



LEGISLATIVE UPDATE

June 19, 2015

The Senate released its budget proposal on Monday and passed it on Thursday, primarily along party lines (32:15). The main education deliberations of the week among senators involved reducing class size in early grades versus funding for teacher assistants. The proverbial budget ball now bounces back to the House for what will undoubtedly become weeks, if not months, of debate. Here are the big-ticket items from both Chambers:

1. Both Senate and House budgets fully fund student enrollment growth.
2. Most teachers receive raises in both proposals:
 - a. Increase beginning teacher salary to \$35,000.
 - b. Senators indicated their plan also gives an *average* 4% increase (but teachers with 25+ years receive a 0% increase).
 - c. House gives an additional 2% raise across-the-board.

| Experience | 2014-15 | House Plan | | Senate Plan | |
|------------|---------|------------|----------|-------------|----------|
| | | Amount | Increase | Amount | Increase |
| 0-4 | 3,300 | 3,500 | 6.1% | 3,500 | 6.1% |
| 5-9 | 3,650 | 3,723 | 2.0% | 3,825 | 4.8% |
| 10-14 | 4,000 | 4,080 | 2.0% | 4,125 | 3.1% |
| 15-19 | 4,350 | 4,437 | 2.0% | 4,425 | 1.7% |
| 20-24 | 4,650 | 4,743 | 2.0% | 4,700 | 1.1% |
| 25+ | 5,000 | 5,100 | 2.0% | 5,000 | 0.0% |

**Salary increase % does not include step increase.*

3. Teacher assistants: House keeps funding. Senate cuts this allotment and instead uses funds to reduce class size and add more teachers. General Assembly staff reported an estimated equivalent of 5,289 (2015-16) and 8,592 (2016-17) of teacher assistant positions lost.
4. Reducing class size: Senate yes. House no. For the Senate plan, General Assembly staff reported an increase in teaching positions of 1,361 (2015-16) and 3,285 (2016-17).
5. School administrator raises: Both Chambers fund step increases and an \$809 bonus for those at the top of the schedule. House gives an additional 2% raise.
6. Textbooks and Digital Resources: Senate increases by \$29M. House increases by \$50M.
7. Digital Learning and Connectivity: House funds \$12M in Connectivity to help support wireless deployment in every classroom and \$9M to support the initiatives detailed in the state's Digital Learning Plan. Senate does not fund, other than the above Textbooks and Digital Resources funding.
8. Driver Education: House reinstates state funding. Senate does not, but lifts the \$65 cap on the fee and allows LEAs to charge up to the full cost.
9. Master's pay: House reinstates under certain conditions. Senate does not.

10. DPI: Senate would cut by 10%. House has no cut.

Budget Links:

1. [HB 97 2015 Appropriations Act Webpage](#)
2. [House Committee Report with line-item spending](#)
3. [House Budget proposal \(full document with spending and Special Provisions\)](#)
4. [Senate Committee Report with line-item spending](#)
5. [Senate Budget proposal \(full document with spending and Special Provisions\)](#)

The below chart summarizes key K-12 budget items advanced by both the House and Senate. It is not an exhaustive list. For a more detailed analysis, please see DPI Financial and Business Services' "[Comparison of the 2015-16 Proposed Budgets](#)," which includes a salaries/benefits summary that will be updated by next week with Senate provisions.

Senate Budget: K-12 Money Report Highlights:

(The charts do not reflect all K-12 line items. Please see above links for all spending items in the Senate and House Budget proposals.)

| HOUSE AND SENATE EXPANSION ITEMS <i>(Items in both proposals; highlights only)</i> | HOUSE | | SENATE | |
|--|------------------------|------------------------|-------------------------|--------------------------|
| | FY 2015-16 | FY 2016-17 | FY 2015-16 | FY 2016-17 |
| 1. Teacher Pay Increase | 169,417,383 (R) | 169,417,383 (R) | 152,270,984 (R) | 152,270,984 (R) |
| Both the House and Senate budget proposals provide funding to raise teacher salaries, increase starting pay from \$33,000 to \$35,000 per year, grant experience-based step increases for educators earning a year of creditable experience, and ensure that all educators are paid at least their FY 2014-15 compensation. However, as shown above the scales do vary by proposal. | | | | |
| 2. SBA Pay Increase | 10,842,283 (R) | 10,842,283 (R) | 4,550,919 (R) | 4,550,919 (R) |
| Both the House and Senate proposals fund a step increase for a year of creditable experience on the School-Based Administrator (SBA) salary schedule, and an \$809 bonus for SBAs at the top of the salary schedule. The House proposal provides an additional 2% across-the-board increase for SBAs. | | | | |
| 3. ADM Increase | 100,236,542 (R) | 207,195,864 (R) | 100,236,542 (R) | 207,195,864 (R) |
| Revises allotted ADM to reflect an estimated 17,338 more students in 2015-16 and 17,701 in 2016-17. | | | | |
| 4. Teacher Assistants | 88,855,273 (R) | 88,855,273 (R) | (57,576,650) (R) | (166,146,805) (R) |
| House proposal moves appropriation for teacher assistants back to the General Fund, away from lottery receipts, and continues the same level of funding. Senate proposal reduces funding for this allotment in each of the next two years (\$181.5 million would be available in FY 2015-16 and \$75.4 million in FY 2016-17) and uses these funds to reduce class size in grades K-3. | | | | |
| 5. Low Wealth Funding | (8,500,000) (R) | (8,500,000) (R) | (10,091,091) (R) | (10,091,091) (R) |
| Adjusts the supplemental allotment for school districts in low wealth communities to align funding with | | | | |

actual eligibility. This adjustment will not reduce funding to eligible districts. House Budget would increase allotments for three counties (Craven, Cumberland, and Onslow); \$207.1 million would remain available. \$205.5 million will be available under Senate proposal.

| | | | | |
|---------------------------|------------------------|-----------------------|-------------------|-------------------|
| 6. Driver Training | 26,376,131 (NR) | 26,376,131 (R) | Not Funded | Not Funded |
|---------------------------|------------------------|-----------------------|-------------------|-------------------|

House would restore state funding for driver education programs using non-recurring money in FY 2015-16 and ongoing support from Civil Fines and Forfeitures beginning in 2016-17. Senate plan would not fund driver education, but would lift the \$65 fee cap and allow LEAs to charge participants for actual costs. Also, Senate plan would provide Community College System \$200,000 to study moving driver education programs to their system. *See Special Provisions summaries, Section 8.39, below for further details.*

| | | | | |
|-----------------------------|--|-----------------------|-----------------------|-----------------------|
| 7. Textbooks/Digital | 43,500,000 (R) 4,800,000 (NR) | 43,500,000 (R) | 29,000,000 (R) | 29,000,000 (R) |
|-----------------------------|--|-----------------------|-----------------------|-----------------------|

Both budgets would increase funding for textbooks and digital resources, bringing total funding for this allotment to \$72.6 million in FY 2015-16 and \$67.8 million in FY 2016-17 under House plan and \$59.6 million under Senate plan.

| | | | | |
|---------------------------|----------------------|----------------------|----------------------|----------------------|
| 8. ADM Contingency | 2,715,000 (R) | 2,715,000 (R) | 2,500,000 (R) | 2,500,000 (R) |
|---------------------------|----------------------|----------------------|----------------------|----------------------|

Increases funding for the ADM Contingency Reserve Fund to offset potential costs to LEAs associated with two virtual charter school pilots beginning operation in 2015-16 school year. The House added \$215,000 for potential additional costs associated with a pilot dropout prevention charter school set to open in August.

| | | | | |
|---------------------------------|-----------------------|-------------------|----------------------|----------------------|
| 9. Opportunity Schlrshp. | 6,800,000 (NR) | Not Funded | 6,800,000 (R) | 6,800,000 (R) |
|---------------------------------|-----------------------|-------------------|----------------------|----------------------|

Both budgets increase funding for the Opportunity Scholarship program; the House on a non-recurring basis and the Senate recurring. Total FY 2015-16 funding would be \$17.6 million.

| | | | | |
|---------------------------------|--------------------|--------------------|--------------------|--------------------|
| 10. Special Ed Schlrshp. | 500,000 (R) | 500,000 (R) | 250,000 (R) | 250,000 (R) |
|---------------------------------|--------------------|--------------------|--------------------|--------------------|

Increases funds for the Special Education Scholarship program that provides scholarship grants of up to \$4,000 per semester for eligible students.

| | | | | |
|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 11. Transportation | (20,079,807) (R) | (20,079,807) (R) | (20,079,807) (R) | (20,079,807) (R) |
|---------------------------|-------------------------|-------------------------|-------------------------|-------------------------|

Reduces the total transportation allotment by approximately 4% to reflect a lower cost for diesel fuel (\$2.35/gallon vs. \$3.15/gallon, as was previously projected).

| SENATE EXPANSION ITEMS ONLY <i>(Not Exhaustive list; highlights only)</i> | FY 2015-16 | FY 2016-17 |
|---|--------------------------|--------------------------|
| 1. Classroom Teachers | 254,586,185 (R) | 254,586,185 (R) |
| Adjusts receipts budgeted for the Classroom Teachers allotment to reflect a new distribution of Lottery receipts; does not impact the combined total funding from Lottery and available General Fund sources. | | |
| 2. Non-Instructional Support Personnel | (345,571,558) (R) | (361,666,883) (R) |
| This allotment would be funded from Lottery receipts, not the General Fund; does not impact the | | |

| | | |
|---|------------------------|------------------------|
| combined total funding from Lottery and other General Fund sources available to it. | | |
| 3. Class Size Reduction | 79,932,891 (R) | 192,931,335 (R) |
| Increases funding to school districts for guaranteed Classroom Teacher positions in grades K-3. In FY 2015-16, ratios would be decreased by 1 student per teacher in grades 1-3. In FY 2016-17, ratios would be decreased by 2 students per teacher in grades 1-3 and by 1 student per teacher in kindergarten. Total funding for guaranteed classroom teacher positions, inclusive of salary and benefits costs, will be \$4.17 billion in FY 2015-16 and \$4.34 billion in FY 2016-17. <i>See Special Provision summaries, Section 8A.3, below for further details.</i> | | |
| 4. Excellent Public Schools Act | 3,812,141 (R) | 8,520,748 (R) |
| Increases funding to carry out the <i>Read to Achieve</i> program of the 2012 Excellent Public Schools Act. \$41.8 million would be available in FY 2015-16 and \$46.5 million in FY 2016-17. | | |
| 5. DPI Flexible Reduction | (4,781,195) (R) | (4,781,195)(R) |
| Reduces support for DPI by 10%. The SBE may allocate this reduction at its discretion. \$43.0 million will remain available to support DPI operations. <i>See Special Provisions summaries, Section 8.37, below for further details.</i> | | |

| HOUSE EXPANSION ITEMS ONLY <i>(Not an exhaustive list; highlights only)</i> | FY 2015-16 | FY 2016-17 |
|--|-----------------------|-----------------------|
| 1. Compensation Increase – LEA Personnel | 27,389,470 (R) | 27,389,470 (R) |
| Provides funds for a 2% salary increase for noncertified personnel, central office personnel, and other state-funded employees of LEAs. | | |
| 2. NC Elevating Educators Act of 2015 | 200,000 (R) | 10,000,000 (R) |
| Funds a new 3-year pilot program for LEAs to apply for funds to implement advanced teacher roles with additional pay. | | |
| 3. School Connectivity Initiative | 12,000,000 (R) | 12,000,000 (R) |
| Supports initiative to bring broadband connectivity to all K-12 public school classrooms in the state. This level of support is anticipated to leverage approximately \$60 million in additional federal E-Rate funds over the biennium. Total state funding for School Connectivity will be \$31.9 million. | | |
| 4. Digital Learning Plan | 9,000,000 (R) | 9,000,000 (R) |
| Supports aspects of the state’s Digital Learning Plan. \$4 million is allocated to establish regional support organizations to provide technology support services to LEAs. \$5 million is allocated to support professional development for digital learning education leaders in each LEA. The SBE is to contract with the Friday Institute to support these activities. | | |
| 5. Regional Education Service Alliances | 2,400,000 (R) | 2,400,000 (R) |
| Funding for recurring \$300,000 grants to each of the state’s eight Regional Education Service Alliances to | | |

| | | |
|--|----------------------|----------------------|
| provide professional development to teacher and LEA personnel. The SBE would be directed to collaborate with the RESAs to provide the training. | | |
| 6. Microsoft Statewide Agreement | 2,600,000 (R) | 2,700,000 (R) |
| Funding for DPI to enter into a statewide cooperative purchasing agreement with Microsoft to make Microsoft Office products available to every student and staff member in NC public schools at no cost to LEAs or students. | | |
| 7. NC New Teacher Support Program | 1,500,000 (R) | 1,500,000 (R) |
| Increases funding to this program within the UNC System, which targets beginning teachers in schools across the state that qualified for Race to the Top services. The program is administered through a central office and four regional anchor sites at UNC Greensboro, UNC Charlotte, East Carolina University, and the UNC Center for School Leadership Development. | | |
| 8. Teacher Recruitment and Retention | 200,000 (R) | 1,000,000 (R) |
| Establishes a new teacher scholarship loan program. The program is intended to recruit teachers for placement in hard-to-staff schools or subjects. | | |
| 9. Principal Preparation | 500,000 (R) | 9,500,000 (R) |
| Creates a competitive grant program for principal development to be administered by the State Education Assistance Authority. | | |

Senate Budget: K-12 Special Provisions Highlights:

(This summary does not reflect all K-12 provisions in the Senate Budget proposal. Please see Edition 7 of [HB 97](#) for the latest version with up-to-date Special Provisions.)

Section 8.11 Study NCVPS Alternative Funding Formula

The SBE would be directed to study implementation of an alternative funding formula for the NC Virtual Public School in lieu of the existing formula. The study would include consideration of the potential costs and benefits of offering an optional alternative funding formula for LEAs and replacing the current formula with a new one applicable to all LEAs participating in NCVPS. The SBE would report results of the study to the General Assembly by January 15, 2016. The House Budget also addressed this topic, but would allow the SBE to adopt an optional alternative funding formula for NCVPS for use by public schools.

Section 8.28 Study on Charter School Closure Funds

The SBE would be directed to study and develop a proposed policy regarding circumstances in which a charter school would not be subject to the minimum value requirement of \$50,000, as required by G.S. 115C-218.100, for expenses related to closure. The SBE must consider providing certain charter schools with a total or partial waiver of the requirement and examine criteria for potentially eligible schools, such as the years of operation of the charter school, proven compliance with finance, governance, academic requirements of its charter, state law, SBE policy requirements, and financial health and sustainability. By February 15, 2016, the SBE would report to the General Assembly on results of the study and a proposed policy, including any legislative recommendations.

Section 8.33 Textbooks and Digital Resources Allotment/Use of Funds

This section would add further requirements to G.S. 115C-105.25(c) directing LEAs by October 15 of each year to provide a description on their websites of any transfer of funds from the Textbooks and Digital Resources Allotment into another allotment category with an explanation of why the transfer was made. It would also require a chart that clearly reflects how the LEA spent state funds.

Section 8.37 Budget Reductions/Department of Public Instruction

The SBE would be directed to implement a 10% recurring budget reduction (\$4,781,195) for DPI in the 2015-17 fiscal biennium. The SBE would be forbidden from making any reductions to funding or positions for NCCAT, the Eastern North Carolina School for the Deaf, the North Carolina School for the Deaf, or the Governor Morehead School, except for positions vacant for more than 16 months. Also, no reductions in funding could be made to Communities in Schools of North Carolina, Inc., Teach For America, Inc., or Beginnings for Parents of Children who are Deaf or Hard of Hearing, Inc.

Section 8.38 Local Boards of Education/Performance-Based RIFs

This provision would direct local boards of education to adopt statutorily-required criteria in their policies for implementing a reduction in force. In determining which positions would be subject to such a reduction, LEAs would be required to consider structural and organizational considerations, work performance, and teacher evaluations.

Section 8.39 Driver Education Training

The Senate budget proposal does not provide any state support for driver training going forward, but would lift the current \$65 cap that LEAs can assess to participants for costs. In the future, LEAs would be permitted to charge "an amount not to exceed the actual costs of providing the course." Effective July 1, 2016, this section would repeal Article 14 of Chapter 115C of the General Statutes, which currently authorizes the SBE and DPI to organize and administer the standardized program of driver education in the state's high schools.

Section 10.15 Driver Education and Safety Instruction Program

The North Carolina Community Colleges System Office (CCS) would be directed to conduct a feasibility study on the establishment of a statewide, tuition-based driver education program delivered through CCS for all students older than 14.5 years old who are enrolled in a public high school, a private high school, or a home school within the state and have not previously enrolled in a program delivered by the public schools or CCS. CCS must consider the cost and options for funding, including fees, state funds, or a combination thereof, and report to the General Assembly by March 15, 2016, on the results of the study.

Effective July 1, 2016, CCS would be responsible for delivering driver education and safety instruction under new G.S. 115D-76.5, the Driver Education and Safety Instruction Program. CCS would establish statewide driver education and safety instruction for students. CCS could use up to \$200,000 for the 2015-16 fiscal year to conduct the study.

Section 8.40 Office of Education Licensure/Transfer from Licensure Section

Effective January 1, 2016, the Licensure Section within DPI would be dissolved and its

duties/functions transferred to a newly created Office of Educator Licensure (OEL) under the SBE to be supported by already-existing fees allowed in [G.S. 115C-296\(a2\)](#). The SBE may direct DPI to provide technical and administrative support to OEL. OEL would be required to use an electronic system to process all applications and concerns in a timely and accurate manner, working cooperatively with individuals seeking licensure, LEAs, schools, and licensing entities in other states. The SBE would have 60 days to appoint an executive director of OEL and be operational by January 1, 2016, implementing a transition plan that minimizes disruption for educator licensure and renewals.

Section 8.41 Modify Educator Preparation Program Approval Process

This provision would recodify the current licensure statute, G.S. 115C-296, under a new series of statutes, G.S. 115C-296.8 thru -296.13. Programs would need to be either State-approved or nationally-accredited based on certain prescribed criteria. The provision reiterates minimum admissions requirements for educator preparation programs, including achieving prescribed minimum scores on a pre-professional skills test (e.g., Praxis Core tests, SAT, or ACT) and having a minimum cumulative GPA of 2.7. An approved program would be required to have a minimum entering cohort GPA of 3.0. Programs must demonstrate certain prescribed competencies and foster partnerships with schools and LEAs to place students for practical experience and training.

This provision also addresses licenses for lateral entry teachers and directs the SBE to establish standards for a competency-based program of study for lateral entry teachers within the Community College System and at private, nonprofit two-year colleges. To participate in this program, an individual must hold at least a bachelor's degree from a regionally accredited IHE. The SBE would also be directed to carefully consider a lateral entry program for school administrators.

Section 8.42 Access for Teachers to EVAAS Data

Beginning with the 2015-16 school year, each LEA would be required to ensure that individual teachers are provided access to school-level value-added data, the teacher's own value-added data, when applicable, and the teacher's evaluation dashboard through EVAAS.

Section 8.43 Certain CIHSs Operating Without Additional Funds

Notwithstanding G.S. 115C-238.51A(c) and G.S. 115C-238.54, the Academy at High Point Central, the Academy at Ben L. Smith High School, STEM Early College at NC A&T State University, Middle College at the University of North Carolina at Greensboro, Vernon Malone College and Career Academy, and the Northeast Regional School of Biotechnology and Agriscience shall be permitted to operate in accordance with G.S. 115C-238.53 and G.S. 115C-238.54 as cooperative innovative high schools approved under G.S. 115C-238.51A(c) and shall be subject to the evaluation requirements of G.S. 115C-238.55.

Section 8A.1 and 8A.2 Legislative Findings and Duty of Local Boards of Education

These sections issue a finding that some local boards of education are not in compliance with *Leandro* and are not providing all public school students with the “opportunity to receive a sound basic education.” Section 8A.2 clarifies that it is “the duty of local boards of education to provide students with the opportunity to receive a sound basic education and

to make all policy decisions with that objective in mind, including employment decisions, budget development, and other administrative actions, within their respective local school administrative units, as directed by law." As such, the provision sets forth the intent of the General Assembly to provide additional support to help LEAs and the SBE correct enumerated deficiencies.

Section 8A.3 Class Size in Kindergarten Through Third Grade

Would provide funding for additional teacher positions to lower class sizes in kindergarten through third grade.

For the 2015-16 school year, the class size allotment ratios for all classes within a LEA for kindergarten through third grade are as follows:

| Grade Level | Funded Class Size | Max. Average Class Size | Max. Individual Class Size |
|--------------------|--------------------------|--------------------------------|-----------------------------------|
| Kindergarten | 18 | 21 | 24 |
| Grades 1-3 | 16 | 19 | 22 |

For the 2016-17 school year, the class size allotment ratios for all classes within a LEA for kindergarten through third grade are as follows:

| Grade Level | Funded Class Size | Max. Average Class Size | Max. Individual Class Size |
|--------------------|--------------------------|--------------------------------|-----------------------------------|
| Kindergarten | 17 | 17 | 20 |
| Grades 1-3 | 15 | 15 | 18 |

Further, this section would amend G.S. 115C-301 to prohibit the SBE from granting waivers for excess class size in kindergarten through third grade except under certain enumerated circumstances. Also, if the SBE determines that a local superintendent has willfully failed to comply with these class size requirements, no state funds could be allocated to pay the superintendent's salary for the period of noncompliance.

Section 8A.4 Identification of Low-Performing Schools and Units

This section would repeal G.S. 115C-105.35(c) and G.S. 115C-105.36. Low-performing schools would be redefined as “those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” A low-performing LEA would be defined as “a unit in which the majority of the schools in that unit...have been identified as a low-performing school....”

The SBE would use these new definitions to identify low-performing schools and districts. Local superintendents of such schools and districts would be required to establish and implement a plan approved by the local board of education to improve grades and school growth scores, including how the superintendent and other central office administrators will work with the schools and monitor progress. Each school and LEA identified as low-performing must provide written notification to the parents and guardians of students attending a low-performing school within 30 days of identification, notifying them of the status and steps to approve and implement the improvement plan.

Section 8A.5 SBE Authority to Consolidate Contiguous County School Administrative Units
This section would create a new G.S. 115C-66.5: “The State Board of Education shall have the authority to consolidate and merge contiguous county school administrative units or a group of county school administrative units in which each county unit is contiguous with at least one other county unit in the group. The State Board shall adopt a written plan setting forth the conditions of the merger. A merger of county units and reorganization of those units under this section shall not have the effect of abolishing any special taxes that may have been voted in any such units.”

Relevant Bills in Committee This Week:

[HB 482](#) Employee Misclassification Reform

On Wednesday the House Commerce Committee amended and approved HB 482. It will now go to the House Judiciary II Committee. The bill concerns worker misclassification, where some employers classify workers as independent contractors to skirt around tax and workers compensation laws. The large regulatory bill would establish a task force to investigate claims of misclassification, assess penalties, work alongside other state agencies to prosecute offenders, and issue reports to the Department of Labor and the Industrial Commission on both violations and ways to prevent them. The bill also defines penalties as well as clarifies which employees are independent contractors.

Relevant Bills on the Floor This Week:

[HB 154](#) Local Governments in State Health Plan

On Thursday, the House passed HB 154 as amended by the Senate. It will now go to the Governor’s desk. The bill allows the Board of Directors of Pioneer Springs Community School, a charter school in Charlotte, among other various municipalities, to elect to become members of the State Health Plan for Teachers and State Employees. The bill also places an enrollment cap for employees and dependents of local government units seeking to join the plan.

[HB 247](#) Hoke County Local Option Sales Tax

On Tuesday, the House amended and passed HB 247. It is now referred to the Senate Committee on Rules and Operations. The bill would allow Hoke County to hold a referendum vote of its citizens for an additional ½ cent sales tax increase, which would be limited to funding school construction, renovation or the purchase of land and facilities for schools. The current sales tax rate in Hoke County is 2%. It was amended to prevent Hoke County from exercising other sales tax increases under previously codified [law](#).

[HB 495](#) OSHR Modernization/Technical Changes

On Tuesday, the House failed to concur with HB 495 as amended in the Senate. The bill will now go to an appointed [conference committee](#) to reconcile the differences between the two Chambers. The bill would make various changes to state personnel statutes formerly known as the “State Personnel Act,” now codified as the “NC Human Resources Act” (NCHRA).

[HB 562](#) Amend Firearm Laws

On Tuesday and Wednesday, the House amended and passed HB 562. It is now referred to the Senate Committee on Rules and Operations. Pertaining to education, the bill would provide additional allowances for concealed handgun permit holders who have a firearm locked in a vehicle on school property, as follows:

1. The person may enter or exit the vehicle if the handgun remains in a closed compartment or container within the person's locked vehicle or in a locked container securely affixed to the person's vehicle.
2. The permit holder may have a handgun on his or her person if remaining in the locked vehicle, unlocking the vehicle only to allow another person to enter or exit.
3. The person may remove the handgun from concealment as long as it is reasonably necessary to move the handgun to another secure compartment within the vehicle or conceal the handgun on their person.

Also, this bill would allow a person to assert as an affirmative defense, that he or she removed the handgun from a locked vehicle or compartment, "only in response to a threatening situation in which deadly force was justified pursuant to G.S. 14-51.3."

[SB 333](#) Teacher Attrition Data

On Thursday, the House adopted the conference committee report on SB 333. The Senate is scheduled to vote on the same on Tuesday, June 23, 2015. The committee added language that requires local boards to provide the SBE with effectiveness ratings of those teachers who left the profession in order to compile state-level data (not individual). To comply with the privacy of employee personnel records under [Article 21A](#) of 115C, the new provision only requires the SBE to provide aggregate state-level teacher effectiveness data for the purposes of the new report. Generally, the bill adds fields of data under G.S. 115C-12(22) for the SBE's annual Report on the Teaching Profession. New data to be collected under this bill would be reflected in the 2017 annual report using data from the 2016-17 school year.

[SB 578](#) Transition Certain Abuse Investigations/DCDEE

On Tuesday, the House unanimously passed SB 578. The only change made in the House was a purely technical [amendment](#) to make a grammatical correction. The Senate is scheduled to have a final vote for the bill on Tuesday, June 23, 2015. The bill would assign authority for conducting abuse and neglect investigations in childcare facilities to the Department of Health and Human Services, specifically, the Division of Child Development and Early Education. Currently, such investigations are under the purview of county level Departments of Social Services. Any public school program licensed by the Division of Child Development and Early Education and facing an abuse and neglect investigation would be subject to this amended process.

Other Bills with Action This Week:

[HB 19](#) Waive Tuition/Fallen Officer Was Guardian

- House Passed on 2nd and 3rd Readings

[HB 86](#) Utility Line Relocation/School Board

- Presented to the Governor

[HB 190](#) State Health Plan Modifications

- Signed by the Governor; SL 2015 -100

[HB 247](#) Hoke County Local Option Sales Tax

- Referred to Senate Committee on Rules and Operations of the Senate

[HB 401](#) Authorize Data Sharing for NCLDS

- Re-Referred to Senate Committee on Information Technology

[HB 424](#) Fostering Success

- Referred to Committee on Health Care

[HB 495](#) OSHR Modernization/Technical Changes

- Conference Committee Appointed

[HB 795](#) SEPA Reform

- Signed by the Governor; SL 2015 - 90

[SB 333](#) Teacher Attrition Data

- House Conference Committee Adopted

[SB 400](#) School Access to Girl Scouts/Boy Scouts

- Referred to the House Committee on K-12 Education

[SB 423](#) Foster Care Family Act

- Placed on Calendar for Tuesday, June 23, 2015

[SB 478](#) In-State Tuition For Certain Vets/Fed Program

- House Passed on 3rd Reading

[SB 487](#) Health Choice Technical Revisions

- Presented to the Governor

Meetings June 22-26:

Monday, June 22

- 4:00 PM Joint Program Evaluation Oversight Committee, 544 LOB

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