

House Budget Education Provision Summaries

Section 4.3.(a) Education Lottery Funds *pgs. 15-16*

	FY 2023-24	FY 2024-25
Noninstructional Support Personnel	\$431,914,455	\$435,914,455
Pre-K Program	\$78,252,110	\$78,252,110
Public School Building Capital Fund	\$100,000,000	\$100,000,000
Needs-Based Public School Capital Fund	\$208,252,612	\$208,252,612
Public School Repair & Renovation	\$50,000,000	\$50,000,000
LEA Transportation	\$21,386,090	\$21,386,090

Section 4.3.(b)-(d) Needs-Based Changes *pgs. 16-19*

- Increases the maximum grant awards as follows:
 - Up to \$40 million for an elementary school (was \$30 million)
 - Up to \$50 million for a middle school or a combination of an elementary and middle school (was \$40 million)
 - Up to \$60 million for a high school (was \$50 million)
- If a county declines or otherwise forfeits a grant awarded under this section, requires the Department of Public Instruction (DPI) to not award additional grants to that county for 24 months from the date the grant award was declined or forfeited
- Requires the agreement entered into by a county receiving grant funds and DPI to include a provision requiring repayment in full of awarded grant funds in the event of a grant forfeiture
- Requires project construction to be initiated within 18 months of award of grant funds
- Allows the State Superintendent to grant an 18-month extension under extraordinary circumstances
- Lists reasons a grant awarded under this section may be forfeited
- Allows DPI to award additional grant funds for new construction, up to the maximum amounts, to a county that received an award for new construction during the 2022-23 fiscal year, provided the county has not yet begun construction on the project
 - Lists additional stipulations for this additional grant award
- Requires DPI to publish guidelines for the Needs-Based Public School Capital Fund program by January 1, 2024 regarding these changes

Section 4.4 Indian Gaming Education Revenue Fund Appropriations *pg. 19*

- Allocates from the Indian Gaming Education Revenue Fund to the DPI Textbooks, and Digital Resources Allotment \$10 million in each year of the biennium
- Allocates from the Indian Gaming Education Revenue Fund to the State Public School Fund \$1 million in each year of the biennium to be used for teacher assistants

Section 4.6 Civil Penalty and Forfeiture Fund *pg. 19*

	FY 2023-24	FY 2024-25
School Technology Fund	\$18,000,000	\$18,000,000
Drivers Education	\$32,693,768	\$32,693,768
State Public School Fund	\$226,041,640	\$166,041,640
Total	\$276,735,408	\$216,735,408

Section 5.8 Medical Freedom/COVID-19 Vaccinations *pgs. 26-29*

- Identical [HB 98: Medical Freedom Act](#) (*primary sponsors: Representatives Brian Biggs, R-Randolph; Jon Hardister, R-Guilford; Neal Jackson, R-Moore; Donny Lambeth, R-Forsyth*)
- Prohibits public school units (PSUs), community colleges, and UNC system institutions from requiring a student to provide proof of COVID-19 vaccination or to submit to a COVID-19 vaccination unless it is required for participating in a program of study or fulfilling education requirements in a facility certified by the Centers for Medicare and Medicaid Services (CMS)
- Prohibits State agencies, local governments, and political subdivisions of the State from discriminating against persons based on their refusal to provide proof of a COVID-19 vaccination or to submit to a COVID-19 vaccination unless it is required as a condition necessary to receive federal funding, is a federal requirement of CMS, or is required by the Department of Health and Human Services Division of State Operated Healthcare Facilities

Section 7.5 Required Training to Count Toward Continuing Education Units

pgs. 42-43

- Identical to [HB 207: Mandatory Training Contributing to CEUs](#) (*primary sponsors: Representatives Jeffrey Elmore, R-Wilkes; Ashton Clemmons, D-Guilford; John Torbett, R-Gaston*)
- Allows education professionals to obtain continuing education units from completing mandatory trainings

Section 7.7 Weighted Funding for EC Students *pg. 44*

- Requires DPI to develop a model, based on a study required in previous session law, for funding children with disabilities services on the basis of the reported costs of the services provided
- Requires DPI to report to the General Assembly by January 15, 2024, on the model of funding developed pursuant to this section and a comparison by PSUs of funds provided under the existing model and the model developed pursuant to this section

Section 7.8 Clarify PEPSC Role *pg. 44-45*

- Strikes language that requires DPI's Professional Educator Preparation and Standards Commission (PEPSC) to develop and recommend to the State Board of Education (SBE) rules related to all aspects of professional standards for NC educators

- Instead requires PEPSC recommendations to only pertain to obtaining a teaching license
- Strikes language that requires PEPSC to provide recommendations as requested by the SBE related to the educator preparation programs and professional standards of NC educators

Section 7.9 Opportunity Gap Task Force *pgs. 45-48*

- Establishes the Opportunity Gap Task Force to (i) study the opportunity gap, (ii) consider effective approaches and best practices to close the opportunity gap, and (iii) proposed a plan to reduce the opportunity gap for all subgroups by July 1, 2030

Section 7.10 Academic Transparency *pgs. 48-50*

- Requires PSUs to post to their website (i) a list of lesson plans, (ii) instructional/course materials, (iii) procedures for approval of those materials, and (iv) procedures for requesting an in-person review of materials not publicly available on the internet
 - Must be posted by June 30 annually
 - Based on the prior school year
- Requires title, author, brief description, and link (if publicly accessible) to be posted to the website for all materials
- Exempts schools with fewer than 400 students from complying with these requirements

Section 7.11 Modernize Selection of Instructional Materials *pgs. 50-57*

- Establishes the role and responsibility of local boards of education when selecting and adopting instructional and supplemental materials at each instructional level
 - Includes when boards adopt, modify, or amend a health and safety program
- Requires boards to adopt policy for parents to be notified and to opt their children in or out of health and safety programs
- Requires local boards of education to maintain a repository of current instructional and supplemental materials (does not include classroom materials developed by teachers), as well as listed criteria for current objectives, entire curricula, texts, and all other materials used in any health and safety program
 - Among other requirements, requires the repository to be maintained at a central location for in-person review by parents and the public upon request
- Requires local boards of education to establish a local community media advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to instructional and supplemental materials
 - Establishes a process for challenges and appeals
- Requires the SBE to establish a State Community Media Advisory Committee to review challenges to instructional and supplemental materials that are appealed

Section 7.13 Career Exploration and Development Plans *pgs. 57-59*

- Similar to [SB 193: Career Development Plans](#) (*primary sponsors: Senators Amy Galey, R-Alamance; Michael Lee, R-New Hanover*)
- Requires the SBE to develop standards for a middle school course in which students investigate and learn about career pathways

- Requires this course to be completed in seventh grade, followed by completion of a career development plan
- Requires high school students to complete career development plans

Section 7.16 Standards Advisory Commission *pgs. 60-65*

- Establishes a Standard Course of Study (SCOS) Commission to assist the SBE in creating new SCOS

Section 7.20 DPI Funding in Arrears *pg. 71*

- Requires DPI to develop a model to fund PSUs whose funding is based on average daily membership (ADM) to be based on actual ADM from the prior school year instead of projections for the upcoming school year
- Beginning with the 2024-25 school year, requires DPI to distribute funds to these PSUs based on the actual ADM from the prior school year in accordance with the developed model

Section 7.21 Math Interventions and Fourth and Fifth Grade Class Size Requirements *pgs. 71-77*

- Identical to [HB 292: Math That Counts](#) (*primary sponsors: Representatives Jeffrey Elmore, R-Wilkes; Jon Hardister, R-Guilford; Tricia Cotham, D-Mecklenburg*)
- Aims to improve grade level proficiency in math by requiring high-quality math instruction, Mathematics Success Plans for certain students, and class size limits for fourth and fifth grades
- Implements class size requirements for fourth and fifth grades – one teacher per 24 students
- This provision is connected to funds for teacher assistants in fourth grade classes – one teacher assistant for every four classes of 21 students

Section 7.22 Increasing Engagement in STEM *pgs. 77-79*

- Requires the State Superintendent to establish the Increasing Engagement in STEM Program for the 2023-25 fiscal biennium to provide grant funds to PSUs to engage in experiential science, technology, engineering, and math (STEM) education programs

Section 7.23 After-School Robotics Grant Program *pgs. 79-80*

- Establishes the Educational and Competitive After-School Robotics Grant Program to (i) promote evidence-based, after-school programs for robotics education and competition and (ii) motivate students to pursue education and career opportunities in STEM while building critical life and work-related skills

Section 7.24 Threat Assessment Teams *pgs. 80-87*

- Defines threat assessment as “a fact-based process of identifying, assessing, and managing behavior that may pose a risk of violence or other harm to self or others”

- Requires DPI Center for Safer Schools to develop guidance for threat assessment teams for PSUs
- Requires PSU boards to develop policy for the establishment of threat assessment teams
- Requires LEAs to establish peer-to-peer student support programs in schools with grades six and higher

Section 7.26 Remote Charter Academies *pgs. 87-90*

- Identical to [HB 149: Remote Charter Academies](#) (*primary sponsors: Representatives Jeffrey Elmore, R-Wilkes; Jon Hardister, R-Guilford; Erin Pare, R-Wake*)
- Extends the pilot program for the State’s two virtual charter schools from 10 to 11 years, ending the pilot with the 2025-26 school year
 - Authorizes increased student enrollment in each remaining year of the pilot program
 - At the end of the pilot program, allows the two virtual charter schools to apply to the SBE for a charter renewal
- Beginning with the 2023-24 school year, allows new remote charter academy applications and charter modifications to include a remote charter academy to be submitted to SBE for approval
- Remote charter academy enrollment guidelines, approval process, operational and renewal requirements, and evaluation mirror requirements for local school district remote academies established in [SL 2022-59](#)

Section 7.27 School Health Personnel Allotment *pgs. 90-92*

- Reflects the transfer of 3,241 school nurse, counselor, and social worker positions from the Instructional Support Allotment to the School Psychologist Allotment, which will be redesignated as the School Health Personnel Allotment
- Encourages school districts to fill these positions with full-time, permanent employees but allows the allocation to be converted to a dollar equivalent to contract with a third party to provide relevant services
- Prohibits the SBE from requiring that a school nurse obtain a four-year degree as a condition of employment
- Lists the duties of career development coordinators

Section 7.29 Allow Schools in All Zoning Districts *pgs. 92-94*

- Allows schools to be permitted as a matter of right in all zoning districts

Section 7.31 School Health Personnel Profession Entry Report *pg. 95*

- Requires the State Superintendent to study and report to the General Assembly by January 15, 2024,
 - i. Policies, practices, standards, and curriculum for people to receive training, licensure, and employment as school health support personnel in PSUs
 - ii. Barriers people face when entering each school health support profession because of the previously mentioned policies, practices, standards, and curriculum

- iii. Recommendations and any actions already taken to reduce and eliminate these barriers and improve the number and quality of school health support personnel employed by PSUs
- (School health personnel refers to school psychologists, counselors, nurses, and social workers)

Section 7.34 Online Classroom Safety and Anti-Bullying *pg. 96*

- Appropriates \$7.5 million in nonrecurring federal funds to DPI in each fiscal year of the biennium to support contracting with third parties for technology to mitigate cyberbullying, monitor student internet activity, monitor classroom educational devices, and assist with suicide prevent services

Section 7.35 Reset School Meal Debt *pg. 96*

- Requires DPI to allocate up to \$7.8 million for the 2023-24 fiscal year to all school food authorities to satisfy any outstanding school meal debt
- Authorizes DPI to draw on the State Public School Fund in an amount need to satisfy any remaining debt

Section 7.36 School Safety Grants *pgs. 96-99*

- Continues the School Safety Grants Program, which are use to improve safety in PSUs by providing grants for (i) services for students in crisis, (ii) school safety training, and (iii) safety equipment in schools

Section 7.37 Life Changing Experiences *pg. 99*

- Of the funds appropriated to DPI, requires DPI to use \$500,000 in nonrecurring funds for each year of the 2023-25 fiscal biennium to contract with the Child and Parent Resource Group, Inc., to design, implement, and evaluate the Life Changing Experiences School Program
 - This Program includes theme-specific programs and certain additional follow-up applications that address dangerous life- and community-threatening activities that negatively impact teenagers, including alcohol and other drugs, dangerous driving, violence, and bullying
- Lists local school districts that the Program will be administered in for students in grades six through 11
 - If there are sufficient funds, allows DPI to select additional districts to participate

Section 7.39 Charter School Review Board *pgs. 100-110*

- Changes the Charter Schools Advisory Board to the Charter Schools Review Board
- Gives the SBE an appellate role in the charter school approval and renewal process

- Allows an applicant, charter school, or the State Superintendent to appeal a final decision of the Review Board to grant, renew, revoke, or amend a charter by submitting notice to the Chair of the SBE within 10 days of the Review Board’s decision
- Requires the SBE to issue a written decision in any matter appealed under this section within 60 days

Section 7.40 NBPTS Participation Fee Grant Program *pgs. 110-111*

- Requires DPI to establish a grant program for qualifying public schools to improve teacher quality and mitigate learning loss by reimbursing teachers for the cost of the participation fee for National Board for Professional Teaching Standards (NBPTS) certification

Section 7.41 Require Ethics Training for Certain School Employees and Revise Terms and Conditions of School Finance Officer Employment *pgs. 111-112*

- Includes language identical to [HB 314: Public School Ethics Training](#) (*primary sponsors: Representative Howard Penny, R-Harnett; Diane Wheatley, R-Cumberland; Donna White, R-Johnston; Joseph Pike, R-Harnett*)
- Requires all employees of a local school district who are involved in the making or administering of contracts to receive a minimum of two hours of ethics training within 90 days of employment and continuous training in every odd-numbered year thereafter
- Changes the contractual terms of school finance officers
 - Provides protections to school finance officers
 - Deletes language that requires school finance officers to serve at the pleasure of the superintendent

Section 7.43 Combining of the Education and Workforce Innovation Commission Grant Programs *pgs. 114-118*

- Combines the Education and Workforce Innovation Program and the CTE (Career and Technical Education) Grade Expansion Program, which will foster innovation in education that will lead to more students graduating career and college ready and will prioritize the inclusion of students in sixth and seventh grades

Section 7.44 Teacher Assistant Tuition Reimbursement Program *pgs. 120-122*

- Expands the Teacher Assistant Tuition Reimbursement Program to all school districts and no longer limits districts from having more than five participants per year
- Lists requirements for applications, award of funds, selection of teacher assistants, and local reporting

Section 7.44A Teacher Apprentice Grant Program *pgs. 118-120*

- Establishes the Teacher Apprentice Grant Program to provide grants to local school districts to award funds for (i) tuition at educator preparation programs for eligible

teacher apprentices and (ii) salary supplements for teacher apprentices who become teachers in the district

- Awards up to \$4,600 per semester for up to four academic years

Section 7.45 Economically Disadvantaged Public School Support Funds *pgs. 122-123*

- Requires DPI to establish the Economically Disadvantaged Public Schools Support Program to provide funds to support the efforts of qualifying economically disadvantaged public schools to continue to exceed growth in subsequent school years
- Clarifies that the funds associated with this Program will supplement and not supplant local funds

Section 7.46 Teacher Assistant Completion Grants Program *pgs. 123-124*

- Requires DPI to establish the Teacher Assistant Completion Grant Program for the 2023-25 fiscal biennium, using the ARPA Temporary Savings Fund to provide grants to PSUs to be allocated to qualifying teacher assistants

Section 7.47 Revise School Transportation Fund Requirements *pg. 124*

- Reduces the amount of school transportation funds DPI may reserve from 10% to 5%
- Prior to May 1 of the fiscal year in which the funds are reserved, requires the reserved funds to be allocated only in the event of an emergency
- If reserved funds remain by May 1 of the fiscal year, requires the SBE to allocate the remaining funds to all school districts based on the efficiency of the units in transporting students

Section 7A.1 Teacher Salary Schedule *pgs. 126-127*

- Provides a 4.25% raise in 2023-24 and a 3.25% raise in 2024-25 for teachers (not including step increases and other salary supplements)
- Provides an average teacher raise of 10.2% over the biennium (includes step increases, master’s pay, and other supplements)
- Increases the step increases for teachers as follows:

Current			House Proposal	
Years of Experience	Monthly Salary Schedule		Years of Experience	Monthly Salary Schedule
0	\$3,700		0	\$3,857
1	\$3,800		1	\$3,962
2	\$3,900		2	\$4,066
3	\$4,000		3	\$4,170
4	\$4,100		4	\$4,274

5	\$4,200		5	\$4,379
6	\$4,300		6	\$4,483
7	\$4,400		7	\$4,587
8	\$4,500		8	\$4,691
9	\$4,600		9	\$4,796
10	\$4,700		10	\$4,900
11	\$4,800		11	\$5,004
12	\$4,900		12	\$5,108
13	\$5,000		13	\$5,213
14	\$5,100		14	\$5,317
15-24	\$5,200		15-24	\$5,421
25+	\$5,400		25+	\$5,630

- Maintains salary supplements for teachers and school personnel paid on the “A” teacher salary schedule, including:
 - 12% monthly supplement for National Board-certified teachers
 - 10% monthly supplement for “M” teachers with advanced degrees
 - \$126 monthly supplement for teachers with academic preparation at the six-year degree level, in addition to the “M” teacher supplement
 - \$253 monthly supplement for teachers with academic preparation at the doctoral degree level, in addition to the “M” teacher supplement
 - 10% monthly supplement for school nurses
 - \$100 monthly supplement for school counselors
- Continues the \$350 monthly supplement for school psychologists, school speech pathologists, and school audiologists
- Continues salary schedule adjustments for school psychologists, school speech pathologists, and school audiologists, including that the 26th step salary is 7.5% higher than the 25th step salary
- Continues to build longevity payments into the salary schedule
- Maintains the hold harmless for teacher longevity

Section 7A.2 Reinstate Education-Based Salary Supplements for Teachers and Instructional Support Personnel *pg. 127*

- Restores the 10% master’s pay supplement for teachers and instructional support personnel

Section 7A.3 Consolidated Teacher Bonus Program *pgs. 127-132*

- Requires the SBE to establish a consolidated teacher bonus program for the 2023-25 fiscal biennium to award bonuses to qualifying Advanced Course and Career and Technical Education (CTE) teachers

Section 7A.4 Supplemental Funds for Teacher Compensation *pgs. 132-134*

- Continues supplemental funding for teachers based on a county’s adjusted market value of taxable real property for the 2023-25 fiscal biennium
- Maintains the supplement cap per teacher at \$5,000
- (Durham County, Guilford County, Mecklenburg County, and Wake County schools do not receive this supplemental funding)

Section 7A.5 Small County and Low-Wealth Signing Bonus for Teacher *pgs. 134-135*

- Provides State-matching recruitment bonus funds for teachers accepting employment in school districts that receive funding from the Small County or Low Wealth allotments

Section 7A.6 Principal Salary Schedule *pgs. 135-137*

- Provides a 4.25% raise in 2023-24 and a 3.25% raise in 2024-25 for principals
- Includes a hold harmless provision on principal salary that is based on school growth scores
- Continues to use ADM and school growth scores in the calculation of principal pay
- Requires the following school growth scores to be used during the following time periods:
 - Between July 1, 2023, and December 31, 2023, the school growth score from the 2021-22 school year
 - Between January 1, 2023, and June 30, 2023, the school growth scores from the 2021-22 and 2022-23 school years
 - (Prior to the disruption of school grade calculations that started during the 2019-2020 school year, principal salaries were calculated based on school growth scores from the prior three school years)
- Continues to build longevity payments into the salary schedule
- Includes a hold harmless clause to ensure that for the 2023-24 fiscal year no principal’s salary drops below the 2016-2017 level

Section 7A.7 Bonuses for Principals *pg. 137*

- Provides a bonus to principals of schools in the top 50% of statewide school growth during the 2022-23 school year as follows:

Statewide Growth Percentage	Bonus
Top 5%	\$15,000
Top 10%	\$10,000
Top 15%	\$5,000
Top 20%	\$2,500
Top 50%	\$1,000

Section 7A.8 Assistant Principal Salaries *pgs. 137-138*

- Maintains the assistant principal salary at 19% of the “A” teacher salary schedule

Section 7A.9 Central Office Salaries *pgs. 138-139*

- Provides a 4.25% raise in 2023-24 and a 3.25% raise in 2024-25 for central office staff

Section 7A.10 Noncertified Personnel Salaries *pgs. 139-140*

- Provides a 4.25% raise in 2023-24 and a 3.25% raise in 2024-25 for noncertified personnel
- In addition to these raises, provides a 2% raise in 2023-24 for bus drivers

Section 7A.11 DPI Study Noncertified Classifications *pg. 140*

- Requires DPI to study and report to the General Assembly by January 15, 2025, recommendations to differentiate salary for all noncertified personnel based on year of experience

Section 7A.12 Paid Parental Leave for Local School Administrative Units *pgs. 140-141*

- Provides paid parental leave for public school personnel
 - Eight weeks for an employee who gives birth to a child
 - Four weeks for any other qualifying event
- Outlines eligibility requirements

Retirement ([Money Report](#), *pg. B 19*)

- Provides a 1% cost-of-living adjustment to retirees of the Teachers' and State Employees' Retirement System (TSERS) in each year of the biennium

Section 8.6 Reduce Number of Required UNC Laboratory Schools from Nine to Eight *pg. 146*

Section 8A.4 Revise Teaching Fellows Program Act *pgs. 154-158*

- Makes the following major changes to the Teaching Fellows Program:
 - Allows a teacher in any subject to participate in the Program (currently, it is limited to STEM and special education teachers)
 - Opens the Program up to any UNC system university and four private colleges
 - Changes loan repayment terms to the following:
 - Participants who teach in a low-performing school get one year of their loan paid off for every six months they teach (currently, it is one year paid off for every one year they teach)
 - Participants who teach in any other school get one year of their loan paid off for every one year they teach (currently, it is one year paid off for every two years they teach)

Section 8A.5 Revise Selection Criteria for Principal Fellows Program Act *pg. 158*

- Increases the number of grant recipients from eight to 10 and requires at least two of the 10 to be private postsecondary institutions operating directly or through a consortium

Section 8A.6 Expand Eligibility and Revise Administration for Opportunity Scholarships *pgs. 158-161*

- Expands eligibility for opportunity scholarships by including the following criteria:
 - Student is eligible to enter any K-8 grade
 - Student resides with a parent who has been domiciled in the State for at least six months prior to award of scholarship grant
- Revises administration of opportunity scholarships, including the following:
 - Requires the Authority to establish rules for determination of domicile to verify that the student's parent has been a resident of the State for at least six months prior to the award of the scholarship grant.
 - Requires various State agencies to cooperate with the Authority in verifying evidence submitted to the Authority for the purposes of establishing the domicile
- Increases appropriations by \$56 million, beginning in 2025-26 until 2031-32For 2032-33 and each fiscal year thereafter appropriates \$367.5 million
- Requires any unexpended funds at the end of a fiscal year to be used as follows:
 - Up to \$1 million may be used by the Authority to contract with a nonprofit corporation representing parents and families for outreach and scholarship education and application assistance for parents and students
 - The Authority may renew any contract made with a particular nonprofit corporation under this subdivision upon the expiration of that contract

Section 8A.8 Remove Requirement for Opportunity Scholarship Program Evaluations *pgs. 162-163*

- Removes the requirement that performance data must be submitted to the Authority by July 15 each year
- Removes the requirement that the Authority must report performance data to DPI and the General Assembly by December 1 each year

Section 8A.12 Allows Cash Basis Accounting for Schools Participating in the Opportunity Scholarship Program *pg. 167*

- Allows cash basis accounting for schools participating in the opportunity scholarship program