

Education

See full summary documents for additional detail

H90 - Changes to Education and Election Laws. (SL 2018-2)

S.L. 2018-2 does the following:

- Ensures local school administrative units (LEAs) in counties impacted by the Atlantic Coast Pipeline (ACP) are the sole recipients of the funds that are the subject of the Memorandum of Understanding (MOU) associated with the ACP
- Phases in class size requirements over a four-year time period
- Creates an allotment category for kindergarten through fifth grade program enhancement teachers separate from the classroom teacher allotment
- Authorizes local boards of education to transfer positions from the program enhancement allotment to the classroom teacher allotment
- Starting in 2021, allows program enhancement teachers for kindergarten through fifth grade to only be funded by the program enhancement allotment
- Phases in an appropriation for kindergarten through fifth grade program enhancement teachers over a period of four years
- Modifies eligibility criteria for personal education savings accounts (PESAs)
- Establishes a statutory appropriation for NC Pre-K
- Makes changes to the Bipartisan State Board of Elections and Ethics Enforcement (State Board)

This act has various effective dates. Please see the full summary for more detail.

H92 - Cherokee Reg. Plate/Teaching Agreement.

Sec. 2: Cherokee Teaching Agreement. (SL 2018-7)

Sec. 2 of S.L. 2018-7 allows local school administrative units to employ unlicensed individuals that meet criteria established by a memorandum of understanding (MOU) between the State Board of Education and Eastern Band of Cherokee Indians to provide instruction in Cherokee language and culture. The MOU must identify the criteria an individual must meet to be approved to teach Cherokee language and culture classes, including the following:

- Requirements for approval of individuals employed under the exception, including a requirement that the individual has demonstrated mastery of the Cherokee language through a credential issued by the Eastern Band of Cherokee Indians.
- A three-year approval period, which may be renewed, for individuals employed under the exception.
- Authority of the Superintendent of Public Instruction or designee to approve and renew approval of individuals employed under the exception, subject to the requirements of the MOU.
- Requirements for renewing approval of individuals employed under the exception after three years.
- A clear statement that an individual authorized to teach pursuant to the exception is not permitted to provide instruction in other content areas unless the individual possesses a teaching license.

This section became effective June 13, 2018.

H374 - Regulatory Reform Act of 2018.

Sec. 25: Exempt Personal Property of Charter Schools from Property Tax. (SL 2018-114)

Section 25 of S.L. 2018-114 exempts the personal property of charter schools from property tax so long as the property is wholly and exclusively used for educational purposes.

This section became effective for taxes imposed for taxable years beginning on or after July 1, 2018.

H514 - Permit Municipal Charter School/Certain Towns. (SL 2018-3)

S.L. 2018-3 authorizes the Towns of Matthews, Mint Hill, Huntersville, and Cornelius to apply to open charter schools and grant priority enrollment to students domiciled in those towns in those charter schools.

This act became effective June 7, 2018, and applies to applications to establish a charter school on or after that date.

H611 - Employment Contract Exception. (SL 2018-26)

S.L. 2018-26 creates an exception to the restriction on public officers benefiting from public contracts for superintendents of local school administrative units whose spouses have been employed by a local board of education after the spousal relationship has been disclosed to and approved by the local board.

This act became effective June 22, 2018.

H852 - Clarify Eligibility for Needs Based Public School Capital Fund Grants.

Sec. 3A.1: Clarify Eligibility for Needs Based Public School Capital Fund Grants. (SL 2018-80)

S.L. 2018-80, Sec. 3A.1 allows counties to be considered to be designated as a development tier one area for purposes of priority award of a Qualified Zone Academy Bond (QZAB) if the county was either (i) so designated by the Department of Commerce in 2017 or 2018 or (ii) the county filed a grant application for a QZAB in 2017.

This section became effective July 1, 2018.

H986 - Various Changes to Education Laws. (SL 2018-32)

S.L. 2018-32 does all of the following:

- Requires the State Board of Education (SBE) and the Department of Public Instruction (DPI) to report annually on the implementation of the statutory requirements regarding cursive writing and multiplication tables.
- Directs that students who score a level five on end-of-year math tests must be placed in advanced math classes the following year.
- Requires the SBE to provide information from annual performance reports for educator preparation providers in a user-friendly format that allows comparability of data and provides that the Board of Governors of The University of North Carolina is not required to incorporate that information into the Teacher Quality Dashboard.
- Directs the State Superintendent of Public Instruction to study and make recommendations on ways to reduce testing not otherwise required by State or federal law.
- Directs the DPI to develop content standards for a mental health training program and model program, and minimum requirements for a suicide risk referral protocol and model protocol.
- Creates a "Renewal School System" model that authorizes a qualifying local school administrative unit to become a renewal school system and therefore be subject only to certain statutes and SBE rules and policies.

This act became effective June 22, 2018, but please see the full summary for specific effective dates for the various Parts of the act.

H1031 - Local Education Funding Dispute Process. (SL 2018-83)

S.L. 2018-83 makes adjustments to the local education funding dispute process, including all of the following:

- Eliminates actions in superior court when there is a dispute between a local board of education and a board of county commissioners as to the necessary appropriation for local current expenses.
- If the local board of education and the board of county commissioners are unable to reach an agreement through mediation, the amount to be appropriated by the board of county commissioners to the local current expense fund would be determined by a formula.
- Local boards of education can continue to file an action in superior court when no agreement is reached through mediation on the amount of money to be appropriated for the capital outlay fund.
- The Local Government Commission and the School of Government at the University of North Carolina at Chapel Hill are required to convene a working group to develop and recommend statutory parameters for fund balances maintained by local boards of education and for disputes related to the capital outlay fund. The working group must report no later than March 30, 2019 to the Joint Legislative Education Oversight Committee.

This act became effective June 25, 2018 and applies to budget ordinances adopted on or after that date.

S99 - Appropriations Act of 2018.

Sec. 7.9: Extend Advanced Teaching Roles Pilot for Five Years. (SL 2018-5)

Sec. 7.9 of S.L. 2018-5 extends the advanced teaching roles pilot program from three years to eight years. The selected local school administrative units will now operate until the end of the 2024-2025 school year.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.11: Clarify Driver Education Program Funds. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 7.11 of S.L. 2018-5 provides that no funds can be transferred into or out of the driver education allotment category. In addition, if a local school administrative unit does not comply with any reporting requirements, the Department of Public Instruction (DPI) may withhold up to five percent of the State funds allocated to the local school administrative unit until it reports the required information. DPI must have a full-time director and other professional, administrative, technical, and clerical personnel as needed for the statewide administration of the driver education program. Of the funds appropriated to DPI from the clear proceeds of the motor vehicle registration late fees, DPI may use up to two percent of those funds for the direct costs of the statewide administration of the driver education program, including any necessary personnel positions.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.13: Extend Pilot/Virtual Charter Schools.. (SL 2018-5)

Sec. 7.13 of S.L. 2018-5 extends the pilot program for two virtual charter schools for an additional four years. The pilot was scheduled to end in 2018-2019, and is extended to the 2022-2023 school year. Reports on findings from the pilot program by the State Board of Education to the Joint Legislative Education Oversight Committee are also extended, with a report on findings from five years of operation of the pilot program due by November 15, 2020, and a report on findings from seven years of operation of the pilot program due by November 15, 2022.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.14: State Board of Education Roll Call Votes. (SL 2018-5)

Sec. 7.14 of S.L. 2018-5 requires that votes no longer be done viva voce and instead be done by roll call vote. A record of these votes must be kept in the minute book.

This section became effective July 1, 2018 and applies to all votes by the State Board of Education taken at any meeting occurring on or after July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.16: Regional School Withdrawal Moratorium. (SL 2018-5)

Sec. 7.16. of S.L. 2018-5 requires the Joint Education Oversight Committee (JLEOC) to study the current statutory requirements for the formation, approval, and expansion of regional schools and whether a withdrawal process for participating units from a regional school should be added to the statutes governing regional schools. JLEOC must make its recommendations to the General Assembly no later than January

15, 2019. Additionally, participating units in an approved regional school cannot withdraw from the school unless the General Assembly provides a statutory process for such withdrawal.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.17: Funds for Workforce Development/Hospitality Jobs. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 7.17 of S.L. 2018-5 provides that of the funds appropriated to the Department of Public Instruction (DPI) for the 2018-2019 fiscal year, up to \$200,000 must be made available to the North Carolina Hospitality Education Foundation (Foundation) of the North Carolina Restaurant and Lodging Association. These funds are to provide nationally certified programs in career and technical education focused on developing critical skills necessary for students to succeed in the hospitality sector. The funds must be used to support instructor and student training and student testing to increase the State's workforce in the restaurant and lodging sectors. The Foundation must match State funds on the basis of \$1.00 in State funds for every \$1.00 in non-State funds.

In consultation with DPI, the Foundation must submit a report by April 1 of each year in which the Foundation spends State funds. The report must be submitted to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on its activities and the use of the State funds.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.18: Permit Military Children to Enroll Prior to Residency in North Carolina. (SL 2018-5)

Sec. 7.18 of S.L. 2018-5 will allow military children to remotely register to enroll in a local school administrative unit or charter school prior to residency in the State when certain conditions are met.

To qualify to remotely enroll prior to residency, the military child must have a parent or legal guardian (parent) on active military duty who is transferred or pending transfer pursuant to an official military order to a military installation or reservation in the State. A copy of the official military order transferring the parent must be provided to the school upon request. The parent must complete and submit required enrollment forms and documentation, other than proof of residency and documentation related to disciplinary actions.

The military child may then remotely enroll in a local school administrative unit or charter school, and may participate in school assignment, registering for courses, and applying for any other programs that require additional request or application, including lottery for admission to a charter school.

After the military child transfers into the State and prior to attendance, proof of residency and documentation related to disciplinary actions must be provided to the school.

This section becomes effective January 1, 2019, and applies to enrollment applications received on or after that date.

S99 - Appropriations Act of 2018.

Sec. 7.19: Charter School Transportation Grant Pilot Program Report. (SL 2018-5)

Sec. 7.19 of S.L. 2018-5 requires the Department of Public Instruction to provide a report by December 1, 2018 to the Fiscal Research Division, the Joint Legislative Transportation Oversight Committee, and the Joint Legislative Education Oversight Committee on the results of the Charter School Transportation Grant Pilot Program (Program). The report must include all of the following:

- The number of charter schools that received grant funds.
- The amount of grant funds awarded to those charter schools.
- Whether implementing the Program led to an increase in charter schools offering lunch.
- Whether implementing the Program led to an increase in student lunch participation at charter schools offering lunch.
- Whether implementing the Program increased or expanded the offering of student transportation by charter schools.
- The modes of student transportation offered by charter schools that received grant funds.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.20: Modify Prohibition on Department of Public Instruction Serving as Innovative School Operator. (SL 2018-5)

Sec. 7.20 of S.L. 2018-5 authorizes the Innovative School District (ISD) to act as an Innovative School (IS) operator in certain situations. If necessary, the ISD can be a temporary IS operator in the event of a contract termination, lack of a qualified IS operator, or other unforeseen emergency. If there are no other qualified IS operators, the ISD is authorized to act as an IS operator. If the State Board of Education is not able to find a qualified IS operator by the end of the third year of ISD operation, the ISD must remain the operator until the end of the fifth year and must develop a transition plan to return the school to the local school administrative unit.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.21: Add School Systems to the Teacher Assistant Tuition Reimbursement Program. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 7.21 of S.L. 2018-5 makes several changes to the Teacher Assistant Tuition Reimbursement Program (Program). It adds the following local school administrative units as participating units beginning with the 2018-2019 school year: Alleghany County Schools, Ashe County Schools, Bladen County Schools, Cherokee County Schools, Clay County Schools, Columbus County Schools, Davidson County Schools, Graham County Schools, Greene County Schools, Jackson County Schools, Jones County Schools, Lenoir County Public Schools, Macon County Schools, McDowell County Schools, Mitchell County Schools, Public Schools of Robeson County, Swain County Schools, Yadkin County Schools, and Yancey County Schools.

The section increases the tuition reimbursement to \$4,600 per academic year. Finally, it clarifies that the report to the Joint Legislative Education Oversight Committee must be by September 1 of each year following the first full year of participation in the Program.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.23: Extend Deadline for Implementation of Read to Achieve Assessment Instruments. (SL 2018-5)

Sec. 7.23 of S.L. 2018-5 extends the deadline from 2018-2019 to 2019-2020 for implementation of reading assessments for kindergarten through third grade reading yielding data that can be used with the Education Value Added Assessment System (EVAAS) to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them. The section also removes the deadline for requests for proposals to vendors of these diagnostic reading assessment instruments, and requires an evaluation panel, with the approval of the State Superintendent to select a vendor to provide the instruments for the 2019-2020 school year by December 1, 2018.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.24: Clarify Reporting Requirements for Read to Achieve Data . (SL 2018-5)

Sec. 7.24 of S.L. 2018-5 as amended by Sec. 2.10 of S.L. 2018-97, makes various clarifying changes and additions to the reporting and accountability requirements of the Read to Achieve Program (Program) that include the following:

- In addition to the previous requirements, each local board of education must also publish annually on its website and report in writing to the State Board of Education by September 1 of each year:
 - The name of each alternative assessment used to assess reading comprehension and the number and percentage of third grade students who take and pass each alternative assessment.
 - For each grade level, the number and percentage of students eligible for priority enrollment in reading camp and the number and percentage of those students who attend reading camp.
- Each local board of education must report annually in writing to the State Board of Education the following information from the prior school year by September 1 of each year:
 - A description of all reading interventions provided to students who have been retained.
 - The number of first and second grade students attending a reading camp offered by the local board of education.
 - The license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp.
 - The number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding the reading camp and the grade level on which the bonus was based.
- Each local board of education must report annually in writing to the State Board of Education the following information from the prior school year by November 15 of each year:

- The number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp.
- For each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering camp and who demonstrated reading comprehension at or above grade level after completing reading camp.
- The State Board of Education shall include all of the above information in its State-level summary submitted annually by December 15. The information must be broken down by local school administrative unit.
- Local boards of education must submit all of the required information to the State Board of Education using the uniform format established by the State Board.
- The Department of Public Instruction must provide for the Education Value-Added Assessment System (EVAAS) analysis all formative and diagnostic assessment data on reading proficiency for kindergarten through third grade.
- In addition to the previous requirements, each charter school must also publish annually on its website and report in writing to the State Board of Education by September 1 of each year the name of each alternative assessment used to assess reading comprehension and the number and percentage of third grade students who take and pass each alternative assessment.

This section became effective July 1, 2018, applies beginning with the 2018-2019 school year, and includes the reporting of required data from the 2017-2018 school year.

S99 - Appropriations Act of 2018.

Sec. 7.25: Schools that Lead Pilot Program. (SL 2018-5)

Sec. 7.25 of S.L. 2018-5 requires the Department of Public Instruction (DPI) to contract with Schools That Lead, Inc. to provide professional development to teachers and principals in up to 60 schools, beginning with the 2018-2019 school year and ending in the 2020-2021 school year. Charter schools and schools under the authority of a local school administrative unit are eligible. The program must offer services to at least three cohorts of schools, including:

- High schools working to increase on-time graduation.
- Middle schools working to prepare students to succeed in high school by reducing the likelihood of retention in the ninth grade for multiple school years.
- Elementary schools working to reduce the number of students with early warning indicators of course failures, absences, and discipline.

DPI must contract with an independent research organization to measure the impacts on student outcomes, including:

- On-time graduation in high school.
- Ninth grade retention rates.
- Course failures, absences, and discipline in elementary school.

The research organization must submit annual interim reports to DPI by June 30, starting in 2019, and a final report no later than June 30, 2022. DPI must submit an annual report between October 1, 2019, and October 1, 2022, to the Joint Legislative Education Oversight Committee and the Fiscal Research Division.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.26: Statewide Anonymous Safety Tip Line Application. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 7.26 of S.L. 2018-5 amends the statutes related to anonymous tip lines. This section provides that the governing body of each public secondary school must develop and operate an anonymous tip line in coordination with local law enforcement and social services agencies to receive information on risks to the school population, school buildings, and school-related activities.

The governing body of each public secondary school can use the anonymous tip line available statewide developed by the Department of Public Safety and the Department of Public Instruction (DPI) or it may use another application that meets standards and guidelines developed by DPI. However, the State Board of Education must use the tip line developed by the State agencies for all public secondary schools under its control. Public secondary schools must inform students about the application and provide opportunities for the students to learn about its purpose and function. The governing body of each public secondary school must also work with the Division of School Operations and the Center for Safer Schools at DPI to ensure that employees of the public secondary schools receive adequate training for the application. The section further clarifies that the Department of Public Safety is to work together with DPI on issues related to the anonymous tip line.

This section creates a definition of "public secondary school" which includes any of the following public schools serving grades six or higher:

- A school under the control of a local school administrative unit.
- A school under the control of the State Board of Education.
- A school under the control of The University of North Carolina.
- A charter school.
- A regional school.

Of the funds appropriated to DPI for the 2018-2019 fiscal year, up to \$5,000,000 in nonrecurring funds must be used to support the anonymous tip line application implemented by DPI. By July 1, 2019, DPI must make the statewide anonymous tip line application available to all public secondary schools in the State.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 7.27: School Safety Grants Program. (SL 2018-5)

Sec. 7.27 of S.L. 2018-5 creates the School Safety Grant Program (Program) to improve safety in public school units by providing grants for (i) school safety resource officers, (ii) services for students in crisis, (iii) school safety training, (iv) safety equipment in schools, and (v) additional school mental health support personnel. The Program is administered by the Superintendent of Public Instruction (Superintendent), who must develop criteria and guidelines for the administration and use of the grants by August 1, 2018. The Superintendent may retain up to \$100,000 for administrative costs.

- Eligible Applicants. - Grants may be applied for by a public school unit (a local school administrative unit, regional school, innovative school, laboratory school, or charter school) or a community partner (a public or private entity, including, but not limited to, a nonprofit corporation

or a local management entity/managed care organization (LME/MCO), that partners with a local school administrative unit to provide services for the unit), as appropriate. Applications must include an assessment performed in conjunction with a local law enforcement agency of the need for improving school safety within the public school unit and identification of current and ongoing needs and estimated costs associated with those needs. Grants provided to public school units pursuant to the Program must be used to supplement and not to supplant State or non-State funds already provided for these services.

- Assessments. - The following must be considered by the Superintendent of Public Instruction in assessing grant applications:
 - The level of resources available to the public school unit that would receive the funding or services.
 - Whether the public school unit has received other grants of funding for school safety.
 - The overall impact on student safety in the public school unit if the identified needs are funded.
- School Resource Officer Grants. - Up to \$12 million dollars in recurring funds for grants to public school units for school resource officers in elementary and middle schools. Grants must be matched on the basis of \$2.00 in State funds for every \$1.00 in non-State funds. The funds may be used to employ school resource officers in elementary and middle schools, train them, or both. Training must be provided by a community college, a local law enforcement agency, or the North Carolina Justice Academy, and must include instruction on research into the social and cognitive development of elementary school and middle school children. A program providing for similar grants enacted in 2013 is also repealed by this section.
- Students in Crisis Grants. - In consultation with the Department of Health and Human Services, up to \$2 million dollars in nonrecurring funds for grants to community partners to provide the following crisis services:
 - Crisis respite services for parents or guardians of an individual students to prevent more intensive or costly levels of care.
 - Training and expanded services for therapeutic foster care families and licensed child placement agencies that provide services to students who need support to manage their health, welfare, and safety and have cognitive or behavioral problems, developmental delays, or aggressive behavior.
 - Evidence-based therapy services aligned with targeted training for students and their parents or guardians.
 - Up to 10% of those funds for any other crisis service, including peer-to-peer mentoring, that is likely to increase school safety.
- Training to Increase School Safety Grants. - In consultation with the Department of Health and Human Services, up to \$3 million dollars in nonrecurring funds for grants to community partners to address school safety by providing training to help students develop healthy responses to trauma and stress. The training must be targeted and evidence based and must include any of the following services:
 - Counseling on Access to Lethal Means training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention and reducing access by students to lethal means.
 - Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians.
 - Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.
 - Training for school mental health support personnel on Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct problems.
 - Up to 10% of those funds for any other training, including the training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety.
- Safety Equipment Grants. - In consultation with the Department of Health and Human Services, up to \$3 million dollars in nonrecurring funds for grants to local school administrative units,

regional schools, innovative schools, or laboratory schools for the purchase of safety equipment for government owned school buildings.

- School Mental Health Support Personnel Grants. - Up to \$10 million dollars in nonrecurring funds for grants to public school units for salary and benefits costs to employ additional school mental health support personnel (school nurses, school counselors, school psychologists, and school social workers) during the 2018-2019 fiscal year. The provision expresses the intent of the General Assembly to provide an additional \$10 million dollars for grants for school mental health support personnel in the 2019-2020 fiscal year.
- Reports. “By April 1, 2019, the Superintendent of Public Instruction must report on the Program to the Joint Legislative Education Oversight Committee, the Joint Legislative Oversight Committee on Health and Human Services, the Joint Legislative Oversight Committee on Justice and Public Safety, the Joint Legislative Commission on Governmental Operations, and the Fiscal Research Division. The report must include the identity of each entity that received a grant, the amount of funding provided, the use of funds, and recommendations for the implementation of additional effective school safety measures.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 9.3: Remove Outdated Statutory Reference. (SL 2018-5)

Sec. 9.3 of S.L. 2018-5 removes references to the "NC Works Career Coach Program" and replaces them with "NC Career Coach Program."

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 9.4: Extend Career- and College-Ready Graduate Program Implementation Date. (SL 2018-5)

Sec. 9.4 of S.L. 2018-5 extends the full implementation of the career- and college-ready graduate program ("the program") from the 2018-2019 school year to the 2020-2021 school year. This program will provide developmental courses and remediation opportunities for students in their senior year of high school. The program will be phased in by cohorts beginning with the 2019-2020 school year, with professional development for high school faculty beginning in the 2018-2019 school year.

Additionally, related policies adopted by the State Board of Community Colleges (SBCC) and the State Board of Education (SBE) must require the North Carolina Community College System Office to periodically review the remedial courses and professional development requirements set by the SBCC.

This section also modifies existing reporting requirements related to the program. By March 15, 2019, the SBCC and the SBE must jointly report to the Joint Legislative Education Oversight Committee on the implementation and professional development efforts in the 2018-2019 school year, as well as any final changes in curriculum, policy, and rules. The report date on program outcomes is changed from October 15, 2019 to October 15, 2020.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 9.6: Eliminate NCCCS Instructional Trust Fund. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 9.6 of S.L. 2018-5 repeals the North Carolina Community Colleges Instructional Trust Fund (Trust Fund). The cash balance remaining in the Trust Fund is transferred to the Board of Governors of The University of North Carolina for the 2018-2019 fiscal year to be allocated to the State Education Assistance Authority to award tuition grants to State residents who are graduates of the North Carolina School of Science and Mathematics.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 9.7: Community College Residency Determination Formula. (SL 2018-5)

S.L. 2018-5, Sec. 9.7 (SB 99, Sec. 9.7) requires the State Board of Community Colleges (SBCC) to develop a funding formula for computing the North Carolina Community College System costs of the residency determination service administered by the State Education Assistance Authority for the purposes of potential inclusion of the formula in future enrollment growth requests.

The SBCC must report on the proposed funding formula by December 1, 2018, to the Joint Legislative Education Oversight Committee, the House Appropriations Committee on Education, the Senate Appropriations Committee on Education/Higher Education, the Fiscal Research Division, and the Office of State Budget and Management.

The funding formula may not be included in an enrollment request to the General Assembly prior to submission of the report. If the Community Colleges System Office includes the funding formula when submitting enrollment requests for the 2019-2020 or subsequent fiscal years following the report, the portion of the request resulting from the formula must be distinguished in the request.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 9.8: Incentives for Institutional Performance Accountability . (SL 2018-5)

Sec. 9.8 of S.L. 2018-5 allows a community college to use funds allocated to it by the State Board of Community Colleges in recognition of successful institutional performance to give one-time, performance-based bonuses to faculty and staff. A bonus awarded with these funds is not considered compensation.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 9.10: Community College Study on Earning Full-Time Equivalents for Instruction in Local Jails. (SL 2018-5)

Sec. 9.10 of S.L. 2018-5 requires the State Board of Community Colleges (SBCC) to study the cost of earning regular budget full-time equivalents (FTE) for community college courses offered in local jails, including projections for future fiscal years with potential expansion of correction education programs. Additionally, the study must include the cost of reporting FTE student hours for correction education programs on the basis of student membership hours instead of contact hours for courses offered in (i) State prisons and (ii) in local jails, if the General Assembly were to authorize FTE to be earned for those courses.

By December 1, 2018, the SBCC must report on the study to the Joint Legislative Education Oversight Committee, the House Appropriations Committee on Education, the Senate Appropriations Committee on Education/Higher Education, the Fiscal Research Division, and the Office of State Budget and Management.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 10.1: UNC Laboratory School Changes. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 10.1 of S.L. 2018-5 makes various clarifying changes to the UNC Laboratory Schools statutes including the following:

- Requires the local school administrative unit in which the laboratory school is located to administer the National School Lunch Program for the school.
- Allows a sibling of a child who is eligible to attend a laboratory school to also attend the laboratory school even if the sibling does not meet the eligibility requirements.
- Allows the laboratory school to give enrollment priority to the sibling of an enrolled student who attended the laboratory school in the prior school year.
- Allows the campus police department of the constituent institution to also be a designated entity that can require additional information from persons who have to have criminal history checks.
- Requires that the annual report submitted to the Joint Legislative Education Oversight Committee include the number of enrolled students who are siblings of otherwise eligible students.

This section became effective July 1, 2018, and applies beginning with the 2018-2019 school year.

S99 - Appropriations Act of 2018.

Sec. 10.3 Modify Appointment Process for Board of Governors Committee on Free Expression. (SL 2018-5)

Sec. 10.3 of S.L. 2018-5 changes the process for appointment of The University of North Carolina Board of Governor's (BOG) Committee on Free Expression (Committee). The section eliminates the following requirements for the Committee:

- Membership of 11 appointed by the BOG.
- Selection by the Committee of a chair.
- Terms of office on the Committee equal to the remaining term of office on the BOG.

Instead, the section gives the chair of the BOG the authority to designate a standing or special committee of the BOG to act as the Committee.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 10.5: NC Promise "Buy Down"/Report. (SL 2018-5)

Sec. 10.5 of S.L. 2018-5 requires the Board of Governors and the chancellors of Elizabeth City State University, the University of North Carolina at Pembroke, and Western Carolina University to submit a report to the Joint Legislative Education Oversight Committee, the House Appropriations Committee on Education, the Senate Appropriations Committee on Education/Higher Education, and the Fiscal Research Division on the amount of any financial obligation resulting from the tuition rate established in the NC Promise Tuition Plan incurred at each of the three constituent institutions, and at least the following additional information:

- The amount required to offset the forgone tuition receipts at each of the three constituent institutions as a result of the tuition rate established by the NC Promise Tuition Plan and how those funds were allocated to each constituent institution.
- The number of enrolled resident students at each constituent institution.
- The number of enrolled nonresident students at each constituent institution.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 10A.1: Modify and Align the K-12 Scholarship Programs. (SL 2018-5)

Sec. 10A.1 of S.L. 2018-5 makes several changes to the various K-12 scholarship programs (Special Education Scholarships, Opportunity Scholarships, and Personal Education Savings Accounts).

This section makes the following changes to the Special Education Scholarships:

- Prohibits the State Education Assistance Authority (SEAA) from counting actual days of attendance to determine whether a child was enrolled in a qualifying school for the previous semester for the purposes of eligibility. A student who becomes eligible for a scholarship in the 2018-2019 school year solely due to this prohibition must receive priority in award of scholarships over all applicants except those previously awarded scholarships.
- Expands eligibility to include children in foster care or those who have been adopted within one year prior to the submission of the application, and gives those students a second-level priority behind students who received a scholarship during the previous school year.
- Requires SEAA to make applications available not later than February 1 annually.
- Requires SEAA to award scholarships according to priority criteria by March 15 each year.

- Removes the requirement that scholarships be awarded in the order in which applications are received.
- Authorizes an applicant to demonstrate disability status through a continuing verification form provided by a private psychologist or psychiatrist, if the initial determination was made by a local education agency.
- Authorizes a lottery for the selection of scholarship recipients within the established criteria.

This section makes the following changes to the personal education savings accounts (PESAs):

- Authorizes PESA funds to be distributed through either a debit card or an electronic account.
- Authorizes an applicant to demonstrate disability status through a continuing verification form provided by a private psychologist or psychiatrist, if the initial determination was made by a local education agency.

Additionally, the SEAA annual report for each of these scholarship programs is now due by October 15.

This section became effective July 1, 2018. The prohibition on counting previous semester days of attendance applies to any student who was otherwise eligible to receive a special education scholarship on or after January 1, 2017, for any scholarship application for the 2018-2019 school year or later. The other eligibility modifications related to special education scholarships apply beginning with scholarship applications for the 2019-2020 school year. The PESA funds and eligibility changes apply beginning with the award of scholarship funds for the 2018-2019 school year.

S99 - Appropriations Act of 2018.

Sec. 10A.2: Changes to the North Carolina Teaching Fellows Program. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 10A.2 of S.L. 2018-5 makes various changes to the North Carolina Teaching Fellows Program (Program) that include the following:

- Allows monies in the North Carolina Teaching Fellows Program Trust Fund (Trust Fund) to also be used for mentoring and coaching support for the recipients of the North Carolina Teaching Fellows forgivable loans.
- Directs the State Education Assistance Authority (SEAA) to transfer the greater of \$600,000 or ten percent of the available funds from the Trust Fund to the General Administration of The University of North Carolina at the beginning of each fiscal year for the Program's administrative costs, the salary of the Director of the Program and other Program staff, expenses of the North Carolina Teaching Fellows Commission (Commission), and funds to use for extracurricular enhancement activities of the Program.
- Allows the SEAA to use the greater of \$250,000 or four percent of the funds appropriated to the Trust Fund each fiscal year for administrative costs associated with the Program.
- Directs the SEAA to provide the Commission with up to \$600,000 from the Trust Fund in each fiscal year for the Commission to provide mentoring and coaching support to the recipients of the North Carolina Teaching Fellows forgivable loans through the North Carolina New Teacher Support Program as follows:
 - Up to \$2,000 for each recipient of the North Carolina Teaching Fellows forgivable loans who is serving as a teacher in a North Carolina public school identified as low-performing.
 - Up to \$1,000 for each recipient of the North Carolina Teaching Fellows forgivable loans who is serving as a teacher in a North Carolina public school not identified as low-performing.
- Clarifies the amount of the forgivable loans as follows:
 - North Carolina high school seniors “ up to \$4,125 per semester for up to eight semesters.

- Students applying for transfer to a selected educator preparation program at an institution of higher education “ up to \$4,125 per semester for up to six semesters.
- Individuals currently holding a bachelor's degree seeking preparation for teacher licensure “ up to \$4,125 per semester for up to four semesters.
- Students matriculating at institutions of higher education who are changing to enrollment in a selected educator preparation program “ up to \$4,125 per semester for up to four semesters.
- Specifies that the forgivable loans may also be used for expenses related to obtaining licensure.
- Provides that the annual report due to the Joint Legislative Education Oversight Committee must be written in coordination with the Department of Public Instruction and the selected educator preparation programs and must also include the following additional information:
- The number of recipients of the North Carolina Teaching Fellows forgivable loans who received mentoring and coaching support through the North Carolina New Teacher Support Program when employed at a school identified as low-performing.
- The number of recipients of the North Carolina Teaching Fellows forgivable loans who received mentoring and coaching support through the North Carolina New Teacher Support Program when employed at a school not identified as low-performing.
- Turnover rates by educator preparation program graduates who received the North Carolina Teaching Fellows forgivable loans including the turnover rate for those who also received mentoring and coaching support through the North Carolina New Teacher Support Program.
- Clarifies that all forgivable loans must be evidenced by notes payable to the SEAA that bear interest at no more than 10% and begin on the first day of September after the completion of the program leading to teacher licensure or 90 days after graduation, whichever is later. If a forgivable loan is terminated, the note must be made payable to the SEAA 90 days after the termination.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 10A.3: Changes to the NC Principal Fellows Program. (SL 2018-5)

Sec. 10A.3 of S.L. 2018-5 makes the following changes to the NC Principal Fellows Program (Program), administered by the North Carolina Principal Fellows Commission (Commission) in collaboration with the State Education Assistance Authority (SEAA), which provides two-year scholarship loans and extracurricular activities to recipients completing full-time programs in approved school administration programs:

- Repeals the prior authorizations for an institutional trust fund and university trust fund for the Program and creates the Principal Fellows Trust Fund (Trust Fund) for funds appropriated to or otherwise received by the Program.
- Requires monies in the Trust Fund to be used only for scholarship loans granted under the Program, administrative costs, and costs associated with Program operations in accordance with statute. The SEAA may use up to \$800,000 from the Trust Fund each fiscal year for administrative costs, salary and benefits for the director of the Program, expenses of the Commission, and funds for program monitoring and evaluation and extracurricular enhancement activities for program recipients.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 10A.4: Principal Prep Program Changes. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 10A.4 of S.L. 2018-5 codifies into statutes the Transforming Principal Preparation Grant Program (Program) that was first enacted by the General Assembly in 2015. Beginning with the 2018-2019 fiscal year, of the funds appropriated each fiscal year for the Program, \$380,000 must be allocated to the State Education Assistance Authority (SEAA) to contract with the nonprofit corporation to administer the Program. Up to five percent of the funds may be used by the SEAA for administrative costs. The section also repeals the requirement that unexpended funds appropriated to award grants to recipients that remain at the end of each fiscal year must revert to the General Fund.

This section became effective July 1, 2018 and applies to the administration of the Program and the award of grants on or after July 1, 2018. The provision repealing the requirement that unexpended funds revert to the General Fund became effective June 30, 2018.

S99 - Appropriations Act of 2018.

Sec. 10A.5: One-Year Tuition Grants for Certain Graduates of the North Carolina School of Science and Mathematics for the 2019-2020 Academic Year. (SL 2018-5)

Sec. 10A.5 of S.L. 2018-5 creates a one-year tuition grant administered by the State Education Assistance Authority (SEAA) for each State resident who graduates from the North Carolina School of Science and Mathematics at the end of the 2018-2019 year and who enrolls as a full-time student in a constituent institution of The University of North Carolina for the 2019-2020 academic year. If an eligible student also receives an additional scholarship, then the tuition grant must be reduced by an appropriate amount so that the sum of all grants and scholarship aid does not exceed the cost of attendance. This section allocates \$1,001,869 of the funds appropriated to the Board of Governors of The University of North Carolina to cover the tuition grants. In the event these funds are not sufficient, each eligible student must receive a pro rata share of these funds, and the Board of Governors may transfer additional available funds to meet the needs of the tuition grant program.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 10A.6: Access to Private Institution Need-Based Scholarships for Veterans. (SL 2018-5)

OVERVIEW and ANALYSIS: Sec. 10A.6 of S.L. 2018-5, as amended by Sec. 2.17 of S.L. 2018-97, creates two new categories of students who would be eligible for a need-based scholarship to attend a private institution of higher education in North Carolina:

- Veterans if the veteran's abode is in North Carolina and the veteran provides the eligible private postsecondary institution a letter of intent to establish residency in North Carolina.
- Active duty members of the Armed Forces if the active duty member is abiding in the State incident to active military duty in the State.

This section became effective July 1, 2018, and applies beginning with the 2018-2019 academic year.

S99 - Appropriations Act of 2018.

Sec 36.6: University of North Carolina Board of Governors Planning Task Force. (SL 2018-5)

Sec. 36.6 of S.L. 2018-5 creates the UNC Board of Governors Planning Task Force (Task Force) consisting of four current Board members appointed by the Board of Governors (BOG) no later than August 1, 2018. One of the four members shall be designated as chair.

The Task Force must conduct a systemwide analysis of the capital needs of the campuses of each constituent institution in relation to the Science, Technology, Engineering, and Mathematics (STEM) subject area to compile a UNC System Plan. The Task Force must use the \$3 million appropriated to the BOG in conducting the analysis. The Task Force must take into account strengths, weaknesses, opportunities, and needs of each constituent institution, regional similarities and differences, and the impact of any relevant currently utilized programmatic planning elements that can be implemented as a best practice among other similar programmatic areas to encourage systemwide efficiencies. In particular, the Task Force must consider the capital needs relating to the Brody School of Medicine at East Carolina University, the UNC Applied Physical Sciences and Institute for Convergent Science in Chapel Hill, and other STEM projects to determine areas where capital funds may be used more efficiently and effectively.

By April 1, 2019, the Task Force must submit a report containing the UNC System Plan and any legislative recommendations to the Joint Legislative Capital Improvements Oversight Committee and the Fiscal Research Division.

This section became effective July 1, 2018.

S99 - Appropriations Act of 2018.

Sec. 38.8: Allow Cities to Use Revenues for Public Education. (SL 2018-5)

Sec. 38.8 of S.L. 2018-5, as amended by Sec. 11.1 of S.L. 2018-97, authorizes, but does not require, cities to levy property taxes to supplement funding for elementary and secondary public education that benefits the residents of the city and to appropriate those revenues, in addition to any other unrestricted revenues, for that purpose.

This section became effective July 1, 2018, and applies to revenues derived from taxes levied on or after that date.

S125 - Various Changes to Education.

Sec. 1: Encourage Local Boards of Education to Adopt Student Attendance Recognition Programs. (SL 2018-37)

S.L. 2018-37, Sec. 1 encourages local boards of education to adopt student attendance recognition programs. If adopted, those programs may not include a student's absence due to service as a legislative or

Governor's page as part of the student's record of attendance for the purpose of the attendance recognition program.

This section became effective June 22, 2018, and applies beginning with the 2018-2019 school year.

S125 - Various Changes to Education.

Sec. 2: Expand Eligibility of Children to Obtain Certain Wartime Veterans Scholarships.. (SL 2018-37)

S.L. 2018-37, Sec. 2 changes the definition of "child" for certain scholarships awarded to children of veterans. Various classes of scholarships are provided by the State to children of veterans who meet specific criteria. Two classes of these scholarships (Class II and Class III) are limited to no more than 100 children yearly. Part II expands the definition of "child" for purposes of qualifying for Class II and Class III scholarships to align with the federal definition of "child" used for determination of Pay and Allowances of the Uniformed Services, as follows:

- A stepchild of the member. This does not include a stepchild after the divorce of the member from the stepchild's parent by blood.
- An adopted child of the member, including a child placed in the home of the member by a placement agency (recognized by the Secretary of Defense) in anticipation of the legal adoption of the child by the member.
- An illegitimate child of the member if the member's parentage of the child is established in accordance with criteria prescribed in regulations by the Secretary of the relevant service branch.

The Department of Military and Veterans Affairs must document the number of applicants who apply for Class II and Class III scholarships, including the total number of applications received and total number of applications made eligible as a result of this Part and report on this information to the Joint Legislative Oversight Committee on General Government by March 30, 2019.

This section became effective June 22, 2018.

S335 - Budget Technical Corrections & Study.

Sec. 2.4: Codify Center for Safer Schools. (SL 2018-97)

Sec. 2.4 of S.L. 2018-97 codifies and makes adjustments to the Center for Safer Schools (Center). These adjustments include the following:

- The Center is no longer part of the Division of Safe and Healthy Schools Support at the Department of Public Instruction (DPI), but is administratively located in DPI. Other conforming changes are made to reflect this move.
- The Center consists of an executive director, and other professional, administrative, technical, and clerical personnel as necessary. The Executive Director is appointed by and reports to the Superintendent of Public Instruction.
- All State agencies and departments must cooperate with the Center for Safer Schools in carrying out its powers and duties.

This section became effective July 1, 2018.

S335 - Budget Technical Corrections & Study.

Sec. 2.6: Authorize Additional Requests for Proposal for Advanced Teaching Roles Pilot. (SL 2018-97)

Sec. 2.6 of S.L. 2018-97 authorizes the State Board of Education (SBE) to issue additional requests for proposal (RFPs) as necessary in order to meet the requirements of the advanced teaching roles pilot program. Local boards of education may submit one of these additional RFPs if they meet the requirements of the SBE. Additionally, local school administrative units (LEAs) have flexibility on the 2017-2018 pilot start date, allowing LEAs added through subsequent RFPs to begin after that point.

This section became effective July 1, 2018.

S335 - Budget Technical Corrections & Study.

Sec. 2.11: Extend Initial Terms/Advisory Council on Rare Diseases. (SL 2018-97)

Sec. 2.11 of S.L. 2018-97, amends Part X of S.L. 2018-5, to extend the terms of the initial members appointed to the Advisory Council on Rare Diseases to July 1, 2023.*

This section became effective July 1, 2018.

*Note: Legislation extending the terms for the Advisory Council on Rare Diseases was enacted twice. Section 8 of S.L. 2018-41 extends the terms of the members until July 31, 2023, effective June 22, 2018. However, Sec 2.11 of S.L. 2018-97 extended the terms to July 1, 2023 and because it has a later effective date of July 1, 2018, it replaces the provision in S.L. 2018-41.

S335 - Budget Technical Corrections & Study.

Sec. 2.12: Exclusion of Estate Distributions for Income Calculation for Opportunity Scholarship Grants. (SL 2018-97)

Sec. 2.12 of S.L. 2018-97 prohibits the inclusion of any distribution from the estate of a decedent in calculating the income level of the household of an applicant for an opportunity scholarship for the purposes of determining income eligibility for that scholarship grant. Opportunity scholarship grants provides funds for tuition at nonpublic schools for students residing in a household with an income level not in excess of 133% of the amount required for the student to qualify for the federal free or reduced price lunch program and meeting certain other criteria.

This section became effective June 26, 2018, and applies to any student who was otherwise eligible to receive an opportunity scholarship on or after January 1, 2017, for any scholarship application for the 2018-2019 school year or later. A student who becomes eligible for a scholarship in the 2018-2019 school year solely due to the change in law created by this section must receive first priority in award of scholarships in the same manner as those previously awarded scholarships.

S335 - Budget Technical Corrections & Study.

Sec. 2.13: Innovation Zone Model Grants/Innovative School District Administrative Costs. (SL 2018-97)

Sec. 2.13 of S.L. 2018-97 allows the State Board of Education to award innovation zone model grants from the funds appropriated to the Department of Public Instruction for that purpose for the 2018-2019 fiscal year. For the 2018-2019 fiscal year, the Department of Public Instruction can also use these funds to cover the administrative costs of the Innovative School District during the 2018-2019 fiscal year.

This section became effective July 1, 2018.

S335 - Budget Technical Corrections & Study.

Sec. 2.16: School Performance Grade Update to Comply with the Every Student Succeeds Act (ESSA). (SL 2018-97)

Sec. 2.16 of S.L. 2018-97 requires, for school performance grades based on data from the 2017-2018 school year only, the State Board of Education to combine the career and college readiness measures for school performance grades so a high school earns one point for each percent of students who are either college ready or career ready. School report cards based on data from the 2017-2018 school year will be required to show the combined indicator, as well as what the indicators would look like separately.

This section became effective June 26, 2018.

S335 - Budget Technical Corrections & Study.

Sec. 12.1: Study/Fair Treatment of College Athletes. (SL 2018-97)

Sec. 12.1 of S.L. 2018-97 creates the Legislative Commission on the Fair Treatment of College Student-Athletes (Commission) to examine the needs and concerns of college students participating in athletics on behalf of the constituent institutions of The University of North Carolina and to propose appropriate legislation where needed to implement the objectives of the Commission.

The Commission consists of the following:

- Six members of the Senate, appointed by the President Pro Tempore of the Senate in proportion to the legislative makeup.
- Six members of the House of Representatives, appointed by the Speaker of the House of Representatives in proportion to the legislative makeup.
- The Lieutenant Governor, serving as chair of the Commission.

Vacancies will be filled by the appointing authority making the initial appointment. The Commission will meet upon the call of the chair, with a quorum of the majority of the Commission members.

The Commission will study issues related to the provision of health insurance, sports injuries and non-sports injuries, and profit sharing for student athletes, including the following:

- Physical and mental health and safety concerns arising out of participation in athletic competition or resulting from injuries sustained during athletic competition, including, but not limited to, concussions and other life impacting injuries.
- Long-term physical and mental health and wellness issues grounded in participation in athletic competition but not manifesting until later in an athlete's life, and the ability of former athletes to receive adequate long-term treatment for these issues.
- The need for full-time enrolled college students to have adequate time to devote to educational responsibilities separate and apart from time demands for athletic competition.
- Educational opportunities for choosing majors and classes consistent with the nonathletic participating students' opportunities at a constituent institution.
- The right to receive academic instruction from qualified faculty members at the constituent institutions and to be taught at an academic level consistent with the standards of accredited higher education institutions.
- The right to a fair and impartial hearing and the right to be independently represented before being disciplined for alleged eligibility rules violations by any school, conference, or membership association governing participation in college athletics.
- In exchange for his or her participation on behalf of any constituent institution, a fair and adequate financial aid or scholarship assistance package to the extent financial aid or scholarship sources are provided to selected students in exchange for their participation on institutional athletic teams.
- Consideration of remuneration or profit sharing for student athletes for the use by institutional or commercial entities of the students' image, or other identifiable source, such as television rights or collegiate apparel that produce commercial profit for the institutions, membership associations, or commercial entities.
- The right of students participating in college athletics to be adequately represented by attorneys, agents, or financial advisors throughout their college careers without being subject to losing their eligibility to participate in college athletics.
- A review of regulatory rules and punishments imposed on student athletes by any governing membership organization that limits a student's ability to transfer between schools, or participate on college athletic teams by restricting the student's ability to engage in outside work or compensatory services.
- The obligation of the university to provide the means for a student athlete to finish their academic requirements to obtain an undergraduate degree after their athletic eligibility or athletic scholarship has expired.
- Any other issue the Commission deems relevant based on testimony or evidence presented to the Commission.

The Commission must submit a report on the results of its study, including any proposed legislation, by March 1, 2019, to the members of the Senate and the House of Representatives by filing a copy of the report with the Office of the President Pro Tempore of the Senate, the Office of the Speaker of the House of Representatives, and the Legislative Library. The Commission terminates on March 1, 2019, or upon the filing of its report, whichever occurs first.

This section became effective July 1, 2018.

S420 - Community College Governance/Amend Medical Board. (SL 2018-92)

S.L. 2018-92 (i) allows the State Board of Community Colleges (SBCC) to appoint an interim board of trustees to assume the powers and duties of a board of trustees of a local community college in certain instances; (ii) allows the SBCC to appoint an advisory committee; (iii) establishes remediation actions that must be completed prior to vacating the entire board; (iv) requires that the boards of trustees of local

community colleges meet at least once every two months; (v) authorizes the SBCC to require financial audits in certain cases; and (vi) adjusts the membership of the North Carolina Medical Board.

This act became effective June 25, 2018.

SECTION 1.(a)

S462 - Change Name of UNC General Administration. (SL 2018-12)

S.L. 2018-12 changes the name of "The University of North Carolina General Administration" to "The University of North Carolina System Office." All statutory and legal authority powers, duties, functions, records, personnel, property, and unexpended balances of appropriations or other funds of The University of North Carolina General Administration remain those of The University of North Carolina System Office (System Office). The System Office is not required to immediately replace any stationary, other supplies, or any emblems or other symbols used by the System Office as they existed prior to enactment. The System Office must use funds within its budget to replace these items as necessary.

This act became effective July 1, 2018.