



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

# HOUSE BILL 237: Repeal Personal Ed Plans/Trans Team

2015-2016 General Assembly

<b>Committee:</b>	House Education - K-12	<b>Date:</b>	April 14, 2015
<b>Introduced by:</b>	Reps. Elmore, Holloway, Glazier	<b>Prepared by:</b>	James Ritter*
<b>Analysis of:</b>	PCS to First Edition H237-CSTW-6		Legislative Analyst

**SUMMARY:** *House Bill 237 repeals personal education plans and transition teams and plans for at risk students. The bill makes conforming changes that delete references to personal education plans in other statutes.*

*The Proposed Committee Substitute (PCS) for House Bill 237 repeals personal education plans and transition teams. The PCS requires local boards of education to adopt and implement rules that direct school improvement teams to consider transition plans for at risk student.*

**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, State assessments and other factors impacting student performance. A personal education plan for academic improvement must be developed at the beginning of the school year for any student not performing at grade level as identified by the State end-of-grade test, and other factors. The personal education plan must contain focused intervention and performance benchmarks. Focused intervention and accelerated activities must include research 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.

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

Parents or guardians are to be included in the implementation and ongoing review of personal education plans.

## **BILL ANALYSIS:**

### **Sec. 1. Repeal of Personal Education Plans and Modification of Transition Plans**

The PCS for House Bill 237 repeals personal education plans and transition teams. The PCS requires local boards of education to adopt and implement rules directing school improvement teams to consider transition plans for students at risk. These transition plans are designed to help at risk students make the transition between the elementary and middle school years and between the middle and high school years.

### **Sec. 2. and 3. Conforming Changes**

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

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

O. Walker Reagan  
Director



Research Division  
(919) 733-2578

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# House Bill 237

Page 2

*\*Drupti Chauhan, Staff Attorney, contributed substantially to this summary.*

**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 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.