OF EDUCATION AUTHORITY TO CONTRACT WITH SPOUSE OF SUPERINTENDENT

SECTION 2. G.S. 14-234 is amended by adding a new subsection to read:

"(d7) This section does not apply to employment contracts between a local board of education and the spouse of the superintendent of a county local school administrative unit located in a

county having a population of 65,000 or fewer according to the most recent official federal census or of a city local school administrative unit located in whole or in part in a city having a population of 15,000 or fewer according to the most recent official federal census."

PART III: EFFECTIVE DATE

SECTION 3. This act is effective when it becomes law.

SENATE BILL 15:
ISD and Local Board Contracting Changes.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	June 5, 2018
Introduced by:	Sens. J. Davis, Tillman	**Prepared by:**	Samantha Yarborough Staff Attorney
Analysis of:	PCS to Second Edition S15-CSBN-2		

OVERVIEW: Senate Bill 15 would require additional classroom teacher allotments for geographically isolated schools meeting certain requirements. The PCS would remove the contents of the 2nd edition and replace them with the following:

- ***Allow schools that have adopted a reform model to be considered qualifying schools for the Innovation School District (ISD).***
- ***Allow the ISD Superintendent to select up to two additional qualifying schools per year beginning with the 2021-2022 school year.***
- ***Require the State Board of Education to select prospective innovative schools by November 15.***
- ***Require local boards of education to submit a closure plan to the State Board of Education and adopt a resolution to transfer or close the school by December 15.***
- ***Grant the innovative school operator (IS operator) first priority in the use of capital expenditures at the school.***
- ***Change the timeline for memoranda of understanding between the IS operator and the local board to 45 days.***
- ***Require the ISD Superintendent's approval of the innovative school principal.***
- ***Allow teachers to retain career status if the school at which they teach becomes an innovative school.***
- ***Allow, rather than require, low-performing schools in an innovation zone to become an innovative school.***
- ***Allow local boards of education in certain counties and cities to contract with the spouse of the superintendent.***

SECTION 1

CURRENT LAW and BILL ANALYSIS:

The ISD was created in 2016 to supervise, manage, and operate schools as innovative schools. The State Board of Education is authorized to select, upon the recommendation of the ISD Superintendent, no more than five qualifying elementary schools to transfer to the ISD as innovative schools. The selection of qualifying schools is based on an analysis of performance over the most recent three-year period. Schools are transferred to the ISD for at least five consecutive years.

Karen Cochrane-Brown
Director

Legislative Analysis Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Section 1.(a)

Currently, if a low-performing school has adopted a reform model established in G.S. 115C-105.37B, it is not eligible to be considered as a qualifying school for recommendation to become an innovative school.

The PCS would remove this restriction.

Section 1.(b)

Currently, the State Board of Education may select no more than five qualifying elementary schools to transfer to the ISD as innovative schools.

The PCS would allow the ISD superintendent to recommend up to two additional qualifying schools per school year for State Board approval beginning with the 2021-2022 school year, provided that the schools that have been in the ISD for three or more years have earned a grade of C or higher on the school report cards.

Section 1.(c)

Currently, the ISD Superintendent evaluates and identifies the qualifying schools to recommend for selection as prospective innovative schools no later than October 15 and the State Board of Education has until December 15 to select the prospective innovative schools.

The PCS would adjust the timeline to require selection by the State Board by November 15.

Section 1.(d)

Currently, upon notification by the ISD Superintendent of selection by the State Board of Education of the qualifying school as a prospective innovative school, the local board of education must determine whether to close the selected qualifying school or transfer the school to the ISD. The local board is not required to study the impacts of closure. The local board must adopt a resolution to close or transfer the school by February 1.

The PCS would require the local board to submit a plan to the State Board of Education that outlines the impact of closure, including information addressing the reassignment of students and staff, school bus travel time, and alternative enrollment options for students. The local board would be required to adopt a resolution to close or transfer the school by December 15.

Section 1.(e)

Currently, the IS operator has first priority in the use of the school facility that is transferred to the ISD.

The PCS would explicitly include capital expenditures, including existing IT networks, hardware, computers, instructional technology, phones, and related cabling, as part of the facility transfer.

Section 1.(f)

Currently, if the IS operator choses to use a memorandum of understanding (MOU) with the local board of education to provide alternate arrangements for facility and capital expenditures, transportation services, and services for Children with Disabilities, the parties have 30 days to finalize the MOU. If there are issues in dispute after 30 days, the State Board of Education resolves these issues.

The PCS would allow the parties 45 days to finalize the MOU before the State Board of Education resolves any issues in dispute.

Section 1.(g)

Currently, the IS operator selects and hires the school principal for the innovative school. The PCS would require the input and approval of the ISD Superintendent before a principal can be hired.

Currently, teachers employed with career status at a school transferred to the ISD who are hired by the ISD would not retain their career status if they later return to employment with the local school administrative unit. The PCS would allow those teachers to return to the local school administrative unit with career status upon the end of employment at the innovative school.

Section 1.(h)

Currently, low-performing schools in an innovation zone are required to become innovative schools if the low-performing school does not exceed expected growth in the last two years of the five consecutive years in the innovation zone.

The PCS would allow, rather than require, those schools to become innovative schools.

SECTION 2

CURRENT LAW:

G.S. 14-234 makes it a Class 1 misdemeanor for a public officer or employee who is involved in making or administering a contract on behalf of a public agency to derive a direct benefit from the contract. An exception exists for employment relationships between public agencies and the spouses of elected or appointed public officials. Superintendents are considered employees of the local school administrative unit, rather than elected or appointed public officials.

BILL ANALYSIS:

The PCS would create an exception to G.S. 14-234 for employment contracts of the spouses of superintendents of county local school administrative units located in counties having a population of 65,000 or fewer, and the spouses of superintendents of city local school administrative units located in cities having a population of 15,000 or fewer.

EFFECTIVE DATE: The PCS for Senate Bill 15 would become effective when it becomes law.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017

S 2

SENATE BILL 15*
Education/Higher Education Committee Substitute Adopted 4/24/17

Short Title: Teachers/Isolated K-12 Schools. (Public)

Sponsors:

Referred to:

January 30, 2017

A BILL TO BE ENTITLED

AN ACT TO PROVIDE FOR TEACHER ALLOTMENTS FOR GEOGRAPHICALLY ISOLATED K-12 SCHOOLS.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-301 is amended by adding a new subsection to read:

"(g1) Notwithstanding any other provision of this section, the State Board of Education shall allot additional classroom teachers to schools containing grades kindergarten through 12 when consolidation is not feasible due to the geographic isolation of the school and the school meets at least one of the following criteria for geographic isolation:

(1) The school is located in a local school administrative unit in which the average daily membership is less than 1.5 per square mile.

(2) The school is located in a local school administrative unit for a county containing more than 150,000 acres of National Forest owned by the federal government and managed by the United States Forest Service pursuant to G.S. 104-5.

The State Board shall allot teachers to geographically isolated schools pursuant to this subsection on the basis of one classroom teacher per grade level and shall allot teachers to the remainder of the local school administrative unit under the regular teacher allotment formula."

SECTION 2. This act becomes effective July 1, 2017.

SENATE BILL 15:
ISD and Local Board Contracting Changes.

2017-2018 General Assembly

Committee:	House Education - K-12	**Date:**	June 5, 2018
Introduced by:	Sens. J. Davis, Tillman	**Prepared by:**	Samantha Yarborough
Analysis of:	PCS to Second Edition S15-CSBN-2		Staff Attorney

OVERVIEW: Senate Bill 15 would require additional classroom teacher allotments for geographically isolated schools meeting certain requirements. The PCS would remove the contents of the 2nd edition and replace them with the following:

- ***Allow schools that have adopted a reform model to be considered qualifying schools for the Innovation School District (ISD).***
- ***Allow the ISD Superintendent to select up to two additional qualifying schools per year beginning with the 2021-2022 school year.***
- ***Require the State Board of Education to select prospective innovative schools by November 15.***
- ***Require local boards of education to submit a closure plan to the State Board of Education and adopt a resolution to transfer or close the school by December 15.***
- ***Grant the innovative school operator (IS operator) first priority in the use of capital expenditures at the school.***
- ***Change the timeline for memoranda of understanding between the IS operator and the local board to 45 days.***
- ***Require the ISD Superintendent's approval of the innovative school principal.***
- ***Allow teachers to retain career status if the school at which they teach becomes an innovative school.***
- ***Allow, rather than require, low-performing schools in an innovation zone to become an innovative school.***
- ***Allow local boards of education in certain counties and cities to contract with the spouse of the superintendent.***

SECTION 1

CURRENT LAW and BILL ANALYSIS:

The ISD was created in 2016 to supervise, manage, and operate schools as innovative schools. The State Board of Education is authorized to select, upon the recommendation of the ISD Superintendent, no more than five qualifying elementary schools to transfer to the ISD as innovative schools. The selection of qualifying schools is based on an analysis of performance over the most recent three-year period. Schools are transferred to the ISD for at least five consecutive years.

Karen Cochrane-Brown
Director

Legislative Analysis
Division
919-733-2578

This bill analysis was prepared by the nonpartisan legislative staff for the use of legislators in their deliberations and does not constitute an official statement of legislative intent.

Section 1.(a)

Currently, if a low-performing school has adopted a reform model established in G.S. 115C-105.37B, it is not eligible to be considered as a qualifying school for recommendation to become an innovative school.

The PCS would remove this restriction.

Section 1.(b)

Currently, the State Board of Education may select no more than five qualifying elementary schools to transfer to the ISD as innovative schools.

The PCS would allow the ISD superintendent to recommend up to two additional qualifying schools per school year for State Board approval beginning with the 2021-2022 school year, provided that the schools that have been in the ISD for three or more years have earned a grade of C or higher on the school report cards.

Section 1.(c)

Currently, the ISD Superintendent evaluates and identifies the qualifying schools to recommend for selection as prospective innovative schools no later than October 15 and the State Board of Education has until December 15 to select the prospective innovative schools.

The PCS would adjust the timeline to require selection by the State Board by November 15.

Section 1.(d)

Currently, upon notification by the ISD Superintendent of selection by the State Board of Education of the qualifying school as a prospective innovative school, the local board of education must determine whether to close the selected qualifying school or transfer the school to the ISD. The local board is not required to study the impacts of closure. The local board must adopt a resolution to close or transfer the school by February 1.

The PCS would require the local board to submit a plan to the State Board of Education that outlines the impact of closure, including information addressing the reassignment of students and staff, school bus travel time, and alternative enrollment options for students. The local board would be required to adopt a resolution to close or transfer the school by December 15.

Section 1.(e)

Currently, the IS operator has first priority in the use of the school facility that is transferred to the ISD.

The PCS would explicitly include capital expenditures, including existing IT networks, hardware, computers, instructional technology, phones, and related cabling, as part of the facility transfer.

Section 1.(f)

Currently, if the IS operator choses to use a memorandum of understanding (MOU) with the local board of education to provide alternate arrangements for facility and capital expenditures, transportation services, and services for Children with Disabilities, the parties have 30 days to finalize the MOU. If there are issues in dispute after 30 days, the State Board of Education resolves these issues.

The PCS would allow the parties 45 days to finalize the MOU before the State Board of Education resolves any issues in dispute.

Section 1.(g)

Currently, the IS operator selects and hires the school principal for the innovative school. The PCS would require the input and approval of the ISD Superintendent before a principal can be hired.

Currently, teachers employed with career status at a school transferred to the ISD who are hired by the ISD would not retain their career status if they later return to employment with the local school administrative unit. The PCS would allow those teachers to return to the local school administrative unit with career status upon the end of employment at the innovative school.

Section 1.(h)

Currently, low-performing schools in an innovation zone are required to become innovative schools if the low-performing school does not exceed expected growth in the last two years of the five consecutive years in the innovation zone.

The PCS would allow, rather than require, those schools to become innovative schools.

SECTION 2

CURRENT LAW:

G.S. 14-234 makes it a Class 1 misdemeanor for a public officer or employee who is involved in making or administering a contract on behalf of a public agency to derive a direct benefit from the contract. An exception exists for employment relationships between public agencies and the spouses of elected or appointed public officials. Superintendents are considered employees of the local school administrative unit, rather than elected or appointed public officials.

BILL ANALYSIS:

The PCS would create an exception to G.S. 14-234 for employment contracts of the spouses of superintendents of county local school administrative units located in counties having a population of 65,000 or fewer, and the spouses of superintendents of city local school administrative units located in cities having a population of 15,000 or fewer.

EFFECTIVE DATE: The PCS for Senate Bill 15 would become effective when it becomes law.