



HOUSE BILL 924: Teacher Contract Changes.

2019-2020 General Assembly

Committee:		Date:	January 29, 2020
Introduced by:		Prepared by:	Kara McCraw
Analysis of:	S.L. 2019-82		Staff Attorney

OVERVIEW: *S.L. 2019-82 makes clarifications in regard to teacher contracts and creates new course requirements for graduation.*

Section 1: Teacher Contracts

Section 1 of S.L. 2019-82 clarifies how much time a teacher must have already worked for a local board of education in order to be eligible for an extended employment contract, including defining a year of employment as no less than 120 workdays as a teacher in a full-time permanent position and authorizing local boards of education to require consecutive years of employment before offering longer contracts, subject to certain limitations.

Section 1 of this act became effective July 8, 2019, and applies to contracts executed on or after that date.

Sections 2-6: Economic and Personal Finance Graduation Requirement

Sections 2-6 of S.L. 2019-82 require a new course in economics and personal finance (EPF) as a graduation requirement for students, as well as professional development for teachers of that course. It also clarifies requirements for the existing high school civics course, and directs the State Board of Education to revise the standards for the social studies standard course of study.

Sections 2-6 of the act became effective June 28, 2019. The completion of the EPF course for graduation applies beginning with students entering the ninth grade in the 2020-2021 school year and changes to the high school civics course apply beginning with students entering ninth grade in the 2021-2022 school year.

SECTION 1

CURRENT LAW: If a teacher has been employed by a local board of education for less than three years, the employment contract between that teacher and the local board of education must be for a term of one year. If a teacher has been employed by a local board of education for three or more years, then the new employment contract or renewal of the employment contract can be for a term of one, two, or four years. "Year" is defined as a calendar year beginning July 1 and ending June 30.

BILL ANALYSIS: Section 1 of S.L. 2019-82 clarifies how much time a teacher must have already worked for a local board of education in order to be eligible for an extended employment contract. Local boards of education may adopt a policy that a teacher must be employed as a teacher for three consecutive years in order to be eligible for a new or renewed contract for a term of one, two, or four years.

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In order to have been employed for a "year", a teacher must have worked for no less than 120 workdays as a teacher in a full-time permanent position.

If the local board of education adopts a policy that the three years of employment be consecutive years, the board policy must then state that if the teacher did not work for at least 120 workdays in a year because the teacher was on approved or legally entitled leave, that year shall not be deemed to constitute a year of employment nor shall it be considered as a break in the continuity of consecutive years of employment.

Suspensions cannot constitute approved or legally entitled leave. Teachers are provided any additional rights they may have under the federal Uniformed Services Employment and Reemployment Rights Act, 34 U.S.C. §4301, et. seq. Under certain conditions, this act requires employers to allow individuals to resume their civilian jobs after military service.

EFFECTIVE DATE: This section of the act became effective July 8, 2019, and applies to contracts executed on or after that date.

SECTIONS 2-6

CURRENT LAW: G.S. 115C-81.65 requires instruction in personal financial literacy for all students, including integration in the high school standard course of study that should include, at a minimum, the following:

- (1) The true cost of credit.
- (2) Choosing and managing a credit card.
- (3) Borrowing money for an automobile or other large purchase.
- (4) Home mortgages.
- (5) Credit scoring and credit reports.
- (6) Other relevant financial literacy issues.

Under the current NC Standard Course of Study, economics and financial literacy is taught as part of the American History: Founding Principles, Civics and Economics course.

In 2017, the General Assembly required the establishment of a three-year Financial Literacy Elective Course Pilot Program for the 2017-2018, 2018-2019, and 2019-2020 school years. The elective course is available to all public schools.

G.S. 115C-81.45 currently requires the State Board of Education (SBE) to include instruction in civic and citizenship education in the standard course of study for high school social studies, and requires the teaching of a semester course that students must pass to graduate high school on the Founding Principles of the United States of America and the State of North Carolina.

BILL ANALYSIS: Sections 2-6 of S.L. 2019-82 direct the SBE to require a full credit course focused solely on economics and personal finance (EPF), which students must pass in order to graduate from high school. The requirement applies to students entering ninth grade in the 2020-2021 school year. The course content, at a minimum, includes the standards in the second edition of the Voluntary National Content Standards in Economics and the 2013 National Standards for Financial Literacy developed by the Council for Economic Education. The course is also required to include, at a minimum, instruction on planning and paying for postsecondary education in addition to the requirements for personal financial literacy in existing law. The requirements for personal financial literacy apply to charter schools, regional schools, the innovative school district, laboratory schools, and the renewal school district.

Beginning July 1, 2019, the SBE must require EPF teachers to receive professional development to ensure the provision is carried out, and to the extent funds are available, require public schools to make available

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the EPF professional development course provided by the North Carolina Council on Economic Education (NCCEE) at the approved location most conveniently located to the school.

Current requirements for civics education in high school are merged with the existing Founding Principles course, and that course, entitled the Founding Principles of the United States of America and North Carolina: Civic Literacy, is required to be a full credit course. The new course applies to all students entering the ninth grade in the 2021-2022 school year.

The SBE is required to begin the process for revision of the K-12 social studies standard course of study, in accordance with the requirements of the act. The SBE is required to determine the appropriate grade levels for the EPF and Founding Principles courses, and cannot require more than four full course credits in social studies for high school graduation.

EFFECTIVE DATE: Sections 2-6 of the act became effective June 28, 2019.