



# HOUSE BILL 155: Omnibus Education Law Changes.

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

2017-2018 General Assembly

<b>Committee:</b>	Senate Education/Higher Education.	<b>If Date:</b>	June 19, 2017
	favorable, re-refer to Rules and Operations of the Senate		
<b>Introduced by:</b>	Reps. K. Hall, Conrad, L. Bell, Floyd	<b>Prepared by:</b>	Drupti Chauhan
<b>Analysis of:</b>	PCS to Second Edition		Kara McCraw
	H155-CSRQ-13		Brian Gwyn
			Committee Counsel

**OVERVIEW:** *The Proposed Committee Substitute for HB 155 makes changes to various education statutes. It also directs the Superintendent of Public Instruction (Superintendent) to study student health issues; directs the State Board of Education (SBE) to delay implementation of certain policies; and directs the Superintendent to study the expansion of the teaching of computer science.*

### PART I: MODIFY SCHOOL/CLASS SIZE REPORT DATE

**Bill Analysis:** This section changes the reporting date from September to October for the report that must be submitted to the Superintendent on regarding school organization data for each school in a local school administrative unit, including class size.

**Effective Date:** This section would become effective when it becomes law and applies beginning with the 2017-2018 school year.

### PART II: MAKES CONFORMING CHANGES TO CAREER STATUS STATUTES TO ALIGN WITH NORTH CAROLINA SUPREME COURT DECISION

**Bill Analysis:** In 2012, the North Carolina General Assembly made numerous changes to the career status statutes, including the repeal of career status for all teachers effective June 30, 2018. The North Carolina Supreme Court held career status could not be removed from teachers who had already attained career status as long as they stayed continuously employed by the same local school administrative unit. This section makes conforming changes to retain existing laws related to career status for those teachers.

**Effective Date:** This section would become effective when it becomes law.

### PART III: AUTHORIZE ASSISTANT PRINCIPALS AT CERTAIN SCHOOLS TO CONDUCT EVALUATIONS FOR BEGINNING TEACHERS

**Current Law:** Teachers who have not been employed for at least three consecutive years must be evaluated at least once annually by a principal.

**Bill Analysis:** For high schools with at least 1500 students, this section allows the principal or assistant principal to complete the evaluation as long as at least one evaluation in a teacher's first three years of employment is conducted by the principal.

Karen Cochrane-Brown  
Director



Legislative Analysis  
Division  
919-733-2578

# House PCS 155

Page 2

**Effective Date:** This section would become effective when it becomes law and applies beginning with the 2017-2018 school year.

## **PART IV: SUPERINTENDENT STUDY STUDENT HEALTH ISSUES**

**Bill Analysis:** This section directs the Superintendent to convene a Work Group to study effective and positive intervention measures or policy changes to address risky behaviors and encourage student health and mental health. The Work Group's findings and recommendations must be reported to the State Board of Education and the Joint Legislative Education Oversight Committee by April 1, 2018.

**Effective Date:** This section would become effective when it becomes law.

## **PART V: STATE BOARD OF EDUCATION INTERAGENCY ADVISORY COMMITTEE AND SCHOOL-BASED MENTAL HEALTH INITIATIVE DELAY IMPLEMENTATION**

**Bill Analysis:** This section prohibits the SBE from adopting or implementing any policies or recommendations from the Interagency Advisory Committee until October, 2018. This section also directs the SBE to change the timelines for the development and implementation of plans and training required by its policy on School-Based Mental Health Initiatives by delaying all of the items by one year from the dates provided in the policy.

**Effective Date:** This section would become effective when it becomes law.

## **PART VI: STUDY/EXPAND COMPUTER SCIENCE TO ALL STUDENTS**

**Bill Analysis:** This section directs the Superintendent and the Department of Public Instruction in collaboration with the Friday Institute for Educational Innovation at North Carolina State University and the North Carolina School of Science and Mathematics, to develop recommendations to further the teaching and student learning of computational thinking and computer science in North Carolina K-12 schools. The recommendations must include:

- Curriculum guidelines that are aligned with K-12 Computer Science Framework (October 2016) developed by the CSforAll Consortium.
- Recommendations to increase the number of teachers prepared to teach computational thinking and computer science, addressing both preservice educator preparation for teachers and professional development for in-service teachers.
- Policy recommendations.
- Alignment with the ongoing implementation of the Digital Learning Plan in North Carolina by DPI and the Friday Institute.

A report must be submitted to the Joint Legislative Education Oversight Committee on the recommendations, including any proposed legislation, by January 15, 2018.

**Effective Date:** This section would become effective when it becomes law.

## **PART VII: EFFECTIVE DATE**

Except as otherwise provided, the bill would become effective when it becomes law.