

Education

See full summary documents for additional detail

H57 - Create Term for Public Schools & Codify NCVPS. (SL 2019-51)

S.L. 2019-51:

- Creates a new definition for the education chapter of the General Statutes for the term "public school unit" to refer collectively to multiple types of public schools in the State.
- Codifies the North Carolina Virtual Public School program (NCVPS) in the education chapter of the General Statutes to consolidate all references to the NCVPS program.

This act became effective July 1, 2019, and applies beginning with the 2019-2020 school year.

H75 - School Safety Funds, Programs, and Reports. (SL 2019-222)

S.L. 2019-222 appropriates funding and makes changes to programs and reports related to school safety.

Section 2.1: Census of School Resource Officers

Section 2.1 of S.L. 2019-222 directs the Center for Safer Schools (Center) to conduct an annual census of school resource officers located in each public school unit. The Center must submit this information to the Joint Legislative Education Oversight Committee by March 1 annually. The report must include the following information:

- The total number of school resource officers in the State and in each public school unit.
- Data regarding school resources officers' education levels, years as sworn law enforcement officers, and years as school resource officers.
- Training required of school resource officers and training actually completed by school resource officers, including training specific to the position of school resource officer and other advanced or additional training.
- The funding source for all school resource officers.
- The location of school resource officers, differentiated by grade levels and type of public school unit.
- The percentage of school resource officers assigned to more than one school.
- The law enforcement affiliation of school resource officers.

Section 3.1: School Safety Grant Programs

Section 3.1 of S.L. 2019-222 codifies grants for school resource officers and provides additional nonrecurring grants in 2019-2020 for students in crisis, training to increase school safety, and safety equipment in schools.

Section 4.1: School Mental Health Crisis Response Program

Section 4.1 of S.L. 2019-222 directs the Department of Public Instruction (DPI) and the Center for Safer Schools, in consultation with the Department of Health and Human Services and the Department of Public Safety, Division of Emergency Management, to develop a recommended program to facilitate the transfer

of school mental health support personnel between school districts during or after a crisis. By no later than March 15, 2020, DPI is required to submit a report on the recommended program to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services that includes, at a minimum, all of the following information:

- A suggested protocol for receiving and relaying requests for additional school mental health support personnel.
- Any anticipated costs associated with temporary transfers of personnel.
- Information about any similar programs in other states.
- Any additional recommendations for improving how local school administrative units can share school mental health support personnel.

Section 5.1: School Mental Health Support Personnel Reports and Funds

Section 5.1 of S.L. 2019-222 requires annual local and statewide reports on differences in the number of school mental health support personnel in the State from year to year. Additionally, the section appropriates \$20 million for the 2019-2020 fiscal year and \$23 million for the 2020-2021 fiscal year to the Instructional Support Allotment, with the intent that these additional funds be used for additional school mental health support personnel.

Section 6.1: School Psychologists and School Counselor Position Study

Section 6.1 of S.L. 2019-222 directs the Department of Public Instruction (DPI) to study and report on school psychologists and school counselor positions. The study and report must include a review of at least the following:

- The number of school psychologist and school counselor positions in the State and in each local school administrative unit (LEA).
- The allocation of school psychologists and school counselors in each LEA among schools within those units.
- The methodology each LEA uses to determine the allocation of school psychologists and school counselors within the LEA.
- The density of school psychologists and school counselors in each geographic region of the State.
- The number, percentage, and average salary of school psychologist and school counselor positions funded with State dollars and funded with non-State dollars.
- The extent to which LEAs provide school psychologists and school counselors with local salary supplements and the amounts of those salary supplements.
- Job descriptions posted for school psychologist and school counselor positions as compared to actual duties of school counselors.

DPI must submit a survey to LEAs no later than November 1, 2019, on any topics identified above that can be answered by an LEA. LEAs must respond to the survey by January 31, 2020. DPI must consolidate the information reported by the LEAs, provide context and analysis, as necessary, and report the results of its study to the Joint Legislative Education Oversight Committee and the Fiscal Research Division no later than April 1, 2020.

This act became effective July 1, 2019, except as otherwise provided in the act.

H107 - PED Oversight/EPP Changes. (SL 2019-149)

S.L. 2019-149 does all of the following:

- Removes the quality of students entering the educator preparation program (EPP) as a performance standard, to instead only be included in the annual performance report.
- Makes various clarifying and technical changes to the annual performance report.
- Modifies the criteria by which an EPP can be sanctioned.
- Directs the State Board of Education (SBE), in consultation with the Department of Public Instruction (DPI) and the Professional Educator Preparation and Standards Commission (PEPSC), to develop a formulaic, performance-based weighted model and report to the Joint Legislative Education Oversight Committee (JLEOC) before implementing the model.
- Directs the SBE, in consultation with PEPSC, to study the inclusion of the two-year retention rate for individuals who have completed the EPP and become initially licensed and employed in a North Carolina public school as a performance measure for EPPs and to report on the results of the study to JLEOC before starting to use the performance measure.
- Directs the SBE to adopt a rule creating a small group reporting exception any time data are at risk of being individually identifiable.

The act became effective July 22, 2019. The changes to the performance measures and annual performance reports apply to EPPs authorized by the SBE on or after July 22, 2019, and reports and reviews submitted based on data collected from the 2019-2020 academic year.

H231 - UNC & Comm. Coll. Pay/Retiree Bonus. (Ratified)

House Bill 231 would appropriate funds to provide salary increases to employees of The University of North Carolina System and the North Carolina Community College System and to provide two one-time cost-of-living supplements for retirees of the Teachers' and State Employees' Retirement System, the Consolidated Judicial Retirement System, and the Legislative Retirement System. The content of the bill was consistent with House Bill 966 of the 2019 Regular Session which was vetoed.

This bill was vetoed by the Governor on November 1, 2019, has not been overridden by the General Assembly, and has not become law.

H362 - 15-Point Scale For School Performance Grades. (SL 2019-154)

S.L. 2019-154 codifies the 15-point scale for the determination of school performance grades; requires the State Board of Education to adopt emergency rules in preparation for permanent rulemaking; and directs the State Board of Education to study the reporting methods used for school accountability purposes on the North Carolina annual school report cards.

This act became effective July 22, 2019, and the codified 15-point grading scale applies beginning with the 2019-2020 school year.

H377 - Teacher Step Act.

Sec. 2.5: Principal Recruitment Supplement. (SL 2019-247)

Section 2.5 of S.L. 2019-247 directs the Department of Public Instruction (DPI) to establish the Principal Recruitment Supplement Program (Program) to provide time-limited salary supplements to qualifying principals of qualifying schools. A qualifying principal who accepts a position as a principal in a qualifying school will receive an annual salary supplement of \$30,000 as long as the principal stays with that school up to a maximum period of 36 months subject to the following requirements:

- A qualifying principal is not to be excluded in future years from contracting with the same eligible employer or a different eligible employer for another salary supplement.
 - A qualifying principal who works at a qualifying school will continue to receive the salary supplement for up to 36 months even if one or more of the following occur: (i) the principal no longer meets the definition of a qualifying principal; or (ii) the school is no longer an eligible school that meets the definition of a qualifying school.
- The salary supplements are not considered compensation under the Teachers' and State Employees' Retirement System.

To the extent that funds are available for the Program, DPI must notify eligible employers with one or more eligible schools that they may be selected to participate in the program and the eligible employer must notify DPI that it wishes to be in the Program. DPI must select up to a statewide total of 40 schools and must prioritize eligible schools with the lowest overall school performance scores. Eligible employers must notify DPI of the principals, schools, and the length of time the qualifying principal will receive the salary supplement. The principals must begin employment by August 1, 2020.

The salary supplements are to supplement and not supplant State and non-State funds already provided for principal compensation. By March 15, 2021 and every year thereafter in which funds are expended under the Program, DPI must report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division of the General Assembly on the Program. The report must include:

- The impact of the Program on school performance, including the performance of schools receiving a principal in the Program and schools that lost a principal due to the Program.
- The number of principals participating in the Program.
- The identity of the schools participating in the Program.
- The length and rate of retention of principals with the Program and at specific schools within the Program.

This section became effective July 1, 2019.

H389 - ABC/Univ Athletic Facility. (SL 2019-52)

S.L. 2019-52 authorizes public colleges and universities to allow alcohol sales at stadiums, athletic facilities, and arenas located on school property with the approval of the Board of Trustees. Only malt beverages and wine may be sold when the facility is being used for a sports event sponsored by the public college or university. This act does not apply to community colleges. See the full summary for additional requirements.

This act became effective June 26, 2019.

H411 - Modify School Qual./Student Success Indicator. (SL 2019-142)

Sections 1-4 of S.L. 2019-142 combine career and college readiness indicators for both school performance grades required under State law as well as for federal reporting purposes under the Every Student Succeeds Act (ESSA) and require the State Board of Education to include additional career and college readiness information on annual school report cards.

Sections 5-6 of the act allow the identity of a prize winner of \$50 million or more in the NC Education Lottery to be held confidential until ninety days after the prize is claimed, if requested by the prize winner.

The act became effective July 19, 2019. Sections 1-4 apply to measures based on data from the 2018-2019 school year and each school year thereafter.

H664 - myFutureNC/Postsecondary Attainment Goal. (SL 2019-55)

S.L. 2019-55 establishes the postsecondary educational attainment goal for the State that, by the year 2030, 2,000,000 residents between the ages of 25 and 44 will have completed a high quality credential or postsecondary degree.

This act became effective June 26, 2019.

H668 - Various Higher Education Changes. (SL 2019-139)

S.L. 2019-139 makes the following changes to higher education laws:

- Authorizes community colleges to use adequate insurance coverage in place of bonds for employees handling institutional funds and property.
- Renames the University Of North Carolina Center For Public Television as The University Of North Carolina Center For Public Media.
- Authorizes the Board of Governors of The University of North Carolina to establish policies that allow certain lease purchase agreements.
- Allows evidence of North Carolina high school graduation for students to rebut the presumption that the student's residence is the parent's residence for establishing residency for in state tuition purposes for North Carolina community colleges and universities.

The act became effective July 19, 2019.

H886 - Study Participation of Operators in NC Pre-K. (SL 2019-87)

S. L. 2019-87 directs the Department of Health and Human Services, Division of Child Development and Early Education, to study and report on the challenges faced in becoming an NC Pre-K site.

The act became effective July 8, 2019.

H924 - Teacher Contract Changes. (SL 2019-82)

S.L. 2019-82 makes clarifications in regard to teacher contracts and creates new course requirements for graduation.

Section 1: Teacher Contracts

Section 1 of S.L. 2019-82 clarifies how much time a teacher must have already worked for a local board of education in order to be eligible for an extended employment contract, including defining a year of employment as no less than 120 workdays as a teacher in a full-time permanent position and authorizing local boards of education to require consecutive years of employment before offering longer contracts, subject to certain limitations.

Section 1 of this act became effective July 8, 2019, and applies to contracts executed on or after that date.

Sections 2-6: Economic and Personal Finance Graduation Requirement

Sections 2-6 of S.L. 2019-82 require a new course in economics and personal finance (EPF) as a graduation requirement for students, as well as professional development for teachers of that course. It also clarifies requirements for the existing high school civics course, and directs the State Board of Education to revise the standards for the social studies standard course of study.

Sections 2-6 of the act became effective June 28, 2019. The completion of the EPF course for graduation applies beginning with students entering the ninth grade in the 2020-2021 school year and changes to the high school civics course apply beginning with students entering ninth grade in the 2021-2022 school year.

S61 - Community Colleges Budget/2019-2021 Biennium. (SL 2019-235)

S.L. 2019-235 makes changes related to the North Carolina Community College System.

Section 3.1: Codify Reorganization Authority of Community Colleges System Office

Section 3.1 of S.L. 2019-235 codifies the authority of the President of the North Carolina Community Colleges System Office to reorganize that office with approval of the State Board of Community Colleges.

This section became effective July 1, 2019.

Section 3.2: Community College Tuition Waiver/Campus Police of Private Institutions of Higher Education

Section 3.2 of S.L. 2019-235 allows the State Board of Community Colleges to provide waivers of tuition and registration fees to the campus police agencies of private institutions of higher education that have been certified by the Attorney General to be campus police agencies pursuant to Chapter 74G of the General Statutes.

This section became effective July 1, 2019, and applies beginning with the 2019-2020 school year.

Section 3.3: North Carolina Career Coaches/Local Matching Funds

Section 3.3 of S.L. 2019-235 makes changes to the requirements for the local matching funds for the North Carolina Career Coach Program (Program).

This section became effective July 1, 2019.

Section 3.4: Community Colleges Earn FTE for Instruction in Local Jails

Section 3.4 of S.L. 2019-235 allows community colleges to earn regular budget full-time equivalents for instruction offered in local jails beginning with the 2019-2020 academic year.

This section became effective July 1, 2019.

Section 3.5: Waive Tuition/Dependents of Fallen Correctional Officers

Section 3.5 of S.L. 2019-235 waives tuition at public universities and community colleges for spouses and dependents of correctional officers killed or permanently disabled in the line of duty.

This section became effective July 1, 2019, and applies beginning with the 2019-2020 academic year.

Section 3.8: Community College System Transition

Section 3.8 of S.L. 2019-235 requires the Community College System Office to enter into a memorandum of understanding with the Department of Information to coordinate information technology systems and policies. This section repeals a report due by October 1, 2019, and instead requires a report by February 1, 2020, from the Community College System Office and State CIO to the Joint Legislative Oversight Committee on Information Technology and the Fiscal Research Division on the memorandum of understanding.

This section became effective July 1, 2019.

Section 4.1: Education Lottery Scholarship Modifications

Section 4.1 of S.L. 2019-235 increases the threshold for students who are eligible for education lottery scholarships in North Carolina. Under this section, students are considered "needy North Carolina students" if their expected family contribution under federal methodology does not exceed \$6,000. Additionally, this section increases the limit on annual scholarship awards from \$4,000 to \$5,100, including any federal Pell Grant.

This section became effective July 1, 2019, and applies beginning with the award of scholarships for the 2020-2021 academic year.

S219 - Modify Teacher Licensing Requirements. (SL 2019-71)

S.L. 2019-71, as amended by Sec. 8 of S.L. 2019-212, does all of the following:

- Makes various changes related to testing to the initial professional teacher (IPL) licensure statutes.
- Creates a one-year IPL extension for certain teachers.
- Creates a new limited teaching license for individuals who do not meet the criteria for a continuing professional license and for out-of-state teacher licensees.

- Authorizes local boards of education to determine experience credit for newly employed teachers to pay them at the commensurate level on the State salary schedule during the first year of employment.
- Reduces the service requirement for a lifetime teaching license from 50 years to 30 years.
- Provides for emergency rulemaking to effectuate the requirements of the act.

This act became effective July 1, 2019, and, except as otherwise provided, applies beginning July 19, 2019.

S225 - Repeal Tuition Surcharge. (SL 2019-68)

S.L. 2019-68 repeals the 50% tuition surcharge imposed on students who take more than 140 degree credit hours to complete a baccalaureate degree in a four-year program or more than 110% of the credit hours to complete a baccalaureate degree in a five-year program.

This act became effective July 1, 2019, and applies beginning with the 2019-2020 academic year.

S227 - TP3/Principal Fellows Consolidation. (SL 2019-60)

S.L. 2019-60 does the following:

- Maintains the existing administration of the Transforming Principal Preparation Program (TP3) for current grant recipients until 2021.
- Expands the Principal Fellows Commission to include the TP3.
- Repeals the Principal Fellows Program in 2021.

The repeal of the scheduled transfer of the existing TP3 to the Principal Fellows Commission became effective June 30, 2019. The existing TP3 will be repealed July 1, 2021. The elimination of the Principal Fellows Program and corresponding changes become effective July 1, 2021. The remainder of the act became effective June 27, 2019.

S230 - NC Military and Veteran Act of 2019. (SL 2019-201)

S.L. 2019-201 does all of the following:

- Provides for a minimum of 2 days per academic year for excused absences related to a parent or legal guardian's service in a combat zone.
- Requires the Program Evaluation Division (PED) to study the extent to which the provisions of G.S. 93B-15.1 have improved the ability of military-trained applicants and military spouses to become licensed by occupational licensing boards in the State.
- Requires the department of social services to collect information regarding the caretaker's military affiliation in the course of an abuse, neglect, or dependency assessment, and if evidence of abuse is found by the director, requires the director to report the abuse to the appropriate military agency.
- Expands the definition of "child" for the purposes of determining college scholarship eligibility for children of North Carolina war veterans to include stepchildren, adopted children, and certain illegitimate children, and requires the Department of Military and Veterans Affairs to report certain

scholarship data to the Joint Legislative Oversight Committee on General Government by March 30, 2020.

- Allows for certain military veterans and other individuals to be charged the in-State tuition rate, regardless of the 12-month residency requirement.

This act became effective August 23, 2019.

S301 - Regional School Modifications. (SL 2019-184)

S.L. 2019-184 creates a process for withdrawal of participating units from a regional school. Participating units can adopt and submit a withdrawal resolution to the regional board of directors. If the board of directors conditionally approves the resolution with a two-thirds majority vote, the resolution can be given final approval by the State Board of Education.

This act became effective August 1, 2019.

S343 - Various Education Law Changes. (SL 2019-165)

S.L. 2019-165 makes changes to various education reports including date changes, repeals of certain reports, and modifications of information to be reported. It also (i) clarifies the Education Workforce Innovation Commission's membership, (ii) staggers the appointments to the Professional Educator Preparation and Standards Commission, and (iii) exempts the State Board's actions regarding charter schools from contested case laws.

This act became effective July 26, 2019, except as otherwise provided in the act.

S354 - Strengthening Educators' Pay Act. (Ratified)

Senate Bill 354 would provide (i) legislatively mandated compensation increases for certain public school employees, consistent with House Bill 966 of the 2019 Regular Session, and (ii) contingent on House Bill 966 becoming law, additional legislatively mandated compensation increases for certain educational employees and increased funding for tuition grants for graduates of the North Carolina School of Science and Mathematics.

SB 354 was ratified by the General Assembly on October 31, 2019, and vetoed by the Governor on November 8, 2019.

S366 - 9th/10th Grade/College Transfer Pathways. (SL 2019-185)

S.L. 2019-185 does all of the following: (i) expands the career and technical education (CTE) pathway to high school freshmen and sophomores to include construction and business technologies courses, (ii) expands the college transfer pathway to certain high school freshmen and sophomores, (iii) requires that those freshmen and sophomores receive academic advising on entering college early and get parental

consent before participating in the pathway, and (iv) makes changes to adjunct CTE instructor hiring and employment.

The act became effective August 1, 2019, and applies beginning with the 2019-2020 school year.

S392 - Various Charter School Changes. (Ratified)

Senate Bill 392 would make various changes to laws related to charter schools and would do the following:

- Authorize the Superintendent of Public Instruction to approve issuance of private activity bonds for charter school facilities after a public hearing.
- Clarify charter school renewal standards.
- Require background checks for charter school boards of directors.
- Remove the cap on enrollment growth of virtual charter schools participating in the virtual charter school pilot program.
- Authorize the State Board to allow a participating virtual charter school to increase enrollment by greater than 20%.
- For a participating virtual charter school that has been placed under monthly compliance monitoring as a result of a material change to its charter, require State Board approval before the school can have any enrollment increase.

SB 392 was ratified by the General Assembly on July 18, 2019, and vetoed by the Governor on July 29, 2019.

S399 - Rehire High-Need Teachers. (SL 2019-110)

S.L. 2019-110, as amended by S.L. 2019-110, allows retired teachers to return to work in certain high-need schools without adversely impacting retired teachers' benefits.

This act became effective July 1, 2019, and will expire June 30, 2021.

S438 - Excellent Public Schools Act of 2019. (Ratified)

SB 438 would make various changes to the North Carolina Read to Achieve Program, including the following:

- Establish individual reading plans, effective with the 2020-2021 school year.
- Establish a Digital Children's Reading Initiative, effective with the 2020-2021 school year.
- Establish a Comprehensive Plan to Improve Literacy Instruction (Comprehensive Plan).
- Effective July 1, 2020, require the North Carolina Center for the Advancement of Teaching (NCCAT) to prioritize and provide aligned professional development in early learning and literacy instruction.
- Effective July 1, 2020, for approval or renewals of programs, require educator preparation programs to provide literacy training in programs for elementary education teachers.

- Require the literacy curriculum and instruction provided by local school administrative units to align with Read to Achieve and the Comprehensive Plan for implementation in the 2022-2023 school year.
- Effective for the 2020-2021 school year, require approval of plans for local reading camps.
- Study phasing out some alternative assessments for third grade reading.
- Beginning with the 2019-2020 school year, create a uniform reporting structure for Read to Achieve data.
- Provide for continuing education credits related to literacy for certain reading camp instructors and allow certain retired teachers to serve as reading camp instructors.
- Effective July 1, 2019, expand the Wolfpack WORKS program.

SB 438 was ratified by the General Assembly on August 13, 2019, and vetoed by the Governor on August 23, 2019.

S448 - Amend Appointment For Compact on Education/Military. (SL 2019-38)

S.L. 2019-38 amends the requirements for an individual to be appointed as compact commissioner under the Interstate Compact on Educational Opportunity for Military Children.

This act became effective June 21, 2019.

S500 - Modify Advanced Math Course Enrollment. (SL 2019-120)

S.L. 2019-120 does the following:

- Clarifies requirements for advanced math course enrollment.
- Requires reporting on advanced math course enrollment.
- For the 2019-2020 school year only, exempts certain schools from the requirement that 7th grade students who score at the highest level be enrolled in a high school math course in 8th grade.
- Authorizes local boards of education to provide supplemental content enrichment to students enrolled in a high school level math course, if needed.
- Clarifies that schools exempted from the 8th grade math placement requirement in 2019-2020 may still offer high school math in 8th grade if they choose.

This act became effective July 11, 2019, and applies beginning with the 2019-2020 school year.

S522 - Low-Performing Schools/Advanced Teaching Roles. (SL 2019-248)

S.L. 2019-248 makes changes to the Innovative School District and Advanced Teaching Roles Pilot Program.

Section 1: Innovative School District

Section 1 of S.L. 2019-248 does the following:

- Changes the selection process for schools in the Innovative School District (ISD).
- Makes additional changes to the ISD statutes.
- Requires additional reporting by local boards of education to county commissioners on the academic performance of certain schools.
- Requires additional study on changes to the ISD and statutes related to low-performing schools.

Section 1 of this act became effective November 11, 2019, and applies beginning with schools identified as qualifying schools for the 2019-2020 school year, based on the data from the 2018-2019 school year.

Section 2: Advanced Teaching Roles Pilot Program

Section 2 of S.L. 2019-248 eliminates the cap on local boards of education that can participate in the Advanced Teaching Roles Pilot Program and exempts participating schools from class size requirements.

Section 2 of this act became effective November 11, 2019.

S572 - University System Risk Management Provisions. (SL 2019-232)

S.L. 2019-232 authorizes public universities to obtain liability insurance for alcohol sales.

This act became effective October 18, 2019.

S600 - Vets Children/Short-Term Workforce Training. (SL 2019-214)

S.L. 2019-214, Sec. 1, allows children of wartime veterans receiving a Class I-A, I-B or IV children of wartime veterans scholarship to use those funds to cover the cost of short-term workforce training courses leading to industry credentials.

Section 1 became effective September 4, 2019, and applies to scholarships awarded beginning with the 2019 2020 academic year.

S.L. 2019-214, Sec. 2 modifies the definition of a regional public safety answering point (PSAP) to include PSAPs operated through an intergovernmental support agreement by local governments with a major military installation.

Section 2 became effective September 4, 2019, and applies to distributions for PSAPs the 2019-2020 fiscal year and subsequent fiscal years.

S621 - Testing Reduction Act of 2019. (SL 2019-212)

S.L. 2019-212 reduces student testing requirements and makes other changes related to education laws in the State as follows:

- Eliminates the North Carolina Final Exams (NCFEs).

- Requires the Superintendent of Public Instruction to report on the North Carolina Personalized Assessment Tool (NCPAT) pilot.
- Requires reporting on and reductions in local testing.
- Requires local funding for economically disadvantaged students for graduation projects.
- Requires a review of the third grade reading end-of-grade test to ensure alignment with the Read to Achieve alternative assessment.
- Directs the State Board of Education (SBE) to recommend how to transition to a competency-based assessment and teaching model for all elementary and secondary school students in the State.
- Clarifies the definition of high-need retired teachers.
- Makes various changes to teacher licensure exam requirements.

This act became effective September 4, 2019, except as otherwise provided in the act.