

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1993

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HOUSE BILL 970

Short Title: Parental Involvement/Sch. Improvement.

(Public)

Sponsors: Representatives Wright, Cummings (Co-sponsors); Oldham and Wood.

Referred to: Education.

April 15, 1993

A BILL TO BE ENTITLED

AN ACT TO ENHANCE PARENTAL INVOLVEMENT IN THE DEVELOPMENT
OF LOCAL SCHOOL IMPROVEMENT PLANS.

The General Assembly of North Carolina enacts:

Section 1. G.S. 115C-238.3 reads as rewritten:

"§ 115C-238.3. Development of local plans; elements of local plans.

(a) Development of systemwide plan by the local board of education. – The board of education of a local school administrative unit that elects to participate in the Program shall develop and submit a local school improvement plan for the entire local school administrative unit to the State Superintendent of Public Instruction before April 15 of the fiscal year preceding the fiscal year in which participation is sought.

A systemwide improvement plan shall remain in effect for no more than three years.

(b) Establishment of student performance goals by the local board of education for the systemwide plan. – The local board of education shall establish student performance goals for the local school administrative unit. The local board of education shall actively involve an advisory panel composed of a substantial number of teachers, school administrators, other school staff, and parents of children enrolled in the local school administrative unit, in developing the student performance goals for the local school improvement plan. Parents serving on advisory panels shall not be employees of the school unit and shall reflect the racial and socioeconomic composition of the students enrolled in the local school administrative unit. Meetings of the advisory panel shall take place at a convenient time to assure substantial parent participation. It is the intent of the General Assembly that teachers have a major role in developing the student performance goals for the local school improvement plan; therefore, at least half of the

1 staff members participating in this advisory panel shall be teachers. The teachers in the
2 local school administrative unit shall select the teachers who are involved in the
3 advisory panel.

4 The performance goals for the local school administrative unit shall address specific,
5 measurable goals for all student performance indicators adopted by the State Board.
6 Factors that determine gains in achievement vary from school to school; therefore,
7 socioeconomic factors and previous student performance indicators shall be used as the
8 basis of the local school improvement plan.

9 (b1) Development by each school of strategies for attaining local student
10 performance goals. – The principal of each school, representatives of the building-level
11 staff, and parents of children enrolled in the school shall develop a building-level plan
12 to address student performance goals appropriate to that school from those established
13 by the local board of education. Parents serving on building level committees shall
14 reflect the racial and socioeconomic composition of the students enrolled in that school
15 and shall not be members of the building-level staff. Parental involvement is a critical
16 component of school success and positive student outcomes; therefore, it is the intent of
17 the General Assembly that parents, along with teachers, play a substantial role in
18 developing student performance goals at the building level. To this end, building-level
19 advisory board meetings shall be held at a convenient time to assure substantial parent
20 participation. ~~These~~ The strategies for attaining local school performance goals may
21 include requests for waivers of State laws, regulations, or policies for that school. A
22 request for a waiver shall (i) identify the State laws, regulations, or policies that inhibit
23 the local unit's ability to reach its local accountability goals, (ii) set out with specificity
24 the circumstances under which the waiver may be used, and (iii) explain how a waiver
25 of those laws, regulations, or policies will permit the local unit to reach its local goals.

26 Support among affected staff members is essential to successful implementation of a
27 building-level plan to address student performance goals appropriate to a school;
28 therefore, the principal of the school shall present the proposed building-level plan to all
29 of the staff assigned to the school building for their review and vote. The vote shall be
30 by secret ballot. The principal may submit the building-level plan to the local board of
31 education for inclusion in the systemwide plan only if the proposed building-level plan
32 has the approval of a majority of the staff who voted on the plan.

33 The local board of education shall accept or reject the building-level plan. The local
34 board shall not make any substantive changes in any building-level plan that it accepts;
35 the local board shall set out any building-level plan that it accepts in the systemwide
36 plan. If the local board rejects a building-level plan, the local board shall state with
37 specificity its reasons for rejecting the plan; the principal of the school for which the
38 plan was rejected, representatives of the building-level staff, and parents of children
39 enrolled in the school may then prepare another plan, present it to the building-level
40 staff for a vote, and submit it to the local board for inclusion in the systemwide plan. If
41 no building-level plan is accepted for a school before March 15 of the fiscal year
42 preceding the fiscal year in which participation is sought, the local board may develop a
43 plan for the school for inclusion in the systemwide plan; the General Assembly urges

1 the local board to utilize the proposed building-level plan to the maximum extent
2 possible when developing such a plan.

3 (c) Development by each school of a differentiated pay plan for that school;
4 development by the local board of education of a differentiated pay plan for central
5 office personnel. –

6 (1) The local school administrative unit shall consider a plan for
7 differentiated pay. The local plan shall include a plan for differentiated
8 pay, in accordance with G.S. 115C-238.4, unless the local school
9 administrative unit elects not to participate in any differentiated pay
10 plan.

11 (2) The principal of each school, representatives of the building-level
12 staff, and parents of children enrolled in the school shall develop a
13 building-level differentiated pay plan for the school when they develop
14 their building-level plan to address student performance goals
15 appropriate to the school.

16 Support among affected staff members is essential to successful
17 implementation of a building-level differentiated pay plan; therefore,
18 the principal of the school shall present the proposed building-level
19 plan to all of the staff eligible to receive differentiated pay, in
20 accordance with G.S. 115C-238.4(a), for their review and vote. The
21 vote shall be by secret ballot. The principal may submit the building-
22 level differentiated pay plan to the local board of education only if the
23 proposed building-level differentiated pay plan has the approval of a
24 majority of the staff who voted on the plan.

25 The local board of education shall accept or reject the building-
26 level differentiated pay plan. The local board shall not make any
27 substantive changes in any building-level plan that it accepts; the local
28 board shall set out any building-level plan that it accepts in the
29 systemwide differentiated pay plan. If the local board rejects a
30 building-level plan, the local board shall state with specificity its
31 reasons for rejecting the plan; the principal of the school for which the
32 plan was rejected, representatives of the building-level staff, and
33 parents of children enrolled in the school may then prepare another
34 plan, present it to all of the staff eligible to receive differentiated pay,
35 in accordance with G.S. 115C-238.4(a), for a vote, and submit it to the
36 local board for inclusion in the systemwide plan. If no building-level
37 plan is accepted for a school before March 15 of the fiscal year
38 preceding the fiscal year in which participation is sought, the local
39 board may develop a plan for the school building for inclusion in the
40 systemwide plan; the General Assembly urges the local board to utilize
41 the proposed building-level plan to the maximum extent possible when
42 developing such a plan.

43 (3) The local board of education shall develop a plan for differentiated pay
44 for all central office personnel eligible to receive differentiated pay, in

- 1 accordance with G.S. 115C-238.4(a), and shall include the plan in the
2 systemwide differentiated pay plan.
- 3 (4) A systemwide differentiated pay plan shall remain in effect for no
4 more than three years. At the end of three years, a plan to continue,
5 discontinue, or modify that differentiated pay plan shall be developed
6 in accordance with subdivisions (2) and (3) of this subsection."
7 Sec. 2. This act becomes effective July 1, 1993.