

Education

See full summary documents for additional detail

H13 - Amend School Health Assessment Requirement (SL 2015-222)

S.L. 2015-222 requires each child entering the public schools for the first time to submit proof of a health assessment to the school principal within 30 calendar days of the child's first day of attendance. The health assessment results must be submitted on a statewide standardized health assessment transmittal form developed by the Department of Health and Human Services (DHHS) and the Department of Public Instruction (DPI) and the form must only include those items specifically listed in the act. Information on the form is not a public record. If the health assessment transmittal form is not presented on or before the child's first day of attendance, the principal will issue a deficiency notice indicating that the form must be submitted within the specified timeframe or the child will not be permitted to attend school. Local board of education policies must state that absences due to failure to submit the health assessment are not suspensions and a student absent due to the lack of a health assessment form must have the opportunity to: take a textbook and school-furnished digital device home; receive missed assignments upon request; and take missed exams. DHHS and DPI must develop a health assessment transmittal form for the 2016-2017 school year and report on or before December 1, 2015, to the Joint Legislative Oversight Committee on Health and Human Services and Joint Legislative Education Oversight Committee.

This act became effective August 18, 2015, and applies to children enrolling in the public schools for the first time beginning with the 2016-2017 school year.

H55 - Public Exhibit of Fireworks/North Carolina State University (SL 2015-124)

S.L. 2015-124 exempts North Carolina State University (NCSU) from being required to obtain approval from the board of county commissioners to host pyrotechnic events on campus. This exemption is identical to The University of North Carolina's (UNC) exemption in current law for University-owned lands and buildings in Orange County. Just like UNC, NCSU must obtain a State permit from the State Fire Marshal for pyrotechnic events, as this act only exempts NCSU from also having to get permission from the board of county commissioners to host a pyrotechnic event in Wake County.

This act became effective June 29, 2015.

H86 - Utility Line Relocation/School Board (SL 2015-111)

S.L. 2015-111 requires the Department of Transportation to pay the nonbetterment costs of moving water and sewer lines for a local board of education, when the lines are located in the right-of-way of a State transportation improvement project.

This act became effective July 1, 2015, and applies to relocations on or after that date.

H97 - 2015 Appropriations Act, Sec. 31.9: Require Non-General Fund Resources to be Used for Advanced Planning of University Capital Projects (SL 2015-241)

Sec. 31.9 of S.L. 2015-241, as amended by Sec. 9.3 of S.L. 2015-268, requires The University of North Carolina to complete advanced planning through the schematic design phase with funds other than General Fund appropriations before making a capital funds request to construct a new facility, expand the building area (square feet) of an existing facility, or rehabilitate an existing facility to accommodate new or expanded uses.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 31.13: Debt Affordability Study for The University of North Carolina (SL 2015-241)

Sec. 31.13 of S.L. 2015-241 directs the Board of Governors of The University of North Carolina to engage in a debt affordability study process that is similar to the process engaged in by the Debt Affordability Advisory Committee for the rest of State government. Specifically, the Board must study the estimated debt capacity of The University and report its findings to the Office of State Budget and Management, the Joint Legislative Commission on Governmental Operations, the State Treasurer, and The University of North Carolina General Administration annually by February 1.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.27: Investing in Innovation Grant (SL 2015-241)

Sec. 8.27 of S.L. 2015-241, as amended by Sec. 3.1 of S.L. 2015-268, allows certain local school administrative units (LEAs) to enroll tenth grade students in one community college course if the LEA is participating in the federal Investing in Innovation Fund Grant: Validating Early College Strategies for Traditional Comprehensive High Schools (Grant). Grant funds are to be used to pay for all costs incurred, including the community college FTE. Community colleges do not earn budget FTE for students enrolled under this Grant unless the student is otherwise enrolled in a program that allows high school students to take community college courses.

The North Carolina New Schools Project must report on the implementation of the Grant by March 15, 2016, and annually thereafter until the end of the Grant period to the State Board of Education, the State Board of Community Colleges, the Office of the Governor, and the Joint Legislative Education Oversight Committee.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.12: Competency-Based Learning (SL 2015-241)

Sec. 8.12 of S.L. 2015-241 establishes the General Assembly's intent that the State transition to a system of testing and assessments for public school students that uses competency-based learning assessments to measure student performance and student growth when practicable. This competency-based student assessment system must provide that:

- Students advance upon mastery.
- Competencies are broken down into explicit and measurable learning objectives.
- Assessment is meaningful for students.
- Students receive differentiated support based on their learning needs.
- Learning outcomes emphasize competencies that include the application and creation of knowledge.

This section encourages the State Board of Education (SBE) to evaluate the feasibility of integrating competency-based assessments for use in local school administrative units and as part of the statewide testing system for measuring student performance and student growth. The SBE may examine competency-based assessments in other states, including potential benefits and obstacles to implementing similar systems in North Carolina, along with the relationship between competency-based assessments and innovative teaching methods used in the State's schools such as blended learning models and digital teaching tools.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.41: Modify Educator Preparation Program Approval Process (SL 2015-241)

Sec. 8.41 of S.L. 2015-241, as amended by Sec. 3.7 of S.L. 2015-268, reorganizes and recodifies all of the statutes related to educator preparation programs (EPPs). This section clarifies that all EPPs in the State must meet State approval standards or be nationally accredited in order for their graduates to be eligible for initial licensure. In addition, the section requires the State Board of Education (SBE) to include the following components for State EPP approval:

- Adoption of rules for granting State approval to EPPs that mirror national accreditation in order to maintain the same level of quality across programs.
- A State peer review process that includes highly qualified and trained members to review EPPs across the State.
- Technical assistance to EPPs in order to:
 - Improve education quality and educator preparation program performance.
 - Inform programs about the approval process as a part of EPP performance based on outcome data.
 - Assist with State and federal reporting processes.
 - Assist with building and maintaining partnerships between schools and EPPs.

The SBE may place an approved EPP provider on probationary status and require a plan for improvement on any unmet standards. The SBE may revoke program approval for reasons including: failure to report required information to the SBE; offering misleading or false

information about approved EPPs; accepting students into EPPs that have not been approved; failing to comply with the EPP review process; and failing to meet standards for approval.

This section requires that State approved EPPs cannot admit an undergraduate student into the program unless the student has earned a minimum cumulative grade point average of at least 2.7. Approved EPPs must ensure that the minimum cohort grade point average for each entering cohort to an EPP is least a 3.0.

Finally, this section requires that the SBE adopt rules for EPPs that require at least the following:

- Establishment and maintenance of collaborative formalized partnerships with elementary and secondary schools that are focused on student achievement, continuous school improvement, and the professional development of elementary and secondary educators, as well as those preparing educators.
- Memorandums of understanding with local school administrative units (LEAs) where students are placed that:
 - Define the collaborative relationship between the EPP and the LEA and how this partnership will focus on continuous school improvement and student achievement.
 - Adopt a plan for collaborative teacher selection, orientation, and student placement.
 - Determine how information will be shared and verified between the EPP and the LEA.
- Clinical educators who supervise students in residencies or internships must meet the following requirements:
 - Be professionally licensed in the field of licensure sought by the student.
 - Have a minimum of three years of experience in a teaching role.
 - Have been rated, through formal evaluations, at least at the "accomplished" level as part of the North Carolina Teacher Evaluation System and have met expectations as part of student growth in the field of licensure sought by the student.
- In all programs leading to initial licensure, field experiences must include organized and sequenced engagement of students in settings that provide them with opportunities to observe, practice, and demonstrate knowledge and skills. The experiences must be systematically designed and sequenced to increase the complexity and levels of engagement with which students apply, reflect upon, and expand their knowledge and skills.
- Clinical practice must be required in the form of residencies or internships in those fields for which they are approved by the SBE. These residencies or internships must be a minimum of 16 weeks. Residencies and internships may be over the course of two semesters and must, to the extent practicable, provide student experiences at both the beginning and ending of the school year.
- EPPs with a clinical practice component must require, in addition to a content assessment, a nationally normed and valid pedagogy assessment to determine clinical practice performance. Passing scores and mastery criteria must be determined by the SBE.

This section became effective July 1, 2015. EPPs approved by the SBE on or before July 1, 2015, must meet the new standards established by the SBE no later than July 1, 2017. EPPs seeking approval by the SBE after July 1, 2015, must meet the new standards at the time the approval is sought. The SBE may not require students enrolled in EPPs that require a nationally normed and valid pedagogy assessment to determine clinical practice performance to provide scores for a pedagogy assessment based on multiple choice or constructed responses.

H97 - 2015 Appropriations Act, Sec. 8.45: Repeal Extracurricular Duties Restriction for Teachers with 27 or More Years of Experience (SL 2015-241)

Sec. 8.45 of S.L. 2015-241 repeals the prohibition on teachers with 27 or more years of experience being assigned extracurricular activities unless they request the assignments in writing. This section also repeals the requirement that other non-instructional duties assigned to these teachers be minimized.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8A.1: Legislative Findings (SL 2015-241)

Sec. 8A.1 of S.L. 2015-241 states that the General Assembly finds that some local boards of education (local boards) have failed to comply with the requirements of the judiciary's decisions in Leandro vs State of North Carolina to provide all public school students the opportunity to receive a sound basic education. Even though there has been a history of adequate State and local funding and legislatively granted flexibility in administration, management, and employment at the local level to provide tools to facilitate compliance with Leandro, some local boards have failed to take actions sufficient to:

- Prevent education bureaucracies from interfering with and overriding accountability measures and education reforms required by State law.
- Properly administer the public schools.
- Provide high quality principals in every school and high quality teachers in every classroom.

The section further states that it is the intent of the General Assembly to provide additional direction, authority, and resources to local boards and to the State Board of Education to enable them to correct these deficiencies.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8A.5: State Board Authority to Consolidate Contiguous County School Administrative Units (SL 2015-241)

Sec. 8A.5 of S.L. 2015-241 authorizes the State Board of Education (SBE) to consolidate and merge contiguous county school administrative units or a group of county school administrative units in which each county unit is contiguous with at least one other county unit in the group. The SBE must have a written plan that sets out the conditions of the merger. Any merger of county units or reorganization of county units will not have the effect of abolishing any special taxes that have been approved in the affected units.

A merger ordered by the SBE becomes effective on July 1 immediately following the earlier of the 31st legislative day or the day of adjournment of the next regular session of the General Assembly that begins at least 25 days after the date the SBE approved the merger. If a bill specifically disapproving the merger is introduced in either house of the General Assembly before the 31st legislative day of that session, the merger becomes effective on the July 1 immediately following the earlier of either the day an unfavorable

final action is taken on the bill or the day that the General Assembly adjourns without ratifying a bill that specifically disapproves the merger. A merger that is specifically disapproved by a bill enacted into law before the merger becomes effective does not become effective.

A bill specifically disapproves a merger if it contains a provision that refers to the written plan of the merger and states that the merger is disapproved. Any member of the General Assembly can introduce a bill during the first 30 legislative days of any regular session to disapprove a merger that has been approved by the SBE and that has not become effective.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 11.19: Education Opportunities for Students with Disabilities (SL 2015-241)

Sec. 11.19 of S.L. 2015-241 directs the Division of Mental Health, Developmental Disabilities, and Substance Abuse Services (Division) in the Department of Health and Human Services (DHHS), with the assistance of the Division of Vocational Rehabilitation and Division of Social Services in DHHS, the Department of Public Instruction, The University of North Carolina, and the North Carolina Community College System, and in consultation with the North Carolina Postsecondary Education Alliance, community stakeholders, and other interested parties, to do the following:

- Assess gaps and system needs to support transitions of people with disabilities to adulthood.
- Develop a program and fiscal policies to expand and sustain postsecondary education and employment opportunities for people with disabilities.
- Plan and implement approaches to public awareness about postsecondary education and employment for people with disabilities.
- Plan and implement joint policies and common data indicators for tracking the outcomes of people with disabilities after leaving high school.
- Consider options for technology to link agency databases.

The Division must report on the implementation of this section to the Joint Legislative Education Oversight Committee (Ed Oversight Committee) and the Joint Legislative Oversight Committee on Health and Human Services (HHS Oversight Committee) by November 15, 2015, and annually thereafter through November 15, 2017.

The State Education Assistance Authority (SEAA) must study strategies for ensuring that the State system of financial assistance for postsecondary education is fully available to assist qualified students with disabilities who are enrolled in certificate-based, approved university programs developed for them and report to the Ed Oversight Committee and the HHS Oversight Committee by March 15, 2016, on the results of this study.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 10.4: Extend Agricultural and Transportation Classes to Freshmen and Sophomores (SL 2015-241)

Sec. 10.4 of S.L. 2015-241 allows qualified high school freshmen and sophomores who are participating in academic transition pathways that lead to career technical education certificates or diplomas in agriculture and natural resources or transportation technology to take community college courses.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 10.13: Career- and College-Ready Graduates (SL 2015-241)

Sec. 10.13 of S.L. 2015-241 directs the State Board of Community Colleges (SBCC), in consultation with the State Board of Education (SBE), to create a program of community college developmental courses in (i) mathematics and (ii) reading and English in the high school senior year through cooperation with community college partners. The purpose of the program is to provide opportunities for college remediation for students before graduation from high school.

The SBCC and SBE must report progress on statewide program implementation to the Joint Legislative Education Oversight Committee by March 15, 2016. The program must be implemented beginning with the 2016-2017 school year.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 11.9: Transforming Principal Preparation (SL 2015-241)

Sec. 11.9 of S.L. 2015-241 establishes a competitive grant program for the preparation of school principals. The State Education Assistance Authority (SEAA) is directed to administer the program through an agreement with a private nonprofit corporation.

By November 1, 2015, the SEAA must issue a Request for Proposal (RFP) for a private, nonprofit corporation (that meets several requirements articulated in this section) to contract with the SEAA for the administration of the program, including making recommendations for the award of grants.

By January 15, 2016, the SEAA must select a nonprofit corporation (selected nonprofit) with which to enter into a contract and report to the Joint Legislative Education Oversight Committee (JLEOC) on the selection by February 1, 2016.

The selected nonprofit must issue, no later than March 1, 2016, an initial RFP with guidelines and criteria for the grants and in their response to the RFP, applicants must submit certain information. The selected nonprofit must evaluate the grant applicants by giving priority to those with a record of preparing principals that demonstrates:

- Improvement in student achievement.
- Placing school leaders in eligible schools.
- A proposed focus on, and if applicable, a record of serving high-need schools, high-needs local school administrative units, or both.
- A detailed plan and commitment to share lessons learned and to improve the capacity of other entities in reaching similar outcomes.

The selected nonprofit must recommend grant recipients to the SEAA by June 1, 2016, and the use of the grant funds is limited.

The selected nonprofit must recommend to the SEAA the duration and renewal of grants. However, grants may not be more than five years in duration and a grant renewal may be based upon performance.

Grant recipients must submit an annual report to the selected nonprofit, beginning in the third year of the grant, with any information requested by the selected nonprofit. Whenever practicable, grant recipients should make all materials developed as part of the program and with grant funds publically available.

By June 1, 2016, the State Board of Education (SBE) must adopt a policy to provide for a specific licensure process applicable to school administrators who provide documentation to the SBE of successful completion of a principal preparation program selected for a grant pursuant to this section.

The selected nonprofit must provide to the SBE the required collected data annually. By September 15, 2021, the SBE must revise, as necessary, the licensure requirements for school administrators and the standards for approval of school administrator preparation programs after evaluating the data collected by the grant recipients. By November 15, 2021, the SBE must report to the JLEOC on any changes made to the licensure requirements for school administrators and the standards for approval of school administrator preparation programs.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.34: Study on Juvenile Literacy Program (SL 2015-241)

Sec. 8.34 of S.L. 2015-241 directs the Joint Legislative Education Oversight Committee to study the results of the Juvenile Literacy Center program (program) in Wake County, North Carolina and report the results of the study and any recommendations on the expansion of the program, including proposed legislation, to the 2015 General Assembly upon the convening of the 2016 Regular Session.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.11: Study North Carolina Virtual Public Schools Alternative Funding Formula (SL 2015-241)

Sec. 8.11 of S.L. 2015-241 directs the State Board of Education (SBE) to study implementation of an alternative funding formula for the North Carolina Virtual Public School (NCVPS) in lieu of the funding formula previously adopted by the SBE. The study must consider the costs and benefits of (i) offering an

alternative funding formula for local boards of education to select and (ii) replacing the current NCVPS formula with a new formula applicable to all local boards of education participating in NCVPS.

The SBE must report the results of the study and any legislative recommendations to the Joint Legislative Education Oversight Committee by January 15, 2016.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.26: School Safety/Statewide School Risk and Response Management System (SL 2015-241)

Sec. 8.26 of S.L. 2015-241 makes a variety of clarifying, conforming, and substantive changes to the statutes governing school safety, including the following:

- Replaces the term and definition of "emergency response plans" with "School Risk Management Plans" (SRMP), and makes conforming statutory changes.
- Directs local boards to adopt SRMPs by March 1, 2017.
- Defines the terms "tabletop exercise" and "drill" in relation to school safety exercises.
- Directs each local school administrative unit (LEA) to require each school under its control to annually hold a school-wide tabletop exercise and drill based on procedures documented in its SRMP, including a practice school lockdown due to an intruder on school grounds. Schools are also encouraged to hold additional exercises and drills for other hazards.
- Requires the Division of Emergency Management (Division) in the Department of Public Safety (DPS), and the Center for Safer Schools (Center) to provide guidance and recommendations to LEAs on the hazards to plan and respond to, including intruders on school grounds.
- Creates a new Article (School Risk and Response Management System (SRRMS)) in the statutes pertaining to elementary and secondary education. DPS, the Division, and the Center are directed to construct and maintain this statewide system which should fully integrate and leverage existing data and applications that support school risk planning and exercise, monitoring, and emergency response, including the SRMP tool. All data and information acquired and stored in the SRRMS are not considered public records.
- Directs DPS, the Division, and the Center to implement and maintain an anonymous safety tip line application for purposes of receiving anonymous student information on internal or external risks to the school population, school buildings, and school-related activities.
- Directs DPS, the Division, and the Center to implement and maintain a statewide panic alarm system for the purposes of launching real-time 911 messaging to public safety answering points of internal and external risks to the school population, school buildings, and school-related activities.
- Provides that all data and information gathered and stored in the anonymous safety tip line application are not considered a public record. DPS must implement the anonymous tip line application and statewide panic alarm system by July 1, 2016.
- Clarifies that LEAs must provide, and update as needed, either keys to the main entrance of all school buildings or access to key storage devices.
- Encourages charter and regional schools to adopt SRMPs by March 1, 2017. In adopting an SRMP, a charter and regional school may utilize the SRRMS. Charter and regional schools are also encouraged to (i) hold an annual school-wide lockdown exercise and (ii) provide schematic diagrams and emergency response information to the Division. The schematic diagrams and emergency response information are not considered public records.
- Expands the powers and duties of the Division to include serving as the lead State agency for the implementation and maintenance of the SRRMS.

- Directs DPS, the Division, and the Center to report to the Joint Legislative Oversight Commission on Governmental Operations by February 1, 2016, on (i) the implementation of SRRMS and (ii) the anticipated annual cost to operate and maintain the system.

This section became effective July 1, 2015, and except as otherwise provided, applies beginning with the 2015-2016 school year.

H97 - 2015 Appropriations Act, Sec. 8.33: Textbooks and Digital Resources Allotment/Use of Funds (SL 2015-241)

Sec. 8.33 of S.L. 2015-241 expands the list of items local school administrative units (LEAs) are required to annually publish on their Web sites by October 15 to include the following:

- A description of any transfer of funds from the textbooks and digital resources allotment into another allotment category, with an explanation of why the transfer was made to a different allotment category.
- A chart that clearly reflects how the LEA spent State funds.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.40: Department of Public Instruction Report on the Educator Licensure Processing System (SL 2015-241)

Sec. 8.40 of S.L. 2015-241 provides that by October 15, 2016, the Department of Public Instruction must report to the Joint Legislative Education Oversight Committee regarding the operation of the educator licensure processing system, including implementation of the electronic processing of applications. The report must include at least the following information:

- The estimated processing time from receipt of application to issuance of license in each category of licensure, and comparative data related to the processing of licenses in each licensure category prior to August 1, 2015.
- The schedule of licensure fees and services, including any changes in the prior year made to the fee amounts or services for which fees are charged.
- Any backlog of the processing of applications existing at the time of the report, including the categories of licensure experiencing such backlog.
- Data from the prior year: (i) number of applications received and transactions completed; (ii) number of newly licensed educators; (iii) number of licensure renewals; (iv) demographic information regarding currently licensed educators; (v) number of licenses issued by area and type of licensure; and (vi) number of initial licenses in specified areas.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.44: Change the Mandatory Training for Local Boards of Education to Every Two Years (SL 2015-241)

Sec. 8.44 of S.L. 2015-241 modifies the training required for all members of local boards of education from 12 clock hours of training annually to 12 clock hours every two years. The 12 clock hours of training may be earned at any time during the two-year period.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.48: Reading Camps Offered to First and Second Grade Students (SL 2015-241)

Sec. 8.48 of S.L. 2015-241 makes the following changes to the State's Read to Achieve Program:

- Expands the opportunity to attend reading camps to first and second grade students who demonstrate reading comprehension below grade level.
- Expands the class of teachers authorized to teach in reading camps to include licensed teachers selected based on demonstrated outcomes in improvement of difficulties with reading development.
- Encourages parents and guardians of first and second grade students demonstrating reading comprehension below grade level to enroll their student in a reading camp.
- Beginning in 2016, expands the list of required information local boards of education (local boards) must annually publish on the Web site maintained by the local board's respective local school administrative unit to include the number and percentage of both first and second grade students demonstrating and not demonstrating reading comprehension at grade level.
- Beginning in 2016, expands the requirements each local board must annually report to the State Board of Education (SBE) by September 1 to include the number of first and second grade students attending a reading camp offered by the local board.
- Beginning in 2016, requires the SBE to include in its annual October 15th report to the Joint Legislative Education Oversight Committee the new accountability measures for first and second grade students as reported by the local boards.
- Authorizes parents and guardians of first and second grade students demonstrating appropriate developmental abilities in reading comprehension to enroll their student in a reading camp. Parents may be charged an attendance fee, not to exceed \$825.
- Establishes priority enrollment in reading camps for (i) third grade students not demonstrating reading proficiency and (ii) first and second grade students demonstrating reading comprehension below grade level.

This section became effective July 1, 2015. Except as otherwise provided, this section is effective beginning with the 2015-2016 school year.

H97 - 2015 Appropriations Act, Sec. 8A.4: Identification of Low-Performing Schools and Units (SL 2015-241)

Sec. 8A.4 of S.L. 2015-241 (i) repeals the directive that the State Board of Education (SBE) must consider incorporating into the School-Based Management and Accountability Program a character and civic education component which may include a requirement for student councils, (ii) redefines low-performing schools, and (iii) creates a new category of low-performing local school administrative units (LEAs).

With respect to "low-performing schools:"

Redefines a "low-performing school" to mean a school that receives a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth."

Modifies the statutory process that should be used once a school is identified as low-performing that includes the following steps:

- A 30-day timeline for a superintendent to submit to a local board of education (local board) a preliminary plan designed to improve both the school performance grade and the school growth score.
- Within 30 days, the local board must approve, modify or reject the preliminary plan submitted by the superintendent. The preliminary plan must be made public prior to the local board's vote.
- The local board must submit a final plan to the SBE within five days of the local board's approval of the plan. The SBE must review the plan and may offer recommendations to modify the plan. The local board must then consider the SBE's recommendations and, if necessary, amend the plan and vote on approval of any changes.
- The local board must provide access to the final plan on the LEA's Web site. The SBE must provide access to each low-performing school plan on the Department of Public Instruction's (DPI) Web site.

Each school identified as a low-performing school must provide written notification to the parents and guardians of students attending the school within 30 days of the identification that includes at least the following information:

- A statement the school has received a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" accompanied by an explanation of school performance grades and growth scores.
- The school performance grade and growth score of the school.
- Information about the preliminary plan and the availability of the final plan on the LEA's Web site.
- The meeting date for when the preliminary plan will be considered by the local board.
- A description of any additional steps the school is taking to improve performance.

With respect to "low-performing LEAs:"

Defines a "low-performing LEA" as a low-performing unit in which the majority of the unit's schools have been identified as low-performing schools. The SBE is directed to identify low-performing LEAs on an annual basis.

Creates a statutory process to be used once a low-performing LEA is identified that includes the following steps:

- A 30-day timeline for a superintendent to submit to a local board a preliminary plan designed to improve both the school performance grade and the school growth score of each low-performing school in the unit.
- Within 30 days, the local board must approve, modify, or reject the preliminary plan submitted by the superintendent. The preliminary plan must be made public prior to the local board's vote.
- The local board must submit a final plan to the SBE within five days of the local board's approval of the plan. The SBE must review the plan and may offer recommendations to modify the plan. The local board must then consider the SBE's recommendations and, if necessary, amend the plan and vote on approval of any changes to the final plan.
- The local board of education must provide access to the final plan on the LEA's Web site. The SBE must provide access to each low-performing LEA's plan on the DPI's Web site.

Each LEA identified as low-performing must provide written notification to the parents and guardians of all students attending any school in the unit within 30 days of the identification that includes the following information:

- A statement that the SBE has found that a majority of the schools in the LEA have "received a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" and have been identified as low-performing schools" accompanied by an explanation of the school performance grades and school growth scores.
- The percentage of schools identified as low-performing.
- Information about the preliminary plan and the availability of the final plan on the LEA's Web site.
- The meeting date for when the preliminary plan will be considered by the local board.
- A description of any additional steps the LEA and schools are taking to improve student performance.
- For notifications sent to parents and guardians of students attending a school that is identified as low-performing, a statement that the SBE has found that the school has received a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" and has been identified as a low-performing school. This notification must also include the school performance grade and school growth score the school received and an explanation of the school performance grades and school growth scores.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 10.2: Basic Skills Plus (SL 2015-241)

Sec. 10.2 of S.L. 2015-241 authorizes the State Board of Community Colleges (SBCC) to waive tuition and registration fees for courses providing employability skills, job-specific occupational or technical skills, or developmental education instruction to certain students who are concurrently enrolled in an eligible community college literacy course, in accordance with rules adopted by the SBCC. The SBCC may authorize a community college to use up to 20% of its allocated State Literacy Funds to provide this instruction to students concurrently enrolled in an eligible community college literacy class.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 10.11: Youth Career Connect Program (SL 2015-241)

Sec. 10.11 of S.L. 2015-241, as amended by Sec. 3.4 of S.L. 2015-268, authorizes South Piedmont Community College (SPCC) to enroll Anson County Schools freshmen and sophomore students in community college courses associated with the federal Youth Career Connect Grant awarded to Anson County Schools for the 2014-2018 school years. Ninth and tenth grade students enrolled in curriculum courses at SPCC associated with this grant will not be charged tuition. SPCC will not earn budget FTE for student course enrollments under this grant, unless the student course enrollment is otherwise authorized by law.

This section became effective July 1, 2015, and expires June 30, 2018.

H97 - 2015 Appropriations Act, Sec. 11.7: North Carolina Guaranteed Admission Program (NCGAP) (SL 2015-241)

Sec. 11.7 of S.L. 2015-241 provides that the General Assembly finds that the six-year graduation rate for students pursuing a baccalaureate degree from a constituent institution is too low and there are actions the constituent institutions may undertake to help students graduate in a more timely manner, including providing easier access to academic counseling. The Board of Governors of The University of North Carolina (BOG) and the State Board of Community Colleges (SBCC) are directed to jointly study and evaluate how a deferred admission program, to be known as the North Carolina Guaranteed Admission Program (NCGAP), would best work to meet the needs of students who are identified as academically at risk.

NCGAP requires a student who satisfies the admission criteria of a constituent institution, but whose academic credentials are not as competitive as other students admitted to the institution, to receive deferred admission and enroll in a community college in this State and earn an associate degree prior to enrolling as a student at the constituent institution. A student who earns an associate degree from a community college in this State within three years from the date of the deferred acceptance is guaranteed admission at that constituent institution to complete the requirements for a baccalaureate degree. A constituent institution must hold in reserve an enrollment slot in the appropriate future academic year for any student who accepts a deferred admission. A constituent institution must also reduce its enrollment for each academic year by the number of deferred admissions granted for that academic year.

The BOG and the SBCC must report their findings and recommendations to the Joint Legislative Education Oversight Committee, the Fiscal Research Division, and the Office of State Budget and Management by March 1, 2016. The report must include an analysis of the fiscal impact NCGAP may have with regard to enrollment at constituent institutions of The University of North Carolina and at community colleges, the number of students who may participate in NCGAP, and its effect on FTEs.

Based on the analysis conducted by the BOG and the SBCC, each constituent institution must design a deferred admission program as part of NCGAP for implementation at the institution. The institution must design the program so that it may be implemented at the institution beginning with the 2016-2017 fiscal year and applied to the institution's admission process for the 2017-2018 academic year and each subsequent academic year.

The SBCC, in consultation with the BOG, must adopt rules to ensure that a student participating in NCGAP is provided counseling and assistance in selecting coursework that reflects the student's educational and career goals and that provides a smooth transition from the community college to the constituent institution.

NCGAP must be implemented at all constituent institutions and all community colleges beginning with the 2016-2017 fiscal year and applies to admissions policies at each constituent institution and community college beginning with the 2017-2018 academic year and each subsequent academic year.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 11.16: Early College Graduates/The University of North Carolina Admission Policy (SL 2015-241)

Sec. 11.16 of S.L. 2015-241 directs the Board of Governors (BOG) of The University of North Carolina to adopt a policy to require each constituent institution to offer to any student who graduated from a cooperative innovative high school program with an associate degree and who applies for admission to a constituent institution the option of being considered for admission as a freshman or as a transfer student. The constituent institution must provide relevant information regarding each option to the student.

Beginning March 1, 2017, the BOG must report annually to the Joint Legislative Education Oversight Committee regarding the number of students who graduated from a cooperative innovative high school program with an associate degree and which option was chosen by those students when applying to a constituent institution.

This section became effective July 1, 2015, and applies to the 2016-2017 academic year and each subsequent academic year.

H97 - 2015 Appropriations Act, Sec. 11.25: Appalachian State University/Recruit Community College Students Pilot (SL 2015-241)

Sec. 11.25 of S.L. 2015-241, (as enacted by Sec. 3.6 of S.L. 2015-268), provides that the funds appropriated to Appalachian State University for the 2015-2017 fiscal biennium for its College of Education to establish a pilot program to recruit and retain students as teachers for high-need licensure areas may be used to recruit and retain both undergraduate students and community college students for this pilot program. Funds may be used for personnel, marketing, programming, counseling, and advising.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.22: Twelve-Month Personnel Positions for Vocational Agricultural Teachers (SL 2015-241)

Sec. 8.22 of S.L. 2015-241 prohibits local boards of education from reducing the term of employment in any future school year for any vocational agricultural teacher personnel position that was 12 calendar months for the 2014-2015 school year.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.39: Driver Education Training (SL 2015-241)

Sec. 8.39 of S.L. 2015-241 requires local boards of education (local boards) to report to the State Board of Education (SBE) by December 15, 2015, on 15 data points related to administration of driver education programs offered by the local school administrative unit (LEA) during the 2012-2013 through 2015-2016 school years. These data points include information on how driver education is provided, cost of the program, fleet maintenance, student participation, outcomes, and fees. The SBE must report to the Joint Legislative Education Oversight Committee (Committee) on the local board information by February 15, 2016.

The Committee must study the provision of driver education by examining information provided from local boards of education to the State Board of Education, as well as certain national and State studies on North Carolina driver education programs. The Committee must make recommendations to the 2016 Regular Session of the 2015 General Assembly on issues related to the provision of driver education, including cost of delivery, fees, parental involvement, involvement of the Division of Motor Vehicles, Department of Transportation, and alternate providers.

Effective July 1, 2016, the purpose of the driver education program must be making available public education to all students on driver education safety and training. If a local board charges a fee for participation, a process for reduction or waiver of the fee must be provided for students unable to pay due to economic hardship. A local board may not transfer funds into the driver education allotment category. These requirements are repealed effective December 31, 2017.

Except as otherwise provided, this section became effective September 18, 2015.

H97 - 2015 Appropriations Act, Sec. 8.43: Certain Cooperative Innovative High Schools Operating Without Additional Funds (SL 2015-241)

Sec. 8.43 of S.L. 2015-241 authorizes, beginning with the 2015-2016 school year and subsequent school years, the following schools to operate as Cooperative Innovative High Schools (CIHSs), notwithstanding statutory requirements for authorization and funding of CIHSs:

- Academy at High Point Central.
- Academy at Ben L. Smith High School.
- STEM Early College at NC A&T State University.

- Middle College at the University of North Carolina at Greensboro.
- Vernon Malone College and Career Academy.
- Northeast Regional School of Biotechnology and Agriscience.

These schools are subject to the evaluation requirements for CIHSs.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.47: Teacher Assistant Allotment (SL 2015-241)

Sec. 8.47(a) of S.L. 2015-241 prohibits local boards of education from transferring funds out of the teacher assistants' allotment category for other use.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8A.3: Class Size in Kindergarten Through Third Grade (SL 2015-241)

Sec. 8A.3 of S.L. 2015-241 prohibits waivers to class size requirements in kindergarten through third grade (K-3) except under the following circumstances:

- Emergencies or acts of God impacting availability of classroom space or facilities.
- Unanticipated increases in student population of individual schools in excess of 2% of the average daily membership (ADM).
- Organizational problems in geographically isolated local school administrative units in which the ADM is less than one and one half per square mile.
- Classes organized for a solitary curricular area.
- Charter school closures.

The State Board of Education (SBE) is authorized to allot additional positions at any grade level within funds available when exceptions to class size requirements for K-3 or significant increases in class size at other grade levels are reported.

If the SBE determines that a local superintendent has willfully failed to comply with the statutory requirements for allocation of teachers and class size, no State funds can be allocated to pay that superintendent's salary while in noncompliance. The local board of education remains responsible for the terms of the superintendent's contract.

This section became effective July 1, 2015. The changes to class size requirements for K-3 do not apply to the 2015-2016 and 2016-2017 school years.

H97 - 2015 Appropriations Act, Sec. 9.5: No Pay Loss for Teachers Who Become Administrators or Assistant Principals Who Become Principals (SL 2015-241)

Sec. 9.5 of S.L. 2015-241, as amended by Sec. 3.3 of S.L. 2015-268, applies the requirement to all teachers that a teacher who becomes an assistant principal without a break in service must be paid at least as much as that individual would earn as a teacher employed by that local school administrative unit. Previously, the requirement applied only to those individuals employed as an assistant principal on or after July 1, 2009. This change is not to be construed to modify the compensation of persons initially employed as assistant principals prior to July 1, 2009, for work performed prior to July 1, 2015.

The section also requires that an assistant principal who becomes a principal without a break in service must be paid at least as much as that individual would earn as an assistant principal employed by that local school administrative unit.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 11.23: Centralized Process to Determine Residency for Tuition Purposes (SL 2015-241)

Sec. 11.23 of S.L. 2015-241 states the General Assembly's intent to establish a coordinated and centralized process for residency determination (centralized process). The State Education Assistance Authority (SEAA) is authorized to perform necessary functions for implementing a centralized process, to be functional for students enrolling after December 31, 2016, to determine residency for tuition purposes for students applying to a constituent institution of The University of North Carolina (UNC) or a North Carolina community college and for students applying for State-funded financial aid to attend eligible private postsecondary institutions. The SEAA must consult with UNC General Administration, the North Carolina Community College System (NCCCS), and the North Carolina Independent Colleges and Universities in implementing the centralized process.

UNC General Administration and the NCCCS must take necessary actions to facilitate the transition from a campus-based residency determination system to the centralized process. The following State agencies must expeditiously cooperate with the SEAA in verifying evidence for classification of an individual as a resident for tuition purposes:

- Division of Motor Vehicles of the Department of Transportation.
- Department of Public Instruction.
- Department of Commerce.
- Department of Health and Human Services.
- Department of Revenue.
- State Board of Elections
- State Chief Information Officer.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 10.6: Community Colleges Program Compliance Review Function (SL 2015-241)

Sec. 10.6 of S.L. 2015-241 restores and modifies requirements related to accountability reviews for community colleges. The State Board of Community Colleges (SBCC) must maintain an accountability function that conducts periodic compliance reviews of each community college. The reviews must be used to ensure that data used to allocate State funding among community colleges is accurately reported, and that community colleges are charging and waiving tuition and registration fees consistent with law. Statistically valid samples must be used for reviews. Findings determined material must be forwarded to the college president, local college board of trustees, SBCC, and the State Auditor. The SBCC must adopt rules as to the frequency, scope, and standard of materiality for compliance reviews.

This section became effective July 1, 2015, and the requirements for compliance reviews apply beginning with the 2015-2016 academic year.

H97 - 2015 Appropriations Act, Sec. 11.2: Amend Regulation of The University of North Carolina Institutional Trust Funds and Funds of The University of North Carolina Health Care System (SL 2015-241)

Sec. 11.2 of S.L. 2015-241 requires that institutional trust fund cash balances placed by a chancellor of a constituent institution of The University of North Carolina on deposit with a bank in the form of traditional demand or time deposits must be secured by deposit insurance, surety bonds, or investment securities satisfying the rules or regulations prescribed by the State Treasurer.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 11.12: Internships and Career-Based Opportunities for Students Attending Historically Black Colleges and Universities (SL 2015-241)

Sec. 11.12 of S.L. 2015-241 expands an internship program for students attending historically black colleges and universities (HBCUs) to be offered to four or more HBCUs in the discretion of the Board of Governors (BOG) of The University of North Carolina (UNC), and clarifies that there is no requirement that Elizabeth City State University be a permanent participant in the program.

The BOG is required to conduct a competitive process to select HBCUs to participate in the internship program linking 60 students with North Carolina-based companies. The BOG must determine the number of institutions that may participate in the program, but at least two of the institutions must be private. State funding appropriated for the program may only be allocated to public or private institutions located in North Carolina. UNC may use up to 5% of the appropriated internship funds for administrative costs.

This section became effective July 1, 2015, and applies to the 2015-2016 fiscal year and each subsequent fiscal year.

H97 - 2015 Appropriations Act, Sec. 8.30: Department of Public Instruction Study/Improve Outcomes for Students with Disabilities (SL 2015-241)

Sec. 8.30 of S.L. 2015-241 directs the Department of Public Instruction (DPI) to study and develop potential policy changes for improving outcomes for students with disabilities (SWD). DPI must do at least the following:

- Examine current individualized education program (IEP) requirements and develop reforms focused on outcome-based goals for SWDs.
- Solicit input and bring together interested parties to develop policies on transition services plans for SWDs between levels of education from elementary to postsecondary education and for employment opportunities and adult living options.
- Solicit input and bring together stakeholders to create ways for students with IEPs to access the Future Ready Core Course of Study in more significant numbers.
- Examine model programs that may be employed by local school administrative units aimed at increasing the graduation rate and school performance of SWDs.

DPI must report to the Joint Legislative Education Oversight Committee on the progress of developing and implementing these policy changes by November 15, 2015, and annually thereafter.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.46: Licensure for Retired Substitute Teachers with at Least Thirty Years of Teaching Experience (SL 2015-241)

Sec. 8.46 of S.L. 2015-241 amends licensure renewal standards for retired teachers with 30 or more years of experience in North Carolina. These teachers may qualify for a continuing license if they:

- Have served as a substitute teacher at least once every three years since retirement.
- Have 640 hours of documented substitute teaching experience each renewal cycle.
- Participate in at least 8 hours of professional development approved by a local school administrative unit (LEA) each renewal cycle.

In the six months prior to the effective date of this section, if a substituting retired teacher's license has expired, that substitute must be paid as if the substitute held a current license if all of the following conditions are met:

- The individual has 30 or more years of teaching experience in North Carolina on the date of retirement and has served as a substitute teacher at least once every 3 years.
- The individual has served as a substitute teacher in the 6 months prior to the effective date of this section.
- The individual indicates to the LEA in which the substitute is employed that he or she is seeking to satisfy the professional development requirements for license renewal.

This section became effective September 18, 2015, and applies beginning with the 2015-2016 school year.

H97 - 2015 Appropriations Act, Sec. 8A.2: Duty of Local Boards of Education to Provide Students with Opportunities to Receive a Sound Basic Education (SL 2015-241)

Sec. 8A.2 of S.L. 2015-241 replaces the requirement that local boards of education provide "adequate school systems" with the requirement that local boards of education now provide students with "the opportunity to receive a sound basic education." Local boards of education must make all policy decisions with the objective of providing all students with the opportunity to receive a sound basic education.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8A.6: Limit Local Boards of Education Waivers (SL 2015-241)

Sec. 8A.6 of S.L. 2014-241 limits the waivers that the State Board of Education (SBE) may grant to local boards of education to those pertaining to class size and school calendar requirements in order to provide sufficient days to accommodate anticipated make up days for school closings.

By October 15 of each year, the SBE must report to the Joint Legislative Education Oversight Committee a list of specific waivers granted to each local board of education. The SBE may include any legislative recommendations in the report to the General Assembly for the repeal or modification of any laws.

This section became effective July 1, 2015, and applies beginning with the 2015-2016 school year.

H97 - 2015 Appropriations Act, Sec. 10.5: Colleges Earn Budget Full-Time Equivalent for Curriculum Courses Taught During the Summer Term (SL 2015-241)

Sec. 10.5 of S.L. 2015-241 authorizes community colleges to teach curriculum courses at any time during the year, including summer, to earn budget monies for full-time equivalent students (FTE) as part of the State level funding formula. The State Board of Community Colleges must report to the Joint Legislative Education Oversight Committee by December 1, 2015, on FTE for the 2015 summer term.

This section became effective July 1, 2015, and applies beginning with the 2015 summer term.

H97 - 2015 Appropriations Act, Sec. 11.11: Special Education Scholarship Changes and Reevaluation Funds (SL 2015-241)

Sec. 11.11 of S.L. 2015-241 amends the laws governing the special education scholarship grants for children with disabilities as follows:

- Increases the scholarship awards to eligible students from \$3,000 to \$4,000 per semester per student.

- Provides that funding will be disbursed for tuition twice per year by the State Education Assistance Authority (Authority) up to the maximum of the scholarship.
- Provides that scholarship funds are not to be provided for tuition of home schooled students.
- Directs the parent or guardian to endorse scholarship funds for tuition for deposit into the school account at the school site.
- Provides that failure to comply with applicable scholarship requirements will result in the loss of the scholarship with all scholarship funds being returned to the Authority.
- Directs the Authority to adopt rules for pro rata return of scholarship funds should a student be withdrawn from school prior to the end of the semester.

On an annual basis, the Authority and the Department of Public Instruction (DPI) must analyze past trends in scholarship data to determine if funds transferred to DPI are sufficient to cover actual cost requirements of reevaluations of eligible students.

This section became effective July 1, 2015, and applies beginning with the 2015-2016 school year.

H97 - 2015 Appropriations Act, Sec. 11.20: Western Governors University Challenge Grant (SL 2015-241)

Sec. 11.20 of S.L. 2015-241 authorizes \$2 million in nonrecurring funds appropriated to the Board of Governors of The University of North Carolina for the 2016-2017 fiscal year to be used as a challenge grant for Western Governors University. Western Governors University must raise \$5 million in private funds to receive the \$2 million allocation to establish a North Carolina campus.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.29: After-School Quality Improvement Competitive Grants (SL 2015-241)

Sec. 8.29 of S.L. 2015-241 directs the State Board of Education (SBE) to use up to \$6 million of the funds appropriated for the At-Risk Student Services Alternative School Allotment for the 2015-2016 and 2016-2017 fiscal years for the After-School Quality Improvement Grant Program (Grant Program) to raise standards and increase student academic outcomes for students not at grade level on State assessments.

Grants may be for new or existing after-school programs for at-risk students in local school administrative units, charter schools, non-profits, and non-profits working with local school administrative units. Eligible participants may receive the grants for up to 2 years in amounts up to \$500,000. Participants receiving the grants will match \$1.00 in non-grant funds for every \$3.00 in grant funds. The Grant Program is to focus on:

- Use of an evidence-based model with a proven track record of success.
- Inclusion of performance measures to confirm grant effectiveness.
- Alignment with State performance measures, goals, and standards.
- Prioritization of programs to integrate science, technology, engineering, and mathematics (STEM) or reading proficiency.
- Minimizing class size during instruction.

- Expansion of student access to learning activities and support.
- Emphasizing the utilization of digital content.

Grant recipients must report to the Department of Public Instruction (DPI) on progress, matching, and Grant Program results in order to receive the second year of funding. DPI is directed to submit an interim report on the Grant Program to the Joint Legislative Education Oversight Committee by September 15, 2016, and to submit a final report by September 15, 2017. The final report must include final results of the Grant Program, recommendations regarding effective after-school program models, standards, and performance measures based on student performance, leveraging of community-based resources to expand student access to learning activities and academic support, and the experience of the grant recipients.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.38: Local Boards of Education/Performance Based Reduction in Force (SL 2015-241)

Sec. 8.38 of S.L. 2015-241 requires local boards of education (local boards) to adopt policies for implementing performance-based reductions in force that include criteria for determining which positions must be subject to reduction.

Local boards must consider structural and organizational needs in determining which teachers in similar positions are subject to reduction. In addition, consideration must also be given to work performance and teacher evaluations when identifying which teachers are to be subject to dismissal, demotion, or reduction (consideration of these requirements sunsets on June 30, 2018).

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 8.42: Access for Teachers to Education Value-Added Assessment System Data (SL 2015-241)

Sec. 8.42 of S.L. 2015-241 directs each local school administrative unit to provide teachers with access to school-level value-added data, the teacher's own value-added data, and the teacher's evaluation dashboard in the Education Value-Added Assessment System (EVAAS). School principals must notify teachers annually when the data is updated to reflect the teacher's performance from the previous school year.

This section became effective July 1, 2015, and applies beginning with the 2015-2016 school year.

H97 - 2015 Appropriations Act, Sec. 8.14: Collaborative Procurement (SL 2015-241)

Sec. 8.14 of S.L. 2015-241 directs the Department of Public Instruction (DPI) to work collaboratively with the Friday Institute for Educational Innovation of North Carolina State University (Friday Institute) to implement public school cooperative purchasing agreements for the procurement of information technology goods and services to support local school administrative units, regional schools, charter

schools, or a combination of these entities for collaborative or collective purchases to reduce costs. These cooperative purchasing agreements must be based on defined statewide information technology needs to support education, and must allow for equal access to technology tools and services.

By October 15, 2015, and annually thereafter, DPI and the Friday Institute must report on the establishment of the cooperative purchasing agreements and the savings from establishing these agreements to the Joint Legislative Oversight Committee on Information Technology, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division.

This section became effective July 1, 2015.

H97 - 2015 Appropriations Act, Sec. 10.14: NC Works Career Coaches (SL 2015-241)

Sec. 10.14 of S.L. 2015-241 establishes the NC Works Career Coach Program (Program). The purpose of the Program is to place community college career coaches in high schools to aid students in determining career goals and to help students identify community college programs that enable them to achieve their goals. In order to participate in the Program, a community college and local school administrative unit (LEA) must enter into a memorandum of understanding (MOU) for placement of career coaches.

The MOU must require the community college to provide:

- The hiring, training, and supervision of career coaches.
- The salary, benefits, and overall expenses of the career coach.
- The development of pedagogy and technologies needed to enhance the advising process.
- Criminal background checks on employees working directly with students.
- An agreement that, while on any LEA campus, the career coaches will obey all local board of education rules and be subject to the authority of the school building administration.

The MOU must require the LEA to provide:

- Access to student records to carry out the career coach's responsibilities.
- Office space, as appropriate for student advising.
- Information technology resources (telephone, Internet, copying).
- School orientation and integration into the staff community.
- Promotion of school-wide awareness of coach duties.
- Facilitation of the coach's access to individual classes and assemblies.

The board of trustees of the community college and the LEA within the service area of the community college may jointly apply for funding for the Program from the State Board of Community Colleges (SBCC). The SBCC must establish an advisory committee with members from the Department of Public Instruction, the North Carolina Community College System, the Department of Commerce, and the business community to review applications and make recommendations for funding to the SBCC. In applications for Program funding, the SBCC must require evidence of signed MOU that meets the requirements of this section and evidence that the funding request will be matched dollar-for-dollar with local funds. The SBCC must develop criteria for consideration in determining the award of funds that include: (i) the consideration of workforce needs of business and industry in the region; (ii) targeting resources to enhance the community college service area and surrounding counties; and (iii) the geographic diversity of awards.

The boards of trustees of community colleges that employ one or more career coaches must report annually to the SBCC on the implementation of the Program as follows:

- Number of career coaches employed.
- Number of LEAs served, and the names of the schools in which they are placed.
- Number of students counseled annually by the career coaches.
- Impact of career coaches on student choices, as determined by a valid measure selected by the SBCC.

The SBCC must report annually by October 1, to the Joint Legislative Education Oversight Committee on the following:

- A compilation of the report submitted annually to the SBCC from the boards of trustees of community colleges that employ career coaches.
- Number and names of partnership applicants for Program funding.
- Number, names, and amounts of those awarded Program funding.

The SBCC must begin accepting applications for funding for the Program by December 15, 2015, and must select initial recipients for the award of funds by February 22, 2016. Funds appropriated to the community college office for the 2015-2017 fiscal biennium must only be used for salary and benefits of career coaches.

This section became effective July 1, 2015.

H113 - Protect Our Students Act (SL 2015-44)

S.L. 2015-44 increases the criminal penalty for the commission of certain sex offenses committed against a student by a person who is school personnel and establishes a procedure for institutions of higher education to obtain a list of students and employees at the institution who are registered as sex offenders.

This act became effective December 1, 2015.

H237 - Repeal Personal Education Plans/Modify Transition Plans (SL 2015-46)

S.L. 2015-46 repeals personal education plans and modifies the development of transition plans for at risk students. Local boards of education must adopt and implement rules directing school improvement teams to develop transition plans for at risk students, to help those students make the transition between both the elementary and middle school years and middle and high school years.

The State Board of Education must report to the Joint Legislative Education Oversight Committee by November 15, 2016, on how at risk students are being identified and served through interventions to prevent academic failure.

This act became effective June 2, 2015, and applies beginning with the 2015-2016 school year.

H264 - Community Colleges 403(b) Plan. (SL 2015-169)

S.L. 2015-169 amends the law governing community colleges to allow local boards of trustees to offer their employees the opportunity to participate in the North Carolina Public School Teachers' and Professional Educators' Investment Plan as operated by the Department of State Treasurer.

This act became effective October 1, 2015.

H276 - Agency Participation Procedures Act of 2015 (SL 2015-168)

S.L. 2015-168 does the following:

- Creates a new procedure for charter schools to participate in the Teachers' and State Employees' Retirement System.
- Directs the Fiscal Research Division to obtain estimates of withdrawal liability for actuarial notes on bills that remove an agency from the Retirement System.
- Establishes process and payment calculation for agencies withdrawing from the Retirement Systems.
- Establishes the priority for use of reserved funds in the event of dissolution of a charter school.
- Effective July 23, 2015, prohibits granting prior service to new agencies in the Local Governmental Employees Retirement System.
- Effective July 23, 2015, amends the contribution based benefit cap purchase provision to allow repayment pursuant to an installment plan.

Except as otherwise provided, this act becomes effective January 1, 2016.

H334 - Charter School and Other Education Laws Changes (SL 2015-248)

S.L. 2015-248 makes a variety of changes to the charter school statutes and other education statutes, including:

The Charter School Advisory Board (Advisory Board)

- Adds a nonvoting member who is a member of the State Board of Education (SBE) and is appointed by the Chair of the SBE. The Chair of the SBE must make this appointment within 45 days of the effective date of the act.
- Prohibits the voting member of the Advisory Board appointed by the SBE from being a member of the SBE and requires that member to be a charter school advocate. The SBE must make this appointment within 45 days of the effective date of the act.
- Requires the Chair of the Advisory Board or the Chair's designee to advocate for the recommendations of the Advisory Board at meetings of the SBE upon the request of the SBE.

The North Carolina Office of Charter Schools

- Codifies the Office of Charter Schools (OCS) in the General Statutes and places it administratively in the Department of Public Instruction (DPI), but subject to the supervision, direction, and control of the SBE.
- Requires the Executive Director of the OCS be appointed by the SBE and report to and serve at the pleasure of the SBE.
- Authorizes various powers and duties for the OCS, including serving as staff to the Advisory Board, providing technical assistance and guidance to charter schools and nonprofits seeking to operate charter schools, and assisting in coordinating services between charter schools and DPI.
- All State agencies and departments are directed to cooperate with the OCS in carrying out its power and duties.
- The SBE must appoint an Executive Director of the OCS within 90 days of the effective date of this act. This initial appointment must be upon the recommendation of a search committee comprised of the Lieutenant Governor (the chair of the search committee), the vice-chair of the SBE, and one other member of the SBE appointed by the SBE.

Other Changes Related to Charter Schools

- Increases the minimum number of students a charter school may serve from 65 to 80.
- Clarifies that unless allowed by law or the mission of the charter school as set out in its charter, a charter school may not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, or disability. Under no circumstances may a charter school limit admission to students on the basis of race, creed, national origin, religion, or ancestry.
- Provides for weighted lotteries. A charter school applicant must set forth in its application the process it will use for conducting a weighted lottery that reflects the mission of the school if it wishes to use a weighted lottery for admission. The SBE must approve the process for the weighted lottery and the charter school could then conduct such a lottery in accordance with the procedure set forth in the charter and approved by the SBE.
- Requires the SBE and the Advisory Board to provide timely notification to charter applicants of format issues or incomplete information in the initial application and provide five business days for corrections. Equal consideration must then be given to the application if corrections are submitted within the time period. The Advisory Board or a committee of the Advisory Board must provide for an applicant or charter school board member to address the Advisory Board or committee if they are present at a meeting before action is taken regarding the charter school or charter applicant. The Advisory Board must make recommendations on guidance for implementing this requirement to the SBE and the SBE must develop the guidance by October 15, 2015.
- Requires the SBE to renew a charter upon the request of the chartering entity for a period of 10 years unless one of the following applies:
 - The charter school has not provided financially sound audits for the prior 3 years.
 - The charter school's student academic outcomes for the past 3 years have not been comparable to the academic outcomes of the students in the LEA in which the charter is located.
 - The charter school is not, at the time of the request for renewal of the charter, substantially in compliance with State law, federal law, the school's own bylaws, or the provisions in the charter granted by the SBE.
- Modifies what is considered a material revision of a charter application for enrollment growth by eliminating the requirement the SBE must find it is appropriate to approve enrollment growth and instead requiring that the charter school be, at the time of the request for the enrollment increase, substantially in compliance with State and federal law, the charter school's own bylaws, and the provisions set forth in the charter granted by the SBE.

- By January 15, 2016, based upon written recommendations by the Advisory Board, requires the SBE to adopt a policy on the process for determining whether a charter school is in "substantial compliance." The SBE must report to the Joint Legislative Education Oversight Committee by February 15, 2016, on the adoption of this policy.
- Modifies the actions considered to be non-material revisions to provide that it is not a material revision and no SBE approval is needed for a charter school to expand one grade higher or lower than the school currently offers if the school has (i) operated for at least 3 years; (ii) has not been identified as having inadequate performance; and (iii) has been in financial compliance as required by the SBE.
- Effective March 1, 2016, boards of directors of charter schools are required to adopt a policy on conflict of interest and anti-nepotism that includes the following: (i) the requirements of Chapter 55A of the General Statutes related to conflicts of interest; (ii) a requirement that before any immediate family members of a member of the board of directors or an employee with supervisory authority can be employed, that proposed employment is disclosed to the board and approved in an open session meeting, with the burden of disclosure on the applicable board member or employee with supervisory authority; (iii) a requirement that the person is not disqualified from serving as a member of the school's board of directors because of the existence of a conflict of interest as long as the person's actions comply with the policy.
- Effective March 1, 2016, the board of directors may have members who reside outside of North Carolina but the SBE may require through policy that the majority of the board of directors and all officers reside within the State.
- Effective March 1, 2016, local boards of education are required to adopt policies that require disclosure to and approval by the local board of education in an open meeting before any immediate family of any board of education member or central office staff administrator is employed or contracted by the local board of education.
- If approved by the board of directors of the charter school, the school may establish fees for extracurricular activities. These fees cannot exceed the fees for the same extracurricular activities charged by the local school administrative unit in which 40% of the students enrolled in the charter schools reside.
- Charter schools that submitted applications or renewals of charters to the SBE on or after August 2, 2014, are required to have a fund of at least \$50,000 reserved for closure proceedings only if it has elected to participate in the North Carolina Retirement System.
- The SBE is directed to study and develop a proposed policy regarding the circumstances in which a charter school should be subject to the \$50,000 reserve funds requirement for payment of expenses related to closure. The SBE must consider whether total or partial waivers should be allowed and the eligibility for such waivers. The SBE must report to the Joint Legislative Education Oversight Committee by February 15, 2016, on the study, proposed policy, and legislative recommendations.
- By January 15, 2016, and based on recommendations of the Advisory Board, the SBE must amend the process and rules for the replication of high-quality charter schools established in the State Board of Education's policy on fast track replication of high quality charter schools to authorize consideration for fast track replication of a charter application from a board of directors of a North Carolina nonprofit corporation who agrees to contract with an education management organization or charter management organization currently operating a charter school in the State for at least one year, regardless of whether the board of directors has previously operated a charter school within the State. The SBE must report to the Joint Legislative Education Oversight Committee by February 15, 2016, on the amendment to the process and rules.
- The Advisory Board must study and make recommendations to the SBE on a process for allocating allotments to charter schools that increase enrollment not requiring the prior approval of the SBE. The SBE must review the recommendations and report to the Joint Legislative Education Oversight Committee by February 15, 2016, on recommended policy or proposed legislation.

- Upon recommendations of the Advisory Board, the SBE must adopt a policy on the submission of proposed rules and guidance related to charter schools for review by the Advisory Board and a requirement for the Advisory Board to provide recommendations to the SBE on covered matters. The SBE must report to the Joint Legislative Education Oversight Committee by February 15, 2016, on the policy adoption.

Other Education Changes

- Requires that a student's continuing eligibility to receive a Special Education Scholarship for Students with Disabilities is assessed every three years by one of the following: (i) the local school administrative unit or (ii) a licensed psychologist with a school psychology focus who must assess if the education and related services received by the student in the nonpublic school setting have improved the child's educational performance and if the child would continue to benefit from the nonpublic school placement. References to "reevaluations" are replaced with "continuing eligibility assessments." This change applies to students required to be assessed on or after January 1, 2015.

This act has various effective dates. Except as otherwise provided, this act became effective September 23, 2015.

H358 - School Performance Grade Scale (SL 2015-17)

S.L. 2015-17 extends the use of the 15-point scale for assignment of A-F school performance grades for the 2014-2015 and 2015-2016 school years. The scale would be as follows:

- A school performance score of at least 85 is a school performance grade of A.
- A school performance score of at least 70 is a school performance grade of B.
- A school performance score of at least 55 is a school performance grade of C.
- A school performance score of at least 40 is a school performance grade of D.
- A school performance score of less than 40 is a school performance grade of F.

This act became effective May 14, 2015.

H390 - Beaufort County Community College/Washington County (SL 2015-167)

S.L. 2015-167 authorizes the appointment to the board of trustees of Beaufort Community College of an additional member elected by the board of commissioners of a county in which the main campus is not located that is within the administrative area of the community college.

Effective August 1, 2015, and applying to enrollment for the 2015 fall academic semester and beyond, the State Board of Community Colleges (SBCC) must review, at least every five years, service areas that include counties assigned to more than one community college to determine the feasibility of continuing to assign more than one community college to those counties. The first review and any revisions to service areas by the SBCC and a report to the Joint Legislative Education Oversight Committee must be completed no later than March 1, 2016.

This act became effective July 23, 2015.

H709 - North Carolina National Guard Tuition Assistance Benefit Amendment (SL 2015-298)

S.L. 2015-298 extends eligibility for North Carolina National Guard tuition assistance to eligible North Carolina National Guard members enrolled in a program granting graduate certificates. An identical change was also made in Sec. 66 of S.L. 2015-264.

This act became effective October 30, 2015.

H878 - Expand Board of Trustees/School of Science and Mathematics (SL 2015-30)

S.L. 2015-30 expands the membership of the Board of Trustees (Board) of the North Carolina School of Science and Math from 27 members to up to 30 members by adding the president of the student government as an ex officio nonvoting member and up to two additional nonvoting members selected at the discretion of the chancellor and the Board.

This act became effective July 1, 2015.

S37 - Waive Tuition/Fallen Officer Was Guardian (SL 2015-296)

S.L. 2015-296 requires campuses of The University of North Carolina, and North Carolina community colleges to waive tuition for children whose legal guardians and legal custodians are law enforcement officers, firefighters, volunteer firefighters, or rescue squad workers who are killed as a direct result of traumatic injury sustained in the line of duty or are permanently and totally disabled as a direct result of a traumatic injury sustained in the line of duty. The act also clarifies that the guardianship and custodian relationships must be verified by an order from a court proceeding.

This act became effective October 30, 2015, and applies beginning with the 2016 spring academic semester.

S97 - State Advisory Council on Indian Education (SL 2015-295)

S.L. 2015-295 changes the composition of the State Advisory Council on Indian Education (Council) as follows:

- Clarifies that the two higher education appointments preferably be faculty members, one to be appointed by the Board of Governors of The University of North Carolina, and one to be appointed by the State Board of Community Colleges.
- Reduces the number of American Indian parents from eight to five, and clarifies that appointed parents must be of students enrolled in the K-12 public schools, including charter schools.
- Increases the number of American Indian K-12 public school educators from two to five and requires one member be a director or coordinator of a Title VII Indian Education program under

the federal Elementary and Secondary Education Act. The act would define a K-12 educator to include a licensed North Carolina school administrator, classroom teacher, resource teacher, or school counselor.

- Recognizes three new tribes or organizations (Occaneechi Band of the Saponi Nation, Sappony, and Triangle Native American Society) that American Indian members of the Council must be broadly representative of, as well as tribes recognized by the United States Department of the Interior, Bureau of Indian Affairs.

Members currently serving on the Council will serve out the remainder of their terms. New members will be appointed under the changes set forth in this act when terms expire or vacancies occur. The act also clarifies references to "Indian" as someone who is an "American Indian."

This act became effective October 29, 2015.

S112 - Commercial Fishing Courses/Coastal Colleges (SL 2015-63)

S.L. 2015-63 urges all of the coastal community colleges to offer courses on commercial fishing and aquaculture, and requires the North Carolina Community Colleges System Office to provide technical assistance and report to the Joint Legislative Education Oversight Committee on issues limiting the ability to offer such courses.

This act became effective June 11, 2015.

S119 - GSC Technical Corrections 2015, Sec. 56.5: Authority of Local Boards of Education to Establish Nonprofit Corporations (SL 2015-264)

Section 56.5 of S.L. 2015-264 gives local boards of education the authority to establish, control, and operate a nonprofit corporation that is created under Chapter 55A of the General Statutes and is a tax-exempt organization under the Internal Revenue Code to further their authorized purposes. The nonprofit corporation does not have regulatory or enforcement powers and cannot engage in partisan political activity or policy advocacy. Any local board of education that establishes a nonprofit corporation must make a report annually to the Joint Legislative Education Oversight Committee.

This section became effective October 1, 2015.

S119 - GSC Technical Corrections 2015, Sec. 66: North Carolina National Guard Tuition Assistance (SL 2015-264)

Sec. 66 of S.L. 2015-264 makes the following changes to the North Carolina National Guard Tuition Assistance Act (Act):

- Changes the definition of academic year to the annual enrollment period used by the State Education Assistance Authority.

- Repeals the term "business or trade school" and substitutes the term "proprietary school" throughout the Act. "Proprietary school" is defined as an educational institution that meets the statutory definition for a proprietary school, is licensed by the State Board of Community Colleges, and is listed by the North Carolina State Approving Agency for Veterans and Military Education as an approved proprietary school for purposes of tuition assistance.
- Extends eligibility under the Act for tuition assistance to eligible members of the North Carolina National Guard who are enrolled in a program granting a graduate certificate.

This section became effective October 1, 2015.

S279 - Amend Qualifications/Practice of Counseling (SL 2015-279)

S.L. 2015-279 does the following: (i) changes the requirements applicants must meet when applying for licensure as a licensed professional counselor associate and (ii) requires local boards of education to address sex trafficking prevention and awareness.

Changes to licensure for professional counselor associates

Effective October 1, 2015, the licensing requirements for professional counselor associates are divided into three categories, depending upon when an applicant applies for licensure:

- Applicants who apply for a license on or before March 1, 2016, must have (i) a master's degree from a regionally accredited school or from one accredited by an organization that is recognized by the Council for Higher Education Accreditation (CHEA), (ii) a minimum number of hours as determined by when one enters school, and (iii) passed an exam.
- Applicants who apply after March 1, 2016, through June 30, 2022, must have (i) a master's degree from a regionally accredited school or from one accredited by an organization both recognized by CHEA and accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), (ii) a minimum number of hours as determined by when one enters school, and (iii) passed an exam.
- Applicants who apply on or after July 1, 2022, must have (i) a master's degree from an institution accredited by CACREP, (ii) a minimum number of hours, and (iii) passed an exam.

Changes to the reproductive health and safety education program

The following changes are made to the reproductive health and safety education program:

- Effective October 20, 2015, and applicable beginning with the 2016-2017 school year, information conveyed in instruction related to sexual activity and human reproduction must be approved by credentialed experts in the fields of any of the following: sexual health education, adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, or health education.
- Effective October 20, 2015, and applicable beginning with the spring semester of the 2015-2016 school year, the reproductive health and safety education program must also include instruction on sex trafficking prevention and awareness. Each local school administrative unit must collaborate with a diverse group of outside consultants where practical, including law enforcement with expertise in sex trafficking, to address the threats of sex trafficking and referral protocol for high-risk pupils. Law enforcement agencies, criminal justice agencies, and non-

governmental organizations with expertise in sex trafficking are also permitted to provide materials and information.

- Effective January 1, 2016, and applicable beginning with the 2016-2017 school year, information conveyed in instruction related to risks related to sexual activity must be approved by credentialed experts in the fields of any of the following: sexual health education, adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, or health education.

Except as otherwise provided, this act became effective October 20, 2015.

S315 - School Playgrounds Available to Public (SL 2015-64)

S.L. 2015-64 authorizes local boards of education to make outdoor school property available to the public for recreational purposes, subject to terms and conditions each board deems appropriate, (i) when the property is not otherwise being used for school purposes and (ii) so long as such use is consistent with the proper preservation and care of the school property.

The act provides that liability does not attach to any board of education or any individual board member for personal injury suffered by reason of the use of school property.

This act became effective June 11, 2015.

S333 - Teacher Transition Data (SL 2015-126)

S.L. 2015-126 amends the annual State Board of Education (SBE) report on the teaching profession to include data on the following:

- The number of teachers who left the profession without remaining in the field of education and the reasons for not remaining in the profession.
- The number of teachers who left the teaching profession to teach in other states.
- The number of teachers who left their employment to work in another school in North Carolina, including nonpublic and charter schools.
- The number of teachers who left a classroom position for another type of educational position.
- The number of teachers who left employment in hard-to-staff schools.
- The number of teachers who left employment in hard-to-staff subject areas either identified by the United States Department of Education, or in a subject area resulting in a long-term vacancy of 16 months or more at a particular school in a local school administrative unit.

The report must disaggregate the above data based on teacher effectiveness at a statewide level.

This act became effective June 29, 2015, and applies beginning with the annual report compiled in 2017 using data from the 2016-2017 school year. Beginning in 2016, the annual report will be titled "State of the Teaching Profession in North Carolina."

S400 - School Access for Boy Scouts/Girl Scouts (SL 2015-249)

S.L. 2015-249 directs local boards of education to give priority access in the use of school facilities outside of instructional time to youth groups identified under federal law as a patriotic society, such as the Boy Scouts and Girl Scouts, and requires reasons for denial of priority access to be given in writing. Charter schools and regional schools are also encouraged to facilitate access for those identified youth groups.

This act became effective September 25, 2015.

S478 - In-State Tuition For Certain Veterans/Federal Program (SL 2015-116)

S.L. 2015-116, as amended by Sec. 3.9 of S.L. 2015-268 and Sec. 65.5 of S.L. 2015-264, makes the following changes related to in-state tuition for veterans: (i) repeals requirements for constituent institutions and community colleges to participate in the Yellow Ribbon Program and (ii) provides that certain non-resident veterans and other individuals entitled to federal education benefits under the Montgomery GI Bill Active Duty Education Program or the Post-9/11 Educational Assistance Program are eligible for in-state tuition by waiving the 12-month residency requirement if certain conditions are met.

The 12-month residency requirement is waived for any veteran who meets the following criteria:

- Served active duty for at least 90 days in the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration and was discharged or released from service.
- Qualifies for admission to the institution of higher education.
- Enrolls within three years of the veteran's discharge or release.
- Qualifies for and uses federal educational benefits under either the Montgomery GI Bill Active Duty Education Program or Post-9/11 Educational Assistance.
- Abides in North Carolina.
- Provides the institution of higher education with a letter of intent to establish legal residence in North Carolina.

The 12-month residency requirement is waived for any other person who meets the following criteria:

- The person is the recipient of a veteran's federal educational benefits under either the Montgomery GI Bill Active Duty Education Program or Post-9/11 Educational Assistance.
- The person qualifies for admission and enrolls in an institution of higher education within three years of the veteran's discharge or release from the Armed Forces, the Commissioned Corps of the U.S. Public Health Service, or the National Oceanic and Atmospheric Administration.
- The person's abode is North Carolina.
- The person provides the institution of higher education with a letter of intent to establish legal residence in North Carolina.

The act also provides that, after the expiration of the 3-year period following discharge or death, any enrolled veteran or recipient of transferred federal educational benefits for whom the 12-month residency

requirement was waived will continue to be eligible for the in-State tuition rate so long as the veteran or recipient remains continuously enrolled at that same institution of higher education.

This act became effective July 1, 2015, and applies to qualifying veterans and other individuals entitled to federal educational benefits under the Montgomery GI Bill Active Duty Education Program or Post-9/11 Educational Assistance who are enrolled or who enroll in institutions of higher education for any academic quarter, term, or semester that begins on or after that date.

S524 - Graduation Requirements/Sports Pilot (SL 2015-291)

S.L. 2015-291 makes changes to the Founding Principles Act by directing the State Board of Education, rather than local boards of education, to require that a course on certain Founding Principles of the United States and North Carolina be taught. It also adds specific additional topics that must be covered in the course, including (i) Constitutional limitations on government power to tax and spend and prompt payment of public debt; (ii) strong defense and supremacy of civil authority over military; and (iii) peace, commerce, and honest friendship with all nations but no entangling alliances.

In addition, the act authorizes the Department of Public Instruction (DPI), out of the funds appropriated for the 2015-2017 fiscal biennium, to use up to \$300,000 each fiscal year to develop and implement a pilot program for an integrated community-based adapted sports program for students with disabilities in grades K-12. The pilot must:

- Be consistent with the "Dear Colleague" letter addressing equal access to extracurricular athletics for students with disabilities released by the U.S. Department of Education, Office for Civil Rights, on January 25, 2013.
- Include specific strategies to overcome barriers to the participation of students with disabilities in extracurricular athletics and incorporate a philosophy of personal empowerment for those students.

The pilot may be conducted in one or more local school administrative units and provide for collaboration with universities, community colleges, and other community organizations to achieve the purposes of the program.

This act became effective October 29, 2015. The provisions of this act which makes changes to the Founding Principles Act applies beginning with students entering the 9th grade in the 2016-2017 school year. The provision of this act concerning the sports program pilot became effective July 1, 2015.

S597 - Repeal References to ABCs (SL 2015-65)

S.L. 2015-65 makes conforming changes by repealing statutory references to the "ABCs" Program and related performance recognition no longer being used in the State.

This act became effective June 11, 2015.

S670 - Term Limits for Board of Governors Members (SL 2015-300)

S.L. 2015-300 limits, beginning with elections held on or after January 1, 2017, individuals to no more than three full terms on the Board of Governors of The University of North Carolina (BOG) and clarifies that an election for a partial term to fill a vacancy does not count against the three-term limitation.

The act also requires the BOG, when conducting a search for a President of The University of North Carolina, to follow the following procedures:

- Submission of at least three final candidates to the full BOG for selection of the President.
- Selection of the President by a majority vote of the entire BOG.

The BOG may appoint an interim President without following the procedures for a Presidential search. The interim President must serve until the Board appoints a President using the required statutory procedures.

This act became effective October 31, 2015. Members of the BOG who are otherwise affected by this act must nevertheless complete the full term to which they were elected.