



# HOUSE BILL 832: Education Omnibus.

**This Bill Analysis  
reflects the contents  
of the bill as it was  
presented in  
committee.**

2025-2026 General Assembly

<b>Committee:</b>	Senate Education/Higher Education. If favorable, re-refer to Rules and Operations of the Senate	<b>Date:</b>	June 11, 2025
<b>Introduced by:</b>	Reps. Blackwell, Campbell, Cunningham, Wheatley	<b>Prepared by:</b>	Drupti Chauhan Brian Gwyn
<b>Analysis of:</b>	PCS to First Edition H832-CSRQ-18		Samantha Yarborough Committee Counsel

**OVERVIEW:** *House Bill 832 would add additional training for students and school employees as eligible services for school safety grants established by the 2023 Appropriations Act. The Proposed Committee Substitute would add various education provisions, including provisions from bills and the 2025 House and Senate Appropriations bills.*

## **PART I. EXPAND AUTOMATIC ENROLLMENT IN ADVANCED COURSES IN K-12 SCHOOLS TO INCLUDE ENGLISH LANGUAGE ARTS COURSES (Senate Bill 507)**

**CURRENT LAW:** G.S. 115C-81.36 requires, when practicable, that local boards of education offer advanced learning opportunities in mathematics in grades 3-5 and advanced courses in mathematics in grades 6 and higher. When advanced courses are offered, students who score at the highest level on an end-of-grade (EOG) or end-of-course (EOC) test in the most recent math class must be enrolled in the advanced math course. For 7th graders, a student scoring at the highest level on the EOG must be enrolled in a high school level math course in 8th grade. Students cannot be removed from the advanced learning opportunity or course unless the parent or guardian provides written consent for the removal.

**ANALYSIS:** This section would require, when practicable, that local boards of education also offer advanced learning opportunities in English Language Arts in grades 3-5 and advanced courses in English Language Arts in grades 6 and higher. Students who score at the highest level on an EOG or EOC test would be provided the advanced learning opportunity or enrolled in the advanced course. Students could not be removed from the advanced learning opportunity or course unless the parent or guardian provides written consent for the removal.

Beginning December 15, 2025, and annually thereafter, the Department of Public Instruction (DPI) would be required to report to the Joint Legislative Education Oversight Committee (JLEOC) on the number, demographics, and socioeconomic status of students who were eligible for advanced courses in mathematics and English Language Arts, including information on the students who were eligible but not placed in the advanced courses.

**EFFECTIVE DATE:** This section would be effective when it becomes law and apply beginning with the 2025-2026 school year.

Kara McCraw  
Director



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## **PART II. ALLOW PARENT CHOICE IN NURSING SERVICE PROVIDERS REQUIRED BY AN INDIVIDUALIZED EDUCATION PROGRAM (Senate Bill 77)**

**CURRENT LAW:** The federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400, *et. seq.*, requires schools receiving funds under the act to provide a free appropriate public education (FAPE) to eligible children with disabilities, including any necessary special education and related services.

The IDEA defines FAPE as special education and related services that meet all of the following:

- Have been provided at public expense, under public supervision and direction, and without charge.
- Meet the standards of the State educational agency.
- Include an appropriate preschool, elementary school, or secondary school education.
- Are provided in conformity with the requirements for an individualized education program (IEP).

An IEP is a written statement for each child with a disability that is developed, reviewed, and revised in accordance with law and includes descriptions of the following:

- The child's present level of performance, goals, and progress monitoring measures.
- The special education and related services and supplementary aids and services to be provided to the child, as well as any other accommodations.
- The extent the child will not participate with nondisabled children in the regular class.
- The timing of the services and modifications.

Article 9 of Chapter 115C of the General Statutes enables the State Board of Education (SBE) and local school administrative units (LEAs) to implement the IDEA in this State.

G.S. 115C-111.2 allows LEAs to contract with private special education facilities or service providers to provide any of the special education or related services that the public providers are unable to furnish.

**ANALYSIS:** This section would allow LEAs to contract with private special education facilities or service providers to provide services. "Nursing services" would be services that could only be provided by nurses licensed in accordance with the Nursing Practice Act of the General Statutes. When providing nursing services under a student's IEP, LEAs, must assign the parent's choice of nurse to provide the required services if all of the following apply:

- The student received nursing services from the nurse (i) prior to the nursing services being required by the student's IEP or (ii) prior to the student enrolling in his or her current school.
- The parent's choice of nurse is employed by a nursing agency and willing to provide the nursing services required by the IEP.
- The nursing agency employing the parent's choice of nurse is willing to enter into a contract with the LEA that otherwise meets the standard contract terms required for any other nursing agency contracted by the LEA, including licensing and liability requirements.
- The contracted rate is equal to or less than the contracted rate of other nurses contracted by the LEA.

**EFFECTIVE DATE:** This section would be effective when it becomes law and apply beginning with the 2025-2026 school year.

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## **PART III. CHARTER SCHOOL REVIEW BOARD AMENDMENTS (Senate and House Budgets, Sec. 7.25)**

**CURRENT LAW:** Article 14A of Chapter 115C of the General Statutes governs charter schools in the State. The SBE establishes all rules for the operation of approval of charter schools and rules adopted by the SBE must first be recommended by the Charter School Review Board (CSRB). The Executive Director of the Office of Charter Schools reports to and serves at the pleasure of the Superintendent of Public Instruction at a salary established by the Superintendent within the funds appropriated for that purpose. The SBE must withhold or reduce distribution of funds to a charter school if the Superintendent notifies the SBE that the charter school has failed to meet generally accepted standards of fiscal management or has violated a State or federal requirement for receipt of funds. The Superintendent consults with charter schools and LEAs to (i) create standardized enrollment verification and transfer request documents that charter schools use to request per pupil share of the local current expense fund and (ii) create a standardized procedure that LEAs use to transfer the per pupil share of the local current expense fund.

**ANALYSIS:** This section would make the following changes to the charter school statutes:

- Provide that the any rule or policy adopted by the SBE regarding charter schools must first be approved by the CSRB.
- Authorize the CSRB to propose, recommend, and approve rules and policies on all aspects of charter schools.
- Direct the SBE to assign the CSRB to conduct any hearings under federal law regarding federal funds for charter schools and have the CSRB make findings and recommendations about the hearings.
- Authorize the CSRB to employ legal counsel (including private counsel) to advise, represent, and provide litigation services to the CSRB without the need to obtain permission from the Attorney General or the Governor.
- Provide that the Executive Director of the Office of Charter Schools reports and serves at the pleasure of the CSRB at a salary established by the CSRB within the funds appropriated for that purpose.
- Direct that the terms of the written charter for a charter school must be approved by the CSRB.
- Provide that a charter school is not required to list class rank on a student's official transcript or record.
- Allow charter schools to develop and use any evaluation for conducting evaluation of teachers if the evaluation instrument includes standards and criteria similar to those used in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process or such other evaluation standard and process required to be used by LEAs.
- Direct the CSRB to require charter schools that are identified as low-performing or continually low-performing to prepare and report on plans to improve the performance of the school. Charter schools would not have to create school improvement plans under G.S. 115C-105.27.
- Provide that if the CSRB notifies the SBE that a charter school has failed to meet generally accepted standards of fiscal management or has violated a State or federal requirement for receipt of funds, the SBE must withhold or reduce distribution of funds to a charter school.
- Direct the CSRB to consult with charter schools and LEAs to (i) create standardized enrollment verification and transfer request documents that charter schools use to request per pupil share of

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the local current expense fund and (ii) create a standardized procedure that LEAs use to transfer the per pupil share of the local current expense fund.

- Provide that if a charter school is operating under a charter that allows for a remote academy as a part of the charter and the school enrolls or intends to enroll 250 or more students in the remote academy, the school may request the CSRB to grant the remote academy portion of the charter school a separate charter. These requests must be reviewed through an expedited process established by the CSRB and no planning year can be required for those remote academies.
- Provide that if a school operating under a charter that includes in-person instruction and a remote charter academy, the remote charter academy must receive a separate school performance grade and be treated as a separate school for the purposes of assessing the performance of the remote charter academy.

**EFFECTIVE DATE:** This section would become effective when it becomes law and apply beginning with the 2025-2026 school year.

## **PART IV. DPI TO CONTINUE PROVIDING FINANCIAL DATA REPORTING PLATFORM TO CHARTERS FOR INITIAL YEAR OF OPERATION (House Budget, Sec. 7.60)**

**ANALYSIS:** This section would create a new statute requiring DPI to provide a charter school access to any required financial data reporting platforms during the charter schools' first year of operation at no cost to the school.

**EFFECTIVE DATE:** This section would become effective when it becomes law.

## **PART V. CEP MEAL INCENTIVE PROGRAM (Senate and House Budgets, Sec. 7.32)**

**ANALYSIS:** This section would codify and direct DPI to establish the CEP Meal Incentive Program (Program) to expand public school participation in the federal Community Eligibility Provision (CEP) program in order to increase the number of students with access to cost-free breakfast and lunch. In each year where funds are available, the Program would be administered as follows:

- Application – DPI must develop the application for the Program and make it available by April 15, to eligible units with the units submitting applications by June 1. The application must include (i) the school or schools that will participate in the CEP program; (ii) the Identified Student Percentage (ISP) for the current school year; (iii) the number of students enrolled for the current school year; and (iv) the participation rates in the National School Breakfast and Lunch programs for the current school year for the schools requesting to receive the incentive.
- Selection – By July 15, DPI must determine applicant eligibility for participation and award grants to all eligible units. If funds are insufficient to award grants to all eligible units, DPI must prioritize awarding grants to those with an ISP of greater than or equal to 55% and then prioritize awarding grants to the schools that will draw the greatest federal match.
- Grants – DPI must issue State reimbursements to participating units to supplement federal reimbursements of school meals. State reimbursements must equal the difference between the federal free rate and the federal paid rate for the number of meals served at the participating schools equal to a 0.2 multiplier of the ISP for the participating schools. State and federal reimbursements cannot exceed 100% of the federal free rate of meals served. Schools using the incentive must have

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an innovative breakfast option available where students have access to breakfast and allowed to consume breakfast in the classroom.

- Non-Supplant Requirement—Incentive funds must be used to supplement and not supplant local current expense funds.
- Report -By January 1 of each year of the Program, DPI must report to JLEOC and the Fiscal Research Division on the following information:
  - The number of schools that utilized the incentive.
  - The number of students that received the free meals that would not have otherwise received free meals had the school not used the incentive.
  - The amount of federal and State money received by the participating units.
  - Any increase on student success due to the school's utilization of the incentive and participation in the Program.

DPI may use up to \$500,000 of the funds appropriated for the Program for administrative costs.

**EFFECTIVE DATE:** This section would become effective July 1, 2025.

## **PART VI. ALLOW CERTAIN NONPUBLIC SCHOOLS TO REQUEST RESIDENCY LICENSES FOR TEACHERS (House Budget, Sec. 7.43)**

**CURRENT LAW:** A residency license is a one-year teaching license that can be renewed twice. G.S. 115C-270.20(a)(5) authorizes the governing body of a public school unit (PSU) to request a residency license for an individual if the individual meets all of the following requirements:

- Holds a bachelor's degree or advanced degree.
- Has completed coursework related to the requested licensure area or has passed a related content examination.
- Is enrolled in a recognized educator preparation program.

Parts 1 and 2 of Article 39 of Chapter 115C of the General Statutes establish the requirements that nonpublic schools, excluding home schools, must meet.

**ANALYSIS:** In addition to the governing body of a PSU, this section would authorize certain nonpublic schools to request a residency license. The nonpublic school would be authorized to request a residency license if it meets both of the following:

- Meets the nonpublic school requirements in either Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes.
- Is approved and monitored by DPI to provide special education and related services pursuant to a student's IEP.

**EFFECTIVE DATE:** This section would be effective when it becomes law and apply to applications for residency licenses occurring on or after that date.

## **PART VII. CONVERTING A LIMITED LICENSE TO A CONTINUING PROFESSIONAL LICENSE (Senate Bill 508)**

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**CURRENT LAW:** G.S. 115C-270.15 requires teachers to pass licensure examinations by the end of their third year of licensure. An initial professional license (IPL) or residency license (RL) cannot be converted to a continuing professional license (CPL) until the licensure exam requirements are met.

Under G.S. 115C-270.20(a)(4a), a limited license is a renewable three-year license that can be issued upon the request of a local board of education currently employing or seeking to employ an individual. A limited license can only be used in the LEA that requested the license. An in-state licensee can qualify for a limited license if the individual was issued an IPL or RL, but failed to meet required licensure examinations after three years of licensure.

For a teacher to renew a limited license, G.S. 115C-270.30(b)(6) requires the teacher to submit a signed affidavit that the teacher is currently employed by the local board of education and the teacher is an effective teacher. For teachers who have available growth data under the Education Value-Added Assessment System (EVAAS), the data must demonstrate that the teacher meets or exceeds expectations of growth.

**ANALYSIS:** This section would require the SBE to convert a limited license to a CPL if the teacher has available EVAAS growth data and a positive growth score for two of the three most recent years for which growth scores are available.

**EFFECTIVE DATE:** This section would become effective when it becomes law and apply to limited licenses expiring on or after that date.

## **PART VIII. TECHNICAL ADJUSTMENTS TO PRINCIPAL AND ADMINISTRATOR LICENSES (Senate and House Budget, Sec. 7.11)**

**CURRENT LAW:** Under G.S. 115C-270.1(1), administrators include superintendents, assistant or associate superintendents, principals, assistant principals, and curriculum-instructional specialists.

To be licensed as an administrator, G.S. 115C-270.20(b)(1) requires that an individual meet all of the following:

- Holds a bachelor's degree.
- Has successfully completed an approved administrator preparation program.
- Has at least four years of experience as a licensed professional educator.
- Has submitted a portfolio to the SBE for approval that meets criteria adopted by the SBE.

**ANALYSIS:** This section would create a separate principal license that would include the current requirements for an administrator license, except that administrator preparation program would be renamed principal preparation program. The administrator preparation program and portfolio requirements would be eliminated for the administrator license. Additionally, this section would make various technical and conforming changes.

**EFFECTIVE DATE:** This section would be effective when it becomes law and would apply to applicants for licensure on or after that date.

## **PART IX. ADVANCED TEACHING ROLES – LIMITED CLASS SIZE EXCEPTION AND TRACK ROLES IN STUDENT INFORMATION SYSTEM (Senate Budget, Sec. 7.29)**

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**CURRENT LAW:** G.S. 115C-301 establishes class size requirements for kindergarten through third grade.

Article 20A of Chapter 115C of the General Statutes establishes the Advanced Teaching Roles program (ATR Program), which develops advanced teaching roles and organizational models that link teacher performance and professional development to salary increases for classroom teachers in selected local school administrative units. Participating local school administrative units (ATR units) can receive grants to support the implementation of the ATR Program for up to two three-year terms, during which time the units also receive class size flexibility.

**ANALYSIS:** This section would allow the SBE to authorize any ATR unit that received its final year of grant funding in the 2024-2025 school year to exceed the maximum class size requirements for the 2025-2026 and 2026-2027 school years. Additionally, this section would require DPI to create designations in the student information system for teachers serving in advanced teaching roles.

**EFFECTIVE DATE:** This section would be effective when it becomes law.

## **PART X. LOCAL BOARDS OF EDUCATION TO PUBLISH TOTAL COMPENSATION AND POSITION INFORMATION FOR CENTRAL OFFICE EMPLOYEES (House Bill 56)**

**CURRENT LAW:** Each local board of education must maintain a record of each of its employees, showing the following information for each employee: name; age; date of original employment or appointment; the terms of any contract by which the employee is employed if the board has the contract; current position; title; current salary, date and amount of each increase or decrease in salary with that local board; date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with that local board; date and general description of the reasons for each promotion with that local board; date and type of each dismissal, suspension, or demotion for disciplinary reasons taken by the local board; and the office or station to which the employee is assigned. G.S. 115C-320(a).

Subject to the local board's rules on safekeeping of records, persons in custody of the records must generally allow the records to be inspected, examined, and copies made by any person during regular business hours. Any person who is denied access to a record has the right to compel compliance in a court of law. G.S. 115C-320(c). All other information contained in a personnel file is confidential and must not be open to inspection except to specified persons in limited circumstances. G.S. 115C-321.

**ANALYSIS:** This section would create a definition for "central office employees." No later than August 15, 2025, and annually after that, each local board of education would be required to publish and maintain on its website the following information for each central office employee:

- Total compensation from all funding sources, including at least salary and reimbursements and allowances for travel.
- Position title.
- Position description.
- Date the position was created.
- Department, unit, or office of the local school administrative unit in which the position is located.

Each local board of education would be required to publish and maintain on its website:

- Title of each central office employee position in the local school administrative unit and the number of positions associated with that title.

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- For each department, unit, or office of the local school administrative unit:
  - The number of central office employees in that department, unit, or office.
  - The number of central office employees for each position title.

The section would clarify that the definition of "salary" includes supplements and would require each local board of education to maintain a record for each employee showing current total compensation and date and amount of each increase and decrease in total compensation.

**EFFECTIVE DATE:** This section would become effective when it becomes law.

## **PART XI. STANDARDS FOR AGREEMENTS REGARDING THE OPERATION AND MAINTENANCE OF LABORATORY SCHOOLS (Senate and House Budgets, Sec. 8.6)**

**CURRENT LAW:** The University of North Carolina Laboratory Schools (lab schools) are public schools operated by a constituent institution of The University of North Carolina in LEAs with low-performing schools. The mission is to provide an enhanced education program for students in those LEAs and to provide exposure and training for teachers and principals to address challenges existing in high-needs school settings.

**ANALYSIS:** This section would make the following changes to the lab school statutes:

- Memorandum of Understanding— Direct the chancellor of the constituent institution and the LEA to adopt a memorandum of understanding for the operation and maintenance of the lab school that includes facilities and leases; transportation services; food services; and student support services. The Chancellor and the LEA must review and update the memorandum at least every five years and any updated memorandum can take effect no earlier than the next school year. For proposals to amend a term regarding facilities, services, or operations of the lab school, the proposing party must provide at least 6 months' notice and the amendment cannot take effect earlier than the next school year.
- School Lunch Program – Clarifies that unless the lab school agrees in the memorandum to administer the National School Lunch Program as the school food authority for its students, the LEA in which the lab school is located must administer the National School Lunch Program for the lab school as the school food authority. The LEA must:
  - Purchase, prepare, deliver, and serve food and drink for the lab school students.
  - Engage in any contracts or other actions needed to provide the food services, including, procuring federal reimbursement funds.
- The LEA may charge the costs of the facilities and student support services provided to the lab school. The charges cannot exceed the standards for determination of costs in current law. If the LEA fails to provide any of the required services, the lab school can provide those services on its own and may charge the LEA for the actual costs of those services even if the costs exceed the standards for determination of costs established in current law. The LEA must reimburse the lab school for those services from non-State funds.

**EFFECTIVE DATE:** This section would become effective when it becomes law.

## **PART XII. RENEWAL SYSTEM MODIFICATIONS**

**CURRENT LAW:** The Renewal School System (RSS) has been given certain flexibilities from statutes applying to local boards of education and LEAs. These flexibilities include calendar and financial



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flexibility. S.L. 2018-32 provides that the SBE must conduct a review of the RSS at the end of the 2022-2023 school year and every 3 years thereafter. The SBE could have terminated the RSS prior to the end of the 2022-2023 school year if the RSS had failed to meet fiscal management standards or violated State or federal law. In addition, there are reporting requirements that the RSS must complete.

**ANALYSIS:** This section would change the review of the RSS by the SBE to the end of the 2028-2029 school year and every 5 years thereafter. The SBE could terminate the RSS prior to the end of the 2028-2029 school year if RSS fails to meet fiscal management standards or violates State or federal law.

The RSS must now report on the following items:

- Proficiency data on each end of grade or end of course exam.
- EVAAS growth data for the LEA.
- The number of former students employed, enlisted in the Armed Forces of the United States, or enrolled in a postsecondary educational program.
- The high school graduation rate for the LEA.
- The rate of chronic absenteeism in the LEA, with chronic absenteeism being more than 10 absences within 90 instructional days.

This section would also allow the RSS to use an alternative evaluation model to the North Carolina Education Evaluation System when evaluating teacher effectiveness.

The North Carolina Collaboratory would be required to conduct a study on the (i) the effect of the RSS on student outcomes and (ii) an analysis of how financial and personnel flexibilities have been used. The report would be submitted to the JLEOC by January 15, 2026.

**EFFECTIVE DATE:** This section would become effective when it becomes law.

## PART XIII. SCHOOL SAFETY GRANTS (House Bill 832)

**CURRENT LAW:** Section 7.36 of S.L. 2023-134, as amended by Section 3J.17 of S.L. 2024-57, provides funding for the School Safety Grants Program to improve safety in PSUs by providing grants for services for students in crisis, school safety training, safety equipment in schools, and subsidizing the School Resource Officer Grants Program through an application process administered by the Executive Director of the Center for Safer Schools. The grants for training to increase school safety require the Executive Director, in consultation with the Department of Health and Human Services (DHHS), to award grants to PSUs to contract with community partners to address school safety by providing training to help students develop healthy responses to trauma and stress. The training must be targeted and evidence-based and can include any of the following:

- Counseling on Access to Lethal Means training for school mental health support personnel, local first responders, and teachers on the topics of suicide prevention and reducing access by students to lethal means.
- Training for school mental health support personnel on comprehensive and evidence-based clinical treatments for students and their parents or guardians.
- Training for students and school employees on community resilience models to improve understanding and responses to trauma and significant stress.

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- Training for school mental health support personnel on Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct problems.
- Other training, including training on the facilitation of peer-to-peer mentoring, that is likely to increase school safety.

**ANALYSIS:** This section would add the following as eligible services for the School Safety Grants Program:

- Training for students and school employees on violence prevention and developing personal and interpersonal skills to (i) enhance individual level protective factors, (ii) mitigate or reduce risk taking or harmful behavior, and (iii) improve understanding and responses to trauma and significant stress.
- Training or education programming on personal and interpersonal skills or character education.
- Training or education programming addressing violence prevention and suicide prevention.

**EFFECTIVE DATE:** This section would become effective when it becomes law.

## **PART XIV. EXTEND REVERSION DATE FOR SCHOOL SAFETY GRANT FUNDS**

**(Senate and House Budgets, Sec. 20.5)**

**ANALYSIS:** This section would provide that funds appropriated for the School Safety Grants Program would not revert until June 30, 2027.

**EFFECTIVE DATE:** This section would become effective June 30, 2025.

## **PART XV. SPARKNC EXTENSION (Senate Budget, Sec. 7.33)**

**CURRENT LAW:** The SparkNC Pilot Program was established in 2023 and authorized SparkNC to partner with select PSUs to develop student-driven pathways where students can select and complete modular learning experiences that provide a competency-based equivalency to a traditional elective course. SparkNC is required to report specific information to JLEOC by March 1, 2025, in an interim report and by February 15, 2027, in a final report.

**ANALYSIS:** This section extends the SparkNC Program through the 2031-2033 fiscal biennium and opens the program to all PSUs. Funds allocated would remain available until the end of the 2026-2027 fiscal year. SparkNC would no longer have a final report in 2027, but would instead be required to submit an annual report to JLEOC by March 1 of each year that would include recommendations on developing a competency transcript.

**EFFECTIVE DATE:** This section would become effective when it becomes law.

## **PART XVI. VARIOUS EDUCATION REPORT CHANGES (Senate and House Budgets, Sec. 7.12)**

**ANALYSIS:** This section would make the following changes to education reports:

- Low-Performing LEAs – Repeal G.S. 115C-12(25) which requires the SBE to examine and evaluate issues upon the request of JLEOC as well as submit reports by November 15 of each year on low-performing schools, school improvement plans that significantly increased student

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performance, personnel actions taken in low-performing schools, and recommendations for additional local flexibility.

- Low-Performing LEAs – Add the reporting requirement repealed in above bullet (G.S. 115C-12(25)) to the duties of the Superintendent in G.S. 115C-21(b) who would then make these reports to JELOC.
- Civic Literacy – Repeal the report on Civic Literacy that is applicable to requirements for students who entered the 9th grade before the 2021-2022 school year.
- North Carolina Hospitality Jobs – Repeal the report of the North Carolina Hospitality Education Foundation of the North Carolina Restaurant and Lodging Association and DPI to JLEOC and the Fiscal Research Division.
- Financial Literacy Elective Course Pilot Program – Repeal the reporting requirement for DPI to JLEOC on the implementation and administration of the Pilot Program.
- Computer Science Report – Amend annual report date to March 15.
- School Health Support Personnel Reports—Repeal the reporting requirements for (i) the total number of each category of school mental health support personnel employed in an LEA; (ii) the difference from the previous school year in the total number of each category of school mental health personnel employed in the LEA; and (iii) the difference from the previous school year in the total number of each category of school mental health support personnel funded exclusively from the instructional support allotment in each LEA.
- Definition of School Health Personnel – Amend the School Health Personnel Definition for the School Health Personnel Allotment to include school psychologists, school counselors, school nurses, and school social workers.
- State of Teaching Profession Report – Change the name of the report to the Teacher Attrition and Mobility Report and change the annual reporting date to February 15.
- Educator Preparation Program Report – Change the annual reporting date to February 15.
- DPI Study on Improving Outcomes for Students with Disabilities – Repeal the requirement that DPI report annually to JLEOC on developing and implementing policy changes on various IEP reforms, increased access to Future Ready Core Course of Study for students with disabilities, and model programs for use by LEAs to improve graduation rates and school performance of students with disabilities.
- Operating Balances and Indirect Costs for School Nutrition Programs in LEAs – Change the report to an annual report by February 15 of each year.
- Charter School Transportation Grant Program – Change the annual reporting date to August 15.
- Charter School Annual Report – Change the annual reporting date to September 15.
- Educational Performance of Children with Disabilities Report – Changes the report due to JLEOC on the educational performance of children with disabilities to be the annual report submitted as part of the State Performance Plan and Annual Performance Report that is submitted to the United States Department of Education and the United States Office of Special Education Programs.
- Child Find Report – The census report of all children with disabilities residing in the State that is submitted to the General Assembly may be a copy of any similar information or report submitted

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to the federal government as part of compliance with the Individuals with Disabilities Education Act.

**EFFECTIVE DATE:** Except as otherwise provided, this section becomes effective when it becomes law.

## **PART XVII. EFFECTIVE DATE**

Except as otherwise provided, House Bill 832 becomes effective when it becomes law.