

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

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SENATE BILL 168
Education/Higher Education Committee Substitute Adopted 3/14/13
House Committee Substitute Favorable 6/19/13
Fourth Edition Engrossed 6/20/13

Short Title: Clarify Education Reporting Requirements.

(Public)

Sponsors:

Referred to:

March 5, 2013

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

4 The General Assembly of North Carolina enacts:

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

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

29 No cause of action for monetary damages shall arise from the failure to provide or
30 implement a personal education plan under this section."
31

32 **PART III. REPEAL REPORT ON TEACHER MENTORING**

33 **SECTION 3.** Section 7.8 of S.L. 2008-107, as amended by Section 1(b) of S.L.
34 2009-305, reads as rewritten:

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

40 Local school administrative units shall use these funds to provide mentoring support to
41 eligible employees in accordance with a plan approved by the State Board of Education. The
42 plan shall include information on how all mentors in the local school administrative unit will be
43 adequately trained to provide mentoring support. ~~The State Board of Education shall report to~~
44 ~~the Joint Legislative Education Oversight Committee prior to January 15 of each year on the~~
45 ~~use of funds for mentoring services. The report shall include, at a minimum, the impact of each~~
46 ~~unit's mentoring program on teacher retention and how all mentors in the unit are trained."~~
47

48 **PART IV. BOARD OF GOVERNORS' PROFESSIONAL DEVELOPMENT** 49 **PROGRAMS FOR PUBLIC SCHOOL EMPLOYEES**

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

51 "**§ 116-11. Powers and duties generally.**

1 ...
 2 (12a) ~~The Board of Governors of The University of North Carolina shall~~
 3 ~~implement, administer, and revise programs for meaningful professional~~
 4 ~~development for professional public school employees based upon the~~
 5 ~~evaluations and recommendations made by the State Board of Education~~
 6 ~~under G.S. 115C-12(26). The programs shall be aligned with State education~~
 7 ~~goals and directed toward improving student academic achievement.~~
 8 "

10 **PART V. CLARIFY TEACHER LICENSE AND EDUCATOR PREPARATION**
 11 **PROGRAM REQUIREMENTS**

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

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

14 **"§ 115C-296. Board sets licensure requirements; reports; lateral entry and mentor**
 15 **programs.**

16 ...
 17 (b) It is the policy of the State of North Carolina to maintain the highest quality teacher
 18 education programs and school administrator programs in order to enhance the competence of
 19 professional personnel licensed in North Carolina. To the end that teacher preparation programs
 20 are upgraded to reflect a more rigorous course of study, the State Board of Education, as lead
 21 agency in coordination and cooperation with the University Board of Governors, the Board of
 22 Community Colleges and such other public and private agencies as are necessary, shall
 23 continue to refine the several licensure requirements, standards for approval of institutions of
 24 teacher education, standards for institution-based innovative and experimental programs,
 25 standards for implementing consortium-based teacher education, and standards for improved
 26 efficiencies in the administration of the approved programs.

27 (1) Licensure standards. –

28 a. The licensure program shall provide for initial licensure after
 29 completion of preservice training, continuing licensure after three
 30 years of teaching experience, and license renewal every five years
 31 thereafter, until the retirement of the teacher. The last license renewal
 32 received prior to retirement shall remain in effect for five years after
 33 retirement. The licensure program shall also provide for lifetime
 34 licensure after 50 years of teaching.

35 b. The State Board of Education, in consultation with the Board of
 36 Governors of The University of North Carolina, shall evaluate and
 37 develop enhanced requirements for continuing licensure. The new
 38 requirements shall reflect more rigorous standards for continuing
 39 licensure and shall be aligned with high-quality professional
 40 development programs that reflect State priorities for improving
 41 student achievement.

42 c. The State Board of Education, in consultation with local boards of
 43 education and the Board of Governors of The University of North
 44 Carolina, shall (i) reevaluate and enhance the requirements for
 45 renewal of teacher licenses and (ii) consider modifications in the
 46 license renewal achievement and to make it a mechanism for teachers
 47 to renew continually their knowledge and professional skills.

48 (2) Teacher education programs. –

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

...

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

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

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

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

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

...."

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

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

...

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

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

8 (1) Licensure standards. –

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

31 (2) Teacher education programs. –

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

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

25 ...

26 (c1) The State Board of Community Colleges may provide a program of study for lateral

27 entry teachers to complete the coursework necessary to earn a teaching license. To this end, the

28 State Board of Education, in consultation with the State Board of Community Colleges, shall

29 establish a competency-based program of study for lateral entry teachers to be implemented

30 within the Community College System no later than May 1, 2006. This program must meet

31 standards set by the State Board of Education. To ensure that programs of study for lateral entry

32 remain current and reflect a rigorous course of study that is aligned to State and national

33 standards, the State Board of Education shall do all of the following to ensure that lateral entry

34 personnel are prepared to teach:

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

48"

49

50 **PART VI. REPEAL CHILD NUTRITION STATE STANDARDS AND REPORT**

51 **SECTION 6.** Section 2 of S.L. 2005-457 is repealed.

PART VII. ELIMINATE ESC REPORTING

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

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

PART VIII. DISADVANTAGED STUDENT REPORT

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

PART IX. IIS REPORTING

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

27 28 **PART XI. ELIMINATION OF UNNECESSARY REPORTING BY EDUCATORS**

29 **SECTION 11.(a)** G.S. 115C-105.27(b) is amended by adding a new subdivision to
30 read:

31 "(b) The strategies for improving student performance:

32 ...

33 (8) Shall include a plan to identify and eliminate unnecessary and redundant
34 reporting requirements for teachers and, to the extent practicable, streamline
35 the school's reporting system and procedures, including requiring forms and
36 reports to be in electronic form when possible and incorporating relevant
37 documents into the student accessible components of the Instructional
38 Improvement System."

39 **SECTION 11.(b)** G.S. 115C-307(g) reads as rewritten:

40 "(g) To Make Required Reports. – A teacher shall make all reports required by the local
41 board of education. The superintendent shall not approve the voucher for a teacher's pay until
42 the required monthly and annual reports are made.

43 The superintendent may require a teacher to make reports to the principal.

44 A teacher shall be given access to the information in the student information management
45 system to expedite the process of preparing reports or otherwise providing information. A
46 teacher shall not be required by the local board, the superintendent, or the principal to (i)
47 provide information that is already available on the student information management system;
48 (ii) provide the same written information more than once during a school year unless the
49 information has changed during the ensuing period; or (iii) complete forms, for children with
50 disabilities, that are not necessary to ensure compliance with the federal Individuals with
51 Disabilities Education Act (IDEA). Notwithstanding the forgoing, a local board may require

1 information available on its student information management system or require the same
2 information twice if the ~~local board can demonstrate~~ superintendent determines that there is (i)
3 a compelling need and ~~can demonstrate there is not a~~(ii) no more expeditious manner of
4 ~~getting~~providing the ~~information.~~information to the local board. A school improvement team
5 may request that the superintendent consider the elimination of a redundant reporting
6 requirement for the teachers at its school if it identifies in its school improvement plan a more
7 expeditious manner of providing the information to the local board. The superintendent shall
8 recommend to the local board whether the reporting requirement should be eliminated for that
9 school. If the superintendent does not recommend elimination of the reporting requirement, the
10 school improvement team may request a hearing by the local board as provided in
11 G.S. 115C-45(c).

12 Any teacher who knowingly and willfully makes or procures another to make any false
13 report or records, requisitions, or payrolls, respecting daily attendance of pupils in the public
14 schools, payroll data sheets, or other reports required to be made to any board or officer in the
15 performance of their duties, shall be guilty of a Class 1 misdemeanor and the certificate of such
16 person to teach in the public schools of North Carolina shall be revoked by the Superintendent
17 of Public Instruction."

18 **PART XII. EFFECTIVE DATE**

19 **SECTION 12.** Section 5(c) of this act becomes effective July 1, 2017, and applies
20 beginning with the 2017-2018 school year. The remainder of this act is effective when it
21 becomes law and applies beginning with the 2013-2014 school year.
22