

Enacted Legislation

Public Schools

Virtual Education, Remote Academies and Virtual Charters

S.L. 2022-59 (SB 671) and Section 7.13 of S.L. 2022-74 (H103) are identical. Each sets the parameters by which public school units can use remote instruction and operate virtual schools or remote academies. Remote instruction is defined as instruction delivered to students in a remote location outside of the school facility either synchronously or asynchronously. Virtual schools were temporarily authorized in prior legislation to provide instruction primarily online. Beginning with the 2023-2024 school year, virtual schools must meet additional requirements and reapply as remote academies. Public school units are prohibited from using remote instruction to satisfy the minimum required number of instructional days or hours outside of requirements established by this act.

Remote Instruction – The authorization is extended beyond the 2021-2022 school year for public school units to use remote instruction during a limited number of school closures due to weather or other emergencies by repealing the sunset clause of prior authorizing legislation. Public school units can use five days or 30 hours of remote instruction in the school calendar to address weather closures and other emergencies if the public school unit submits a remote instruction plan to the State Board of Education (SBE) by July 1 of each year. Public school units that have received a good cause waiver can use up to 15 remote instruction days or 90 remote instruction hours.

Remote instruction plans must contain specific information about a variety of issues including methods of tracking and reporting attendance. The SBE must report annually to the Joint Legislative Education Oversight Committee (JLEOC) with copies of each governing board's remote instruction plan and a summary document with specific information, including the number of remote instruction days used by each public school unit.

Virtual Schools – The following virtual schools are authorized to operate for the 2022-2023 school year:

- Virtual schools assigned a school code prior to May 1, 2021.
- Virtual schools that submitted a virtual instruction plan for the 2021-2022 school year.

Remote Academies – Beginning with the 2023-2024 school year, local school administrative units (LEAs) can establish a new type of school of choice called a remote academy. Remote academies will provide instruction primarily online, and will be the only way, other than the limited remote instruction in emergencies, that LEAs will be permitted to provide remote instruction outside of the school facility. LEAs will be able to apply to the SBE for approval of remote academies that meet certain requirements.

Remote academies can only admit students with parental consent. Characteristics for successful remote learning and criteria for admission must be established, but a student cannot be denied admission solely on the basis of being a child with a disability. A remote academy can require students to attend in-person to complete State-mandated assessments or graduation requirements. LEAs will have discretion to reassign students to in-person schools if the local board determines it would better ensure student success. Remote academies must comply with class size requirements and enrollment requirements for assignment of a 12-month principal.

Remote academies will be required to meet all other requirements for LEAs and also be required to meet the following requirements:

- Provide to students:

- Hardware and software needed to participate, including access to a learning management platform.
 - Access to the internet.
 - Technical support during instructional hours.
 - For children with a disability or 504 plan, any required adaptive or assistive devices, transportation, and in-person services.
- Employ individuals that meet the same licensure requirements as required for other LEA employees and sufficient digital teaching and learning support staff, including an instructional technology facilitator, a school library media coordinator, a data manager, and remote technicians to provide technical support.
 - Submit a plan to the SBE that includes information about the remote academy, including:
 - Methods for monitoring compliance with the requirements for the school calendar, enrollment, attendance, course credit accrual, course completion, and progress towards graduation.
 - Measures to ensure that synchronous and asynchronous remote instruction components support learning growth and mastery of the standard course of study.
 - Professional development related to pedagogy of remote instruction.
 - Characteristics of successful remote learning and criteria for admission, and how this information will be shared with parents.
 - Hardware, software, and learning management platforms.
 - School grades covered, and any school nutrition and transportation services offered.

The SBE will be required to review and approve remote academy plans and approve any further modifications. The SBE will also evaluate the success of remote academies and report annually to the JLEOC, beginning November 15, 2024, on that evaluation.

Virtual Instruction for Charter Schools – Charter schools that submitted a virtual instruction plan for the 2021-2022 school year can continue to provide virtual instruction for the 2023-2024 school year (in addition to the authority granted to all public school units for the 2022-2023 school year, described above). Further, the pilot term for the two virtual charter schools created by the virtual charter school pilot program is extended to a 10-year total term ending with the 2024-2025 school year. Upon the conclusion of the pilot at the end of the 2024-2025 school year, the virtual charters can apply for a 10-year renewal under the charter school statutes.

Except as otherwise provided, S.L. 2022-59 (SB 671) became effective July 8, 2022, and Section 7.13 of S.L. 2022-74 (H103) became effective July 11, 2022. Both apply beginning with the 2022-2023 school year. (BG)

Remove Codified Reference to Powerschool

Section 2.1 of S.L. 2022-71 (HB 159) removes references to a specific student information system application used for reporting educational data and substitutes in its place the term "student information system."

This section became effective July 8, 2022. (KM)

Modify School Crisis Kit Requirements

Section 2.2 of S.L. 2022-71 (HB 159) removes the requirement that school crisis kits include items recommended by the International Association of Chiefs of Police.

This section became effective July 8, 2022. (SY)

Extend Charter School Enrollment Priority to Grandchildren of Employees or Board Members

Section 2.3 of S.L. 2022-71 (HB 159) authorizes charter schools to give enrollment priority to grandchildren of charter school employees and members of the board of directors. This section expands the previous enrollment priority that was limited to children of employees or directors.

This section became effective July 8, 2022, and applies beginning with applications and enrollments for the 2022-2023 school year. (BG)

School Nutrition Changes

Section 2.4 of S.L. 2022-71 (HB 159) modifies the vending machine sales restrictions to align with the federal competitive food and beverage standards. In addition, it makes various technical changes and clarifies school nutrition standards for local boards of education participating in the National School Lunch Program.

This section became effective July 8, 2022. (DC)

Extending Benefits of Interstate Compact on Educational Opportunity for Military Children

Section 2.5 of S.L. 2022-71 (HB 159) provides children of inactive members of the National Guard and military reserves certain intrastate and interstate services related to school transfers if the student's parent is required to move to perform military service-related responsibilities. The required services are similar to those provided to military children under the Interstate Compact on Educational Opportunity for Military Children.

This section became effective July 8, 2022, and applies beginning with the 2022-2023 academic school year. (KM)

Extend Principal License Exemption

Section 2.8 of S.L. 2022-71 (HB 159) requires the State Board of Education (SBE) to waive certain licensure requirements for individuals who have completed at least one course as part of a master's degree program or post-master's certificate designed for school administrators that was offered by an educator preparation program approved by the SBE prior to August 31, 2024.

This section became effective July 8, 2022. (SY)

School Threat Assessment Survey

Section 4 of S.L. 2022-71 (HB 159) and Section 7.9 of S.L. 2022-74 (HB 103) are duplicate sections that require all public school units (PSUs) to report to the Center for Safer Schools by November 15, 2022, on the following:

- Any student threat assessment system in place and the number and nature of threats identified by that system.
- Responses to identified threats and results of those responses.
- Whether each school in the PSU has a School Risk Management Plan and the number of drills conducted under the plan.
- Any other systems, policies, procedures, or precautions undertaken with the purpose of minimizing violence and threats in schools.

By February 15, 2023, the Center for Safer Schools, in consultation with the Department of Public Instruction, must report to the Joint Legislative Education Oversight Committee on recommendations to the General Assembly on a system to identify and address threats in schools that can be implemented by PSUs statewide and any additional funding needed to support the system.

Section 4 of S.L. 2022-71 (HB 159) became effective July 8, 2022. Section 7.9 of S.L. 2022-74 (HB 103) became effective July 1, 2022. (KM)

Advanced Teaching Role Changes

Section 5 of S.L. 2022-71 (HB 159) removes the requirement that the State Board of Education (SBE) report on an independent research organization's evaluation of the Advanced Teaching Roles program by October 15, 2021, and instead requires reports by October 15 in 2022, 2023, and 2024. Beginning in 2025, the SBE must perform the evaluation and provide the report annually to various entities, including the Joint Legislative Education Oversight Committee. The Department of Public Instruction can use up to \$200,000 of appropriated funds in each year of the 2021-2023 biennium to contract with the independent research organization.

This section became effective June 30, 2022. (SY)

Increase School Resource Officer Grant Match in Low-Wealth Counties

Section 7.2 of S.L. 2022-74 (HB 103) provides that public school units located, in whole or in part, in a county with at least one local school administrative unit that received low-wealth supplemental funding in the previous fiscal year will have grants for school resource officers matched at \$4.00 in State funds for every \$1.00 in non-State funds. All other public school units are matched on the basis of \$2.00 in State funds for every \$1.00 in non-State funds.

This section became effective July 1, 2022, and applies to grants issued for the 2022-2023 school year. (DC)

CTE Modernization and Support

Section 7.4 of S.L. 2022-74 (HB 103) requires the Department of Public Instruction (DPI) to provide \$2 million in grants in the 2022-2023 school year, awarded in accordance with certain priorities, to modernize Career and Technical Education (CTE) programming, materials, training, and development in middle schools. The grants must be used to procure and implement a career and workforce development platform that aligns with the North Carolina Career and Technical Education Standards with modules that assist teachers in preparing students for high-wage, high-growth career areas that include certain components.

The section also requires DPI to provide \$1 million in grants in the 2022-2023 school year to fund equipment and ancillary items such as greenhouses, cars, animals and livestock, or power tools for CTE programs, awarded in accordance with certain priorities.

Applications for both grant programs must be made available no later than the beginning of the 2022-2023 school year, with applications submitted by January 15, 2023, and awarded or denied by DPI within 30 days.

Grant recipients must report to DPI on the outcomes of programs funded by the grants by October 15, 2023, and DPI must report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the overall outcomes of the grant programs by December 15, 2023.

This section became effective July 1, 2022. (KM)

Standards of Student Conduct

Section 7.7 of S.L. 2022-74 (HB 103) applies the Article on student discipline to all public school units (local school administrative units, charter schools, regional schools, innovative schools, schools for the visually and hearing impaired, and laboratory schools) beginning with the 2023-2024 school year. Additionally, it requires the governing bodies of public school units (governing body) to do the following:

- Beginning July 1, 2023, consult with teachers, school-based administrators, parents, and local law enforcement agencies when adopting policies related to student conduct.
- Beginning July 1, 2023, consider existing federal guidance for the discipline of students with disabilities and guidance on school discipline practices issued by the United States Department of Education when adopting discipline policies.
- Send the most current discipline policies and Code of Student Conduct to the Department of Public Instruction by September 1 annually.
- Publish all policies, administrative procedures, or school rules about student discipline at the beginning of each school year. The information must include the full range of responses to violations of disciplinary rules. The governing body can require students and parents or guardians to sign an acknowledgement that they received a copy of any discipline policies, procedures, or rules.

This section also clarifies that State law does not regulate the discretion of a governing body to devise, impose, and enforce personal appearance codes.

This section became effective July 11, 2022. (SY)

Codify the Feminine Hygiene Products Grant Program

Section 7.10 of S.L. 2022-74 (HB 103) codifies the Feminine Hygiene Products Grant Program (Program), which assists public school units in providing students with feminine hygiene products at no charge to the student. The Department of Public Instruction (DPI) must award grants of up to \$5,000 each on a first-come, first-served basis, except that DPI must prioritize grants to public school units that did not receive an award in the previous fiscal year. Public school units cannot receive more than one grant per fiscal year. By March 15 of each year, DPI must report to the Joint Legislative Education Oversight Committee on the public school units receiving grants under the Program, the specific feminine hygiene products purchased with grant funds, and the impact of the Program on student health and well-being.

This section became effective July 1, 2022. For the 2022-2023 fiscal year, DPI must prioritize awarding grants to public school units that did not receive an award pursuant to the previously uncodified grant program. (BG)

Clarify Requesting Board for Residency License

Section 1 of S.L. 2022-75 (HB 911) allows a governing body of a public school unit to request a residency license for an individual if the individual meets other statutory requirements.

This section became effective July 12, 2022, and applies to individuals seeking licensure on or after that date. (DC)

Tolling the Terms of Charters to Allow Time to Obtain Land Use Approvals

Section 2 of S.L. 2022-75 (HB 911) provides that a charter school is entitled to automatically extend any deadline to begin the term of its charter until the next school year if the school notifies the State Board of Education that it is seeking land use or development approvals for its selected site or if it is challenging the denial of any requested land use or development approvals. The term of the issued charter is tolled during the period of any extension.

This section became effective July 12, 2022. (DC)

K-12 Scholarship Grants

Increase Funding and Eligibility Threshold for Opportunity Scholarships and Funding for Personal Education Student Accounts

Section 8A.1 of S.L. 2022-74 (HB 103) increases the funds appropriated from the General Fund to the Opportunity Scholarship Grant Reserve Fund for the next 15 years. The section also changes the income eligibility for Opportunity Scholarships so that students who reside in a household with an income level not in excess of 200% of the amount required for the student to qualify for the federal free or reduced-price lunch program are now eligible if they meet the other statutory criteria. Finally, this section increases the appropriations for funds for the Personal Education Student Accounts for Children with Disabilities Program.

This section became effective July 1, 2022. The income eligibility change applies beginning with applications for scholarship funds for the 2023-2024 school year. (DC)

Early Admission to Kindergarten for Students Participating in North Carolina State Education Assistance Authority K-12 Scholarship Programs

Section 8A.4 of S.L. 2022-74 (HB 103) requires the State Education Assistance Authority (SEAA) to establish a rule regarding Opportunity Scholarship and Personal Education Savings Account eligibility for four-year-old children. SEAA must adopt the same factors for four-year-old eligibility as the rule adopted by the State Board of Education pursuant to G.S. 115C-354(d) for four-year-olds attending public schools. A child who turns four by April 16 is eligible to attend school the following year if the principal, or equivalent, of the school finds that the student meets the adopted requirements.

This section became effective July 11, 2022, and applies beginning with applications for scholarship grants for the 2023-2024 school year. (BG)

Changes to the North Carolina State Education Assistance Authority's Administration of the Opportunity Scholarship Program

Section 8A.5 of S.L. 2022-74 (HB 103) makes the following changes to the North Carolina State Education Assistance Authority's (Authority) administration of the Opportunity Scholarship Program (Program):

- Provides that a criminal background check be conducted for the staff member with the highest decision-making authority at a nonpublic school that admits students who receive Opportunity Scholarships. The background check must be given to the Authority and is not a public record. The criminal history must be reviewed by the Board of Directors of the Authority to ensure that the person has not been convicted of specified crimes, and written findings must be made to show how the criminal history was used in determining whether the nonpublic school is compliant with Program requirements. As a part of the criminal history review, the following disqualifying characteristics must be considered:
 - Whether a threat to the physical safety of students or personnel exists.
 - Whether the person demonstrates that he or she does not have the integrity or honesty to fulfill the duties of overseeing State funds and the requirements of the Program.
 - Whether the person has not satisfied the criminal sentencing obligations imposed following the conviction.
- Requires a nonpublic school that admits students who receive Opportunity Scholarships to contract with a certified public accountant to perform a financial review for each school year where the nonpublic school enrolls 70 or more students receiving scholarship grants or funds from the Authority.
- Directs the Authority to establish by rule a process for a nonpublic school to appeal a determination of ineligibility to accept scholarship grant funds if the nonpublic school has been deemed to not be in compliance with the Program requirements.

This section became effective July 1, 2022. (DC)

Changes to North Carolina State Education Assistance Authority's Administration of Education Savings Accounts

Section 8A.6 of S.L. 2022-74 (HB 103) makes the following changes to the administration of the Personal Education Savings Accounts:

- Clarifies categories of disabilities eligible to receive higher scholarship amounts consistent with documentation for identification of children with disabilities.
- Beginning with the 2023-2024 school year, requires that renewal for continued eligibility for scholarship funds for students whose primary disability is developmental delay must be assessed by a local educational agency. The State Education Assistance Authority must provide written notice to parents of all students impacted by this change by November 15, 2022.

Except as otherwise provided, this section became effective July 1, 2022. (KM)

Report on and Suspend Certain Program Evaluation Requirements for Opportunity Scholarships

Section 8A.8 of S.L. 2022-74 (HB 103) temporarily suspends certain program evaluation requirements for Opportunity Scholarships, including the following:

- For the 2022-2023 school year, the requirement that nonpublic schools be ineligible to receive scholarship grants if they did not report aggregate test performance data of eligible students for the 2021-2022 school year. A nonpublic school cannot be ineligible to receive scholarship grants as a result of an inability to report this data.
- For the 2022-2023 school year, the requirement to report the aggregate test performance data of eligible students.
- For the 2022 and 2023 calendar years, the requirement to report learning gains or losses and the competitive effects of the Opportunity Scholarships program on public school performance.

By March 1, 2023, the State Education Assistance Authority, in collaboration with other entities, must report to the Joint Legislative Education Oversight Committee on at least the following information:

- Options and a timeline to implement the recommendations of the March 1, 2018, report of the task force established pursuant to Section 10A.6 of S.L. 2017-57.
- The estimated cost of each option provided in the March 1, 2018, task force report.
- Any legislative recommendations on improving the evaluation of students receiving Opportunity Scholarships.

This section became effective July 1, 2022. (BG)

Higher Education

North Carolina Principal Fellows and North Carolina Teaching Fellows Changes

Section 3.4 of S.L. 2022-71 (HB 159) renames the North Carolina Principal Fellows and Transforming Principal Preparation Program as the North Carolina Principal Fellows Program (Principal Fellows). The chair of the Board of the State Education Assistance Authority is authorized to select another person to serve in the chair's place on the Commissions for both the Principal Fellows and Teacher Fellows programs.

This section became effective July 8, 2022. (SY)

Clarify Eligibility of Disabled Veterans for Patriot Star Family Scholarship Programs

Section 3.6 of S.L. 2022-71 (HB 159) clarifies the definition of "eligible disabled veteran" to include veterans who incurred traumatic injuries, wounds, or illness as a member of the Armed Forces while training in preparation for future conflicts if the veteran is receiving compensation of at least 50% as rated by the U.S. Department of Veterans Affairs as a result of those injuries, wounds, or illness.

This section became effective July 1, 2021, and applies to applications for scholarship awards submitted on or after that date. (DC)

Recommendations on Increasing Nursing Graduates

Section 8.3 of S.L. 2022-74 (HB 103) requires the Board of Governors of The University of North Carolina, in collaboration with the State Board of Community Colleges, to study and provide recommendations on methods and a timeline for increasing the number of graduates from nursing programs at constituent institutions of The University of North Carolina and community colleges by at least 50%. The report is due to the Joint Legislative Education Oversight Committee and the Joint Legislative Oversight Committee on Health and Human Services by no later than February 1, 2023.

This section became effective July 1, 2022. (SY)

Temporarily Waive Compliance with Certain Selective Service Requirements and Report

Section 8A.3 of S.L. 2022-74 (HB 103) temporarily waives, for the 2022-2023 and 2023-2024 school years only, the requirement that certain people comply with the selective service requirements as follows:

- A dependent relative of a member of the Armed Forces who is abiding in North Carolina due to active military duty can be charged the in-State tuition rate without complying with the requirements of the Selective Service System.
- A person who is required by federal law to comply with the requirements of the Selective Service System but fails to do so can receive State-supported scholarships, programs for financial assistance for postsecondary education, or loans insured by any State agency.

The State Education Assistance Authority is required to report to the Joint Legislative Education Oversight Committee by January 15, 2023, on the following recommendations related to compliance with the selective service requirements:

- The practicability and advisability of ensuring compliance.
- Methods of ensuring compliance and their merits.
- Administrative costs and other barriers to ensuring compliance.
- Any other relevant information.

This section became effective July 1, 2022. (SY)

Revise Washington Center Internship Scholarship Program

Section 8A.7 of S.L. 2022-74 (HB 103) adjusts the Washington Center Internship Scholarship Program to include public policy and career readiness seminar programs that are one to four weeks long. The State Education Assistance Authority will award grants to students who are residents of North Carolina, are in their second year or higher at a constituent institution of The University of North Carolina, and are attending a program at The Washington Center for Internships and Academic Seminars as follows:

- For semester term internships, up to \$10,000.
- For summer term internships, up to \$8,000.
- For seminar programs, up to \$4,000.

By December 1, 2022, the Board of Governors of The University of North Carolina must develop and promulgate guidance to constituent institutions on a process for awarding up to three academic credit hours for participation in a Washington Center internship.

This section became effective July 1, 2022, and applies beginning with scholarships awarded for the 2023 spring academic semester. (SY)

Community Colleges

Conform Apprenticeship to Federal Law

Section 3.1 of S.L. 2022-71 (HB 159) makes changes to the apprenticeship statutes to conform to federal standards for apprenticeships. Under federal law, there are three ways to measure the term of an apprenticeship program, including:

- Time-based approach: Completion of at least 2,000 hours through the completion of the industry standard for on-the-job learning.
- Competency-based approach: Attainment of competency.
- Hybrid approach: A blend of the time-based and competency-based approaches.

This section revises the definition of "apprentice" in State law, as well as the contents of apprenticeship agreements, to conform to the federal standards for apprenticeships, including allowing multiple measures for terms of the apprenticeship.

This section became effective July 8, 2022. (BG)

Permit Community Colleges to Collaborate with Public and Nonpublic Schools for Certain Programs

Section 3.2 of S.L. 2022-71 (HB 159) allows North Carolina community colleges to enroll students from public school units and nonpublic schools (private and home schools) in academic transition and college transfer pathway courses of the Career and College Promise Program.

This section became effective July 8, 2022. (DC)

Revise Allowable Literacy Fund Uses

Section 3.3. of S.L. 2022-71 (HB 159) eliminates the discretion of the State Board of Community Colleges to vary use of State Literacy funds.

This section became effective July 8, 2022. (KM)

Expand RISE Up Training and Credentialing Program

Section 6.1 of S.L. 2022-74 (HB 103) extends the implementation of the RISE Up credentialing program (program) beyond only students at cooperative innovative high schools to also include students at community colleges. Additionally, the program must be implemented through the 2021-2023 fiscal biennium rather than only the 2021-2022 fiscal year.

This section modifies the interim and final reports required of the Community Colleges System Office to various entities, including the Joint Legislative Education Oversight Committee, to be due December 1, 2022, and December 1, 2023, respectively, and modifies the content requirements for the reports to make clarifying changes and include the following additional information:

- Require information on the number of students who are in the process of receiving credentials, rather than only students who have received credentials.
- Require a list of community colleges and cooperative innovative high schools participating in the program.

This section became effective July 1, 2022, and the extension to community college students applies to students enrolled at community colleges in the 2022-2023 academic year. (BG)

Universities

Expand North Carolina School of Science and Mathematics Board of Trustees

Section 3.5 of S.L. 2022-71 (HB 159) expands the North Carolina School of Science and Mathematics (NCSSM) Board of Trustees to reflect the newly created congressional district for North Carolina. Previously, the Board of Governors of The University of North Carolina was required to appoint one member from each of the State's 13 congressional districts. This section removes the explicit numerical reference and simply aligns these appointments with the number of congressional districts.

This section becomes effective July 1, 2023, at which time the newly appointed member of the Board of Trustees will be appointed for a term ending June 30, 2027. (BG)

Revise University of North Carolina Enrollment Change Documentation Requirements

Section 8.1 of S.L. 2022-74 (HB 103) modifies the documentation and justification requirements for the Board of Governors of The University of North Carolina when making enrollment change funding requests. When the enrollment change funding request is based on enrollment growth, the request must include the most recent academic year's actual enrollment numbers in the same format in which the growth increase request is made. When the enrollment change funding request is based on metrics other than enrollment growth, including student performance, the request must include identification of any metric used, and the portion of the funding request based on that metric for each constituent institution.

This section became effective July 1, 2022. (KM)

University of North Carolina at Chapel Hill and East Carolina University Dental School Clinical Operations Personnel Flexibility

Section 8.4 of S.L. 2022-74 (HB 103) modifies the employment requirements that apply to personnel of Dental School Clinical Operations at the University of North Carolina at Chapel Hill and East Carolina University. Employees of both entities are deemed to be State employees and subject to relevant provisions of State law, including the following provisions of Chapter 126:

- Article 5 (Political Activity of Employees)
- Article 6 (Equal Employment and Compensation Opportunity; Assisting in Obtaining State Employment)
- Article 7 (The Privacy of State Employee Personnel Records)
- Article 14 (Protection for Reporting Improper Government Activities)

Except for the provisions described above, these employees are not subject to Chapter 126 of the General Statutes. Each entity's respective board of trustees is responsible for setting policies and procedures governing the terms and conditions of employment for these employees, including:

- Leave policies.
- Partial pay supplementing workers' compensation payments.
- Working conditions.
- Service awards and incentive award programs.
- Grounds for dismissal, demotion, or discipline.

- Other personnel policies or measures that promote the hiring and retention of capable, diligent, and effective career employees.
- Setting office hours, workdays, and holidays to be observed.
- Establishing boards, committees, or councils to conduct hearings upon the appeal of employees who have been suspended, demoted, otherwise disciplined, or discharged.

The board of trustees must submit initial classification and pay plans, as well as other rules and regulations, to the Office of State Human Resources for review.

Employees who achieve career State employee status by June 30, 2022, cannot have their compensation reduced by any rules or regulations adopted by the board of trustees pursuant to this authority. Additionally, these career status employees must be subject to the discipline or discharge rules that were effective on June 30, 2022, and not any rules adopted after that date.

This section became effective July 1, 2022. (BG)

Limit Tuition Grants for Graduates of North Carolina School of Science and Mathematics and University of North Carolina School of the Arts to Undergraduate Tuition

Section 8A.2 of S.L. 2022-74 (HB 103) clarifies that graduates of the North Carolina School of Science and Mathematics and the University of North Carolina School of the Arts who receive certain four-year tuition grants can only use those grants for undergraduate tuition.

This section became effective July 1, 2022. (KM)

Studies

Referrals to Departments, Agencies, Etc.

Interoperable and Interconnected Student Data Systems Study

Section 7.11 of S.L. 2022-74 (HB 103) directs myFutureNC, Inc. to report to the Joint Legislative Education Oversight Committee and the Fiscal Research Division on the requirements necessary to create an interconnected and interoperable real-time data system to facilitate communication, collection, and transition of student data between public school units, community colleges, and universities, as well as to provide students access to their own data. The report must be submitted by March 15, 2023, and must include at least the following:

- Current best practices regarding data warehouses, school district-community partnerships, and relationship management systems.
- Technology needed to create an interconnected and interoperable system along with a working prototype.
- Legal considerations for sharing data across institutional systems to conform with the federal Family Educational Rights and Privacy Act.
- Human capital and machine capabilities needed to develop data and analytical capacity across institutions.
- Any issue that can arise with cultural views on data as an individually owned resource as opposed to a collaborative tool.
- The potential role of existing State longitudinal data systems.

This section became effective July 1, 2022. (DC)