



# HOUSE BILL 924: Teacher Contract Changes.

2019-2020 General Assembly

---

|                       |                     |                     |                   |
|-----------------------|---------------------|---------------------|-------------------|
| <b>Committee:</b>     |                     | <b>Date:</b>        | June 18, 2019     |
| <b>Introduced by:</b> | Reps. D. Hall, Horn | <b>Prepared by:</b> | Drupti Chauhan    |
| <b>Analysis of:</b>   | Fifth Edition       |                     | Committee Counsel |

---

**OVERVIEW:** *House Bill 924 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. The bill would also require a new course in economics and personal finance (EPF) as a graduation requirement for students, as well as require professional development for teachers of that course. Finally, it would also clarify the requirements for the existing high school civics course, and require the State Board of Education to revise the standards for the social studies standard course of study.*

## 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:** House Bill 924 would clarify 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.

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 would be 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 becomes effective when the bill becomes law and applies to contracts executed on or after that date.

## SECTIONS 2-7

**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:

Karen Cochrane-Brown  
Director



Legislative Analysis  
Division  
919-733-2578

# House Bill 924

Page 2

- (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:** House Bill 924 would require 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 would apply to students entering 9th grade in the 2020-2021 school year. The course content would, as a minimum, include 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 would also be 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 would also apply to charter schools, regional schools, the innovative school district, laboratory schools, and the renewal school district.

Beginning July 1, 2019, the SBE would require EPF teachers receive professional development to ensure the provision is carried out, and to the extent funds are available, require public schools to make available 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 would be 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, would be required to be a full credit course. The new course would apply to all students entering the ninth grade in the 2021-2022 school year.

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

**EFFECTIVE DATE:** Except as otherwise provided, House Bill 924 would become effective when it becomes law.

*\*Kara McCraw, Committee Counsel, substantially contributed to this summary.*