

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2019

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HOUSE BILL 1035
PROPOSED COMMITTEE SUBSTITUTE H1035-CSTC-55 [v.8]
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Short Title: Education Omnibus/COVID-19.

(Public)

Sponsors:

Referred to:

April 28, 2020

A BILL TO BE ENTITLED
AN ACT TO PROVIDE RELIEF TO ELEMENTARY AND SECONDARY SCHOOL
STUDENTS, POSTSECONDARY SCHOOL STUDENTS, SCHOOL PERSONNEL, AND
EDUCATIONAL ENTITIES OF THE STATE TO ACCOMMODATE
EXTRAORDINARY CIRCUMSTANCES DUE TO CORONAVIRUS DISEASE 2019
(COVID-19), AS RECOMMENDED BY THE EDUCATION WORKING GROUP OF THE
HOUSE SELECT COMMITTEE ON COVID-19.

The General Assembly of North Carolina enacts:

PART I. DEFINITIONS

SECTION 1. For the purposes of this act, the following definitions apply:

- (1) Authority. – State Education Assistance Authority.
- (2) Coronavirus disease 2019 (COVID-19) emergency. – The period beginning March 10, 2020, and continuing until the Governor signs an executive order rescinding Executive Order No. 116 (Declaration of a State of Emergency to Coordinate Response and Protective Actions to Prevent the Spread of COVID-19).
- (3) Federal testing waiver. – The testing waiver granted to the State Board of Education by the United States Department of Education for the 2019-2020 school year, pursuant to section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended, which, pursuant to G.S. 115C-174.11, eliminated the collection of certain student assessment data for the 2019-2020 school year.
- (4) School closure period. – The period beginning March 16, 2020, and continuing until the latest of the following:
 - a. May 15, 2020.
 - b. The date specified by an executive order superseding the school closure period in Executive Order No. 120 (Additional Limitations on Mass Gatherings, Restrictions on Venues and Long Term Care Facilities, and Extension of School Closure Date).
 - c. The date specified in any executive order superseding the superseding executive order described in sub-subdivision b. of this subdivision.
- (5) State Board. – The State Board of Education.

PART II. INTRODUCTION



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SECTION 2. The purpose of this act is to clarify or modify certain requirements in consideration of actions and circumstances related to the COVID-19 emergency, including, but not limited to, the federal testing waiver and the school closure period.

PART III. WAIVERS AND MODIFICATIONS RELATED TO PUBLIC SCHOOL TESTING, ACCOUNTABILITY, GRADE PLACEMENT/PROMOTION, GRADUATION REQUIREMENTS, SCHOOL CALENDARS, AND SCHOOL IMPROVEMENT PLANS.

TESTS AND ASSESSMENTS

SECTION 3.1.(a) EOGs and EOCs. – Consistent with the provisions of G.S. 115C-174.11(d), for the 2019-2020 school year, end-of-grade and end-of-course tests are waived.

SECTION 3.1.(b) ACT. – Notwithstanding G.S. 115C-174.11(c)(4), during the fall semester of the 2020-2021 school year, public school units shall administer the norm-referenced college admissions test made available by the State Board to all students who were in the eleventh grade during the 2019-2020 school year who were not administered the test during the 2019-2020 school year, unless a student has already taken a comparable test and scored at or above a level set by the State Board.

SECTION 3.1.(c) Diagnostic and Formative Assessments. – For the 2019-2020 school year, for the diagnostic and formative reading assessments for kindergarten, first, second, and third grade students described in G.S. 115C-83.6 and G.S. 115C-174.11(a), additional assessments beyond those administered prior to the school closure period are not required.

SECTION 3.1.(d) WorkKeys. – For the spring semester of the 2019-2020 school year only, notwithstanding G.S. 115C-174.25, a local school administrative unit shall not be required to administer the WorkKeys tests to any students who complete a concentration in career and technical education courses.

SCHOOL PERFORMANCE, ANNUAL REPORT CARDS FOR SCHOOLS, AND SCHOOL BUILDING REPORTS

SECTION 3.2.(a) Calculation and Issuance of School Performance Grades. – For the 2020-2021 school year, based on data from the 2019-2020 school year, the provisions of G.S. 115C-12(9)c1. and G.S. 115C-83.15(a) through (f) shall not apply. Notwithstanding G.S. 115C-83.15(g), the State Board is not required to display school report card information for the 2020-2021 school year based on data from the 2019-2020 school year, but shall display a brief explanation that school report cards were not issued for the 2020-2021 school year because assessment data was not collected during the 2019-2020 school year due to COVID-19.

SECTION 3.2.(b) Display of School Report Cards. – Notwithstanding G.S. 115C-47(58), 115C-75.8(d)(7), 115C-218.65, 115C-238.66(11), 116-239.8(b)(14), and Section 6(d)(2) of S.L. 2018-32, public school units are not required to display school report card information for the 2020-2021 school year based on data from the 2019-2020 school year, but shall display a brief explanation that school report cards were not issued for the 2020-2021 school year because assessment data was not collected during the 2019-2020 school year due to COVID-19.

SECTION 3.2.(c) Evaluation of Alternative Programs. – Notwithstanding G.S. 115C-12(24), to the extent educational performance and growth of students in alternative schools and alternative programs are measured based on the accountability system developed under G.S. 115C-83.15 and G.S. 115C-105.35, educational performance and growth of students in alternative schools and alternative programs shall not be evaluated based on data from the 2019-2020 school year.

SECTION 3.2.(d) School Building Reports. – The requirement for local school administrative units to produce and make public a school building report under G.S. 115C-12(9)c3. and G.S. 115C-47(35) shall not apply for the October 15, 2020, report based on building-level data from the 2019-2020 school year.

LOW-PERFORMING SCHOOLS

SECTION 3.3.(a) Low-Performing Schools. – Notwithstanding G.S. 115C-105.37 and G.S. 115C-218.94(a), for the 2020-2021 school year, the following applies:

- (1) The State Board shall not identify additional low-performing schools based on data from the 2019-2020 school year.
- (2) Schools previously identified as low-performing based on data from the 2018-2019 school year shall continue to be identified as low-performing.
- (3) Previously identified low-performing schools shall continue to carry out the final plan approved by the local board of education pursuant to G.S. 115C-105.37(a1).
- (4) The State Board and the local board of education shall continue to provide online access to each low-performing school's plan in accordance with G.S. 115C-105.37(a1)(5).
- (5) The written parental notice required by G.S. 115C-105.37(b) is not required to be provided again, but local boards of education of low-performing schools shall include with their online final plans a brief explanation that low-performing identification continues pending assessment data from the 2020-2021 school year.

SECTION 3.3.(b) Continually Low-Performing Schools. – Notwithstanding G.S. 115C-105.37A and G.S. 115C-218.94(b), for the 2020-2021 school year, the following applies:

- (1) The State Board shall not identify additional continually low-performing schools based on data from the 2019-2020 school year.
- (2) Schools previously identified as continually low-performing based on data from the 2018-2019 school year shall continue to be identified as continually low-performing.
- (3) Previously identified continually low-performing schools shall continue to carry out the plan approved by the State Board pursuant to G.S. 115C-105.37A(a).
- (4) Assistance and intervention levels provided for the 2019-2020 school year based on designation as low-performing for two years under G.S. 115C-105.37A(b) or low-performing for three years under G.S. 115C-105.37A(c) shall continue.
- (5) Local boards of education may request to reform a continually low-performing school in accordance with G.S. 115C-105.37B.

SECTION 3.3.(c) Low-Performing Local School Administrative Units. – Notwithstanding G.S. 115C-105.39A, for the 2020-2021 school year, the following applies:

- (1) The State Board shall not identify additional low-performing local school administrative units based on data from the 2019-2020 school year.
- (2) Local school administrative units previously identified as low-performing based on data from the 2018-2019 school year shall continue to be identified as low-performing.
- (3) Previously identified low-performing local school administrative units shall continue to carry out the final plan approved by the local board of education pursuant to G.S. 115C-105.39A(b).

- (4) The State Board and the local board of education shall continue to provide online access to each low-performing local school administrative unit's plan in accordance with G.S. 115C-105.39A(b)(5).
- (5) The written parental notice required by G.S. 115C-105.39A(c) is not required to be provided again, but the local board of education shall include with its online final plan a brief explanation that low-performing identification continues pending assessment data from the 2020-2021 school year.
- (6) The provisions of G.S. 115C-105.39(c) through (e) shall not apply.

INNOVATIVE SCHOOL DISTRICT

SECTION 3.4.(a) Notwithstanding the provisions of G.S. 115C-75.7 and G.S. 115C-105.37A(d), for the 2020-2021 school year, the following applies:

- (1) The State Board shall not identify any additional schools as qualifying schools for the Innovative School District based on data from the 2019-2020 school year.
- (2) Schools identified as qualifying schools for the 2019-2020 school year based on data from the 2018-2019 school year shall remain on the qualifying list, and the provisions of G.S. 115C-75.7(b1), (b2), and (d) shall continue to apply to these schools.

SECTION 3.4.(b) Section 1(c) of S.L. 2019-248 reads as rewritten:

"SECTION 1.(c) For the purposes of this subsection, a qualifying school is as defined by G.S. 115C-75.5(5), as amended by this act. Notwithstanding G.S. 115C-75.7, as amended by this act, the State Board of Education shall select the following schools to become innovative schools:

- (1) ~~The lowest scoring qualifying school in the State identified based on the school performance score calculated from data for the 2019-2020 school year to become an innovative school in the 2021-2022 school year.~~
- (2) The lowest scoring qualifying school in the State identified based on the school performance score calculated from data for the 2020-2021 school year to become an innovative school in the 2022-2023 school year."

THIRD GRADE RETENTION, READING CAMPS, AND FOURTH GRADE READING ASSESSMENT

SECTION 3.5.(a) Third Grade Retention Determination. – For grade level determination for the 2020-2021 school year, the following applies:

- (1) Notwithstanding the provisions of G.S. 115C-83.7 and the requirement in G.S. 115C-288(a) that a principal's authority to grade and classify pupils is limited by the requirements of G.S. 115C-83.7(a), principals shall have authority to determine the appropriate 2020-2021 school year grade level for students in the third grade during the 2019-2020 school year in the same manner as for students in all other grade levels. Principals shall designate whether a retained third grade student is retained due to reading deficiencies. Principals are encouraged to consult with a student's 2019-2020 third grade teacher in determining grade classification.
- (2) Notwithstanding the provisions of G.S. 115C-218.85(b), charter schools shall have authority to determine the appropriate 2020-2021 school year grade level for third grade students in the same manner that grade level classification is determined for other grade levels.

SECTION 3.5.(b) Parental Notice and Interventions. – Consistent with G.S. 115C-83.9(a), parents or guardians shall receive notice that a first, second, or third grade student demonstrated difficulty with reading development or was not reading at grade level

1 during the 2019-2020 school year based on assessments completed on or before March 13, 2020.
2 The provisions of G.S. 115C-83.9(d) shall apply to this notice.

3 For third grade students retained for the 2019-2020 school year based on data from
4 the 2018-2019 school year, the requirements of G.S. 115C-83.9(c) shall not apply during the
5 school closure period, beginning March 16, 2020.

6 For third grade students retained for the 2020-2021 school year due to reading
7 deficiencies, the provisions of G.S. 115C-83.8(b) through (e) and G.S. 115C-83.9 shall apply in
8 the same manner they would have had the student been retained pursuant to G.S. 115C-83.7(a),
9 except that notification regarding the exemptions described in G.S. 115C-83.7(b) shall not apply.

10 **SECTION 3.5.(c) Reading Camps and Recommendations for Alternative**
11 **Interventions.** – Notwithstanding G.S. 115C-83.6(a), 115C-83.8(a), and 115C-83.11, and any
12 other provision of law to the contrary, local school administrative units are not required to provide
13 reading camps corresponding to the 2019-2020 school year.

14 No later than May 20, 2020, the State Board of Education shall submit to the Joint
15 Legislative Education Oversight Committee recommendations for alternative interventions to
16 summer instruction, to be offered to at-risk students and students recommended for additional
17 support by their 2019-2020 teachers based on student outcome data available up until March 16,
18 2020. The alternative interventions shall be recommended as alternatives to reading camps and
19 summer school that could have been offered but for the COVID-19 emergency.

20 **SECTION 3.5.(d) Fourth Grade Reading Assessment.** – No later than the tenth day
21 that school buildings are open to students for the 2020-2021 school year, public school units shall
22 administer to all fourth grade students the end-of-year diagnostic assessment otherwise required
23 for third grade students pursuant to G.S. 115C-174.11(a) and State Board policy. The results of
24 the assessment shall be used to identify reading deficiencies and inform instruction and
25 remediation needs in order to ensure that all students achieve proficiency at the earliest date
26 possible.

27 **SECTION 3.5.(e) Reporting Requirements.** – For the 2020-2021 school year, the
28 following applies:

- 29 (1) Accountability reporting described in G.S. 115C-83.10 shall not be required
30 based on data from the 2019-2020 school year, except that by September 1,
31 2020, local boards of education shall report to the State Board the following:
32 a. The number and percentage of first grade students on track and not on
33 track to meet year-end expectations based on assessments completed
34 on or before March 13, 2020.
35 b. The number and percentage of second grade students on track and not
36 on track to meet year-end expectations based on assessments
37 completed on or before March 13, 2020.
38 c. The number and percentage of third grade students on track and not on
39 track to meet year-end expectations based on assessments completed
40 on or before March 13, 2020.
41 d. The number and percentage of third grade students retained pursuant
42 to subsection (a) of this section for reading deficiencies.
43 (2) Reporting requirements described in G.S. 115C-218.85(b)(4) shall not be
44 required based on data from the 2019-2020 school year, except that by
45 September 1, 2020, charter schools and other public school units subject to
46 charter school statutory requirements shall report to the State Board the
47 following:
48 a. The number and percentage of third grade students on track and not on
49 track to meet year-end expectations based on assessments completed
50 on or before March 13, 2020.

- b. The number and percentage of third grade students retained pursuant to subsection (a) of this section for reading deficiencies.
- (3) The State Board shall compile the information described in this subsection and shall submit a State-level summary of each component by local school administrative unit and charter school to the Joint Legislative Education Oversight Committee by October 15, 2020.

ADVANCED COURSES IN MATHEMATICS

SECTION 3.6.(a) Notwithstanding G.S. 115C-81.36(a1) and (b), math placement for the 2020-2021 school year shall be determined as follows:

- (1) Initial math placements for all students shall be made consistent with local policies, in consultation with a student's 2019-2020 school year math teacher.
- (2) For students not initially placed in advanced courses or advanced learning opportunities in math, a student or student's parent may request administration of the end-of-grade or end-of-course test for the mathematics grade or course in which the student was enrolled for the 2019-2020 school year solely for the purpose of determining math placement for the 2020-2021 school year. Any student scoring at the highest level on the math end-of-grade or end-of-course test shall be placed as provided in G.S.115C-81.36(a1) and (b).

SECTION 3.6.(b) For the purposes of G.S. 115C-81.36(c), the Department of Public Instruction shall submit its December 15, 2020, report to the Joint Legislative Education Oversight Committee on the number and demographics of students who were (i) enrolled in advanced mathematics courses, including high school level mathematics courses in eighth grade, or (ii) given other advanced learning opportunities for the 2020-2021 school year. The report shall include information on the type and format of advanced mathematics courses or advanced learning opportunities provided and shall also include any feedback provided by local boards of education on the implementation of G.S. 115C-81.36.

CPR GRADUATION REQUIREMENT

SECTION 3.7. Notwithstanding G.S. 115C-12(9d)a., for the 2019-2020 school year, any student in grade 12 who has not satisfied the requirement for completion of instruction in cardiopulmonary resuscitation shall be eligible to graduate if both of the following apply:

- (1) Instruction in cardiopulmonary resuscitation cannot be completed due to the COVID-19 emergency.
- (2) The student is eligible to graduate in all respects other than the statutory requirement described in this section, as determined by the principal of the school to which the student is assigned.

SCHOOL CALENDAR FOR THE 2019-2020 SCHOOL YEAR

SECTION 3.8.(a) Instructional Time Requirements. – A public school unit that provides remote instruction as required by this subsection shall be deemed to have satisfied the minimum days and hours required by G.S. 115C-75.8(d)(9), 115C-84.2(a)(1), 115C-150.12, 115C-218.85(a)(1), 115C-238.53(d), 115C-238.66(1)d., 116-239.8(b)(2)c., and Section 6(e) of S.L. 2018-32 for the 2019-2020 school year. For the purposes of this subsection for the 2019-2020 school year, remote instruction is defined as learning that takes place outside of the traditional school setting using various media and formats, including, but not limited to, video conference, telephone conference, print material, online material, or learning management systems. Each public school unit shall provide remote instruction for the remainder of its scheduled 2019-2020 school year.

SECTION 3.8.(b) Student Attendance Enforcement. – For the 2019-2020 school year, the requirements of G.S. 115C-378(e) through (g) shall not apply during the school closure period.

SCHOOL CALENDAR FOR THE 2020-2021 SCHOOL YEAR

SECTION 3.9.(a) Remote Instruction Plans. – The governing body of each public school unit shall develop a Remote Instruction Plan (Plan) for the 2020-2021 school year and shall submit its Plan to the State Board no later than July 20, 2020. The purpose of the Plan is to provide a detailed framework for delivering quality remote instruction to all students within the public school unit during the 2020-2021 school year, as provided in subsection (b) of this section. In describing how the public school unit will implement remote instruction, the Plan shall address all of the following:

- (1) Consulting with teachers, administrators and instructional support staff, parents, students, community partners, and other stakeholders in developing the Plan and effectively communicating the Plan to all involved parties.
- (2) Training for teachers and staff on effective use of the remote instruction resources utilized by the public school unit and the process for student submission of completed work. The Plan shall identify any learning management system, online instructional resource, or offline instructional resource that will be made available to all students in a grade-level across the public school unit.
- (3) Defining and clearly communicating staff roles and expectations for remote instruction days, including teacher workdays, teacher accessibility, and non-certified staff workdays and responsibilities. The Plan may include variances for staff expectations when remote instruction days are also used as teacher workdays.
- (4) Surveying student and teacher home connectivity and providing for remote instruction that is appropriate for teachers and students with limited connectivity capability, including the opportunity for students to download remote learning materials in advance when practicable.
- (5) Engaging with community partners on services that parents and students can utilize on remote instruction days, including community partners willing to provide free broadband access or connectivity for remote instruction and community partners with childcare options, and communicating remote instruction schedules with those partners.
- (6) Developing effective design and delivery of remote instruction lessons within professional learning communities.
- (7) Teaching and practice opportunities for students on accessing and using remote instruction platforms and methods, including how to locate, complete, and submit assignments. The Plan shall include regular opportunities for students to use the platforms and methods during non-remote instruction days to ensure student success during remote instruction.
- (8) Communicating learning targets to students on each remote instruction day and ensuring that lesson design provides instructional time, practice, and application components to demonstrate learning. The Plan shall include a process for monitoring the quality of remote instruction materials.
- (9) Ensuring that remote instructional time, practice, and application components support learning growth that continues towards mastery of the standard course of study. The Plan shall include work measurement guidelines appropriate to each grade level, including deadlines for submission of assignments and methods to assess and grade learning during remote instruction.

- (10) Ensuring that students with disabilities have equal access to the remote instruction provided by their public school units and that remote instruction is provided in a manner consistent with each student's individualized education program (IEP) or 504 plan. Remote learning day supports shall be considered and included in the development or modification of all IEPs or 504 plans, as appropriate for the student.
- (11) Tracking and reporting attendance on remote instruction days, including protocols for determining attendance, the reporting system to be used, and how attendance procedures will be communicated to parents before remote instruction begins.
- (12) Providing online and offline contact options for students to communicate with teachers or staff for remote instruction days that are not used as teacher workdays.
- (13) Providing technology support for students experiencing technical difficulties on remote instruction days.

SECTION 3.9.(b) School Calendar. – Except as otherwise provided in this subsection, the requirements of G.S. 115C-84.2, including the requirement that a school calendar consist of 215 days, apply to the 2020-2021 school calendar for local school administrative units. The provisions of this subsection supersede any school calendar adopted by a public school unit prior to the enactment of this act. For the 2020-2021 school year only, the following applies to the school calendar for public school units:

- (1) Notwithstanding any provisions of G.S. 115C-75.8(d)(9), 115-84.2(a)(1), 115C-150.12, 115C-218.85(a)(1), 115C-238.53(d), 115C-238.66(1)d., 116-239.8(b)(2)c., and Section 6(e) of S.L. 2018-32 to the contrary, each public school unit shall adopt a calendar that includes 190 days of instruction as follows:
 - a. 185 days or 1025 hours of instruction that include five remote instruction days in accordance with the Plan developed pursuant to subsection (a) of this section. Each of the five remote instruction days may be scheduled in the discretion of the public school unit, except as provided in subdivision (2) of this subsection.
 - b. An additional five instructional days that shall be satisfied only by five individually separate and distinct full instructional days and not by an accumulation of instructional hours.
- (2) Notwithstanding any provisions of G.S. 115C-84.2(d) to the contrary, each local school administrative unit shall adopt a school calendar in accordance with the following:
 - a. An opening date for students of August 17, 2020.
 - b. A closing date for students no later than June 11, 2021.
 - c. No remote instruction day shall be scheduled prior to August 24, 2020.
 - d. Remote instruction days may be scheduled for use as teacher workdays, including as teacher workdays on which teachers may take accumulated vacation leave, provided that remote instruction material is prepared and provided for students to use during the remote instruction days. Local school administrative units may, in their discretion, schedule remote instruction days as teacher workdays to facilitate completion of first semester course exams prior to a winter holiday period.
 - e. A local school administrative units granted a good cause waiver for the 2020-2021 school year shall not have an opening date for students earlier than August 17, 2020, but may use up to an additional five

remote instruction days, in accordance with the requirements of this subsection for remote instruction days, solely as make-up days for days on which schools have been closed due to inclement weather or other emergency situations.

- (3) If, during the 2020-2021 school year, a state of emergency or disaster is declared under Chapter 166A of the General Statutes ordering school closure for more than five days, a public school unit providing remote instruction in accordance with the Plan developed pursuant to subsection (a) of this section may use additional remote instruction days as necessary to satisfy instructional time requirements.

SECTION 3.9(c) Reporting Requirement. – No later than September 15, 2020, the State Board shall report to the Joint Legislative Education Oversight Committee on the implementation of subsection (a) of this section. The State Board shall submit with its report a copy of each Remote Instruction Plan submitted, and the report shall provide a statewide summary that includes the following:

- (1) All online remote instruction resources used by public school units, listed by public school unit.
- (2) All offline remote instruction resources used by public school units, listed by public school unit.
- (3) A list of any public school unit using only offline remote instruction resources.
- (4) The number and percentage of public school units that did and did not provide plans addressing every item required by subsection (a) of this section.
- (5) Strengths, challenges, and trends noted by the State Board in its review of how public school units implement remote instruction.
- (6) Any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the delivery of statewide remote instruction.

SCHOOL IMPROVEMENT PLANS

SECTION 3.10. Notwithstanding G.S. 115C-105.27, the following shall apply:

- (1) For any school improvement plan set to expire at the end of the 2019-2020 school year, that school improvement plan may remain in effect until December 31, 2020, to allow additional time for consideration and adoption of the new school improvement plan.
- (2) For any school improvement plan extended to December 31, 2020, the replacement plan shall expire in eighteen months, rather than two years.

SUMMER LEARNING PLAN DATE SUBMISSION

SECTION 3.11. If House Bill 1038, 2019 Regular Session, becomes law, Sec. 3.3(10) of that act reads as rewritten:

"(10) \$70,000,000 to the Department of Public Instruction to be allocated to local school administrative units, charter schools, and the Innovative School District to provide a supplemental summer learning program for students whose learning has been negatively affected by the impacts of COVID-19, in accordance with the following:

...

The governing body of a public school unit receiving funds under this subdivision shall consult with 2019-2020 school year teachers of kindergarten through fourth grade students to develop summer learning program plans that deliver targeted instruction to students participating in the summer learning program. Each public school unit's plan shall comply with the requirements of

any executive order in effect at the time of the summer learning program, including requirements on the use of public school buildings, and shall comply with social distancing and other public health guidelines provided by the Department of Health and Human Services. No later than ~~May 31, 2020~~, June 22, 2020, local school administrative units and the Innovative School District shall submit their summer learning program plans to the Department of Public Instruction. Summer learning programs shall not be included in scheduled instructional time for the 2020-2021 school year calendar, but shall provide a supplement to that instruction in order to better prepare students for academic success during the 2020-2021 school year, despite the impacts of COVID-19. Each public school unit receiving funds under this subdivision is encouraged to identify or prepare resources and strategies that parents or guardians can provide at home for students who qualify for a summer learning program and who (i) do not attend or (ii) attend and would like additional material. No later than February 15, 2021, the State Board of Education shall report to the Joint Legislative Education Oversight Committee on the implementation of this subdivision and the use of funds for summer learning programs. The State Board shall submit with its report a copy of each summer learning program plan submitted, and shall include any other data deemed by the State Board to be useful to the Joint Legislative Education Oversight Committee in evaluating the delivery of summer learning programs."

PART IV. TEMPORARY BUDGET FLEXIBILITY AND DELAY IN K-3 CLASS SIZE REDUCTION FOR LOCAL BOARDS OF EDUCATION

BUDGET FLEXIBILITY

SECTION 4.1.(a) Budget Flexibility for the Remainder of FY 2019-2020. – Effective from the date this act becomes law until June 30, 2020, notwithstanding G.S. 115C-105.25 and any other provision of law, local boards of education may transfer and may approve transfers of any unexpended cash balance in an allotment category to another allotment category subject to the following limitations:

- (1) Funds for career and technical education and other purposes may be transferred only as permitted by federal law and the conditions of federal grants or as provided through any rules that the State Board adopts to ensure compliance with federal regulations.
- (2) No funds shall be transferred out of the children with disabilities, students with limited English proficiency, and academically or intellectually gifted students categories.
- (3) No funds shall be transferred into the central office allotment category.
- (4) Positions allocated for classroom teachers may be converted to dollar equivalents to contract for visiting international exchange teachers through a visiting international exchange teacher program approved by the State. These positions shall be converted at the statewide average salary for classroom teachers, including benefits. The converted funds shall be used only to provide visiting international exchange teachers with salaries commensurate with their experience levels, to provide any State-approved bonuses, and to cover the costs associated with supporting visiting international exchange teachers within the local school administrative unit, including programming and related activities, background checks, medical coverage, and other program administration services in accordance with the federal regulations for the Exchange Visitor Program, 22 C.F.R. Part 62.

- (5) Except as provided in subdivision (4) of this subsection, positions allocated for classroom teachers and instructional support personnel may be converted to dollar equivalents for any purpose authorized by the policies of the State Board of Education. These positions shall be converted at the salary on the first step of the "A" Teachers Salary Schedule. Certified position allotments shall not be transferred to dollars to hire the same type of position.
- (6) Funds allocated for school building administration may be converted for any purpose authorized by the policies of the State Board of Education. For funds related to principal positions, the salary transferred shall be based on the first step of the Base column of the Principal Salary Schedule. For funds related to assistant principal months of employment, the salary transferred shall be based on the first step of the "A" Teachers Salary Schedule at the salary level for assistant principals. Certified position allotments shall not be transferred to dollars to hire the same type of position.
- (7) Funds to carry out the elements of the Excellent Public Schools Act that are contained in Section 7A.1 of S.L. 2012-142 shall not be transferred.
- (8) Funds allotted for textbooks and digital resources may be used only to acquire textbooks and digital resources and related technology, including any hardware, software, or equipment or devices necessary for the use of the digital resources. These funds shall not be transferred out of the allotment for any other purpose.

Notwithstanding G.S. 20-88.03, G.S. 115C-215, and any other provision of law, a local board of education may transfer the unexpanded cash balance in the drivers education allotment category to another allotment category in accordance with this subsection.

SECTION 4.1.(b) Budget Flexibility for FY 2020-2021. – Effective July 1, 2020, notwithstanding G.S. 115C-105.25 and any other provision of law, for the 2020-2021 fiscal year only, local boards of education may transfer and may approve transfers of funds in an allotment category to another allotment category subject to the following limitations:

- (1) Funds for career and technical education and other purposes may be transferred only as permitted by federal law and the conditions of federal grants or as provided through any rules that the State Board adopts to ensure compliance with federal regulations.
- (2) No funds shall be transferred out of the children with disabilities, students with limited English proficiency, and academically or intellectually gifted students categories.
- (3) No funds shall be transferred into the central office allotment category.
- (4) Positions allocated for classroom teachers may be converted to dollar equivalents to contract for visiting international exchange teachers through a visiting international exchange teacher program approved by the State. These positions shall be converted at the statewide average salary for classroom teachers, including benefits. The converted funds shall be used only to provide visiting international exchange teachers with salaries commensurate with their experience levels, to provide any State-approved bonuses, and to cover the costs associated with supporting visiting international exchange teachers within the local school administrative unit, including programming and related activities, background checks, medical coverage, and other program administration services in accordance with the federal regulations for the Exchange Visitor Program, 22 C.F.R. Part 62.
- (5) Except as provided in subdivision (4) of this subsection, positions allocated for classroom teachers and instructional support personnel may be converted to dollar equivalents for any purpose authorized by the policies of the State

Board of Education. These positions shall be converted at the salary on the first step of the "A" Teachers Salary Schedule. Certified position allotments shall not be transferred to dollars to hire the same type of position.

(6) Funds allocated for school building administration may be converted for any purpose authorized by the policies of the State Board of Education. For funds related to principal positions, the salary transferred shall be based on the first step of the Base column of the Principal Salary Schedule. For funds related to assistant principal months of employment, the salary transferred shall be based on the first step of the "A" Teachers Salary Schedule at the salary level for assistant principals. Certified position allotments shall not be transferred to dollars to hire the same type of position.

(7) Funds to carry out the elements of the Excellent Public Schools Act that are contained in Section 7A.1 of S.L. 2012-142 shall not be transferred.

(8) Funds allotted for textbooks and digital resources may be used only to acquire textbooks and digital resources and related technology, including any hardware, software, or equipment or devices necessary for the use of the digital resources. These funds shall not be transferred out of the allotment for any other purpose.

Notwithstanding G.S. 20-88.03, G.S. 115C-215, and any other provision of law, a local board of education may transfer funds in the drivers education allotment category to another allotment category in accordance with this subsection.

DELAY K-3 CLASS SIZE REDUCTION/ADJUST PROGRAM ENHANCEMENT TEACHER ALLOTMENT FUNDING

SECTION 4.2.(a) Delay K-3 Class Size Reduction for One Year. – Part II of S.L. 2018-2 reads as rewritten:

"PART II. CLASS SIZE PHASE IN

...

SECTION 2.(b) Notwithstanding G.S. 115C-301, as amended by this act, and any other provision of law, for the 2019-2020 and 2020-2021 school ~~year, years,~~ the average class size for kindergarten through third grade in a local school administrative unit shall not exceed one teacher per 19 students. At the end of the second school month and for the remainder of the school year, the size of an individual class in kindergarten through third grade shall not exceed one teacher per 22 students.

SECTION 2.(c) Notwithstanding G.S. 115C-301, as amended by this act, and any other provision of law, for the ~~2020-2021~~ 2021-2022 school year, the average class size for kindergarten through third grade in a local school administrative unit shall not exceed one teacher per 18 students. At the end of the second school month and for the remainder of the school year, the size of an individual class in kindergarten through third grade shall not exceed one teacher per 21 students.

SECTION 2.(d) The class size requirements set forth in G.S. 115C-301, as amended by this act, shall apply beginning with the ~~2021-2022~~ 2022-2023 school year."

SECTION 4.2.(b) Delay Teacher Position Allotment Change. – Section 3(b) of S.L. 2018-2 reads as rewritten:

"SECTION 3.(b) Effective July 1, ~~2021,~~ 2022, G.S. 115C-301(a1), as enacted by subsection (a) of this section, reads as rewritten:

...."

SECTION 4.2.(c) Delay Restriction on Transfers for Teacher Position Allotments. – Section 4(b) of S.L. 2018-2 reads as rewritten:

"SECTION 4.(b) Effective July 1, ~~2021,~~ 2022, G.S. 115C-105.25(b), as amended by subsection (a) of this section, reads as rewritten:

...."

SECTION 4.2.(d) Adjustment to the Appropriation for Program Enhancement Teachers. – Notwithstanding Section 1.1 of S.L. 2019-242, effective beginning with the 2020-2021 fiscal year, G.S. 115C-301(c2)(3) reads as rewritten:

"(3) Appropriation. – Beginning with the 2019-2020 fiscal year, there is appropriated from the General Fund to the Department of Public Instruction for the allotment for program enhancement teachers for kindergarten through fifth grade an amount equal to the percentage of the total funds required to allot program enhancement teacher positions for kindergarten through fifth grade on a basis of one teacher per 191 students for each fiscal year as follows:

Fiscal Year	Appropriation
2019-2020	50%
2020-2021	75% 50%
<u>2021-2022</u>	<u>75%</u>

~~2021-2022-2022-2023~~ and each subsequent fiscal year thereafter 100%.

When developing the base budget, as defined by G.S. 143C-1-1, for each fiscal year specified in this subdivision, the Director of the Budget shall include the appropriated amount for that fiscal year."

PART V. MODIFICATIONS TO SCHOOL PERSONNEL EMPLOYMENT AND EVALUATION PROVISIONS

PRINCIPAL RECRUITMENT SUPPLEMENT

SECTION 5.1.(a) Notwithstanding G.S. 115C-285.1, as enacted by S.L. 2019-247, for the 2020-2021 school year, a school identified as an eligible school in the 2019-2020 school year pursuant to G.S. 115C-285.1(a)(2) shall continue to be an eligible school in the 2020-2021 school year.

SECTION 5.1.(b) G.S. 115C-285.1(e), as enacted by S.L. 2019-247, reads as rewritten:

"(e) Additional Funds. – In the event an eligible employer is unable to award funds for the salary supplement because of resignation, dismissal, reduction in force, death, retirement, or failure to execute a contract with a qualifying principal, the Department shall award the funds, as soon as is practicable, to another eligible employer identified in subdivision ~~(a)(2)-(a)(1)~~ of this section."

INTENT OF THE GENERAL ASSEMBLY TO REFRAIN FROM USING SCHOOL GROWTH SCORES FROM THE 2019-2020 SCHOOL YEAR TO DETERMINE PRINCIPAL SALARIES FOR THE 2020-2021 FISCAL YEAR

SECTION 5.2. It is the intent of the General Assembly that, for purposes of establishing the 2020-2021 Principal Salary Schedule, the following shall occur:

- (1) School growth scores from the 2019-2020 school year shall not be used.
- (2) To the extent school growth scores from other school years are used to determine principal salaries, data used to calculate those school growth scores shall be from the 2018-2019 school year or earlier.

NOTIFICATION REQUIREMENT FOR TEACHER PERFORMANCE DATA

SECTION 5.3. Notwithstanding G.S. 115C-333.2, for the 2020-2021 school year, principals are not required to notify teachers that Education Value-Added Assessment System (EVAAS) data has been updated to reflect teacher performance from the 2019-2020 school year.

TEACHER EFFECTIVENESS REPORTING REQUIREMENTS

SECTION 5.4.(a) Notwithstanding G.S. 115C-299.5(d), for the 2020-2021 school year, local school administrative units are not required to provide teacher effectiveness data from the 2019-2020 school year to the State Board, and the State Board is not required to include any disaggregated data on teacher effectiveness from the 2019-2020 school year in its December 15, 2020, report on the state of the teaching profession in North Carolina.

SECTION 5.4.(b) G.S. 115C-299.5(d) reads as rewritten:

"(d) Teacher Effectiveness. – The annual teacher transition report by the State Board of Education shall disaggregate the data included in subsection (c) of this section by teacher effectiveness status at a statewide level. The report shall not disaggregate data on teacher effectiveness status at a local school administrative unit level. Notwithstanding Article 21A of this Chapter, local school administrative units shall provide to the State Board of Education, for the purposes of this report, any North Carolina Educator Evaluation System (NCEES) effectiveness status assigned to teachers who left employment. The State Board of Education shall not report disaggregated data that reveals confidential information in a teacher's personnel file, as defined by Article 21A of this Chapter, such as making the effectiveness status personally identifiable to an individual teacher."

TEACHER EVALUATION AND OBSERVATION REQUIREMENTS

SECTION 5.5. Notwithstanding G.S. 115C-333(a) and G.S. 115C-333.1(a), for the 2019-2020 school year, annual teacher evaluations required pursuant to G.S. 115C-333(a) and G.S. 115C-333.1(a) shall be based on (i) observations completed in the 2019-2020 school year prior to the school closure period and (ii) other artifacts and evidence from the 2019-2020 school year. Schools are not required to complete any observations required in the 2019-2020 school year pursuant to G.S. 115C-333(a) and G.S. 115C-333.1(a) that were not completed prior to the school closure period.

PART VI. WAIVERS FOR NONPUBLIC SCHOOLS RELATED TO TESTING AND ATTENDANCE

STANDARDIZED TESTING REQUIREMENTS FOR NONPUBLIC SCHOOLS

SECTION 6.1. Notwithstanding G.S. 115C-549, 115C-550, 115C-557, 115C-558, and 115C-564, nonpublic schools, as defined in G.S. 115C-591(4), are not required to do either of the following:

- (1) Administer nationally standardized tests or other nationally standardized equivalent measurements for the 2019-2020 school year.
- (2) Make, maintain, or make available records of test results received by their students in the 2019-2020 school year.

ATTENDANCE AND CALENDAR REQUIREMENTS FOR NONPUBLIC SCHOOLS

SECTION 6.2. Notwithstanding G.S. 115C-378, 115C-548, 115C-556, and 115C-564, nonpublic schools, as defined in G.S. 115C-591(4), are not required to do either of the following:

- (1) Make, maintain, and render attendance records of children of compulsory school age during the school closure period.
- (2) For the 2019-2020 school year, operate on a regular schedule at least nine calendar months of the year.

PART VII. K-12 SCHOLARSHIP PROGRAMS ADMINISTERED BY THE STATE EDUCATION ASSISTANCE AUTHORITY

STANDARDIZED TESTING AND REPORTING REQUIREMENTS FOR NONPUBLIC SCHOOLS WITH STUDENTS RECEIVING OPPORTUNITY SCHOLARSHIP GRANTS

SECTION 7.1.(a) For purposes of this section, the definitions from G.S. 115C-562.1 shall apply.

SECTION 7.1.(b) Notwithstanding G.S. 115C-562.5, for the 2019-2020 school year, a nonpublic school that accepts eligible students receiving scholarship grants is not required to do any of the following:

- (1) Provide to the parent or guardian of an eligible student, whose tuition and fees are paid in whole or in part with a scholarship grant, the student's scores on standardized achievement tests.
- (2) Administer a nationally standardized test or other nationally standardized equivalent measurement to any eligible students whose tuition and fees are paid in whole or in part with a scholarship grant in grades three and higher.
- (3) Submit standardized test performance data from the 2019-2020 school year to the Authority.
- (4) If the nonpublic school enrolls more than 25 students whose tuition and fees are paid in whole or in part with a scholarship grant, either of the following:
 - a. Report to the Authority on the aggregate standardized test performance of eligible students.
 - b. Provide standardized test performance data from the 2019-2020 school year to an independent research organization.

OPPORTUNITY SCHOLARSHIP PROGRAM DISBURSEMENT OF FUNDS

SECTION 7.2. Notwithstanding G.S. 115C-562.8, from the funds carried forward at the end of the 2019-2020 fiscal year pursuant to G.S. 115C-562.8 that were unexpended as a result of the closure of nonpublic schools due to the COVID-19 emergency, the Authority may remit a scholarship grant awarded to a student for the spring semester of the 2019-2020 school year to a nonpublic school on or before October 1, 2020.

EXTENSION OF K-12 SCHOLARSHIP PROGRAM REPORT DATES

SECTION 7.3.(a) Opportunity Scholarship Grant Program. – Notwithstanding G.S. 115C-562.7, the Authority shall submit by November 15, 2020, its annual report due by October 15 each year to the Joint Legislative Education Oversight Committee on the Opportunity Scholarship Grant Program.

SECTION 7.3.(b) Disabilities Grant Program. – Notwithstanding G.S. 115C-112.8, the Authority shall submit by November 15, 2020, its annual report due by October 15 each year to the Joint Legislative Education Oversight Committee on the Special Education Scholarships for Children with Disabilities Program.

PART VIII. MODIFICATIONS FOR EDUCATOR PREPARATION PROGRAMS/SCHOOL ADMINISTRATOR PREPARATION PROGRAMS

EDUCATOR PREPARATION PROGRAMS

SECTION 8.1.(a) Minimum Admission Requirements for EPPs. – Notwithstanding the minimum admission requirements required by G.S. 115C-269.15, for the 2020-2021 academic year only, a recognized EPP shall be permitted to admit students as follows:

- (1) An individual student shall not be required to meet any of the criteria set forth in G.S. 115C-269.15(a).
- (2) An individual student shall not be required to have earned a grade point average of at least 2.7 under G.S. 115C-269.15(c). However, the EPP shall not

1 permit a student to commence with a clinical practice as required by
2 G.S. 115C-269.25(d) until the student has earned a grade point average of at
3 least 2.7.

- 4 (3) The minimum cohort grade point average for the entering cohort to an EPP
5 for the 2020-2021 academic year shall not be required to be at least 3.0 under
6 G.S. 115C-269.15(d).

7 **SECTION 8.1.(b)** Clinical Internships. – Notwithstanding G.S. 115C-269.25(d)(1),
8 a student who is enrolled in a recognized EPP pursuant to G.S. 115C-269.5 may have the clinical
9 internship requirement set forth in G.S. 115C-269.25(d)(1) deemed completed for the 2019-2020
10 academic year under the following conditions:

- 11 (1) The student has completed as much time in a clinical internship as practicable
12 prior to March 10, 2020.
13 (2) The student would be unable to complete the EPP by August 15, 2020, unless
14 the clinical internship is deemed completed pursuant to this section.
15 (3) The student has been engaged in remote instruction as practicable while the
16 school is closed during the school closure period.
17 (4) The student has otherwise met the descriptors identified on the certification of
18 teacher capacity utilized by the EPP and the elementary or secondary school
19 partner.

20 **SECTION 8.1.(c)** Pedagogy Assessments. – Notwithstanding G.S. 115C-269.25(g),
21 for individuals who have their clinical internship deemed completed pursuant to subsection (b)
22 of this section, the following shall apply:

- 23 (1) The State Board shall not require EPPs to require these individuals for the
24 2019-2020 academic year to complete a nationally normed and valid
25 pedagogy assessment to determine clinical practice performance.
26 (2) The State Board shall not require these individuals for the 2019-2020
27 academic year to complete the pedagogy assessment as a condition of EPP
28 completion.
29 (3) These individuals shall attempt the pedagogy assessment by the end of their
30 first year of licensure and shall pass the assessment by the end of their third
31 year of licensure.

32 **SECTION 8.1.(d)** Accountability. – Due to the lack of student assessment data and
33 the school closure period, notwithstanding the requirements of G.S. 115C-269.35(a), EPPs shall
34 only be required to submit information that is practicably available in the annual report to the
35 State Board required under G.S. 115C-269.35(b) for the 2019-2020 academic year.

36 **SECTION 8.1.(e)** Sanctions. – Notwithstanding G.S. 115C-269.45(c), the State
37 Board shall not consider data that was not practicably available related to the 2019-2020 school
38 year when assigning sanctions for an EPP under G.S. 115C-269.45(c).

39 **SECTION 8.1.(f)** EPP Report Cards. – Due to limited available information and the
40 waiver of the requirement to submit certain information to the State Board under subsection (c)
41 of this section, notwithstanding G.S. 115C-269.50, the State Board shall create and submit annual
42 report cards for EPPs as required by G.S. 115C-269.50 by December 15, 2020, to the Joint
43 Legislative Education Oversight Committee (Committee) but shall not make the annual report
44 cards created pursuant to this section available to the public through the State Board's Web site
45 for the 2019-2020 academic year. The State Board shall also include in its report to the
46 Committee aggregated information on the following:

- 47 (1) The number and overall percentage of students who were admitted to an EPP
48 with a GPA that was less than 2.7 as permitted by subdivision (2) of subsection
49 (a) of this section.
50 (2) The number and overall percentage of students who had their clinical
51 internships deemed completed pursuant to subsection (b) of this section.

SCHOOL ADMINISTRATOR PREPARATION PROGRAMS

SECTION 8.2. Notwithstanding G.S. 115C-284(c2), a school administrator candidate who is enrolled in a school administrator preparation program meeting the approval standards established by the State Board pursuant to G.S. 115C-284 may have certain requirements of G.S. 115C-284(c2) deemed completed for the 2019-2020 academic year as follows:

- (1) The requirement that a candidate shall complete a year-long internship under G.S. 115C-284(c2)(7) shall be deemed completed under the following conditions:
 - a. The candidate has completed as much time in the year-long internship as practicable prior to March 10, 2020.
 - b. The candidate would be unable to complete the program by August 15, 2020, unless the internship is deemed completed pursuant to this section.
 - c. The candidate has been engaged in administrative duties as practicable while the school is closed during the school closure period.
 - d. The candidate has otherwise met the competencies identified in the certification of capacity utilized by the school administrator preparation program.
- (2) The candidate shall complete a portfolio for emerging leaders to demonstrate the application of his or her training to actual school needs and training to the extent practicable prior to completion of the school administrator preparation program.

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM REQUIREMENTS

SECTION 8.3.(a) Notwithstanding G.S. 116-209.72(a)(2)e., a school leader candidate who is enrolled in a school leader preparation program receiving a grant pursuant to Part 4 of Chapter 116 of the General Statutes shall have the clinical practice requirement under G.S. 116-209.72(a)(2)e. deemed completed for the 2019-2020 academic year under the following conditions:

- (1) The candidate has completed as much time in the clinical practice as practicable prior to March 10, 2020.
- (2) The candidate has been engaged in school leader duties as practicable while the school is closed during the school closure period.

SECTION 8.3.(b) Notwithstanding G.S. 116-209.73(c)(1a)a., the Authority shall not retrieve grant funds for the 2019-2020 fiscal year from a grant recipient based solely on a recipient's failure to require school leader candidates to complete a full-time paid clinical practice of at least five months and 750 hours in duration as required by G.S. 116-209.72(a)(2)e. as part of the program during the 2019-2020 academic year.

PART IX. MODIFICATIONS FOR TEACHER LICENSURE REQUIREMENTS/REQUIREMENTS FOR OTHER SCHOOL PERSONNEL**TEACHER LICENSURE REQUIREMENTS**

SECTION 9.1.(a) Extension for Licensure Requirements. – Notwithstanding G.S. 115C-270.15, G.S. 115C-270.20, and Section 1.2 of S.L. 2019-71, as amended by Section 8(d) of S.L. 2019-212, the State Board shall allow applicants for educator licensure additional time to meet the requirements under G.S. 115C-270.15 and G.S. 115C-270.20 as follows:

- (1) An individual who is in the first year of licensure, including an initial professional licensure (IPL), lateral entry license, or residency license (RL), as of March 10, 2020, who has not taken the examination required by the State Board may take the examination during the individual's second year of licensure.
- (2) An applicant for a continuing professional license (CPL) whose lateral entry license expires June 30, 2020, including a teacher granted an extension pursuant to Section 1.2 of S.L. 2019-71, as amended by Section 8(d) of S.L. 2019-212, who has not met the examination and coursework requirements established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.
- (3) An applicant for a CPL whose IPL expires June 30, 2020, who has not met the examination requirement established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.
- (4) An applicant for a CPL who is an elementary education (K-6) or special education general curriculum teacher with an IPL or RL who was granted an extension until June 30, 2020, pursuant to Section 1.2 of S.L. 2019-71, as amended by Section 8(d) of S.L. 2019-212, who has not met the examination requirement established by the State Board as of March 10, 2020, shall be provided an extension until June 30, 2021.

SECTION 9.1.(b) Extension for CEU Requirement. – Notwithstanding G.S. 115C-270.30(b), any teacher who is required to have at least eight continuing education credits for continuing licensure by June 30, 2020, shall have until June 30, 2021, to meet the requirements under G.S. 115C-270.30(b).

LICENSURE REQUIREMENTS FOR OTHER SCHOOL PERSONNEL

SECTION 9.2.(a) Extension for Examination Requirement. – Notwithstanding G.S. 115C-284 and G.S. 115C-315(d), the State Board shall allow applicants for licensure additional time to meet the examination requirements as follows:

- (1) Pursuant to G.S. 115C-284, an individual applying for a school administrator license who has not met the examination requirements established by the State Board as of March 10, 2020, shall be permitted to meet the examination requirements in the first year of licensure.
- (2) Pursuant to G.S. 115C-315(d), an individual applying for licensure for a professional position in a public elementary or secondary school who has not met the examination requirements established by the State Board as of March 10, 2020, shall be permitted to meet the examinations requirement in the first year of licensure.

SECTION 9.2.(b) Extension for CEU Requirement. – Notwithstanding G.S. 115C-284(c3), a school administrator who is required to meet continuing education credits in high-quality, integrated digital teaching and learning for licensure renewal by June 30, 2020, shall have until June 30, 2021, to meet the requirements under G.S. 115C-284(c3).

PART X. NORTH CAROLINA COMMUNITY COLLEGE MODIFICATIONS

COMMUNITY COLLEGE TUITION WAIVER FOR STUDENTS IN APPRENTICESHIP PROGRAMS

SECTION 10. Notwithstanding G.S. 115D-5(b)(16), a student who is unable to continue participation in a pre-apprenticeship or apprenticeship program due to the COVID-19 emergency may be eligible for a tuition waiver for community college courses in the student's

documented plan of study related to a job-specific occupational or technical skill until December 31, 2020.

PART XI. UNIVERSITY OF NORTH CAROLINA MODIFICATIONS

WAIVER OF INTEREST CHARGES ON UNC STUDENT DEBT

SECTION 11.1. Notwithstanding G.S. 147-86.23, a constituent institution of The University of North Carolina shall not accrue or charge any interest to a past-due account receivable held by a student between March 13, 2020, and September 15, 2020.

EXTENSION OF UNC REPORT DATES

SECTION 11.2.(a) Notwithstanding G.S. 116-11(12d), 116-74.21, and 143-613(b1), the Board of Governors of The University of North Carolina shall have an additional 60 days to submit the following reports to the Joint Legislative Education Oversight Committee:

- (1) The annual report due by April 15 each year on teacher education efforts at The University of North Carolina.
- (2) The annual report due by April 15 each year on the supply and demand of school administrators to determine the number of school administrators to be trained in school administrator training programs within the constituent institutions of The University of North Carolina in each year of the fiscal biennium.
- (3) The biennial report due by May 15 every two years on the goals for State-operated health professional schools that offer training programs for licensure or certification of physician assistants, nurse practitioners, and nurse midwives for increasing the percentage of the graduates of those programs who enter clinical programs and careers in primary care.

SECTION 11.2.(b) Notwithstanding Section 9.7(c) of S.L. 2008-107, as amended by Section 9.3(c) of S.L. 2010-31, the Board of Governors of The University of North Carolina shall submit by June 15, 2020, its annual report on the UNC-NCCCS 2+2 E-Learning Initiative due by April 15 each year to the Joint Legislative Education Oversight Committee, the State Board of Education, the Office of State Budget and Management, and the Fiscal Research Division.

SECTION 11.2.(c) Notwithstanding Section 9.3(c) of S.L. 2005-276, as amended by Section 9.3(d) of S.L. 2010-31, The University of North Carolina System Office shall submit by June 15, 2020, its annual report on the UNC-NCCCS Joint Initiative for Teacher Education and Recruitment due by April 15 each year to the State Board of Education, the Board of Governors of The University of North Carolina, the State Board of Community Colleges, the Education Cabinet, the Joint Legislative Education Oversight Committee, and the Office of State Budget and Management.

PART XII. EFFECTIVE DATE

SECTION 12. Except as otherwise provided, this act is effective when it becomes law.