A BILL TO BE ENTITLED
AN ACT TO PROVIDE RELIEF TO PUBLIC SCHOOLS IN RESPONSE TO THE
CORONAVIRUS DISEASE 2019 (COVID-19) PANDEMIC.

The General Assembly of North Carolina enacts:

PART I. SCHOOL PERFORMANCE GRADES/ANNUAL REPORT CARDS

SECTION 1.1. Display of School Performance Grades. – Notwithstanding
G.S. 115C-12(9)c1. and G.S. 115C-83.15, the State Board of Education shall not calculate
achievement, growth, and performance scores nor display performance scores, growth
designations, and letter grades for schools for the 2021-2022 school year, based on data from the
2020-2021 school year, but shall display a brief explanation that achievement, growth, and
performance scores and letter grades were not calculated and assigned for the 2021-2022 school
year because assessment data was heavily impacted by COVID-19 during the 2020-2021 school
year.

SECTION 1.2.(a) Annual Report Cards. – Notwithstanding G.S. 115C-12(9)c1. and
Part 1B of Article 8 of Chapter 115C of the General Statutes, the State Board of Education shall issue an annual report card for public school units for the 2021-2022 school year, based on data from the
2020-2021 school year, that only meets the minimum accountability, school
identification, and related reporting requirements of the Elementary and Secondary Education
Act of 1965 (ESEA), as amended, required under the federal waiver granted by the United States
Department of Education to the State of North Carolina for the 2020-2021 school year, dated
March 26, 2021.

SECTION 1.2.(b) Notwithstanding G.S. 115C-47(58), 115C-75.8(d)(7),
115C-218.65, 115C-238.66(11), 116-239.8(b)(14), and sub-subdivision 6(d)(2) of S.L. 2018-32,
for the 2021-2022 school year, based on data from the 2020-2021 school year, public school units
shall only be required to display the annual report card information issued by the State Board of
Education pursuant to this Part.

PART II. LOW-PERFORMING SCHOOLS

SECTION 2.1. Low-Performing Schools. – Notwithstanding G.S. 115C-105.37 and
G.S. 115C-218.94(a), for the 2021-2022 school year, the following apply:
(1) The State Board shall not identify additional low-performing schools based
on data from the 2020-2021 school year.
(2) Schools previously identified as low-performing based on data from the
2018-2019 school year shall continue to be identified as low-performing.
Previously identified low-performing schools shall continue to carry out the final plan approved by the local board of education pursuant to G.S. 115C-105.37(a1).

The State Board and the local board of education shall continue to provide online access to each low-performing school's plan in accordance with G.S. 115C-105.37(a1)(5).

The written parental notice required by G.S. 115C-105.37(b) is not required to be provided again, but local boards of education of low-performing schools shall include with their online final plans a brief explanation that low-performing identification continues pending assessment data from the 2021-2022 school year.

SECTION 2.2. Continually Low-Performing Schools. – Notwithstanding G.S. 115C-105.37A and G.S. 115C-218.94(b), for the 2021-2022 school year, the following apply:

(1) The State Board shall not identify additional continually low-performing schools based on data from the 2020-2021 school year.

(2) Schools previously identified as continually low-performing based on data from the 2018-2019 school year shall continue to be identified as continually low-performing.

(3) Previously identified continually low-performing schools shall continue to carry out the plan approved by the State Board pursuant to G.S. 115C-105.37A(a).

(4) Assistance and intervention levels provided for the 2019-2020 school year based on designation as low-performing for two years under G.S. 115C-105.37A(b) or low-performing for three years under G.S. 115C-105.37A(c) shall continue.

(5) Local boards of education may request to reform a continually low-performing school in accordance with G.S. 115C-105.37B.

SECTION 2.3. Low-Performing Local School Administrative Units. – Notwithstanding G.S. 115C-105.39A, for the 2021-2022 school year, the following apply:

(1) The State Board shall not identify additional low-performing local school administrative units based on data from the 2020-2021 school year.

(2) Local school administrative units previously identified as low-performing based on data from the 2018-2019 school year shall continue to be identified as low-performing.

(3) Previously identified low-performing local school administrative units shall continue to carry out the final plan approved by the local board of education pursuant to G.S. 115C-105.39A(b).

(4) The State Board and the local board of education shall continue to provide online access to each low-performing local school administrative unit's plan in accordance with G.S. 115C-105.39A(b)(5).

(5) The written parental notice required by G.S. 115C-105.39A(c) is not required to be provided again, but the local board of education shall include with its online final plan a brief explanation that low-performing identification continues pending assessment data from the 2021-2022 school year.

(6) The provisions of G.S. 115C-105.39(c) through (e) shall not apply.

PART III. PUBLIC SCHOOL UNIT CALENDARS FOR THE 2021-2022 SCHOOL YEAR

SECTION 3.(a) Part 2 of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:
§ 115C-84.3. Remote instruction.

(a) Remote instruction means instruction delivered to students in a remote location outside the school facility, whether synchronously or asynchronously. Instructional days or hours provided through any of the following shall not be considered remote instruction:

(1) North Carolina Virtual Public School courses.
(2) E-learning courses that meet the requirements of G.S. 115C-238.85.
(3) Institution of higher education courses, as provided in Article 16 of this Chapter or G.S. 115D-20(4).
(4) Homebound instruction required for a student by an individualized education program, as defined in G.S. 115C-106.3(8), or a section 504 (29 U.S.C. § 794) plan.
(5) Instruction provided to a student during a short- or long-term suspension.

(b) A public school unit may use up to five remote instruction days or 30 remote instruction hours when schools are unable to open due to severe weather conditions, energy shortages, power failures, or other emergency situations, and may use that time towards the required instructional days or hours for the school calendar.

(c) Except as provided in subsection (b) of this section, a public school unit shall not use remote instruction to satisfy the minimum required number of instructional days or hours for the school calendar.

(d) A governing board that chooses to use remote instruction as provided in subsection (b) of this section shall submit to the State Board, by July 1 annually, a remote instruction plan that provides a detailed framework for delivering quality remote instruction to students for the upcoming school year and information on the number of remote instruction days or hours used in the prior school year to satisfy instructional requirements, when applicable. At a minimum, the plans submitted by local boards shall include the following:

(1) Identification of the resources that will be used to facilitate remote instruction.
(2) Communication with and training opportunities for teachers, administrators, instructional support staff, parents, and students on how to access and effectively use remote instruction resources, including regular opportunities for students to use those resources during nonremote instructional days to ensure student success during remote instruction.
(3) Establishment of methods for tracking and reporting attendance during remote instruction, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.
(4) Establishment of staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and noncertified staff workdays and responsibilities.
(5) Communication of learning targets to students on each remote instruction day and development of measures to ensure that remote instruction time, practice, and application components support learning growth that continues towards mastery of the standard course of study.
(6) Development of remote instruction options appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote instruction materials in advance when practicable.
(7) Provision of remote instruction for students with disabilities in a manner consistent with each student's individualized education program (IEP), as defined in G.S. 115C-106.3, or section 504 (29 U.S.C. § 794) plan. Remote instruction supports shall be considered and included, as appropriate for the
student, when an IEP or 504 plan is initially developed or at any subsequent
review or revision of an IEP or 504 plan.

(e) The State Board of Education shall report by September 15 annually to the Joint
Legislative Education Oversight Committee on the following information related to remote
instruction:

1. A copy of each governing board's remote instruction plan.
2. A summary document of the following:
   a. The number of remote instruction days or hours used by each
governing board in the prior school year.
   b. Strengths, challenges, and trends noted by the State Board in its review
of how governing boards implement remote instruction.
   c. Any other data deemed by the State Board to be useful to the Joint
   Legislative Education Oversight Committee in evaluating the use and
delivery of remote instruction.

SECTION 3.(b) G.S. 115C-84.2(a) reads as rewritten:

"(a) School Calendar. – Each local board of education shall adopt a school calendar
consisting of 215 days all of which shall fall within the fiscal year. A school calendar shall include
the following:
(1) A minimum of 185 days or 1,025 hours of instruction covering at least nine
calendar months. The local board shall designate when the instructional days
shall occur. The number of instructional hours in an instructional day may
vary according to local board policy and does not have to be uniform among
the schools in the administrative unit. Local boards may approve school
improvement plans that include days with varying amounts of instructional
time. If school is closed early due to inclement weather, the day and the
scheduled amount of instructional hours may count towards the required
minimum to the extent allowed by State Board policy. The school calendar
shall include a plan for making up days and instructional hours missed when
schools are not opened due to inclement weather, and may include
the use of remote instruction in accordance with G.S. 115C-84.3.

..."

SECTION 3.(c) G.S. 115C-218.85(a)(1) reads as rewritten:

"(1) The school shall provide instruction each year for at least 185 days or 1,025
hours over nine calendar months, and may include the use of remote
instruction in accordance with G.S. 115C-84.3."

SECTION 3.(d) G.S. 115C-238.53(d) reads as rewritten:

"(d) A cooperative innovative high school approved under this Part shall do the following:
(1) provide instruction each school year for at least 185 days or 1,025
instructional hours during nine calendar months, and may include the use of remote
instruction in accordance with G.S. 115C-84.3. The requirements of
G.S. 115C-84.2 shall not apply to the school calendar of a program approved
under this Part.
(2) shall comply with laws and policies relating to the education of
students with disabilities.
(3) and shall comply with Article 27 of this Chapter. The requirements
of G.S. 115C-84.2 shall not apply to the school calendar of a program
approved under this Part."

SECTION 3.(e) G.S. 115C-238.66(1)d. reads as rewritten:

"d. The board of directors shall adopt a school calendar consisting of a
minimum of 185 days or 1,025 hours of instruction covering at least
nine calendar months, and may include the use of remote instruction in accordance with G.S. 115C-84.3."

SECTION 3.(f) G.S. 116-239.8(b)(2)c. reads as rewritten:
"c. The chancellor shall adopt a school calendar consisting of a minimum of 185 days or 1,025 hours of instruction covering at least nine calendar months, and may include the use of remote instruction in accordance with G.S. 115C-84.3."

SECTION 3.(g) Subdivision 6(e)(1) of S.L. 2018-32 reads as rewritten:
"(1) Provide instruction each year for at least 185 days or 1,025 hours over nine calendar months, and may include the use of remote instruction in accordance with G.S. 115C-84.3."

SECTION 3.(h) This section is effective when it becomes law and applies to the 2021-2022 school year. This section is repealed June 30, 2022.

PART IV. PRINCIPAL RECRUITMENT SUPPLEMENT
SECTION 4. Notwithstanding G.S. 115C-285.1, for purposes of administering the principal recruitment supplement in the 2021-2022 fiscal year, a school identified as an eligible school in the 2019-2020 and 2020-2021 school years pursuant to G.S. 115C-285.1(a)(2) and Section 2.13(a) of S.L. 2020-3, respectively, shall continue to be an eligible school in the 2021-2022 school year.

PART V. NOTIFICATION REQUIREMENT FOR TEACHER PERFORMANCE DATA
SECTION 5. Notwithstanding G.S. 115C-333.2, for the 2021-2022 school year, to the extent the Education Value-Added Assessment System (EVAAS) data regarding a teacher's performance includes data from more than one school year, when a principal notifies a teacher that the teacher's EVAAS data has been updated, the principal shall provide the teacher with additional context regarding the years on which the data is based and the extent to which the students on which the data is based were taught by another teacher.

PART VI. TEACHER EFFECTIVENESS REPORTING REQUIREMENTS
SECTION 6. Notwithstanding G.S. 115C-299.5, for the 2021-2022 school year, to the extent teacher effectiveness data reported pursuant to G.S. 115C-299.5 is based on more than one school year, local school administrative units and the State Board of Education shall contextualize that data by specifying the years on which it is based and the extent to which it is not reflective of teacher performance because the students on which the data is based were taught by more than one teacher.

PART VII. EFFECTIVE DATE
SECTION 7. Except as otherwise provided, this act is effective when it becomes law.