



Bill Draft 2017E3-MVa-2E: School Calendar & Pay/Hurricane Florence.

2017-2018 General Assembly

Committee:
Introduced by:
Analysis of: 2017E3-MVa-2E

Date: October 2, 2018
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OVERVIEW: *In order to accommodate extraordinary circumstances due to Hurricane Florence, this bill would provide flexibility in the school calendar and facilitate compensation for school employees. It would also allow certain college students who are enrolled in an educator preparation program and who are affected by Hurricane Florence to have the clinical internship requirement of the program deemed completed.*

PART I: FLEXIBILITY IN THE SCHOOL CALENDAR AND COMPENSATION TO SCHOOL EMPLOYEES

CURRENT LAW: Under current law, schools must provide a minimum of 185 days or 1025 hours of instructional time.

BILL ANALYSIS: Part I would apply to all "public school units," and defines public school units to include all types of public schools in North Carolina, including charter schools. For instructional school days missed due to Hurricane Florence during September 2018 and October 2018, Section 1.1 of the bill would provide for the following:

- (1) Public school units in FEMA designated counties may, in their discretion, make up days missed, deem completed up to 20 days missed, or any combination of those two options.
- (2) Public school units in non-FEMA designated counties, for days in excess of the first two days missed, may, in their discretion, make up days missed, deem days completed, or any combination of those two options. If a public school unit's scheduled calendar will already meet the 185 day or 1025 hour requirement, the public school unit does not have to make up the first two days missed.

Section 1.2 of the bill provides that public school employees other than charter school employees would be deemed employed and would be provided compensation on days deemed complete that are not required to be made up. This section would appropriate \$6,500,000 to provide compensation for school lunch employees whose compensation is normally provided by school lunch receipts and federal funds on instructional days.

Section 1.3 of the bill would require the Superintendent of Public Instruction to report certain data to the General Assembly on the implementation of this act by March 15, 2019.

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PART II: COMPLETION OF THE EPP CLINICAL INTERNSHIP REQUIREMENT FOR CERTAIN STUDENTS IMPACTED BY HURRICANE FLORENCE

CURRENT LAW: G.S. 115C-269.25(d) provides that an educator preparation program (EPP) shall require students to complete a clinical practice prior to graduation in the form of either a clinical internship of a minimum of 16 weeks or a clinical residency of a minimum of one year. The clinical internship may be over the course of two semesters and shall, to the extent practicable, provide field experiences at both the beginning and ending of the school year.

BILL ANALYSIS: Section 2.1 of the bill would allow for the internship requirement to be deemed completed if the student (i) is enrolled in an EPP located in a county declared a major disaster or is placed in a partner school for the clinical internship that is located in a county declared a major disaster as a result of Hurricane Florence, (ii) completes as much time in the clinical internship as practicable during the 2018 fall academic semester, and (iii) cannot graduate in December 2018 unless the clinical internship is deemed completed pursuant to this act.

Section 2.2 of the bill would require that an EPP with an enrolled student who has his or her clinical internship requirement deemed completed under Section 2.1 of the bill report to the State Board of Education by February 1, 2019, on the number of students affected, the reasons for the requirement being deemed completed, the time completed in the clinical internship, and any other information required by the State Board. By March 1, 2019, the State Board would report to the Joint Legislative Education Oversight Committee on the information collected from the EPPs.

EFFECTIVE DATE: The bill would take effect when it becomes law.

*The following General Assembly staff members substantially contributed to this OVERVIEW: Leslie Karkanawi (Legislative Drafting), Kara McCraw (Legislative Analysis), and Brian Gwyn (Legislative Analysis).