



This Bill Analysis reflects the contents of the bill as it was presented in committee.

HOUSE BILL 237: Repeal Personal Ed Plans/Modify Trans Plans

2015-2016 General Assembly

Committee:	Senate Education/Higher Education	Date:	May 13, 2015
Introduced by:	Reps. Elmore, Holloway, Glazier	Prepared by:	Drupti Chauhan* Committee Counsel
Analysis of:	Fourth Edition		

SUMMARY: House Bill 237 repeals personal education plans and modifies the development of transition plans for at risk students. The bill also makes conforming changes that delete references to personal education plans in other statutes. Finally, the State Board of Education must report on how at risk students are being identified and served to prevent academic failure.

CURRENT LAW: G.S. 115C-105.41 requires local school administrative units (LEAs) to identify students who have been placed at risk for academic failure. This identification must occur as early as can be reasonably done and is based on grades, observations, assessments and other factors impacting student performance. A personal education plan for academic improvement must be developed no later than the end of the first quarter for any student at risk of academic failure who is not performing at grade level. The personal education plan must contain focused intervention and performance benchmarks. Focused intervention and accelerated activities must include evidence based practices that may include coaching, mentoring, tutoring, summer school, Saturday school, and extended days. These activities must be free of charge, and the transportation to the activities must be free of charge if a student needs transportation to participate in the activities. LEAs are required to give notice of the personal education plan and a copy of the plan to parents or guardians. Parents or guardians are to be included in the implementation and ongoing review of personal education plans.

Local boards of education are required to adopt and implement plans for the creation of transition teams and transition plans for at risk students to assist them with making the transition between elementary and middle school and between middle and high school.

BILL ANALYSIS:

House Bill 237 repeals personal education plans and transition teams for at risk students. Local boards of education must adopt and implement rules directing school improvement teams to develop transition plans for students at risk. These transition plans are to help at risk students make the transition between the elementary and middle school years and between the middle and high school years.

The bill would also make conforming changes in other statutes deleting references to personal education plans.

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 being served through interventions to prevent academic failure.

EFFECTIVE DATE: This act is effective when it becomes law and applies beginning with the 2015-2016 school year.

BACKGROUND: G.S. 115C-105.41 is a part of the School-Based Management and Accountability Program. The State Board of Education has adopted policy TCP-C-018 that states that during any year

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in which an LEA receives funds from the Disadvantaged Student Supplemental Fund, the superintendent of the LEA must require principals to assign an effective teacher with at least one year of teaching experience to provide the focused interventions described in the personal education plans for students in grades K-8.

A copy of the State Board of Education policy is below.

NORTH CAROLINA STATE BOARD OF EDUCATION Policy Manual

Policy Identification

Priority: Twenty-first Century Professionals

Category: Qualifications and Evaluations

Policy ID Number: TCP-C-018

Policy Title: Policy on Teacher Assignment in Local School Administrative Units Receiving Disadvantaged Student Supplemental Funding

Current Policy Date: 07/01/2005

Other Historical Information: Approved by the Board on September 2, 2004 for July 1, 2005 implementation

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

During any year in which a local school administrative unit receives funds from the Disadvantaged Student Supplemental Funding program, the superintendent shall require principals to assign an effective teacher with at least one year of teaching experience and a clear initial or continuing license to provide the focused interventions described in a personal education plan required under N.C. Gen. Stat. § 115C-105.41 for any student enrolled in grades kindergarten through eight. For purposes of this policy, an effective teacher is one, who on his or her most recent performance evaluation: (1) received a rating of "At Standard" on all performance functions on the Teacher Performance Appraisal Instrument-Revised; or (2) received comparable ratings on another validated evaluation instrument.

**James Ritter, Committee Analyst, substantially contributed to this summary.*