

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019**

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HOUSE BILL 941

Short Title: Pilot Program/Professional Teachers & Admins. (Public)

Sponsors: Representative Richardson.

For a complete list of sponsors, refer to the North Carolina General Assembly web site.

Referred to: Appropriations, Education, if favorable, Rules, Calendar, and Operations of the House

April 22, 2019

A BILL TO BE ENTITLED

AN ACT TO ESTABLISH THE PROFESSIONAL TEACHERS AND SCHOOL ADMINISTRATORS ACCOUNTABILITY PILOT PROGRAM.

The General Assembly of North Carolina enacts:

SECTION 1. The Professional Teachers and School Administrators Accountability Pilot Program. – The State Board of Education shall establish the Professional Teachers and School Administrators Accountability Pilot Program (Program) for the purpose of evaluating the impact of education reform initiatives provided for in this act to support and enhance the education profession by investing additional State funds in the following nine local school administrative units: Alleghany County Schools, Catawba County Schools, Craven County Schools, Cumberland County Schools, Henderson County Schools, Hertford County Schools, Union County Schools, Wake County Schools, and Watauga County Schools. The participating local school administrative units shall implement the components of the Program set forth in Sections 2 through 12 of this act, beginning with the 2019-2020 school year and ending with the 2033-2034 school year. The State Board of Education shall adopt any rules necessary to implement the provisions of this act.

SECTION 2.(a) Raise Teacher Salaries to Twenty-Fifth in the Nation. – Each participating local school administrative unit shall use the following monthly teacher salary schedules for the 2019-2020 fiscal year through the 2021-2022 fiscal year for licensed personnel of the public schools who are classified as teachers. The State Board of Education shall adjust the below salary schedules in subsequent fiscal years to be consistent with any increases in the statewide teacher salary schedule made by the General Assembly. The below salary schedules are based on years of teaching experience as follows:

2019-2020 Teacher Monthly Salary Schedule

Years of Experience	"A" Teachers
0	\$3,588
1	\$3,690
2	\$3,793
3	\$3,895
4	\$3,998
5	\$4,100
6	\$4,203
7	\$4,305
8	\$4,408



1	9	\$4,510
2	10	\$4,613
3	11	\$4,715
4	12	\$4,818
5	13	\$4,920
6	14	\$5,023
7	15-24	\$5,125
8	25+	\$5,330

2020-2021 Teacher Monthly Salary Schedule

10	Years of Experience	"A" Teachers
11	0	\$3,677
12	1	\$3,782
13	2	\$3,887
14	3	\$3,992
15	4	\$4,097
16	5	\$4,203
17	6	\$4,308
18	7	\$4,413
19	8	\$4,518
20	9	\$4,623
21	10	\$4,728
22	11	\$4,833
23	12	\$4,938
24	13	\$5,043
25	14	\$5,148
26	15-24	\$5,253
27	25+	\$5,463

2021-2022 Teacher Monthly Salary Schedule

29	Years of Experience	"A" Teachers
30	0	\$3,769
31	1	\$3,877
32	2	\$3,984
33	3	\$4,092
34	4	\$4,200
35	5	\$4,308
36	6	\$4,415
37	7	\$4,523
38	8	\$4,631
39	9	\$4,738
40	10	\$4,846
41	11	\$4,954
42	12	\$5,061
43	13	\$5,169
44	14	\$5,277
45	15-24	\$5,384
46	25+	\$5,600.

SECTION 2.(b) Salary Supplements for Teachers Paid on These Salary Schedules.

- (1) Licensed teachers who have NBPTS certification shall receive a salary supplement each month of twelve percent (12%) of their monthly salary on the "A" salary schedule.

- 1 (2) Licensed teachers who are classified as "M" teachers shall receive a salary
2 supplement each month of ten percent (10%) of their monthly salary on the
3 "A" salary schedule.
- 4 (3) Licensed teachers with licensure based on academic preparation at the
5 six-year degree level shall receive a salary supplement of one hundred
6 twenty-six dollars (\$126.00) per month in addition to the supplement provided
7 to them as "M" teachers.
- 8 (4) Licensed teachers with licensure based on academic preparation at the
9 doctoral degree level shall receive a salary supplement of two hundred
10 fifty-three dollars (\$253.00) per month in addition to the supplement provided
11 to them as "M" teachers.
- 12 (5) Certified school nurses shall receive a salary supplement each month of ten
13 percent (10%) of their monthly salary on the "A" salary schedule.

14 **SECTION 2.(c)** Other Licensed Personnel. – The first step of the salary schedules
15 for (i) school psychologists, (ii) school speech pathologists who are licensed as speech
16 pathologists at the master's degree level or higher, and (iii) school audiologists who are licensed
17 as audiologists at the master's degree level or higher shall be equivalent to the sixth step of the
18 "A" salary schedule. These employees shall receive a salary supplement each month of ten
19 percent (10%) of their monthly salary and are eligible to receive salary supplements equivalent
20 to those of teachers for academic preparation at the six-year degree level or the doctoral degree
21 level.

22 The twenty-sixth step of the salary schedules for (i) school psychologists, (ii) school speech
23 pathologists who are licensed as speech pathologists at the master's degree level or higher, and
24 (iii) school audiologists who are licensed as audiologists at the master's degree level or higher
25 shall be seven and one-half percent (7.5%) higher than the salary received by these same
26 employees on the twenty-fifth step of the salary schedule.

27 **SECTION 2.(d)** Longevity. – Longevity shall be provided in the same manner as
28 teachers paid on the State salary schedule in local school administrative units not participating in
29 the program.

30 **SECTION 2.(e)** Repeal Removal of Teacher Longevity. – Section 9.1(d) of S.L.
31 2014-100 is repealed.

32 **SECTION 2.(f)** Hold Harmless. – A teacher compensated in accordance with this
33 section for the 2019-2022 fiscal years shall receive an amount equal to the greater of the
34 following:

- 35 (1) The applicable amount determined pursuant to subsection (a) of this section.
- 36 (2) For teachers who were eligible for longevity for the 2013-2014 school year,
37 the sum of the following:
- 38 a. The salary the teacher received in the 2013-2014 school year pursuant
39 to Section 35.11 of S.L. 2013-360.
- 40 b. The longevity that the teacher would have received under the longevity
41 system in effect for the 2013-2014 school year provided in Section
42 35.11 of S.L. 2013-360 based on the teacher's current years of service.
- 43 c. The annual bonus provided in Section 9.1(e) of S.L. 2014-100.
- 44 (3) For teachers who were not eligible for longevity for the 2013-2014 school
45 year, the sum of the salary and annual bonus the teacher received in the
46 2014-2015 school year pursuant to Section 9.1 of S.L. 2014-100.

47 **SECTION 2.(g)** Definition. – As used in this section, the term "teacher" shall also
48 include instructional support personnel.

49 **SECTION 2.(h)** Appropriation. – There is appropriated from the General Fund to
50 the Department of Public Instruction the sum of twenty-eight million four hundred thousand
51 dollars (\$28,400,000) in recurring funds for the 2019-2020 fiscal year, the sum of fifty-seven

1 million eight hundred thousand dollars (\$57,800,000) in total recurring funds for the 2020-2021
 2 fiscal year, and the sum of eighty-seven million seven hundred thousand dollars (\$87,700,000)
 3 in total recurring funds for the 2021-2022 fiscal year to be allocated to participating local school
 4 administrative units to implement the provisions of this section.

5 **SECTION 3.(a)** Education-Based Salary Supplements. – Notwithstanding Section
 6 8.22 of S.L. 2013-360, as amended by Section 8.3(a) of S.L. 2014-100, each participating local
 7 school administrative unit shall provide a salary supplement in accordance with Section 2(b) of
 8 this act to teachers and instructional support personnel who spend at least seventy percent (70%)
 9 of their work time in either of the following:

- 10 (1) Classroom instruction related to their graduate academic preparation in their
 11 field or subject area within their area of licensure. Most of the teachers'
 12 remaining time shall be spent in one or more of the following:
 - 13 a. Mentoring teachers.
 - 14 b. Performing demonstration lessons for teachers.
 - 15 c. Writing curricula.
 - 16 d. Developing and leading staff development programs for teachers.
- 17 (2) Work within the employee's area of graduate academic preparation.

18 **SECTION 3.(b)** Annual Verification. – Teachers and instructional support personnel
 19 who are paid salary supplements under this section shall have their eligibility verified on an
 20 annual basis. Teachers and instructional support personnel may have salary supplements
 21 discontinued if they are not meeting the requirements of this section for that year.

22 **SECTION 3.(c)** Limitation. – Teachers and instructional support personnel who earn
 23 an advanced degree in school administration shall not receive a salary supplement for academic
 24 preparation pursuant to this section.

25 **SECTION 3.(d)** Appropriation. – There is appropriated from the General Fund to
 26 the Department of Public Instruction the sum of one million six hundred thousand dollars
 27 (\$1,600,000) in recurring funds for the 2019-2020 fiscal year, the sum of one million eight
 28 hundred thousand dollars (\$1,800,000) in total recurring funds for the 2020-2021 fiscal year, and
 29 the sum of two million dollars (\$2,000,000) in total recurring funds for the 2021-2022 fiscal year
 30 to implement the provisions of this section.

31 **SECTION 4.(a)** Raise Principal Salaries to Twenty-Fifth in the Nation. – The
 32 following annual salary schedules for principals shall apply for the 2019-2020, 2020-2021, and
 33 2021-2022 fiscal years, beginning July 1, 2019.

34 **2019-2020 Principal Annual Salary Schedule**

35 Avg. Daily Membership	Base	Met Growth	Exceeded Growth
36 0-400	\$75,914	\$83,505	\$91,097
37 401-700	\$79,710	\$87,681	\$95,652
38 701-1,000	\$83,505	\$91,856	\$100,206
39 1,001-1,300	\$87,301	\$96,031	\$104,761
40 1,301+	\$91,097	\$100,206	\$109,316

41 **2020-2021 Principal Annual Salary Schedule**

42 Avg. Daily Membership	Base	Met Growth	Exceeded Growth
43 0-400	\$85,624	\$94,186	\$102,749
44 401-700	\$89,905	\$98,896	\$107,886
45 701-1,000	\$94,186	\$103,605	\$113,024
46 1,001-1,300	\$98,468	\$108,314	\$118,161
47 1,301+	\$102,749	\$113,024	\$123,299

48 **2021-2022 Principal Annual Salary Schedule**

49 Avg. Daily Membership	Base	Met Growth	Exceeded Growth
50 0-400	\$95,334	\$104,867	\$114,401
51 401-700	\$100,101	\$110,111	\$120,121

1	701-1,000	\$104,867	\$115,354	\$125,841
2	1,001-1,300	\$109,634	\$120,598	\$131,561
3	1,301+	\$114,401	\$125,841	\$137,281.

4 A principal's placement on the salary schedules shall be determined according to the
5 average daily membership of the school supervised by the principal, as described in subsection
6 (b) of this section, and the school growth scores, calculated pursuant to G.S. 115C-83.15(c), for
7 each school the principal supervised in at least two of the prior three school years, as described
8 in subsection (c) of this section, regardless of a break in service, and provided the principal
9 supervised each school as a principal for at least a majority of the school year, as follows:

- 10 (1) A principal shall be paid according to the Exceeded Growth column of the
11 schedule if the school growth scores show the school or schools exceeded
12 expected growth in at least two of the prior three school years.
- 13 (2) A principal shall be paid according to the Met Growth column of the schedule
14 if any of the following apply:
- 15 a. The school growth scores show the school or schools met expected
16 growth in at least two of the prior three school years.
- 17 b. The school growth scores show the school or schools met expected
18 growth in at least one of the prior three school years and exceeded
19 expected growth in one of the prior three school years.
- 20 c. The principal supervised a school in at least two of the prior three
21 school years that was not eligible to receive a school growth score.
- 22 (3) A principal shall be paid according to the Base column if either of the
23 following apply:
- 24 a. The school growth scores show the school or schools did not meet
25 expected growth in at least two of the prior three years.
- 26 b. The principal has not supervised any school as a principal for a
27 majority of the school year in at least two of the prior three school
28 years.

29 **SECTION 4.(b)** Average Daily Membership Calculation. – For purposes of
30 determining the average daily membership of a principal's school, the following amounts shall
31 be used during the following time periods:

- 32 (1) Between July 1, 2019, and December 31, 2019, the average daily membership
33 for the school from the 2018-2019 school year. If a school did not have an
34 average daily membership in the 2018-2019 school year, the projected average
35 daily membership for the school for the 2019-2020 school year.
- 36 (2) Between January 1, 2020, and December 31, 2020, the average daily
37 membership for the school from the 2019-2020 school year. If a school does
38 not have an average daily membership in the 2019-2020 school year, the
39 projected average daily membership for the school for the 2020-2021 school
40 year.
- 41 (3) Between January 1, 2021, and December 31, 2021, the average daily
42 membership for the school from the 2020-2021 school year. If a school does
43 not have an average daily membership in the 2020-2021 school year, the
44 projected average daily membership for the school for the 2020-2021 school
45 year.
- 46 (4) Between January 1, 2022, and June 30, 2022, the average daily membership
47 for the school from the 2021-2022 school year.

48 **SECTION 4.(c)** School Growth Scores Calculation. – For purposes of determining
49 the school growth scores for each school the principal supervised in at least two of the prior three
50 school years, the following school growth scores shall be used during the following time periods:

- 1 (1) Between July 1, 2019, and December 31, 2019, the school growth scores from
2 the 2015-2016, 2016-2017, and 2017-2018 school years. If a principal does
3 not have a school growth score from any of the school years identified in this
4 subdivision, the most recent available growth scores, up to the 2017-2018
5 school year, shall be used.
- 6 (2) Between January 1, 2020, and December 31, 2020, the school growth scores
7 from the 2016-2017, 2017-2018, and 2018-2019 school years. If a principal
8 does not have a school growth score from any of the school years identified
9 in this subdivision, the most recent available growth scores, up to the
10 2018-2019 school year, shall be used.
- 11 (3) Between January 1, 2021, and December 31, 2021, the school growth scores
12 from the 2017-2018, 2018-2019, and 2019-2020 school years. If a principal
13 does not have a school growth score from any of the school years identified
14 in this subdivision, the most recent available growth scores, up to the
15 2019-2020 school year, shall be used.
- 16 (4) Between January 1, 2022, and June 30, 2022, the school growth scores from
17 the 2018-2019, 2019-2020, and 2020-2021 school years. If a principal does
18 not have a school growth score from any of the school years identified in this
19 subdivision, the most recent available growth scores, up to the 2020-2021
20 school year, shall be used.

21 **SECTION 4.(d)** Academic Preparation Supplements. – Principals with certification
22 based on academic preparation at the six-year degree level shall be paid a salary supplement of
23 one hundred twenty-six dollars (\$126.00) per month and at the doctoral degree level shall be paid
24 a salary supplement of two hundred fifty-three dollars (\$253.00) per month.

25 **SECTION 4.(e)** Longevity. – Longevity shall be provided in the same manner as
26 principals paid on the State salary schedule in local school administrative units not participating
27 in the program.

28 **SECTION 4.(f)** Hold Harmless. – A principal compensated in accordance with this
29 section for the 2019-2022 fiscal years shall receive an amount equal to the greater of the
30 following:

- 31 (1) The applicable amount determined pursuant to subsection (a) of this section.
32 (2) The salary the principal received in the 2016-2017 fiscal year pursuant to
33 Section 9.1 or Section 9.2 of S.L. 2016-94.

34 **SECTION 4.(g)** Appropriation. – There is appropriated from the General Fund to
35 the Department of Public Instruction the sum of seven million one hundred thousand dollars
36 (\$7,100,000) in recurring funds for the 2019-2020 fiscal year, the sum of fourteen million seven
37 hundred thousand dollars (\$14,700,000) in total recurring funds for the 2020-2021 fiscal year,
38 and the sum of twenty-two million two hundred thousand dollars (\$22,200,000) in total recurring
39 funds for the 2021-2022 fiscal year to be allocated to participating local school administrative
40 units to implement the provisions of this section.

41 **SECTION 5.(a)** Raise Assistant Principal Salaries to Twenty-Fifth in the Nation. –
42 For the 2019-2020 fiscal year, beginning July 1, 2019, assistant principals shall receive a monthly
43 salary based on the salary schedule for teachers who are classified as "A" teachers plus nineteen
44 percent (19%). For the 2020-2021 fiscal year, beginning July 1, 2019, assistant principals shall
45 receive a monthly salary based on the salary schedule for teachers who are classified as "A"
46 teachers plus nineteen percent (19%). For the 2021-2022 fiscal year, beginning July 1, 2019,
47 assistant principals shall receive a monthly salary based on the salary schedule for teachers who
48 are classified as "A" teachers plus nineteen percent (19%). Years of experience for an assistant
49 principal on the salary schedule shall be measured by the total number of years the assistant
50 principal has spent as a teacher, an assistant principal, or both. For purposes of this section, an

1 administrator with a one-year provisional assistant principal's certificate shall be considered
2 equivalent to an assistant principal.

3 **SECTION 5.(b)** Academic Preparation Supplements. – Assistant principals with
4 certification based on academic preparation at the six-year degree level shall be paid a salary
5 supplement of one hundred twenty-six dollars (\$126.00) per month and at the doctoral degree
6 level shall be paid a salary supplement of two hundred fifty-three dollars (\$253.00) per month.

7 **SECTION 5.(c)** Stipend. – Participants in an approved full-time master's in-school
8 administration program shall receive up to a 10-month stipend at the beginning salary of an
9 assistant principal during the internship period of the master's program. The stipend shall not
10 exceed the difference between the beginning salary of an assistant principal plus the cost of
11 tuition, fees, and books and any fellowship funds received by the intern as a full-time student,
12 including awards of the Principal Fellows Program. The Principal Fellows Program or the school
13 of education where the intern participates in a full-time master's in-school administration
14 program shall supply the Department of Public Instruction with certification of eligible full-time
15 interns.

16 **SECTION 5.(d)** Longevity. – Longevity shall be provided in the same manner as
17 assistant principals paid on the State salary schedule in local school administrative units not
18 participating in the program.

19 **SECTION 5.(e)** Hold Harmless. – An assistant principal compensated in accordance
20 with this section for the 2019-2022 fiscal years shall receive an amount equal to the greater of
21 the following:

- 22 (1) The applicable amount determined pursuant to subsections (a) through (d) of
23 this section.
- 24 (2) The salary the assistant principal received in the 2016-2017 fiscal year
25 pursuant to Section 9.1 or Section 9.2 of S.L. 2016-94.

26 **SECTION 5.(f)** Appropriation. – There is appropriated from the General Fund to the
27 Department of Public Instruction the sum of one million dollars (\$1,000,000) in recurring funds
28 for the 2019-2020 fiscal year, the sum of two million dollars (\$2,000,000) in total recurring funds
29 for the 2020-2021 fiscal year, and the sum of three million dollars (\$3,000,000) in total recurring
30 funds for the 2021-2022 fiscal year to be allocated to participating local school administrative
31 units to implement the provisions of this section.

32 **SECTION 6.(a)** Teacher Compensation Models and Advanced Teaching Roles;
33 Establish; Purpose. – Each participating local school administrative unit shall establish a program
34 that utilizes advanced teaching roles and organizational models linking teacher performance and
35 professional growth to salary increases for classroom teachers. For the purposes of this section,
36 a classroom teacher is a teacher who works in the classroom providing instruction at least seventy
37 percent (70%) of the instructional day and who is not instructional support personnel. The
38 purpose of the program shall be to do the following:

- 39 (1) Allow highly effective classroom teachers the opportunity to teach an
40 increased number of students by accepting accountability for additional
41 students, by becoming a lead classroom teacher, or by leading school-wide
42 performance improvement efforts. Lead classroom teachers are accountable
43 for the performance of all students taught by teachers on the lead teacher's
44 team. School-wide performance improvement efforts shall include new
45 instructional models.
- 46 (2) Enable a local school administrative unit to provide salary supplements to
47 classroom teachers in advanced teaching roles. Selection of an advanced
48 teaching role classroom teacher and award of related salary supplements shall
49 be made on the basis of demonstrated effectiveness and additional
50 responsibilities.

1 (3) Enable local school administrative units to create innovative compensation
2 models that focus on classroom teacher professional growth and student
3 outcomes.

4 (4) Establish organizational changes related to compensation by utilizing local
5 plans to sustain evidence-based teaching practices that have the capacity to be
6 replicated throughout the State.

7 **SECTION 6.(b)** Implementation of the Program. – The local board of education of
8 a participating local school administrative unit shall include the following elements in the
9 program:

10 (1) Program structure, including the process for teacher advancement based on
11 performance, professional growth, or the specific teacher roles assumed by
12 the teacher.

13 (2) Descriptions of the advanced teaching roles, including minimum
14 qualifications for the positions that must include at least one of the following:

15 a. Advanced certifications, such as National Board for Professional
16 Teaching Standards Certification, or a master's degree in the area in
17 which the classroom teacher is licensed and teaching.

18 b. A rating of at least accomplished on each of the Teacher Evaluation
19 Standards 1-5 on the North Carolina Teacher Evaluation instrument or
20 the equivalent on an out-of-state evaluation system.

21 c. Evidence that the teacher has exceeded expected student growth based
22 on three years of teacher evaluation data as calculated by the State
23 Board of Education.

24 d. Equivalent demonstrated mastery of teaching skills as required by the
25 new local compensation model.

26 (3) Job responsibilities that include at least one of the following:

27 a. Teaching an increased number of students and being accountable for
28 their performance as the teacher of record for those students.

29 b. Becoming a lead classroom teacher among a group of teachers and
30 being the teacher of record for all students taught by that group of
31 teachers.

32 c. Leading a school-wide effort to implement data-driven instructional
33 models that include blended learning environments, utilizing digital
34 learning and resources, and focusing on methods of improvement for
35 school-wide performance issues.

36 d. Completing training that certifies the teacher as an in-house provider
37 of professional development or functioning as an instructional content
38 area coach or a coach in another professional development area.

39 e. Serving as a teacher mentor.

40 (4) Process for informing all employees and the public of the criteria and selection
41 for the advanced teaching roles, the continued eligibility requirements for the
42 advanced teaching roles, and how the individuals selected for the advanced
43 teaching roles will be evaluated.

44 (5) Process for informing all employees and the public on the criteria for
45 movement on the proposed new local compensation model.

46 (6) Process for the voluntary relinquishment of an advanced teaching role,
47 including the associated additional duties. Voluntary relinquishment of the
48 advanced teaching role shall not be considered a demotion under Part 3 of
49 Article 22 of Chapter 115C of the General Statutes.

50 (7) Salary supplement information including the following:

- 1 a. The amount of the salary supplements that will be provided to those
2 selected for the advanced teaching roles. The supplements may be up
3 to thirty percent (30%) of the applicable monthly amount on the
4 teacher salary schedule as set forth in this act.
- 5 b. A statement that the salary supplements will be paid as a supplement
6 to the classroom teacher's regular salary and not be included in the
7 average salary calculation used for budgeting State allotments.
- 8 c. A statement that if a classroom teacher in an advanced teaching role
9 (i) fails to maintain the minimum criteria established for the position,
10 (ii) is not successfully performing the additional duties associated with
11 the advanced teaching role, or (iii) voluntarily relinquishes the
12 advanced teaching role, the teacher shall only be paid the salary
13 applicable to that individual on the State teacher salary schedule and
14 any other local supplements that would otherwise apply to the
15 classroom teacher's compensation.
- 16 d. The amount of the salary supplements at all levels of the proposed new
17 local school administrative unit compensation model in relation to the
18 State teacher salary schedule.
- 19 (8) The implementation plan, including the number of schools in the local school
20 administrative unit that will have advanced teaching roles and any new
21 proposed compensation model, the number of advanced teaching roles at each
22 of those schools, the number of students whose teacher of record will be a
23 teacher in an advanced teaching role, and the number of teachers overall who
24 would be eligible for the proposed new local school administrative unit
25 compensation model.

26 **SECTION 6.(c)** Use of Funds. – Funds provided to participating local school
27 administrative units for the program shall be used for any of the following:

- 28 (1) Salary supplements for advanced teaching roles.
29 (2) Development of advanced teaching role plans.
30 (3) Development of professional development courses.
31 (4) Transition costs associated with designing and implementing advanced
32 teaching role models in schools within the local school administrative unit.
33 Transition costs may include employing staff members or contractors to assist
34 with design and implementation of the pilot plan.
- 35 (5) Development of the design and implementation of compensation plans that
36 focus on teacher professional growth and student outcomes and the transition
37 costs associated with designing and implementing new compensation plans,
38 including employing staff members or contractors to assist with design and
39 implementation of the pilot plan.

40 **SECTION 6.(d)** Local Flexibility. – Notwithstanding G.S. 115C-301, local school
41 administrative units participating in the Program may exceed the maximum class size
42 requirements for kindergarten through third grade.

43 **SECTION 6.(e)** Appropriation. – There is appropriated from the General Fund to
44 the Department of Public Instruction the sum of twenty-three million dollars (\$23,000,000) for
45 the 2019-2020 fiscal year, twenty-six million dollars (\$26,000,000) for the 2020-2021 fiscal year,
46 and twenty-nine million dollars (\$29,000,000) for the 2021-2022 fiscal year to be allocated to
47 participating local school administrative units to implement the provisions of this section.

48 **SECTION 7.(a)** Educational Sabbatical Leave for Teachers. – Each participating
49 local school administrative unit shall establish a policy to grant interval educational sabbatical
50 leave to classroom teachers according to a teacher's years of service in North Carolina public
51 schools. A classroom teacher shall be eligible to request up to a six-month educational sabbatical

1 leave between (i) seven and 10 years of service, (ii) 12 and 15 years of service, and (iii) 20 and
2 25 years of service. After 25 years of service, a classroom teacher shall be eligible to request up
3 to one year of educational sabbatical leave. A classroom teacher shall not be granted educational
4 sabbatical leave more frequently than every five years. For the purposes of this section, a
5 classroom teacher is a teacher who works in the classroom providing instruction and who is not
6 instructional support personnel.

7 A classroom teacher granted an educational sabbatical leave shall enroll in an
8 accredited institution of higher education to take one or more courses for an educational research
9 project related to the classroom teacher's job. A project must be significantly rigorous and must
10 have evident links that translate into improved instructional delivery of content to students. After
11 the educational research project has been completed, the classroom teacher must file a copy of
12 the completed product of the research, which may include a research paper, book, or film or video
13 production, with the principal of the classroom teacher's school and the superintendent of the
14 local school administrative unit.

15 **SECTION 7.(b)** Appropriation. – There is appropriated from the General Fund to
16 the Department of Public Instruction the sum of ten million dollars (\$10,000,000) for the
17 2019-2020 fiscal year, eleven million one hundred seventy thousand dollars (\$11,170,000) for
18 the 2020-2021 fiscal year, and twelve million four hundred thousand dollars (\$12,400,000) for
19 the 2021-2022 fiscal year to be allocated to participating local school administrative units to
20 implement this section.

21 **SECTION 8.(a)** Mentor Teacher Program. – Each participating local school
22 administrative unit shall develop a mentor program to provide ongoing support for teachers
23 entering the profession. The local board of education shall develop guidelines which address
24 optimum teaching load, extracurricular duties, student assignment, and other working condition
25 considerations consistent with State Board of Education policy. These guidelines shall provide
26 that initially licensed teachers not be assigned extracurricular activities unless they request the
27 assignments in writing and that other noninstructional duties of these teachers be minimized. The
28 local board of education shall also develop criteria for selecting excellent, experienced, and
29 qualified teachers to be participants in the mentor teacher training program, including requiring
30 that mentor teachers have been rated, through formal evaluations, at least at the "accomplished"
31 level as part of the North Carolina Teacher Evaluation System and have met expectations for
32 student growth, in accordance with State Board of Education policy.

33 Each new teacher shall have one mentor, and each mentor shall have one teacher
34 mentee. The mentor shall prepare all of the mentee's lesson plans while the mentee has fewer
35 than two years of experience. The mentor shall also observe and counsel the mentee during this
36 period of time. If the mentor believes that the mentee is suffering from severe stress, exhaustion,
37 or disillusionment related to the profession, the mentor shall refer the mentee to the Teacher
38 Support Program established pursuant to Section 12 of this act.

39 **SECTION 8.(b)** Appropriation. – There is appropriated from the General Fund to
40 the Department of Public Instruction the sum of eleven million seven hundred fifty thousand
41 dollars (\$11,750,000) in recurring funds for the 2019-2020 fiscal year to be allocated to
42 participating local school administrative units to provide a monthly stipend of one thousand five
43 hundred dollars (\$1,500) for each teacher serving as a teacher mentor pursuant to the provisions
44 of this section. These funds shall be in addition to a supplement received pursuant to Section 3
45 of this act.

46 **SECTION 9.(a)** Principal Professional Development. – Each participating local
47 school administrative unit shall establish a professional development program for principals and
48 assistant principals focusing on the principal's role in recruitment and retention of high-quality
49 teachers. The local school administrative unit shall deliver a professional development program
50 that will prepare school leaders for the responsibility of providing teacher support and promoting
51 teacher success in at least the following ways:

- 1 (1) Providing strategies for recruiting high-quality teachers through innovative
2 methods to enrich professional opportunities and develop advanced roles for
3 teachers.
- 4 (2) Creating a collaborative learning environment for teachers.
- 5 (3) Designing and delivering professional development to teachers, with a
6 particular emphasis on support for beginning teachers.
- 7 (4) Assessing teacher performance and encouraging professional growth.
- 8 (5) Recognizing signs of professional fatigue and developing strategies for
9 long-term teacher retention.
- 10 (6) Highlighting the importance of teachers' roles in school and individual student
11 success by cultivating trust between school administrators and teachers and
12 promoting feedback and assistance from peers.

13 **SECTION 9.(b)** Appropriation. – There is appropriated from the General Fund to
14 the Department of Public Instruction the sum of three hundred fifty thousand dollars (\$350,000)
15 in recurring funds for the 2019-2020 fiscal year to be allocated to participating local school
16 administrative units to provide principal and assistant principal professional development in
17 accordance with this section.

18 **SECTION 10.(a)** Teaching Fellows Forgivable Loans; Establish. – Each
19 participating local school administrative unit shall establish a Teaching Fellows Program to
20 provide a four-year scholarship loan of six thousand five hundred dollars (\$6,500) per year to
21 high school seniors residing in the unit who are interested in preparing to teach in the public
22 schools of the unit. The local board of education shall adopt very stringent standards, including
23 minimum grade point average and scholastic aptitude test scores, for awarding these scholarship
24 loans to ensure that only the best high school seniors receive them.

25 **SECTION 10.(b)** Administration. – The local board of education shall administer
26 the program in cooperation with educator preparation programs selected by the local board. The
27 local board of education shall form a review committee to assist it in identifying the best high
28 school seniors for the program. The local board of education and the review committee shall
29 make an effort to identify and encourage minority students and students who may not otherwise
30 consider a career in teaching to enter the program. All scholarship loans shall be evidenced by
31 notes made payable to the local board of education that shall bear interest at the rate of ten percent
32 (10%) per year beginning September 1 after completion of the program, or immediately after
33 termination of the scholarship loan, whichever is earlier. The scholarship loan may be terminated
34 by the recipient withdrawing from school or by the recipient not meeting the standards set by the
35 local board of education.

36 **SECTION 10.(c)** Loan Forgiveness; Repayment. – The local board of education
37 shall forgive the scholarship loan if, within seven years after graduation, the recipient teaches for
38 four years at a public school located in the local school administrative unit. The local board of
39 education shall also forgive the loan if, within seven years after graduation, the recipient teaches
40 for three consecutive years, unless the recipient takes an approved leave of absence, at a public
41 school located in the local school administrative unit that, at the time the recipient accepts
42 employment with the unit, is a low-performing school identified in accordance with
43 G.S. 115C-105.37. The local board of education shall also forgive the scholarship loan if it finds
44 that it is impossible for the recipient to teach for four years, within seven years after graduation,
45 at a public school located in the local school administrative unit because of the death or
46 permanent disability of the recipient. The local board of education is responsible for the
47 collection of a scholarship loan awarded under this section if the loan repayment is outstanding
48 for more than 30 days.

49 **SECTION 10.(d)** Appropriation for the 2019-2020 Fiscal Year. – There is
50 appropriated from the General Fund to the Department of Public Instruction the sum of
51 eighty-five thousand dollars (\$85,000) for the 2019-2020 fiscal year to be allocated to

1 participating local school administrative units for expenses related to recruitment and selection
2 of Teaching Fellows.

3 **SECTION 10.(e)** Appropriation for the 2020-2021 Fiscal Year and Subsequent
4 Fiscal Years. – There is appropriated from the General Fund to the Department of Public
5 Instruction the sum of two hundred thirty-two thousand dollars (\$232,000) in recurring funds for
6 the 2020-2021 fiscal year to be allocated to participating local school administrative units to
7 award forgivable loans in the amount of six thousand five hundred dollars (\$6,500) per recipient
8 beginning with the 2020-2021 academic year.

9 **SECTION 11.(a)** Loan Repayment Assistance for Teacher Service; Purpose. – Each
10 participating local school administrative unit shall establish a Loan Repayment Assistance
11 Program for Teachers designed to attract qualified teachers to the field of education and to
12 address the educational needs of the unit. The program is established to help participants reduce
13 the amount of indebtedness created by the cost of higher education through assisting in the
14 repayment of educational loans.

15 **SECTION 11.(b)** Definitions. – For the purposes of this section, the following
16 definitions apply:

- 17 (1) Eligible debt. – The outstanding principal, interest, and related fees from loans
18 obtained for undergraduate or graduate educational expenses made by
19 government or commercial lending institutions or educational institutions.
20 Eligible debt does not include loans made by a private individual or family
21 member.
- 22 (2) Eligible teacher. – A classroom teacher currently licensed in North Carolina
23 who is rated as "highly effective" on the most recent North Carolina Teacher
24 Evaluation instrument through the North Carolina Educator Evaluation
25 System or the equivalent on an out-of-state teacher's state or district
26 instrument. For the purposes of this section, a highly effective classroom
27 teacher is a teacher who receives a rating of at least "accomplished" on each
28 of the teacher evaluation standards on the North Carolina Teacher Evaluation
29 instrument and who exceeds expected student growth based on teacher
30 evaluation data as calculated by the State Board of Education or equivalent on
31 an out-of-state teacher's state or district evaluation system.
- 32 (3) Repayment assistance loan. – A forgivable loan made under the program.
- 33 (4) Repayment assistance period. – Up to six years of eligible employment as an
34 eligible teacher from the time of receipt of a repayment assistance loan.

35 **SECTION 11.(c)** Applicant Eligibility. – The local board of education shall
36 administer the program in accordance with the provisions of this section and adopt any necessary
37 rules, including adopting an application process and eligibility guidelines that include at least the
38 following:

- 39 (1) Any eligible teacher may apply for a repayment assistance loan under the
40 program to repay all or a portion of the teacher's eligible debt by receiving
41 repayment assistance loans for up to six years for eligible debt accrued toward
42 an undergraduate degree and for up to six years for eligible debt accrued
43 toward a graduate degree.
- 44 (2) The eligible teacher shall have been employed for at least one year in the local
45 school administrative unit prior to applying for the initial year of repayment
46 assistance.
- 47 (3) The eligible teacher shall include in the teacher's application for repayment
48 assistance a signed statement of intent to remain employed in the local school
49 administrative unit for a period of at least four years following each year the
50 eligible teacher receives a repayment assistance loan.

- 1 (4) The eligible teacher shall agree to repay in full any repayment assistance loans
2 disbursed to the eligible teacher if the teacher fails to complete the repayment
3 assistance period due to voluntarily leaving employment.
- 4 (5) An applicant shall not be eligible for a repayment assistance loan if the
5 applicant is in default on any obligation to a government or commercial
6 lending institution or educational institution until those financial obligations
7 are satisfied. The local board of education may waive ineligibility for this
8 reason at its sole discretion.

9 **SECTION 11.(d)** Amount of Awards; Repayment. – The local board of education
10 shall award repayment assistance loans of up to six thousand five hundred dollars (\$6,500) per
11 calendar year for an eligible teacher that meets the criteria set forth in subsection (b) of this
12 section in the order in which applications are received. The local board of education shall forgive
13 the repayment assistance loan in the amount of each annual disbursement once the eligible
14 teacher remains employed in the local school administrative unit for four years following the
15 receipt of funds. An eligible teacher who received a repayment assistance loan in a previous year
16 shall provide documentation to the local board of education that the funds in the amount of the
17 loan were submitted to the government or commercial lending institutions or educational
18 institutions for repayment of the teacher's eligible debt.

19 An eligible teacher who voluntarily leaves employment prior to the end of the
20 repayment assistance period shall be required to repay in full any funds that were paid to the
21 teacher, with interest accruing at the annualized rate applicable to the eligible debt being repaid,
22 if not yet forgiven under this subsection at the time of termination. An eligible teacher who (i)
23 cannot fulfill the employment requirements due to death or disability, (ii) takes a leave of
24 absence, or (iii) is involuntarily terminated shall no longer be eligible for a repayment assistance
25 loan under the program but shall not be responsible for repaying the outstanding amount of loans
26 previously disbursed to the eligible teacher during the repayment assistance period.

27 **SECTION 11.(e)** Appropriation. – There is appropriated from the General Fund to
28 the Department of Public Instruction the sum of two hundred eighty-two thousand five hundred
29 dollars (\$282,500) in recurring funds for the 2019-2020 fiscal year and the sum of five hundred
30 eight thousand five hundred dollars (\$508,500) in recurring funds for the 2020-2021 fiscal year
31 to be allocated to participating local school administrative units to implement the provisions of
32 this section.

33 **SECTION 12.(a)** Personal Learning Technology for All Students in Grades Seven
34 Through 12. – Each participating local school administrative unit shall include, as part of the
35 unit's technology plan, a plan to equip all students in grades seven through 12 with personal
36 learning technology statewide. The plan shall include at least the following:

- 37 (1) Promote equal opportunity for and provide meaningful access to personal
38 learning technology resources for students who are economically
39 disadvantaged or have special needs.
- 40 (2) Support student achievement through the integration of personal learning
41 technologies that are content-focused and that add value to existing
42 instructional methods.
- 43 (3) Provide for future sustainability of learning technology resources to adapt to
44 future educational needs and to avoid obsolescence of learning technology
45 resources.
- 46 (4) Provide effective preparation, professional development, and training
47 programs for teachers and other educators in the use and integration of
48 learning technology tools in curriculum development, instructional methods,
49 and student assessment systems.
- 50 (5) Estimate the level of expenditure for purchases of portable computing devices
51 or the anticipated principal and interest costs for the year of allocation for

1 leases and other appropriate financing arrangements, including leases under
2 which the learning technology plan may apply the lease payments to the
3 purchase of those devices.

- 4 (6) Estimate the level of expenditures for software and services such as technical
5 support and education intranet services necessary for operation of personal
6 learning technologies.

7 **SECTION 12.(b)** Appropriation. – There is appropriated from the General Fund to
8 the Department of Public Instruction the sum of three million five hundred thousand dollars
9 (\$3,500,000) in recurring funds for the 2019-2020 fiscal year to allocate to participating local
10 school administrative units funds to be used to equip all students in grades seven through 12 with
11 personal learning technology in accordance with the unit's technology plan. Within the funds
12 appropriated for this purpose, a local board of education may phase in deployment of personal
13 learning technology beginning with seventh grade and eighth grade students. The local board of
14 education shall then use available funds to deploy personal learning equipment to students in
15 high school.

16 **SECTION 13.(a)** Teacher Support Program; Establish. – Each participating local
17 school administrative unit shall establish a Teacher Support Program to help teachers cope with
18 stress, exhaustion, and disillusionment related to the profession by providing counseling services.
19 The local board may contract with a private, for-profit, or nonprofit employee assistance program
20 corporation for the purposes of administering the program.

21 **SECTION 13.(b)** Program Rules. – The local board of education of a participating
22 local school administrative unit shall adopt rules for the implementation of the program,
23 including rules regarding the following:

- 24 (1) The development of a referral system for the program.
25 (2) Professional and licensure requirements for staff.
26 (3) The development of a toll-free, 24-hour hotline for use by teachers.

27 **SECTION 13.(c)** Program Records. – Any records related to teacher participation in
28 the program shall be deemed confidential. No local board of education shall consider teacher
29 participation in the program for purposes of evaluating a teacher's performance or making any
30 employment decision under Article 22 of Chapter 115C of the General Statutes.

31 **SECTION 13.(d)** Appropriation. – There is appropriated from the General Fund to
32 the Department of Public Instruction the sum of one hundred thousand dollars (\$100,000) in
33 recurring funds for the 2019-2020 fiscal year to be allocated to participating local school
34 administrative units to provide a Teacher Support Program pursuant to the provisions of this
35 section.

36 **SECTION 14.** Reporting. – By November 15 of each year for the duration of the
37 pilot, beginning with an initial report by November 15, 2021, and a final report by November 15,
38 2033, each local school administrative unit shall report to the Department of Public Instruction
39 and the Program Evaluation Division (PED) of the General Assembly on the progress of the
40 Program, including costs, savings, student outcomes, school personnel retention and
41 performance, and any other issue deemed relevant by the Department and PED.

42 **SECTION 15.** Evaluation. – In accordance with Chapter 143E of the General
43 Statutes, the Program Evaluation Division of the General Assembly shall conduct a measurability
44 assessment of the components of the Program established by this act and whether the Program
45 should be continued, modified, or expanded statewide based on the Program's impact on student
46 performance and outcomes, improving the retention and availability of employing high-quality
47 teachers in the North Carolina public schools, and providing a return on investment of State
48 funds. The Program Evaluation Division shall begin the measurability assessment beginning in
49 2029 and compare data from the 2019-2020 fiscal year to data collected up until the 2032-2033
50 fiscal year. The Program Evaluation Division shall report to the 2034 General Assembly on the
51 results of the measurability assessment.

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SECTION 16. Effective Date. – This act becomes effective July 1, 2019.