

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2013

**H.B. 719**  
**Apr 10, 2013**  
**HOUSE PRINCIPAL CLERK**

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HOUSE DRH70265-MK-64C (03/05)

Short Title: Education Improvement Act of 2013. (Public)

Sponsors: Representatives Holloway, Glazier, Blackwell, and L. Hall (Primary Sponsors).

Referred to:

1 A BILL TO BE ENTITLED  
2 AN ACT TO ENACT THE EDUCATION IMPROVEMENT ACT OF 2013.  
3 The General Assembly of North Carolina enacts:

4  
5 **PART I. TASK FORCE TO STUDY TEACHER AND SCHOOL ADMINISTRATOR**  
6 **EFFECTIVENESS AND COMPENSATION**

7 **SECTION 1.(a)** Establishment. – The North Carolina Educator Effectiveness and  
8 Compensation Task Force is established.

9 **SECTION 1.(b)** Membership. – The Task Force shall be composed of 18 members,  
10 as follows:

- 11 (1) Nine members appointed by the Speaker of the House of Representatives as  
12 follows:
- 13 a. Four persons who are members of the House of Representatives at  
14 the time of appointment, at least two of whom represent the minority  
15 party.
  - 16 b. A representative of the Department of Public Instruction.
  - 17 c. A classroom teacher, as recommended by the North Carolina  
18 Association of Educators.
  - 19 d. A school principal, as recommended by the North Carolina  
20 Association of School Administrators.
  - 21 e. A representative of a North Carolina institution of higher education  
22 that offers a teacher education program and a master's degree  
23 program in education or school administration.
  - 24 f. A representative from the Professional Educators of North Carolina.
- 25 (2) Nine members appointed by the President Pro Tempore of the Senate as  
26 follows:
- 27 a. Four persons who are members of the Senate at the time of  
28 appointment, at least two of whom represent the minority party.
  - 29 b. A representative of the State Board of Education.
  - 30 c. A classroom teacher, as recommended by the North Carolina  
31 Association of Educators.
  - 32 d. A school system superintendent, as recommended by the North  
33 Carolina Association of School Administrators.
  - 34 e. A local school board member, as recommended by the North  
35 Carolina School Boards Association.
  - 36 f. A representative from the Professional Educators of North Carolina.



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1 The Task Force shall have two cochairs, one designated by the President Pro  
2 Tempore of the Senate and one designated by the Speaker of the House of Representatives  
3 from among their appointees. The Task Force shall meet upon the call of the cochairs.  
4 Vacancies shall be filled by the appointing authority. A quorum of the Task Force shall be a  
5 majority of the members.

6 **SECTION 1.(c) Duties.** – The Task Force shall make recommendations on whether  
7 to create a statewide model of incentives to encourage the recruitment and retention of highly  
8 effective educators and to consider the transition to an alternative compensation system for  
9 educators. In developing recommendations, the Task Force shall consider at least the following  
10 factors:

- 11 (1) Alternatives to or simplification of the current teacher and school principal  
12 salary schedules, including the need for "hold harmless" options or a choice  
13 in compensation structure to avoid reduction in pay for current educators.
- 14 (2) Incorporating the feedback of educators in order to maximize buy-in.
- 15 (3) The integration of school-level performance measures in an alternative  
16 compensation system.
- 17 (4) Whether local school administrative units may create their own customized  
18 alternative compensation systems in lieu of or in addition to a statewide  
19 system, including necessary parameters, such as funding flexibility and  
20 guidelines for local boards of education.
- 21 (5) The use of incentive pay to recruit and retain educators to teach in hard to  
22 staff areas.
- 23 (6) The recognition of educator responsibilities and leadership roles, such as  
24 mentoring of beginning teachers and instructional coaching.
- 25 (7) Methods for identifying effective teaching and its relationship to an  
26 alternative compensation system, including:
  - 27 a. The correlation of student outcomes with effective teaching.
  - 28 b. The use of multiple teacher evaluation measures and feedback  
29 methods to recognize effective teaching, such as classroom  
30 observations, student surveys, video training for teachers, and  
31 standard measures of student achievement.
  - 32 c. The use of multiple teacher observations, including at least one  
33 observer from outside of the teacher's school.
  - 34 d. The correlation to annual student growth and performance data,  
35 evaluations, effectiveness levels, and a three-year average of student  
36 growth.
- 37 (8) Barriers to the implementation of alternative compensation systems.
- 38 (9) Educator compensation reform in other states and North Carolina pilot  
39 programs currently utilizing alternative compensation.
- 40 (10) Effective strategies for retaining effective teachers.

41 **SECTION 1.(d) Compensation; Administration.** – Members of the Task Force  
42 shall receive subsistence and travel allowances at the rates set forth in G.S. 120-3.1, 138-5, or  
43 138-6, as appropriate. With the prior approval of the Legislative Services Task Force, the  
44 Legislative Services Officer shall assign professional and clerical staff to assist in the work of  
45 the Task Force. With the prior approval of the Legislative Services Commission, the Task  
46 Force may hold its meetings in the State Legislative Building or the Legislative Office  
47 Building. The Task Force may also meet at various locations around the State in order to  
48 promote greater public participation in its deliberations. The Task Force, while in the discharge  
49 of its official duties, may exercise all the powers provided under the provisions of G.S. 120-19  
50 and G.S. 120-19.1 through G.S. 120-19.4, including the power to request all officers, agents,  
51 agencies, and departments of the State to provide any information, data, or documents within

1 their possession, ascertainable from their records or otherwise available to them, and the power  
2 to subpoena witnesses.

3 **SECTION 1.(e)** Report. – The Task Force shall report its findings and  
4 recommendations to the 2014 Regular Session of the 2013 General Assembly no later than  
5 April 15, 2014. The Task Force shall terminate upon the filing of its final report.

6  
7 **PART II. CAREER STATUS FOR EFFECTIVE TEACHERS**

8 **SECTION 2.(a)** G.S. 115C-325 reads as rewritten:

9 **"§ 115C-325. System of employment for public school teachers.**

10 ...

11 (c) (1) ~~Election of a Teacher Achievement to of Career Status. –~~

12 Except as otherwise provided in subdivision (3) of this subsection, when a  
13 teacher has been employed by a North Carolina public school system for  
14 four consecutive years, ~~the board, near the end of the fourth year, shall vote~~  
15 ~~upon whether to grant the teacher career status.~~ the determination of a  
16 teacher's career status shall be as follows:

17 a. If the probationary teacher has (i) received a rating of accomplished  
18 or higher on all of the evaluation standards for the last two out of  
19 four years, (ii) demonstrated twenty percent (20%) or higher in  
20 student growth each year in accordance with State Board of  
21 Education performance standards, and (iii) received a rating of highly  
22 effective by the end of the fourth year of evaluations, with fifty  
23 percent (50%) of that rating determined by the student growth  
24 standard established by the State Board for the evaluation process,  
25 the teacher shall be automatically eligible for career status and the  
26 board shall not dismiss the teacher except for the reasons for and by  
27 the procedures by which a career employee may be dismissed as set  
28 forth in subsections (e), (f), (f1), and (h) through (j3) of this section.

29 b. If the probationary teacher has not (i) received a rating of proficient  
30 or higher on all evaluation standards for three out of the four years,  
31 (ii) demonstrated at least twenty percent (20%) in student growth  
32 each year in accordance with State Board of Education performance  
33 standards, and (iii) received a rating of effective or higher by the end  
34 of the fourth year of evaluations, with fifty percent (50%) of that  
35 rating determined by the student growth standard established by the  
36 State Board for the evaluation process, the teacher shall not achieve  
37 career status. The superintendent shall report the teacher's  
38 ineligibility to achieve career status to the State Board of Education.  
39 The State Board may adopt rules to provide remediation to teachers  
40 who are ineligible to achieve career status under this sub-subdivision  
41 and procedures for additional review of their eligibility to teach in  
42 North Carolina.

43 c. If neither of the circumstances in sub-subdivisions a. and b. of this  
44 subdivision apply, the board shall vote upon whether to grant the  
45 teacher career status. The teacher has a right to notice and hearing  
46 prior to the board's vote as provided in G.S. 115C-325(m)(3) and  
47 G.S. 115C-325(m)(4). The board shall give the teacher written notice  
48 of that decision by June 15 or such later date as provided in  
49 G.S. 115C-325(m)(7). If a majority of the board votes to grant career  
50 status to the teacher, and if it has notified the teacher of the decision,  
51 it may not rescind that action but must proceed under the provisions

1 of this section for the demotion or dismissal of a teacher if it decides  
2 to terminate the teacher's employment. If a majority of the board  
3 votes against granting career status, the teacher shall not teach  
4 beyond the current school term. If the board fails to vote on granting  
5 career status, the teacher shall be entitled to an additional month's  
6 pay for every 30 days or portion thereof after June 16 or such later  
7 date as provided in G.S. 115C-325(m)(7) if a majority of the board  
8 belatedly votes against granting career status.

9 (1a) Revocation of career status. – If a teacher who has obtained career status, for  
10 two consecutive years (i) receives a rating below proficient on any  
11 evaluation standard, (ii) demonstrates less than twenty percent (20%) in  
12 student growth each year in accordance with State Board of Education  
13 performance standards, or (iii) receives a rating below effective for the  
14 average effectiveness rating, with fifty percent (50%) of that rating  
15 determined by the student growth standard established by the State Board for  
16 the evaluation process, the teacher shall lose career status and shall serve an  
17 additional probationary period of two years beginning with the next school  
18 year. During this probationary period, the teacher shall be considered a  
19 probationary teacher under this section for employment purposes by the  
20 local board of education. At the end of the two-year probationary period, if  
21 the teacher has received a rating of proficient or higher on all evaluation  
22 standards during that period and has demonstrated at least twenty percent  
23 (20%) in student growth each year in accordance with State Board of  
24 Education performance standards, the teacher shall be eligible for a vote by  
25 the local board of education on whether to restore the teacher to career status  
26 in accordance with sub-subdivision (c)(1)c. of this section. The  
27 superintendent shall report the teacher's ineligibility to regain career status to  
28 the State Board of Education.

29 (2) Employment of a Career Teacher. – A~~Except as otherwise provided in this~~  
30 section, a teacher who has obtained career status in any North Carolina  
31 public school system under sub-subdivision (c)(1)c. of this section need not  
32 serve another probationary period of more than one year. The board may  
33 grant career status immediately upon employing the teacher, or after the first  
34 year of employment. The teacher has a right to notice and hearing prior to  
35 the board's vote as provided in G.S. 115C-325(m)(3) and  
36 G.S. 115C-325(m)(4). The board shall give the teacher written notice of that  
37 decision by June 15 or such later date as provided in G.S. 115C-325(m)(7).  
38 If a majority of the board votes against granting career status, the teacher  
39 shall not teach beyond the current term. If after one year of employment, the  
40 board fails to vote on the issue of granting career status, the teacher shall be  
41 entitled to one additional month's pay for every 30 days or portion thereof  
42 beyond June 16 or such later date as provided in G.S. 115C-325(m)(7) if a  
43 majority of the board belatedly voted against granting career status. A  
44 teacher who attains career status under sub-subdivision (c)(1)a. and  
45 maintains a rating of highly effective in subsequent evaluation years shall  
46 not be required to serve another probationary period in any North Carolina  
47 public school system.

48 ...

49 (e) Grounds for Dismissal or Demotion of a Career Employee.

50 (1) Grounds. – No career employee shall be dismissed or demoted or employed  
51 on a part-time basis except for one or more of the following:

- 1 a. Inadequate performance.
- 2 b. Immorality.
- 3 c. Insubordination.
- 4 d. Neglect of duty.
- 5 e. Physical or mental incapacity.
- 6 f. Habitual or excessive use of alcohol or nonmedical use of a
- 7 controlled substance as defined in Article 5 of Chapter 90 of the
- 8 General Statutes.
- 9 g. Conviction of a felony or a crime involving moral turpitude.
- 10 h. Advocating the overthrow of the government of the United States or
- 11 of the State of North Carolina by force, violence, or other unlawful
- 12 means.
- 13 i. Failure to fulfill the duties and responsibilities imposed upon
- 14 teachers or school administrators by the General Statutes of this
- 15 State.
- 16 j. Failure to comply with such reasonable requirements as the board
- 17 may prescribe.
- 18 k. Any cause which constitutes grounds for the revocation of the career
- 19 teacher's teaching license or the career school administrator's
- 20 administrator license.
- 21 l. A justifiable decrease in the number of positions due to district
- 22 reorganization, decreased enrollment, or decreased funding, provided
- 23 that there is compliance with subdivision (2).
- 24 m. Failure to maintain his or her license in a current status.
- 25 n. Failure to repay money owed to the State in accordance with the
- 26 provisions of Article 60, Chapter 143 of the General Statutes.
- 27 o. Providing false information or knowingly omitting a material fact on
- 28 an application for employment or in response to a preemployment
- 29 inquiry.
- 30 (2) Reduction in Force. – Before recommending to a board the dismissal or
- 31 demotion of the career employee pursuant to G.S. 115C-325(e)(1)l. , the
- 32 superintendent shall give written notice to the career employee by certified
- 33 mail or personal delivery of his intention to make such recommendation and
- 34 shall set forth as part of his or her recommendation the grounds upon which
- 35 he or she believes such dismissal or demotion is justified. The notice shall
- 36 include a statement to the effect that if the career employee within 15 days
- 37 after receipt of the notice requests a review, he or she shall be entitled to
- 38 have the proposed recommendations of the superintendent reviewed by the
- 39 board. Within the 15-day period after receipt of the notice, the career
- 40 employee may file with the superintendent a written request for a hearing
- 41 before the board within 10 days. If the career employee requests a hearing
- 42 before the board, the hearing procedures provided in G.S. 115C-325(j3) shall
- 43 be followed. If no request is made within the 15-day period, the
- 44 superintendent may file his or her recommendation with the board. If, after
- 45 considering the recommendation of the superintendent and the evidence
- 46 adduced at the hearing if there is one, the board concludes that the grounds
- 47 for the recommendation are true and substantiated by a preponderance of the
- 48 evidence, the board, if it sees fit, may by resolution order such dismissal.
- 49 Provisions of this section which permit a hearing by a hearing officer shall
- 50 not apply to a dismissal or demotion recommended pursuant to
- 51 G.S. 115C-325(e)(1)l.

1 When a career employee is dismissed pursuant to G.S. 115C-325(e)(1)l.,  
 2 above, his or her name shall be placed on a list of available career employees  
 3 to be maintained by the board.

- 4 (3) Inadequate Performance. – In determining whether the professional  
 5 performance of a career employee is adequate, consideration shall be given  
 6 to regular and special evaluation reports prepared in accordance with the  
 7 published policy of the employing local school administrative unit and to  
 8 any published standards of performance which shall have been adopted by  
 9 the board. Failure to notify a career employee of an inadequacy or deficiency  
 10 in performance shall be conclusive evidence of satisfactory performance.  
 11 Inadequate performance for a teacher shall mean (i) the failure to perform at  
 12 a proficient level on any standard of the evaluation instrument or (ii)  
 13 otherwise performing in a manner that is below standard. However, for a  
 14 probationary teacher, a performance rating below proficient may or may not  
 15 be deemed adequate at that stage of development by a superintendent or  
 16 ~~designee-designee~~, except that a performance rating below proficient in more  
 17 than one year of teaching shall make the probationary teacher ineligible for  
 18 career status under G.S. 115C-325(c)(1)b. For a career teacher, a  
 19 performance rating below proficient shall constitute inadequate performance  
 20 unless the principal noted on the instrument that the teacher is making  
 21 adequate progress toward proficiency given the circumstances.

22 ...

23 (m) Probationary Teacher.

- 24 (1) The board of any local school administrative unit may not discharge a  
 25 probationary teacher during the school year except for the reasons for and by  
 26 the procedures by which a career employee may be dismissed as set forth in  
 27 subsections (e), (f), (f1), and (h) to (j3) above.
- 28 (2) The board, upon recommendation of the superintendent, may refuse to renew  
 29 the contract of any probationary teacher or to reemploy any teacher who is  
 30 not under contract for any cause it deems sufficient: Provided, however, that  
 31 the cause may not be for any of the following reasons:
- 32 a. An arbitrary, capricious, or discriminatory ~~or~~ reason.  
 33 b. ~~For~~ For personal or political reasons.  
 34 c. The teacher, in good faith, reported to a supervisor, school  
 35 administrator, member of the local board of education, an appropriate  
 36 law enforcement authority or other appropriate authority, a violation  
 37 of law by the local board of education or by an employee of the  
 38 board.
- 39 (3) The superintendent shall provide written notice to a probationary teacher no  
 40 later than May 15 of the superintendent's intent to recommend nonrenewal  
 41 and the teacher's right, within 10 days of receipt of the superintendent's  
 42 recommendation, to (i) request and receive written notice of the reasons for  
 43 the superintendent's recommendation for nonrenewal and the information  
 44 that the superintendent may share with the board to support the  
 45 recommendation for nonrenewal; and (ii) request a hearing for those teachers  
 46 eligible for a hearing under G.S. 115C-325(m)(4). The failure to file a timely  
 47 request within the 10 days shall result in a waiver of the right to this  
 48 information and any right to a hearing. If a teacher files a timely request, the  
 49 superintendent shall provide the requested information and arrange for a  
 50 hearing, if allowed, and the teacher shall be permitted to submit  
 51 supplemental information to the superintendent and board prior to the board

1 making a decision or holding a hearing as provided in this section. The board  
 2 shall adopt a policy to provide for the orderly exchange of information prior  
 3 to the board's decision on the superintendent's recommendation for  
 4 nonrenewal.

5 (4) If the probationary teacher is eligible for career status pursuant to  
 6 ~~G.S. 115C-325(e)(1) and (e)(2)~~ sub-subdivision (c)(1)c. and subdivision  
 7 (c)(2) of this section and the superintendent recommends not to give the  
 8 probationary teacher career status, the probationary teacher has the right to a  
 9 hearing before the board unless the reason is a justifiable board- or  
 10 superintendent-approved decrease in the number of positions due to district  
 11 reorganization, decreased enrollment, or decreased funding.

12 (5) For probationary contracts that are not in the final year before the  
 13 probationary teacher is eligible for career status, the probationary teacher  
 14 shall have the right to petition the local board of education for a hearing, and  
 15 the local board may grant a hearing regarding the superintendent's  
 16 recommendation for nonrenewal. The local board of education shall notify  
 17 the probationary teacher making the petition of its decision whether to grant  
 18 a hearing.

19 (6) Any hearing held according to this subsection shall be pursuant to the  
 20 provisions of G.S. 115C-45(c).

21 (7) The board shall notify a probationary teacher whose contract will not be  
 22 renewed for the next school year of its decision by June 15; provided,  
 23 however, if a teacher submits a request for information or a hearing, the  
 24 board shall provide the nonrenewal notification by July 1 or such later date  
 25 upon the written consent of the superintendent and teacher.

26 "...."

27 **SECTION 2.(b)** G.S. 115C-45(c) reads as rewritten:

28 "(c) Appeals to Board of Education and to Superior Court. – An appeal shall lie to the  
 29 local board of education from any final administrative decision in the following matters:

- 30 (1) The discipline of a student under G.S. 115C-390.7, 115C-390.10, or  
 31 115C-390.11;  
 32 (2) An alleged violation of a specified federal law, State law, State Board of  
 33 Education policy, State rule, or local board policy, including policies  
 34 regarding grade retention of students;  
 35 (3) The terms or conditions of employment or employment status of a school  
 36 employee; and  
 37 (4) Any other decision that by statute specifically provides for a right of appeal  
 38 to the local board of education and for which there is no other statutory  
 39 appeal procedure.

40 As used in this subsection, the term "final administrative decision" means a decision of a  
 41 school employee from which no further appeal to a school administrator is available.

42 Any person aggrieved by a decision not covered under subdivisions (1) through (4) of this  
 43 subsection shall have the right to appeal to the superintendent and thereafter shall have the right  
 44 to petition the local board of education for a hearing, and the local board may grant a hearing  
 45 regarding any final decision of school personnel within the local school administrative unit. A  
 46 licensed employee of a local administrative unit shall have the right to petition the local board  
 47 of education to grant a hearing regarding the results of the licensed employee's annual  
 48 evaluation or implementation of a mandatory improvement plan under G.S. 115C-333 or  
 49 G.S. 115C-333.1. The local board of education shall notify the person making the petition of its  
 50 decision whether to grant a hearing.

1 In all appeals to the board it is the duty of the board of education to see that a proper notice  
2 is given to all parties concerned and that a record of the hearing is properly entered in the  
3 records of the board conducting the hearing.

4 The board of education may designate hearing panels composed of not less than two  
5 members of the board to hear and act upon such appeals in the name and on behalf of the board  
6 of education.

7 An appeal of right brought before a local board of education under subdivision (1), (2), (3),  
8 or (4) of this subsection may be further appealed to the superior court of the State on the  
9 grounds that the local board's decision is in violation of constitutional provisions, is in excess of  
10 the statutory authority or jurisdiction of the board, is made upon unlawful procedure, is affected  
11 by other error of law, is unsupported by substantial evidence in view of the entire record as  
12 submitted, or is arbitrary or capricious. However, the right of a noncertified employee to appeal  
13 decisions of a local board under subdivision (3) of this subsection shall only apply to decisions  
14 concerning the dismissal, demotion, or suspension without pay of the noncertified employee. A  
15 noncertified employee may request and shall be entitled to receive written notice as to the  
16 reasons for the employee's dismissal, demotion, or suspension without pay. The notice shall be  
17 provided to the employee prior to any local board of education hearing on the issue. This  
18 subsection shall not alter the employment status of a noncertified employee."  
19

### 20 **PART III. PROFESSIONAL DEVELOPMENT REQUIRED FOR LICENSURE** 21 **RENEWAL AND STANDARDS FOR TEACHER EDUCATION PROGRAMS**

22 **SECTION 3.(a)** G.S. 115C-296(b) reads as rewritten:

23 "(b) It is the policy of the State of North Carolina to maintain the highest quality teacher  
24 education programs and school administrator programs in order to enhance the competence of  
25 professional personnel licensed in North Carolina. To the end that teacher preparation programs  
26 are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead  
27 agency in coordination and cooperation with the University Board of Governors, the Board of  
28 Community Colleges and such other public and private agencies as are necessary, shall  
29 continue to refine the several licensure requirements, standards for approval of institutions of  
30 teacher education, standards for institution-based innovative and experimental programs,  
31 standards for implementing consortium-based teacher education, and standards for improved  
32 efficiencies in the administration of the approved programs. The licensure program shall  
33 provide for initial licensure after completion of preservice training, continuing licensure after  
34 three years of teaching experience, and license renewal every five years thereafter, until the  
35 retirement of the teacher. The last license renewal received prior to retirement shall remain in  
36 effect for five years after retirement. The licensure program shall also provide for lifetime  
37 licensure after 50 years of teaching.

38 The State Board of Education, as lead agency in coordination with the Board of Governors  
39 of The University of North Carolina, the North Carolina Independent Colleges and  
40 Universities, and any other public and private agencies as necessary, shall continue to raise  
41 standards for entry into teacher education programs.

42 To further ensure that teacher preparation programs remain current and reflect a rigorous  
43 course of study that is aligned to State and national standards, the State Board of Education, in  
44 consultation with the Board of Governors of The University of North Carolina, shall ensure  
45 students preparing to teach in elementary schools (i) have adequate coursework in the teaching  
46 of reading and mathematics; (ii) are assessed prior to certification to determine that they  
47 possess the requisite knowledge in scientifically based reading and mathematics instruction that  
48 is aligned with the State Board's expectations; (iii) continue to receive preparation in applying  
49 formative and summative assessments within the school and classroom setting through  
50 technology-based assessment systems available in North Carolina schools that measure and

1 predict expected student improvement; and (iv) are prepared to integrate arts education across  
2 the curriculum.

3 The State Board of Education, in consultation with local boards of education and the Board  
4 of Governors of The University of North Carolina, shall evaluate and modify, as necessary, the  
5 academic requirements for students preparing to teach science in middle and high schools to  
6 ensure that there is adequate preparation in issues related to science laboratory safety.

7 The State Board of Education, in consultation with the Board of Governors of The  
8 University of North Carolina, shall evaluate and develop enhanced requirements for continuing  
9 licensure. The new requirements shall reflect more rigorous standards for continuing licensure  
10 and to the extent possible shall be aligned with quality professional development programs that  
11 reflect State priorities for improving student achievement. Continuing licensure shall require at  
12 least 10 continuing education credits, including competencies related to digital learning and  
13 innovative and alternative methods of teaching.

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

20 The standards for approval of institutions of teacher education shall require that teacher  
21 education programs for all students include demonstrated competencies in (i) the identification  
22 and education of children with ~~disabilities and disabilities~~, (ii) positive management of student  
23 behavior and effective communication techniques for defusing and deescalating disruptive or  
24 dangerous ~~behavior~~-behavior, and (iii) creative teaching strategies, including digital learning  
25 and innovative and alternative methods of teaching. The State Board of Education shall  
26 incorporate the criteria developed in accordance with G.S. 116-74.21 for assessing proposals  
27 under the School Administrator Training Program into its school administrator program  
28 approval standards.

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

34 **SECTION 3.(b)** For teachers who are in their fourth or fifth year of their current  
35 five-year license renewal cycle, the changes required by subsection (a) of this section shall  
36 apply beginning with the first year of their next five-year license renewal cycle.

#### 37 38 **PART IV. SCHOOL PERFORMANCE SCORES AND GRADES**

39 **SECTION 4.(a)** Section 7A.3(e) of S.L. 2012-142 is repealed.

40 **SECTION 4.(b)** Article 8 of Chapter 115C of the General Statutes is amended by  
41 adding a new Part to read:

42 "Part 1B. School Performance.

#### 43 **"§ 115C-83.11. School performance scores and grades.**

44 (a) The State Board of Education shall award school performance scores, grades, and an  
45 indicator of student growth as required by G.S. 115C-12(9)c1., calculated as provided in this  
46 section.

47 (b) For schools serving students in any combination of grades three through eight, the  
48 school performance score shall be calculated based on the performance composite comprised of  
49 the following:

50 (1) Percentage of students who score at or above proficient on annual  
51 assessments for reading in grades three through eight.

- 1           (2) Percentage of students who score at or above proficient on annual  
2           assessments for mathematics in grades three through eight.
- 3           (3) Percentage of students who score at or above proficient on annual  
4           assessments for science in grades five and eight.
- 5           (4) Percentage of proficient scores in Algebra I/Integrated I, English II, and  
6           Biology end-of-course tests.
- 7           (c) For schools serving students in any combination of grades ninth through 12th grade,  
8 the school performance score shall be the average of the following five indicators:
- 9           (1) Percentage of proficient scores in Algebra I/Integrated I, English II, and  
10           Biology end-of-course tests.
- 11           (2) Percentage of students who complete a higher level mathematics class with a  
12           passing grade.
- 13           (3) Percentage of college readiness benchmarks met on a nationally normed test  
14           of college readiness.
- 15           (4) Percentage of students who graduate within four years of entering high  
16           school.
- 17           (5) Percentage of students who demonstrate workplace readiness on a nationally  
18           normed test of workplace readiness.
- 19           (d) The State Board of Education shall calculate school performance scores using the  
20 State mean to set the criteria for each indicator. Each indicator will be translated to a common  
21 scale and averaged for the reporting of one school performance letter grade for each school.
- 22           (e) For schools that meet or exceed growth as determined by the Education  
23 Value-Added Assessment System (EVAAS), the final letter grade shall be increased by one  
24 grade.
- 25           (f) For schools serving students in third through eighth grade, their final letter grade  
26 shall be increased by one letter grade if the performance composite, comprising of the percent  
27 of proficient scores for reading, mathematics, and science, is at or above eighty percent (80%)  
28 for the current year and the two prior school years.
- 29           (g) For schools serving students in ninth through 12th grade, their final letter grade shall  
30 be increased by one letter grade if the performance composite, comprising of the percent of  
31 proficient scores for Algebra I/Integrated I, English II, and Biology end-of-course tests, is at or  
32 above eighty percent (80%) for the current year and the two prior school years.
- 33           (h) In calculating the overall school performance score earned by schools, the State  
34 Board of Education shall proportionally adjust the scale to account for the absence of a school  
35 performance element for award of scores to a school that does not have a measure of one of the  
36 school performance elements annually assessed for the grades taught at that school.
- 37           (i) The State Board of Education shall report to the Joint Legislative Education  
38 Oversight Committee annually by January 15 on any adjustments to the calculation and the  
39 distribution of the school performance grades."

40           **SECTION 4.(c)** G.S. 115C-12(9)c1. reads as rewritten:

41           "c1. To issue an annual "report card" for the State and for each local  
42           school administrative unit, assessing each unit's efforts to improve  
43           student performance based on the growth in performance of the  
44           students in each school and taking into account progress over the  
45           previous years' level of performance and the State's performance in  
46           comparison with other states. This assessment shall take into account  
47           factors that have been shown to affect student performance and that  
48           the State Board considers relevant to assess the State's efforts to  
49           improve student performance. As a part of the annual "report card"  
50           for each local school administrative unit, the State Board shall  
51           award, in accordance with G.S. 115C-83.11, an overall

1 numerical school performance score ~~on a scale of zero to 100~~ and a  
2 corresponding letter grade of A, B, C, D, or F earned by each school  
3 within the local school administrative unit. The school performance  
4 score and grade shall reflect student performance on annual  
5 subject-specific assessments, college and workplace readiness  
6 measures, and graduation rates. For schools serving students in any  
7 grade from kindergarten to eighth grade, separate performance scores  
8 and grades shall also be awarded based on the school performance in  
9 reading and mathematics respectively. The annual "report card" for  
10 schools serving students in third grade also shall include the number  
11 and percentage of third grade students who (i) take and pass the  
12 alternative assessment of reading comprehension; (ii) were retained  
13 in third grade for not demonstrating reading proficiency as indicated  
14 in G.S. 115C-83.7(a); and (iii) were exempt from mandatory third  
15 grade retention by category of exemption as listed in  
16 G.S. 115C-83.7(b)."

17 **SECTION 4.(d)** G.S. 115C-47(58) reads as rewritten:

18 "(58) To Inform the Public About the North Carolina School Report Cards Issued  
19 by the State Board of Education. – Each local board of education shall  
20 ensure that the report card issued for it by the State Board of Education  
21 receives wide distribution to the local press or is otherwise provided to the  
22 public. Each local board of education shall ensure that the overall school  
23 performance score and grade calculated in accordance with G.S. 115C-83.11  
24 and earned by each school in the local school administrative unit for the  
25 current and previous four school years is prominently displayed on the Web  
26 site of the local school administrative unit. If any school in the local school  
27 administrative unit is awarded a grade of D or F, the local board of education  
28 shall provide notice of the grade in writing to the parent or guardian of all  
29 students enrolled in that school."

30 **SECTION 4.(e)** G.S. 115C-238.29F(1) reads as rewritten:

31 "(1) North Carolina School Report Cards. – A charter school shall ensure that the report  
32 card issued for it by the State Board of Education receives wide distribution to the local press  
33 or is otherwise provided to the public. A charter school shall ensure that the overall school  
34 performance score and grade calculated in accordance with G.S. 115C-83.11 and earned by the  
35 charter school for the current and previous four school years is prominently displayed on the  
36 school Web site. If a charter school is awarded a grade of D or F, the charter school shall  
37 provide notice of the grade in writing to the parent or guardian of all students enrolled in that  
38 school."

39 **SECTION 4.(f)** G.S. 115C-238.66(11) reads as rewritten:

40 "(11) North Carolina School Report Cards. – A regional school shall ensure that  
41 the report card issued for it by the State Board of Education receives wide  
42 distribution to the local press or is otherwise provided to the public. A  
43 regional school shall ensure that the overall school performance score and  
44 grade calculated in accordance with G.S. 115C-83.11 and earned by the  
45 regional school for the current and previous four school years is prominently  
46 displayed on the school Web site. If a regional school is awarded a grade of  
47 D or F, the regional school shall provide notice of the grade in writing to the  
48 parent or guardian of all students enrolled in that school."

49 **SECTION 4.(g)** G.S. 115C-12(24) reads as rewritten:

50 "(24) Duty to Develop Standards for Alternative Learning Programs, Provide  
51 Technical Assistance on Implementation of Programs, and Evaluate

1 Programs. – The State Board of Education shall adopt standards for  
2 assigning students to alternative learning programs. These standards shall  
3 include (i) a description of the programs and services that are recommended  
4 to be provided in alternative learning programs and (ii) a process for  
5 ensuring that an assignment is appropriate for the student and that the  
6 student's parents are involved in the decision. The State Board also shall  
7 adopt policies that define what constitutes an alternative school and an  
8 alternative learning program.

9 The State Board of Education shall also adopt standards to require that  
10 local school administrative units shall use (i) the teachers allocated for  
11 students assigned to alternative learning programs pursuant to the regular  
12 teacher allotment and (ii) the teachers allocated for students assigned to  
13 alternative learning programs only to serve the needs of these students.

14 The State Board of Education shall provide technical support to local  
15 school administrative units to assist them in developing and implementing  
16 plans and proposals for alternative learning programs.

17 The State Board shall evaluate the effectiveness of alternative learning  
18 programs and, in its discretion, of any other programs funded from the  
19 Alternative Schools/At-Risk Student allotment. Local school administrative  
20 units shall report to the State Board of Education on how funds in the  
21 Alternative Schools/At-Risk Student allotment are spent and shall otherwise  
22 cooperate with the State Board of Education in evaluating the alternative  
23 learning programs. As part of its evaluation of the effectiveness of these  
24 programs, the State Board shall, through the application of the accountability  
25 system developed under G.S. 115C-83.11 and G.S. 115C-105.35, measure  
26 the educational performance and growth of students placed in alternative  
27 schools and alternative programs. If appropriate, the Board may modify this  
28 system to adapt to the specific characteristics of these schools. Also as part  
29 of its evaluation, the State Board shall evaluate its standards adopted under  
30 this subdivision and make any necessary changes to those standards based  
31 on strategies that have been proven successful in improving student  
32 achievement and shall report to the Joint Legislative Education Oversight  
33 Committee by April 15, 2006 to determine if any changes are necessary to  
34 improve the implementation of successful alternative learning programs and  
35 alternative schools."

36 **SECTION 4.(h)** This section is effective when the act becomes law and applies  
37 beginning with the 2013-2014 school year. The State Board of Education shall issue the first  
38 annual report cards under G.S. 115C-12(9)c1., as amended by this act, no earlier than August 1,  
39 2014.

#### 41 **PART V. SCHOOL IMPROVEMENT TEAMS/ SCHOOL IMPROVEMENT PLANS**

42 **SECTION 5.(a)** G.S. 115C-105.27 reads as rewritten:

##### 43 **"§ 115C-105.27. Development and approval of school improvement plans.**

44 (a) School Improvement Team. – ~~In order to improve student performance, each school~~  
45 ~~shall develop a school improvement plan that takes into consideration the annual performance~~  
46 ~~goal for that school that is set by the State Board under G.S. 115C-105.35 and the goals set out~~  
47 ~~in the mission statement for the public schools adopted by the State Board of Education.~~ The  
48 principal of each school, representatives of the assistant principals, instructional personnel,  
49 instructional support personnel, and teacher assistants assigned to the school building, and  
50 parents of children enrolled in the school shall constitute a school improvement ~~team to team.~~  
51 The team shall develop a school improvement plan to improve student performance.

1 Representatives of the assistant principals, instructional personnel, instructional support  
2 personnel, and teacher assistants shall be elected by their respective groups by secret ballot.

3 Unless the local board of education has adopted an election policy, parents shall be elected  
4 by parents of children enrolled in the school in an election conducted by the parent and teacher  
5 organization of the school or, if none exists, by the largest organization of parents formed for  
6 this purpose. Parents serving on school improvement teams shall reflect the racial and  
7 socioeconomic composition of the students enrolled in that school and shall not be members of  
8 the building-level staff.

9 Parental involvement is a critical component of school success and positive student  
10 achievement; therefore, it is the intent of the General Assembly that parents, along with  
11 teachers, have a substantial role in developing school improvement plans. To this end, school  
12 improvement team meetings shall be held at a convenient time to assure substantial parent  
13 participation.

14 ~~All school improvement plans shall be, to the greatest extent possible, data-driven. School  
15 improvement teams shall use the Education Value Added Assessment System (EVAAS) or a  
16 compatible and comparable system approved by the State Board of Education, to analyze  
17 student data to identify root causes for problems, to determine actions to address them, and to  
18 appropriately place students in courses such as Algebra I. School improvement plans shall  
19 contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious  
20 time frames for meeting the measurement standards.~~

21 (a1) Open Meetings. – School improvement team meetings are subject to the open  
22 meetings requirements of Article 33C of Chapter 143 of the General Statutes. Deliberations on  
23 the school safety components of the plan shall be in closed session in accordance with  
24 G.S. 143-318.11(a)(8). The principal shall ensure that these requirements are met.

25 (a2) Public Records. – The school improvement plan, except for the school safety  
26 components of the plan, is a public record subject to Chapter 132 of the General Statutes and  
27 shall be posted on the school's Web site. The names of the members of the school improvement  
28 team, their positions, and the date of their election to the school improvement team shall also be  
29 posted on the Web site.

30 The school safety components of the plan are not public records subject to Chapter 132 of  
31 the General Statutes.

32 (b) School Improvement Plan. – In order to improve student performance, the school  
33 improvement team at each school shall develop a school improvement plan that takes into  
34 consideration the annual performance goal for that school that is set by the State Board under  
35 G.S. 115C-105.35 and the goals set out in the mission statement for the public schools adopted  
36 by the State Board of Education. All school improvement plans shall be, to the greatest extent  
37 possible, data-driven. School improvement teams shall use the Education Value-Added  
38 Assessment System (EVAAS) or a compatible and comparable system approved by the State  
39 Board of Education to (i) analyze student data and identify root causes for problems, (ii)  
40 determine actions to address them, and (iii) appropriately place students in courses such as  
41 Algebra I. School improvement plans shall contain clear, unambiguous targets, explicit  
42 indicators and actual measures, and expeditious time frames for meeting the measurement  
43 standards.

44 The strategies for improving student performance:

- 45 (1) Shall include a plan for the use of staff development funds that may be made  
46 available to the school by the local board of education to implement the  
47 school improvement plan. The plan may provide that a portion of these  
48 funds is used for mentor training and for release time and substitute teachers  
49 while mentors and teachers mentored are meeting;
- 50 (1a) Repealed by Session Laws 2012-142, s. 7A.1(c), effective July 2, 2012.
- 51 (2) Shall include a plan to address school safety and discipline concerns;

- 1 (3) May include a decision to use State funds in accordance with  
2 G.S. 115C-105.25;
- 3 (4) Shall include a plan that specifies the effective instructional practices and  
4 methods to be used to improve the academic performance of students  
5 identified as at risk of academic failure or at risk of dropping out of school;
- 6 (5) May include requests for waivers of State laws, rules, or policies for that  
7 school. A request for a waiver shall meet the requirements of  
8 G.S. 115C-105.26;
- 9 (6) Shall include a plan to provide a duty-free lunch period for every teacher on  
10 a daily basis or as otherwise approved by the school improvement team; and
- 11 (7) Shall include a plan to provide duty-free instructional planning time for  
12 every teacher under G.S. 115C-301.1, with the goal of providing an average  
13 of at least five hours of planning time per week.

14 (c) School Vote on the Plan. – Support among affected staff members is essential to  
15 successful implementation of a school improvement plan to address improved student  
16 performance at that school. The principal of the school shall present the proposed school  
17 improvement plan to all of the principals, assistant principals, instructional personnel,  
18 instructional support personnel, and teacher assistants assigned to the school building for their  
19 review and vote. The vote shall be by secret ballot. The principal shall submit the school  
20 improvement plan to the local board of education only if the proposed school improvement  
21 plan has the approval of a majority of the staff who voted on the plan.

22 (c1) Consideration of the School Safety Components of the Plan. – The superintendent  
23 shall review the school safety components of the school improvement plans and make written  
24 recommendations on them to the local board of education. Prior to a vote to accept a school's  
25 improvement plan in accordance with G.S. 115C-105.25(d), the local board of education shall  
26 review the school safety component of the plan for that school in closed session. The board  
27 shall make findings on the safety component of the plan. Neither the safety components of the  
28 plan nor the board's findings on the safety components of the plan shall be set out in the  
29 minutes of the board.

30 (d) Adoption of the Plan. – The local board of education shall accept or reject the  
31 school improvement plan. The local board shall not make any substantive changes in any  
32 school improvement plan that it accepts. If the local board rejects a school improvement plan,  
33 the local board shall state with specificity its reasons for rejecting the plan; the school  
34 improvement team may then prepare another plan, present it to the principals, assistant  
35 principals, instructional personnel, instructional support personnel, and teacher assistants  
36 assigned to the school building for a vote, and submit it to the local board to accept or reject. If  
37 no school improvement plan is accepted for a school within 60 days after its initial submission  
38 to the local board, the school or the local board may ask to use the process to resolve  
39 disagreements recommended in the guidelines developed by the State Board under  
40 G.S. 115C-105.20(b)(5). If this request is made, both the school and local board shall  
41 participate in the process to resolve disagreements. If there is no request to use that process,  
42 then the local board may develop a school improvement plan for the school. The General  
43 Assembly urges the local board to utilize the school's proposed school improvement plan to the  
44 maximum extent possible when developing such a plan.

45 (e) Effective Period of the Plan. – A school improvement plan shall remain in effect for  
46 no more than two years; however, the school improvement team may amend the plan as often  
47 as is necessary or appropriate. If, at any time, any part of a school improvement plan becomes  
48 unlawful or the local board finds that a school improvement plan is impeding student  
49 performance at a school, the local board may vacate the relevant portion of the plan and may  
50 direct the school to revise that portion. The procedures set out in this subsection shall apply to  
51 amendments and revisions to school improvement plans.

1 (f) Elimination of Other Unnecessary Plans. – If a local board of education finds that a  
2 school improvement plan adequately covers another plan that the local school administrative  
3 unit is otherwise required to prepare, the local school administrative unit shall not be required  
4 to prepare an additional plan on the matter.

5 (g) Compliance With Requirements. – Any employee, parent, or other interested  
6 individual or organization is encouraged to notify the principal of any concerns regarding  
7 compliance with this section. In addition, any employee, parent, or other interested individual  
8 or organization may submit in writing to the superintendent concerns regarding compliance  
9 with this section. The superintendent shall make a good faith effort to investigate the concern.  
10 The superintendent shall, upon request, provide a written response to the concern."

11 **SECTION 5.(b)** G.S. 143-318.11(a)(8) reads as rewritten:

12 "(a) Permitted Purposes. – It is the policy of this State that closed sessions shall be held  
13 only when required to permit a public body to act in the public interest as permitted in this  
14 section. A public body may hold a closed session and exclude the public only when a closed  
15 session is required:

16 ...

17 (8) To formulate plans by a local board of education relating to emergency  
18 response to incidents of school violence or to formulate and adopt the school  
19 safety components of school improvement plans by a local board of  
20 education or a school improvement team."

## 21 22 **PART VI. ACADEMIC CREDIT FOR LEARNING EXPERIENCES OUTSIDE** 23 **SCHOOL**

24 **SECTION 6.** The State Board of Education shall establish standards and guidelines  
25 under which schools may give academic credit to students for out-of-school learning  
26 experiences that are academically relevant and are aligned with the new common core and  
27 essential standards. These standards shall include (i) minimum contact hours, (ii) mentoring or  
28 supervision requirements, and (iii) requirements that students produce project-based evidence  
29 from their out-of-school learning experiences or otherwise demonstrate competencies to ensure  
30 sufficient rigor and relevancy in that experience.

31 With the approval of the Board, local school administrative units may offer  
32 academic credit to students under these standards and guidelines, beginning with the 2014-2015  
33 school year.

## 34 35 **PART VII. MEDICAL CARE PROGRAM**

36 **SECTION 7.** G.S. 115C-375.1 reads as rewritten:

37 **"§ 115C-375.1. To provide some medical care to students.**

38 It is within the scope of duty of teachers, including substitute teachers, teacher assistants,  
39 student teachers, or any other public school employee when authorized by the local board of  
40 education or its designee, (i) to administer any drugs or medication prescribed by a doctor upon  
41 written request of the parents, (ii) to give emergency health care when reasonably apparent  
42 circumstances indicate that any delay would seriously worsen the physical condition or  
43 endanger the life of the ~~pupil~~ student, and (iii) to perform any other first aid or lifesaving  
44 techniques in which the employee has been trained in a program approved by the State Board  
45 of Education. No employee, however, shall be required to administer drugs or medication or  
46 attend lifesaving techniques programs.

47 Any public school employee, authorized by the local board of education or its designee to  
48 act under (i), (ii), or (iii) above, shall not be liable in civil damages for any authorized act or for  
49 any omission relating to that act unless the act or omission amounts to gross negligence,  
50 wanton conduct, or intentional wrongdoing. Any person, serving in a voluntary position at the  
51 request of or with the permission or consent of the local board of education or its designee, who

1 has been given the authority by the local board of education or its designee to act under (ii)  
2 above shall not be liable in civil damages for any authorized act or for any omission relating to  
3 the act unless the act amounts to gross negligence, wanton conduct, or intentional wrongdoing.

4 At the commencement of each school year, but before the beginning of classes, and  
5 thereafter as circumstances require, the principal of each school shall determine which persons  
6 will participate in the medical care program. The principal shall ensure that appropriate training  
7 is provided to all individuals participating in the medical care program."

8  
9 **PART VIII. EFFECTIVE DATE**

10 **SECTION 8.** Except as otherwise provided in this act, this act is effective when it  
11 becomes law and applies beginning with the 2013-2014 school year.