

**GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2017**

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HOUSE BILL 895

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

Sponsors: Representative W. Richardson.

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

Referred to: Appropriations

April 26, 2017

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 eight 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 2017-2018 school year and ending with the 2031-2032 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 2017-2018 fiscal year through the 2019-2020 fiscal year for licensed personnel of the public schools who are classified as teachers. The State Board of Education shall adjust the salary schedule for subsequent fiscal years to be consistent with any increases in the State salary schedule made by the General Assembly. The salary schedules are based on years of teaching experience as follows:

2017-2018 Teacher Monthly Salary Schedule

Years of Experience	"A" Teachers
0	\$4,046
1	\$4,133
2	\$4,162
3	\$4,191
4	\$4,248
5	\$4,306
6	\$4,393
7	\$4,451
8	\$4,508
9	\$4,566



1	10	\$4,653
2	11	\$4,740
3	12	\$4,826
4	13	\$4,913
5	14	\$5,000
6	15-19	\$5,231
7	20-24	\$5,549
8	25+	\$5,896

2018-2019 Teacher Monthly Salary Schedule

	Years of Experience	"A" Teachers
11	0	\$4,592
12	1	\$4,690
13	2	\$4,723
14	3	\$4,756
15	4	\$4,822
16	5	\$4,887
17	6	\$4,986
18	7	\$5,051
19	8	\$5,117
20	9	\$5,182
21	10	\$5,281
22	11	\$5,379
23	12	\$5,478
24	13	\$5,576
25	14	\$5,674
26	15-19	\$5,937
27	20-24	\$6,298
28	25+	\$6,691

2019-2020 Teacher Monthly Salary Schedule

	Years of Experience	"A" Teachers
31	0	\$5,138
32	1	\$5,248
33	2	\$5,285
34	3	\$5,322
35	4	\$5,395
36	5	\$5,469
37	6	\$5,579
38	7	\$5,652
39	8	\$5,726
40	9	\$5,799
41	10	\$5,909
42	11	\$6,019
43	12	\$6,129
44	13	\$6,239
45	14	\$6,350
46	15-19	\$6,643
47	20-24	\$7,047
48	25+	\$7,487.

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

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

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

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

30 **SECTION 2.(d) Longevity.** – Longevity shall be provided in the same manner as
31 teachers paid on the State salary schedule in local school administrative units not participating
32 in the Program.

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

35 **SECTION 2.(f) Appropriation.** – There is appropriated from the General Fund to
36 the Department of Public Instruction the sum of sixty-two million seven hundred thousand
37 dollars (\$62,700,000) in recurring funds for the 2017-2018 fiscal year, one hundred nineteen
38 million two hundred thousand dollars (\$119,200,000) in recurring funds for the 2018-2019
39 fiscal year, and one hundred seventy-six million four hundred thousand dollars (\$176,400,000)
40 in recurring funds for the 2019-2020 fiscal year to be allocated to participating local school
41 administrative units to implement the provisions of this section.

42 **SECTION 3.(a) Expand Education-Based Salary Supplements.** – Notwithstanding
43 Section 8.22 of S.L. 2013-360, as amended by Section 8.3(a) of S.L. 2014-100, each
44 participating local school administrative unit shall provide a salary supplement in accordance
45 with Section 2 of this act for teachers classified as "M" teachers for the following additional
46 teachers and instructional support personnel who do not otherwise qualify to be classified as
47 "M" teachers under the State salary schedule but who spend at least seventy percent (70%) of
48 their work time in either of the following:

- 49 (1) Classroom instruction related to their graduate academic preparation in their
50 field or subject area within their area of licensure. Most of the teachers'
51 remaining time shall be spent in one or more of the following:

- a. Mentoring teachers.
 - b. Performing demonstration lessons for teachers.
 - c. Writing curricula.
 - d. Developing and leading staff development programs for teachers.
- (2) Work within the employee's area of graduate academic preparation.

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

SECTION 3.(c) Limitations. – Teachers and instructional support personnel who earn an advanced degree in school administration shall not receive a salary supplement for academic preparation pursuant to this section unless they serve as an assistant principal or principal.

SECTION 3.(d) Allocation of Funds. – The State Board of Education shall allocate State funds to participating local school administrative units that are made available for this purpose.

SECTION 4.(a) Raise School-Based Administrators Salaries to Twenty-Fifth in the Nation. – Each participating local school administrative unit shall use the following base salary schedule for school-based administrators for principals and assistant principals employed by the local board of education. This base salary schedule shall apply beginning with the 2017-2018 fiscal year. The State Board of Education shall adjust the salary schedule for subsequent fiscal years to be consistent with any increases in the State salary schedule made by the General Assembly.

2017-2018 Principal and Assistant Principal Salary Schedules

Years of Exp	Classification					
	Assistant Principal	Prin I (0-10)	Prin II (11-21)	Prin III (22-32)	Prin IV (33-43)	
0-9	\$5,393	-	-	-	-	-
10	\$5,486	-	-	-	-	-
11	\$5,687	-	-	-	-	-
12	\$5,849	-	-	-	-	-
13	\$5,963	\$5,963	-	-	-	-
14	\$6,038	\$6,038	-	-	-	-
15	\$6,117	\$6,117	\$6,192	-	-	-
16	\$6,192	\$6,192	\$6,272	-	-	-
17	\$6,272	\$6,272	\$6,353	\$6,435	-	-
18	\$6,353	\$6,353	\$6,435	\$6,519	\$6,605	\$6,605
19	\$6,435	\$6,435	\$6,519	\$6,605	\$6,692	\$6,784
20	\$6,519	\$6,519	\$6,605	\$6,692	\$6,784	\$6,874
21	\$6,605	\$6,605	\$6,692	\$6,784	\$6,874	\$6,966
22	\$6,692	\$6,692	\$6,784	\$6,874	\$6,966	\$7,061
23	\$6,784	\$6,784	\$6,874	\$6,966	\$7,061	\$7,156
24	\$6,874	\$6,874	\$6,966	\$7,061	\$7,156	\$7,260
25	\$6,966	\$6,966	\$7,061	\$7,156	\$7,260	\$7,359
26	\$7,061	\$7,061	\$7,156	\$7,260	\$7,359	\$7,461
27	\$7,156	\$7,156	\$7,260	\$7,359	\$7,461	\$7,563
28	\$7,260	\$7,260	\$7,359	\$7,461	\$7,563	\$7,670
29	\$7,359	\$7,359	\$7,461	\$7,563	\$7,670	\$7,782
30	\$7,461	\$7,461	\$7,563	\$7,670	\$7,782	\$7,893
31	\$7,563	\$7,563	\$7,670	\$7,782	\$7,893	\$7,992
32	\$7,670	\$7,670	\$7,782	\$7,893		

1	33	\$7,782	\$7,782	\$7,893	\$7,992	\$8,151
2	34	\$7,893	\$7,893	\$7,992	\$8,151	\$8,313
3	35	\$7,992	\$7,992	\$8,151	\$8,313	\$8,480
4	36	\$8,151	\$8,151	\$8,313	\$8,480	\$8,650
5	37	-	\$8,313	\$8,480	\$8,650	\$8,823
6	38	-	-	\$8,650	\$8,823	\$8,999
7	39	-	-	\$8,823	\$8,999	\$9,179
8	40	-	-	-	\$9,179	\$9,362
9	41	-	-	-	\$9,362	\$9,550
10	42	-	-	-	-	\$9,740

**2017-2018 Principal and Assistant Principal Salary Schedules
Classification**

13	Years of Exp	Prin V (44-54)	Prin VI (55-65)	Prin VII (66-100)	Prin VIII (101+)
15	0-19	\$6,784	-	-	-
16	20	\$6,874	-	-	-
17	21	\$6,966	\$7,061	-	-
18	22	\$7,061	\$7,156	\$7,359	-
19	23	\$7,156	\$7,260	\$7,461	\$7,563
20	24	\$7,260	\$7,359	\$7,563	\$7,670
21	25	\$7,359	\$7,461	\$7,670	\$7,782
22	26	\$7,461	\$7,563	\$7,782	\$7,893
23	27	\$7,563	\$7,670	\$7,893	\$7,992
24	28	\$7,670	\$7,782	\$7,992	\$8,151
25	29	\$7,782	\$7,893	\$8,151	\$8,313
26	30	\$7,893	\$7,992	\$8,313	\$8,480
27	31	\$7,992	\$8,151	\$8,480	\$8,650
28	32	\$8,151	\$8,313	\$8,650	\$8,823
29	33	\$8,313	\$8,480	\$8,823	\$8,999
30	34	\$8,480	\$8,650	\$8,999	\$9,179
31	35	\$8,650	\$8,823	\$9,179	\$9,362
32	36	\$8,823	\$8,999	\$9,362	\$9,550
33	37	\$8,999	\$9,179	\$9,550	\$9,740
34	38	\$9,179	\$9,362	\$9,740	\$9,934
35	39	\$9,362	\$9,550	\$9,934	\$10,133
36	40	\$9,550	\$9,740	\$10,133	\$10,335
37	41	\$9,740	\$9,934	\$10,335	\$10,543
38	42	\$9,934	\$10,133	\$10,543	\$10,754
39	43	\$10,133	\$10,335	\$10,754	\$10,968
40	44	-	\$10,543	\$10,968	\$11,189
41	45	-	\$10,754	\$11,189	\$11,412
42	46+	-	-	\$11,412	\$11,640

SECTION 4.(b) Placement of Principals and Assistant Principals on the Salary Schedule. – The appropriate classification for placement of principals and assistant principals on the salary schedule, except for principals in alternative schools and in cooperative innovative high schools, shall be determined in accordance with the following schedule:

47	Classification	Number of Teachers Supervised
48	Assistant Principal	
49	Principal I	Fewer than 11 Teachers
50	Principal II	11-21 Teachers
51	Principal III	22-32 Teachers

1	Principal IV	33-43 Teachers
2	Principal V	44-54 Teachers
3	Principal VI	55-65 Teachers
4	Principal VII	66-100 Teachers
5	Principal VIII	More than 100 Teachers

6 The number of teachers supervised includes teachers and assistant principals paid
7 from State funds only; it does not include teachers or assistant principals paid from non-State
8 funds or the principal or teacher assistants.

9 The beginning classification for principals in alternative schools and in cooperative
10 innovative high school programs shall be the Principal III level. Principals in alternative
11 schools who supervise 33 or more teachers shall be classified according to the number of
12 teachers supervised.

13 **SECTION 4.(c)** Placement for Certain Principals. – A principal shall be placed on
14 the step on the salary schedule that reflects the total number of years of experience as a certified
15 employee of the public schools and an additional step for every three years of experience
16 serving as a principal on or before June 30, 2009. A principal or assistant principal shall also
17 continue to receive any additional State-funded percentage increases earned for the 1997-1998,
18 1998-1999, and 1999-2000 school years for improvement in student performance or
19 maintaining a safe and orderly school.

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

24 **SECTION 4.(e)** Longevity. – Longevity pay for principals and assistant principals
25 shall be as provided for State employees under the North Carolina Human Resources Act.

26 **SECTION 4.(f)** Reassignment. – If a principal is reassigned to a higher job
27 classification because the principal is transferred to a school within a local school
28 administrative unit with a larger number of State-allotted teachers, the principal shall be placed
29 on the salary schedule as if the principal had served the principal's entire career as a principal at
30 the higher job classification.

31 If a principal is reassigned to a lower job classification because the principal is
32 transferred to a school within a local school administrative unit with a smaller number of
33 State-allotted teachers, the principal shall be placed on the salary schedule as if the principal
34 had served the principal's entire career as a principal at the lower job classification.

35 This subsection applies to all transfers on or after the effective date of this act,
36 except transfers in school systems that have been created, or will be created, by merging two or
37 more school systems. Transfers in these merged systems are exempt from the provisions of this
38 subsection for one calendar year following the date of the merger.

39 **SECTION 4.(g)** Assistant Principal Stipend. – Participants in an approved
40 full-time master's in-school administration program shall receive up to a 10-month stipend at
41 the beginning salary of an assistant principal during the internship period of the master's
42 program. The stipend shall not exceed the difference between the beginning salary of an
43 assistant principal plus the cost of tuition, fees, and books and any fellowship funds received by
44 the intern as a full-time student, including awards of the Principal Fellows Program. The
45 Principal Fellows Program or the school of education where the intern participates in a
46 full-time master's in-school administration program shall supply the Department of Public
47 Instruction with certification of eligible full-time interns.

48 **SECTION 4.(h)** Placement of Certain Assistant Principals. – For the 2017-2018
49 fiscal year through the 2019-2020 fiscal year, the placement on the salary schedule of an
50 administrator with a one-year provisional assistant principal's certificate shall be at the

1 entry-level salary for an assistant principal or the appropriate step on the teacher salary
2 schedule, whichever is higher.

3 **SECTION 4.(i)** Appropriation. – There is appropriated from the General Fund to
4 the Department of Public Instruction the sum of two million seven hundred thousand dollars
5 (\$2,700,000) in recurring funds for the 2017-2018 fiscal year, five million four hundred
6 thousand dollars (\$5,400,000) in recurring funds for the 2018-2019 fiscal year, and eight
7 million dollars (\$8,000,000) in recurring funds for the 2019-2020 fiscal year to be allocated to
8 participating local school administrative units to implement the provisions of this section.

9 **SECTION 5.(a)** Teacher Compensation Models and Advanced Teaching Roles;
10 Establish; Purpose. – Each participating local school administrative unit shall establish a
11 program that utilizes advanced teaching roles and organizational models linking teacher
12 performance and professional growth to salary increases for classroom teachers. For the
13 purposes of this section, a classroom teacher is a teacher who works in the classroom providing
14 instruction at least seventy percent (70%) of the instructional day and who is not instructional
15 support personnel. The purpose of the program shall be to do the following:

- 16 (1) Allow highly effective classroom teachers the opportunity to teach an
17 increased number of students by accepting accountability for additional
18 students, by becoming a lead classroom teacher, or by leading school-wide
19 performance improvement efforts. Lead classroom teachers are accountable
20 for the performance of all students taught by teachers on the lead teacher's
21 team. School-wide performance improvement efforts shall include new
22 instructional models.
- 23 (2) Enable a local school administrative unit to provide salary supplements to
24 classroom teachers in advanced teaching roles. Selection of an advanced
25 teaching role classroom teacher and award of related salary supplements
26 shall be made on the basis of demonstrated effectiveness and additional
27 responsibilities.
- 28 (3) Enable local school administrative units to create innovative compensation
29 models that focus on classroom teacher professional growth and student
30 outcomes.
- 31 (4) Establish organizational changes related to compensation by utilizing local
32 plans to sustain evidence-based teaching practices that have the capacity to
33 be replicated throughout the State.

34 **SECTION 5.(b)** Implementation of the Program. – The local board of education
35 shall include the following elements in the program:

- 36 (1) Program structure, including the process for teacher advancement based on
37 performance, professional growth, or the specific teacher roles assumed by
38 the teacher.
- 39 (2) Descriptions of the advanced teaching roles, including minimum
40 qualifications for the positions that must include at least one of the
41 following:
 - 42 a. Advanced certifications, such as National Board for Professional
43 Teaching Standards Certification, or a master's degree in the area in
44 which the classroom teacher is licensed and teaching.
 - 45 b. A rating of at least accomplished on each of the Teacher Evaluation
46 Standards 1-5 on the North Carolina Teacher Evaluation instrument
47 or the equivalent on an out-of-state evaluation system.
 - 48 c. Evidence that the teacher has exceeded expected student growth
49 based on three years of teacher evaluation data as calculated by the
50 State Board of Education.

- 1 d. Equivalent demonstrated mastery of teaching skills as required by the
2 new local compensation model.
- 3 (3) Job responsibilities that include at least one of the following:
4 a. Teaching an increased number of students and being accountable for
5 their performance as the teacher of record for those students.
6 b. Becoming a lead classroom teacher among a group of teachers and
7 being the teacher of record for all students taught by that group of
8 teachers.
9 c. Leading a school-wide effort to implement data-driven instructional
10 models that include blended learning environments, utilizing digital
11 learning and resources, and focusing on methods of improvement for
12 school-wide performance issues.
13 d. Completing training that certifies the teacher as an in-house provider
14 of professional development or functioning as an instructional
15 content area coach or a coach in another professional development
16 area.
17 e. Serving as a teacher mentor.
- 18 (4) Process for informing all employees and the public of the criteria and
19 selection for the advanced teaching roles, the continued eligibility
20 requirements for the advanced teaching roles, and how the individuals
21 selected for the advanced teaching roles will be evaluated.
- 22 (5) Process for informing all employees and the public on the criteria for
23 movement on the proposed new local compensation model.
- 24 (6) Process for the voluntary relinquishment of an advanced teaching role,
25 including the associated additional duties. Voluntary relinquishment of the
26 advanced teaching role shall not be considered a demotion under Part 3 of
27 Article 22 of Chapter 115C of the General Statutes.
- 28 (7) Salary supplement information including the following:
29 a. The amount of the salary supplements that will be provided to those
30 selected for the advanced teaching roles. The supplements may be up
31 to thirty percent (30%) of the applicable monthly amount on the
32 teacher salary schedule as set forth in this act.
33 b. A statement that the salary supplements will be paid as a supplement
34 to the classroom teacher's regular salary and not be included in the
35 average salary calculation used for budgeting State allotments.
36 c. A statement that if a classroom teacher in an advanced teaching role
37 (i) fails to maintain the minimum criteria established for the position,
38 (ii) is not successfully performing the additional duties associated
39 with the advanced teaching role, or (iii) voluntarily relinquishes the
40 advanced teaching role, the teacher shall only be paid the salary
41 applicable to that individual on the State teacher salary schedule and
42 any other local supplements that would otherwise apply to the
43 classroom teacher's compensation.
44 d. The amount of the salary supplements at all levels of the proposed
45 new local school administrative unit compensation model in relation
46 to the State teacher salary schedule.
- 47 (8) The implementation plan, including the number of schools in the local
48 school administrative unit that will have advanced teaching roles and any
49 new proposed compensation model, the number of advanced teaching roles
50 at each of those schools, the number of students whose teacher of record will
51 be a teacher in an advanced teaching role, and the number of teachers overall

1 who would be eligible for the proposed new local school administrative unit
2 compensation model.

3 **SECTION 5.(c)** Use of Funds. – Funds provided to participating local school
4 administrative units for the program shall be used for any of the following:

- 5 (1) Salary supplements for advanced teaching roles.
- 6 (2) Development of advanced teaching role plans.
- 7 (3) Development of professional development courses.
- 8 (4) Transition costs associated with designing and implementing advanced
9 teaching role models in schools within the local school administrative unit.
10 Transition costs may include employing staff members or contractors to
11 assist with design and implementation of the pilot plan.
- 12 (5) Development of the design and implementation of compensation plans that
13 focus on teacher professional growth and student outcomes and the transition
14 costs associated with designing and implementing new compensation plans,
15 including employing staff members or contractors to assist with design and
16 implementation of the pilot plan.

17 **SECTION 5.(d)** Local Flexibility. – Notwithstanding G.S. 115C-301, local school
18 administrative units participating in the Program may exceed the maximum class size
19 requirements for kindergarten through third grade.

20 **SECTION 5.(e)** Appropriation. – There is appropriated from the General Fund to
21 the Department of Public Instruction the sum of twenty-three million dollars (\$23,000,000) for
22 the 2017-2018 fiscal year, twenty-six million dollars (\$26,000,000) for the 2018-2019 fiscal
23 year, and twenty-nine million dollars (\$29,000,000) for the 2019-2020 fiscal year to be
24 allocated to participating local school administrative units to implement the provisions of this
25 section.

26 **SECTION 6.(a)** Educational Sabbatical Leave for Teachers. – Each participating
27 local school administrative unit shall establish a policy to grant interval educational sabbatical
28 leave to classroom teachers according to a teacher's years of service in North Carolina public
29 schools. A classroom teacher shall be eligible to request up to a six-month educational
30 sabbatical leave between (i) seven and 10 years of service, (ii) 12 and 15 years of service, and
31 (iii) 20 and 25 years of service. After 25 years of service, a classroom teacher shall be eligible
32 to request up to one year of educational sabbatical leave. A classroom teacher shall not be
33 granted educational sabbatical leave more frequently than every five years. For the purposes of
34 this section, a classroom teacher is a teacher who works in the classroom providing instruction
35 and who is not instructional support personnel.

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

44 **SECTION 6.(b)** Appropriation. – There is appropriated from the General Fund to
45 the Department of Public Instruction the sum of ten million dollars (\$10,000,000) for the
46 2017-2018 fiscal year, eleven million one hundred seventy thousand dollars (\$11,170,000) for
47 the 2018-2019 fiscal year, and twelve million four hundred thousand dollars (\$12,400,000) for
48 the 2019-2020 fiscal year to be allocated to participating local school administrative units to
49 implement this section.

50 **SECTION 7.(a)** Mentor Teacher Program. – Each participating local school
51 administrative unit shall develop a mentor program to provide ongoing support for teachers

1 entering the profession. The local board of education shall develop guidelines which address
2 optimum teaching load, extracurricular duties, student assignment, and other working condition
3 considerations consistent with State Board of Education policy. These guidelines shall provide
4 that initially licensed teachers not be assigned extracurricular activities unless they request the
5 assignments in writing and that other noninstructional duties of these teachers be minimized.
6 The local board of education shall also develop criteria for selecting excellent, experienced, and
7 qualified teachers to be participants in the mentor teacher training program, including requiring
8 that mentor teachers have been rated, through formal evaluations, at least at the "accomplished"
9 level as part of the North Carolina Teacher Evaluation System and have met expectations for
10 student growth, in accordance with State Board of Education policy.

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

17 **SECTION 7.(b)** Appropriation. – There is appropriated from the General Fund to
18 the Department of Public Instruction the sum of eleven million seven hundred fifty thousand
19 dollars (\$11,750,000) in recurring funds for the 2017-2018 fiscal year to be allocated to
20 participating local school administrative units to provide a monthly stipend of one thousand
21 five hundred dollars (\$1,500) for each teacher serving as a teacher mentor pursuant to the
22 provisions of this section. These funds shall be in addition to a supplement received pursuant to
23 Section 3 of this act.

24 **SECTION 8.(a)** Principal Professional Development. – Each participating local
25 school administrative unit shall establish a professional development program for principals
26 and assistant principals focusing on the principal's role in recruitment and retention of
27 high-quality teachers. The local school administrative unit shall deliver a professional
28 development program that will prepare school leaders for the responsibility of providing
29 teacher support and promoting teacher success in at least the following ways:

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

42 **SECTION 8.(b)** Appropriation. – There is appropriated from the General Fund to
43 the Department of Public Instruction the sum of three hundred fifty thousand dollars (\$350,000)
44 in recurring funds for the 2017-2018 fiscal year to be allocated to participating local school
45 administrative units to provide principal and assistant principal professional development in
46 accordance with this section.

47 **SECTION 9.(a)** Teaching Fellows Forgivable Loans; Establish. – Each
48 participating local school administrative unit shall establish a Teaching Fellows Program to
49 provide a four-year scholarship loan of six thousand five hundred dollars (\$6,500) per year to
50 high school seniors residing in the unit who are interested in preparing to teach in the public
51 schools of the unit. The local board of education shall adopt very stringent standards, including

1 minimum grade point average and scholastic aptitude test scores, for awarding these
2 scholarship loans to ensure that only the best high school seniors receive them.

3 **SECTION 9.(b)** Administration. – The local board of education shall administer
4 the program in cooperation with educator preparation programs selected by the local board. The
5 local board of education shall form a review committee to assist it in identifying the best high
6 school seniors for the program. The local board of education and the review committee shall
7 make an effort to identify and encourage minority students and students who may not otherwise
8 consider a career in teaching to enter the program. All scholarship loans shall be evidenced by
9 notes made payable to the local board of education that shall bear interest at the rate of ten
10 percent (10%) per year beginning September 1 after completion of the program, or immediately
11 after termination of the scholarship loan, whichever is earlier. The scholarship loan may be
12 terminated by the recipient withdrawing from school or by the recipient not meeting the
13 standards set by the local board of education.

14 **SECTION 9.(c)** Loan Forgiveness; Repayment. – The local board of education
15 shall forgive the scholarship loan if, within seven years after graduation, the recipient teaches
16 for four years at a public school located in the local school administrative unit. The local board
17 of education shall also forgive the loan if, within seven years after graduation, the recipient
18 teaches for three consecutive years, unless the recipient takes an approved leave of absence, at a
19 public school located in the local school administrative unit that, at the time the recipient
20 accepts employment with the unit, is a low-performing school identified in accordance with
21 G.S. 115C-105.37. The local board of education shall also forgive the scholarship loan if it
22 finds that it is impossible for the recipient to teach for four years, within seven years after
23 graduation, at a public school located in the local school administrative unit because of the
24 death or permanent disability of the recipient. The local board of education is responsible for
25 the collection of a scholarship loan awarded under this section if the loan repayment is
26 outstanding for more than 30 days.

27 **SECTION 9.(d)** Appropriation for the 2017-2018 Fiscal Year. – There is
28 appropriated from the General Fund to the Department of Public Instruction the sum of
29 eighty-five thousand dollars (\$85,000) for the 2017-2018 fiscal year to be allocated to
30 participating local school administrative units for expenses related to recruitment and selection
31 of Teaching Fellows.

32 **SECTION 9.(e)** Appropriation for the 2018-2019 Fiscal Year and Subsequent
33 Fiscal Years. – There is appropriated from the General Fund to the Department of Public
34 Instruction the sum of two hundred thirty-two thousand dollars (\$232,000) in recurring funds
35 for the 2018-2019 fiscal year to be allocated to participating local school administrative units to
36 award forgivable loans in the amount of six thousand five hundred dollars (\$6,500) per
37 recipient beginning with the 2018-2019 academic year.

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

44 **SECTION 10.(b)** Definitions. – For the purposes of this section, the following
45 definitions apply:

- 46 (1) Eligible debt. – The outstanding principal, interest, and related fees from
47 loans obtained for undergraduate or graduate educational expenses made by
48 government or commercial lending institutions or educational institutions.
49 Eligible debt does not include loans made by a private individual or family
50 member.

- 1 (2) Eligible teacher. – A classroom teacher currently licensed in North Carolina
2 who is rated as "highly effective" on the most recent North Carolina Teacher
3 Evaluation instrument through the North Carolina Educator Evaluation
4 System or the equivalent on an out-of-state teacher's state or district
5 instrument. For the purposes of this section, a highly effective classroom
6 teacher is a teacher who receives a rating of at least "accomplished" on each
7 of the teacher evaluation standards on the North Carolina Teacher
8 Evaluation instrument and who exceeds expected student growth based on
9 teacher evaluation data as calculated by the State Board of Education or
10 equivalent on an out-of-state teacher's state or district evaluation system.
- 11 (3) Repayment assistance loan. – A forgivable loan made under the program.
- 12 (4) Repayment assistance period. – Up to six years of eligible employment as an
13 eligible teacher from the time of receipt of a repayment assistance loan.

14 **SECTION 10.(c) Applicant Eligibility.** – The local board of education shall
15 administer the program in accordance with the provisions of this section and adopt any
16 necessary rules, including adopting an application process and eligibility guidelines that include
17 at least the following:

- 18 (1) Any eligible teacher may apply for a repayment assistance loan under the
19 program to repay all or a portion of the teacher's eligible debt by receiving
20 repayment assistance loans for up to six years for eligible debt accrued
21 toward an undergraduate degree and for up to six years for eligible debt
22 accrued toward a graduate degree.
- 23 (2) The eligible teacher shall have been employed for at least one year in the
24 local school administrative unit prior to applying for the initial year of
25 repayment assistance.
- 26 (3) The eligible teacher shall include in the teacher's application for repayment
27 assistance a signed statement of intent to remain employed in the local
28 school administrative unit for a period of at least four years following each
29 year the eligible teacher receives a repayment assistance loan.
- 30 (4) The eligible teacher shall agree to repay in full any repayment assistance
31 loans disbursed to the eligible teacher if the teacher fails to complete the
32 repayment assistance period due to voluntarily leaving employment.
- 33 (5) An applicant shall not be eligible for a repayment assistance loan if the
34 applicant is in default on any obligation to a government or commercial
35 lending institution or educational institution until those financial obligations
36 are satisfied. The local board of education may waive ineligibility for this
37 reason at its sole discretion.

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

48 An eligible teacher who voluntarily leaves employment prior to the end of the
49 repayment assistance period shall be required to repay in full any funds that were paid to the
50 teacher, with interest accruing at the annualized rate applicable to the eligible debt being repaid,
51 if not yet forgiven under this subsection at the time of termination. An eligible teacher who (i)

1 cannot fulfill the employment requirements due to death or disability, (ii) takes a leave of
2 absence, or (iii) is involuntarily terminated shall no longer be eligible for a repayment
3 assistance loan under the program but shall not be responsible for repaying the outstanding
4 amount of loans previously disbursed to the eligible teacher during the repayment assistance
5 period.

6 **SECTION 10.(e)** Appropriation. – There is appropriated from the General Fund to
7 the Department of Public Instruction the sum of two hundred eighty-two thousand five hundred
8 dollars (\$282,500) for the 2017-2018 fiscal year and the sum of five hundred eight thousand
9 five hundred dollars (\$508,500) for the 2018-2019 fiscal year to be allocated to participating
10 local school administrative units to implement the provisions of this section.

11 **SECTION 11.(a)** Personal Learning Technology for All Students in Grades Seven
12 Through 12. – Each participating local school administrative unit shall include, as part of the
13 unit's technology plan, a plan to equip all students in grades seven through 12 with personal
14 learning technology statewide. The plan shall include at least the following:

- 15 (1) Promote equal opportunity for and provide meaningful access to personal
16 learning technology resources for students who are economically
17 disadvantaged or have special needs.
- 18 (2) Support student achievement through the integration of personal learning
19 technologies that are content-focused and that add value to existing
20 instructional methods.
- 21 (3) Provide for future sustainability of learning technology resources to adapt to
22 future educational needs and to avoid obsolescence of learning technology
23 resources.
- 24 (4) Provide effective preparation, professional development, and training
25 programs for teachers and other educators in the use and integration of
26 learning technology tools in curriculum development, instructional methods,
27 and student assessment systems.
- 28 (5) Estimate the level of expenditure for purchases of portable computing
29 devices or the anticipated principal and interest costs for the year of
30 allocation for leases and other appropriate financing arrangements, including
31 leases under which the learning technology plan may apply the lease
32 payments to the purchase of those devices.
- 33 (6) Estimate the level of expenditures for software and services such as
34 technical support and education intranet services necessary for operation of
35 personal learning technologies.

36 **SECTION 11.(b)** Appropriation. – There is appropriated from the General Fund to
37 the Department of Public Instruction the sum of three million five hundred thousand dollars
38 (\$3,500,000) in recurring funds for the 2017-2018 fiscal year to allocate to participating local
39 school administrative units funds to be used to equip all students in grades seven through 12
40 with personal learning technology in accordance with the unit's technology plan. Within the
41 funds appropriated for this purpose, a local board of education may phase in deployment of
42 personal learning technology beginning with seventh grade and eighth grade students. The local
43 board of education shall then use available funds to deploy personal learning equipment to
44 students in high school.

45 **SECTION 12.(a)** Teacher Support Program; Establish. – Each participating local
46 school administrative unit shall establish a Teacher Support Program to help teachers cope with
47 stress, exhaustion, and disillusionment related to the profession by providing counseling
48 services. The local board may contract with a private, for-profit, or nonprofit employee
49 assistance program corporation for the purposes of administering the program.

1 **SECTION 12.(b)** Program Rules. – The local board of education of a participating
2 local school administrative unit shall adopt rules for the implementation of the program,
3 including rules regarding the following:

4 (1) The development of a referral system for the program.

5 (2) Professional and licensure requirements for staff.

6 (3) The development of a toll-free, 24-hour hotline for use by teachers.

7 **SECTION 12.(c)** Program Records. – Any records related to teacher participation
8 in the program shall be deemed confidential. No local board of education shall consider teacher
9 participation in the program for purposes of evaluating a teacher's performance or making any
10 employment decision under Article 22 of Chapter 115C of the General Statutes.

11 **SECTION 12.(d)** Appropriation. – There is appropriated from the General Fund to
12 the Department of Public Instruction the sum of one hundred thousand dollars (\$100,000) in
13 recurring funds for the 2017-2018 fiscal year to be allocated to participating local school
14 administrative units to provide a Teacher Support Program pursuant to the provisions of this
15 section.

16 **SECTION 13.** Reporting. – By November 15 of each year for the duration of the
17 pilot, beginning with an initial report by November 15, 2019, and a final report by November
18 15, 2031, each local school administrative unit shall report to the Department of Public
19 Instruction and the Program Evaluation Division (PED) of the General Assembly on the
20 progress of the Program, including costs, savings, student outcomes, school personnel retention
21 and performance, and any other issue deemed relevant by the Department and PED.

22 **SECTION 14.** Evaluation. – In accordance with Chapter 143E of the General
23 Statutes, the Program Evaluation Division of the General Assembly shall conduct a
24 measurability assessment of the components of the Program established by this act and whether
25 the Program should be continued, modified, or expanded statewide based on the Program's
26 impact on student performance and outcomes, improving the retention and availability of
27 employing high-quality teachers in the North Carolina public schools, and providing a return on
28 investment of State funds. The Program Evaluation Division shall begin the measurability
29 assessment beginning in 2027 and compare data from the 2017-2018 fiscal year to data
30 collected up until the 2030-2031 fiscal year. The Program Evaluation Division shall report to
31 the 2032 General Assembly on the results of the measurability assessment.

32 **SECTION 15.** Effective Date. – This act becomes effective July 1, 2017.