

2017 - 2018 ALLOTMENT POLICY MANUAL



**PUBLIC SCHOOLS OF NORTH CAROLINA
STATE BOARD OF EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
FINANCIAL AND BUSINESS SERVICES
DIVISION OF SCHOOL BUSINESS**



www.ncpublicschools.org/fbs/allotments/

VETERAN TEACHER BONUSES

PROGRAM REPORT CODE: 045
UNIFORM CHART OF ACCOUNTS CODE: XXXX-045-180
STATUTORY REFERENCE: Session Law 2017-57, Section 8.8A

Guaranteed allotment.

A bonus payment of \$385 to certified teachers with 25 or more years of teaching experience. The bonus is to be paid by October 31 and is not subject to retirement.

HIGHLY QUALIFIED NC TEACHING GRADUATE

PROGRAM REPORT CODE: 028
UNIFORM CHART OF ACCOUNTS CODE: XXXX-028-181
STATUTORY REFERENCE: Session Law 2017-57, Section 8.2

Guaranteed allotment. A supplement paid to new teachers who are highly qualified. Amount of the supplement is dependent on the school and teaching assignment. Full policy in the Employee Salary and Benefits Manual.

EMPLOYER BENEFIT COSTS

PROGRAM REPORT CODE: Various
UNIFORM CHART OF ACCOUNTS CODE: XXX-XXX-2X1
STATUTORY REFERENCE: Session Law 2017-57, Section 35.19

Benefit Rates:

| | |
|-----------------|---|
| Hospitalization | \$5,869 per year per full-time equivalent position. |
| Social Security | 7.65% for the entire year. |
| Retirement | 17.13% |

Effective July 13, 1989, a person must be a permanent employee as defined in the North Carolina Public School [Benefits and Employment Policy Manual](#), and must be employed for thirty or more hours per week in order for an LEA to submit the employee for enrollment in the State Retirement System and the State Health Insurance System. Charter schools may elect to participate in the State Retirement System and the State Health Insurance System. Charter school decisions to enroll in the State Retirement System and State Health Insurance system are final.

Effective July 1, 1995, all employer salary-related contributions for full-time permanent employees, including hospitalization benefits, shall be prorated based on the actual percentage employed in each expenditure code.

SUBSTITUTE PAY

PROGRAM REPORT CODE: XXX
UNIFORM CHART OF ACCOUNTS CODE: XX00-XXX-16X
STATUTORY REFERENCE:

With the ratification of the School Flexibility and Accountability Bill (House Bill 6) in July of 1995, Substitute Pay for classroom teachers and instructional support personnel is allotted with Non-Instructional Support Personnel (PRC 003). Substitute Pay from other State allotments such as Career Technical Education, Staff Development, and Children with Disabilities, as well as federal programs, may still be paid from their respective categorical allotments.

Substitutes who hold teacher certificates shall receive a minimum of 65% of the daily pay rate of an entry-level teacher with an "A" certificate (\$103) per day for FY 2017-18. Substitutes who are non-certified shall receive a minimum of 50% of the daily pay rate of an entry-level teacher with an "A" certificate (\$80) per day for FY 2017-18. The pay for non-certified substitutes shall not exceed the pay of certified substitutes. Deductions in salaries for teachers on leave who require a deduction in salary for substitute pay shall be at a standard rate of \$50.00 per day.

In accordance with **G.S. 115C-12(8) Section 18.4**, the \$50 deducted from a teachers pay will be reallocated to Non-instructional Support Personnel (PRC 003) on a monthly basis. The additional allocation is based on absence codes included on teacher payroll records.

For additional information regarding the payment of substitute pay please reference the Salary Manual at www.ncpublicschools.org/fbs/finance/salary/ or the Employee Benefits Manual at www.ncpublicschools.org/district-humanresources/key-information/.

LONGEVITY

PROGRAM REPORT CODE: 009
UNIFORM CHART OF ACCOUNTS CODE: XXX-009-184
STATUTORY REFERENCE: G.S. 115C-316

No allotment is made for longevity. Beginning July1, 2014, longevity is included in the salary schedule for School Based Administrators, Teachers and Instructional Support Personnel. Eligible expenditures will be covered as reported through UERS for LEAs.

| Longevity Schedule | |
|------------------------------|--------------------|
| Years of Total State Service | Longevity Pay Rate |
| 10 but less than 15 years | 1.50 percent |
| 15 but less than 20 years | 2.25 percent |
| 20 but less than 25 years | 3.25 percent |
| 25 or more years | 4.50 percent |

For additional information regarding the payment of longevity please reference the Salary Manual at www.ncpublicschools.org/fbs/finance/salary/ or the Employee Benefits Manual

at www.ncpublicschools.org/district-humanresources/key-information/.

ABCs TRANSFER OF FUNDS

STATUTORY REFERENCE: G.S. 115C-105.25 Budget Flexibility
Session Law 2017-57

The ABCs of public education enables LEAs to have flexibility in their funding. Transfers of funding and/or position allotments are to be submitted to the School Allotments Section of the **Division of School Business**. No financial State Board of Education waivers are required.

Guaranteed certified positions will be transferred as follows:

- Classroom Teachers
 - The salary transferred shall be based on the first step on the "A" Teacher Salary Schedule plus benefits. Classroom teachers can be transferred for any purpose authorized by the policies of the State Board of Education.
- Instructional Support
 - The salary transferred shall be based on the first step on the "A" Teacher Salary Schedule plus benefits. Instructional Support can be transferred for any purpose authorized by the policies of the State Board of Education.
- Career Technical Education Months of Employment (CTE)
 - The salary transferred within CTE is based on the Statewide Average Salary.
 - The salary transferred outside of CTE is based on the first step on the "A" Teacher Salary Schedule plus benefits.

For transfers from School Building Administration:

- Principal positions
 - The salary transferred shall be based on the first step of the Base Column of the Principal Salary Schedule.
- Assistant Principals Months
 - The salary transferred shall be based on the first step of the "A" Teacher Salary Schedule at the salary level of an Assistant Principal.

For the purpose of paying for a different certified position from that being transferred into PRC 010 (Certified Positions converted to dollars), the dollar amounts converted equal salaries stated including benefits. The salary of the position to be paid from PRC 010 will be a dollar allotment and not a guaranteed salary. Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable.

No transfer will be allowed to or from the following categories:

- Behavioral Support
- Children with Disabilities Special Funds
- Federal Funds
- LEA Financed Purchase of School Buses

- School Technology
- Excellent Schools Act

Transfers will be allowed to or from the following categories:

- At Risk Student Services/Alternative Schools
- Classroom Materials/Supplies and Equipment
- Disadvantaged Student Supplemental Funding
- Cooperative Innovative High Schools
- Low Wealth Supplemental Funding
- Non-Instructional Support
- Small County Supplemental Funding
- Textbooks and Digital Resources
- Transportation – (may impact efficiency rating)

Limited transfers will be allowed for the following categories:

- Academically & Intellectually Gifted: Funds may be transferred to other categories if the Academically and Intellectually Gifted population is appropriately served. Funds can be transferred into this category. (Effective July 1, 2018 no funds shall be transferred out of this category)
- Central Office Administration: Transfers from central office administration are allowable. Transfers into this category are not allowed.
- Driver Training: Funds may be transferred out of this category. Funds may not be transferred in to this category
- Children with Disabilities - Funds can be transferred to this category. Funds may not be transferred out of this category.
- Limited English Proficiency – Funds may be transferred to this category. Funds may not be transferred out of this category.
- Position/MOE Allotments - Funds may be transferred out of these categories except where prohibited elsewhere in the policy. Funds cannot be transferred into these categories.
- Textbooks: Transfers in and out are allowed; carryover provision applies. (Effective July 1, 2018 funds allotted for Textbooks and Digital Resources may only be used for purchase of textbooks and digital resources).
- Teacher Assistant: Funds may transfer into this category. No transfers out.

The final date for transfers is the last work day of May each year. Transfers received after this date cannot be approved.

Reporting

To ensure that parents, educators, and the general public are informed on how State funds have been used to address local educational priorities, each LEA shall publish the following information on its Web site by October 15:

1. A description of each program report code and a summary of the prior year's expenditure of State funds by program report code.
2. A description of each object code within a program report code and a summary of the prior year's expenditure of State funds for each object code.
3. Starting with fiscal year 2014-15, LEAs shall provide the following *for all transfers which increased or decreased the allotment amount by more than 5%*:
 - The amount of the transfer.
 - The allotment category into which the funds were transferred.
 - The purpose code for the funds following the transfer.
 - A description of any teacher positions fully or partially funded as a result of the transfer, including all subject areas taught by the teacher in that position.
 - The educational priorities that necessitated the transfer.
4. A chart that clearly reflects how the LEA spent State funds.
5. The LEA shall maintain the information on their website for at least 3 years.
6. DPI shall collect the information and report the aggregate information to Joint Legislative Education Oversight Committee by December 1 annually. This includes all expenditure data, description on each object code and program report code.

Note: LEAs are to make every effort to minimize the budget adjustments that impact classroom instruction and classroom activities.

2017-2018
ALLOTMENT POLICY MANUAL
State Formulas



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ACADEMICALLY OR INTELLECTUALLY GIFTED

| | |
|---------------------------------|--|
| PROGRAM REPORT CODE: | 034 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXXX-034-XXX |
| STATUTORY REFERENCE: | Article 9B. §§ 115C-150.5 to 115C-150.8 SL 2015-241, Section 8.2 |
| TYPE: | Dollars |
| TERM: | July 1 - June 30 |
| PURPOSE: | Funds allocated for academically or intellectually gifted students may be used only (i) for academically or intellectually gifted students, (ii) to implement the plan developed under G.S. 115C-150.7 ; (iii) for children with special needs; or (iv) in accordance with an accepted school improvement plan, for any purpose so long as that school demonstrates it is providing appropriate services to academically or intellectually gifted students assigned to that school in accordance with the local plan developed under G.S. 115C-150.7 . |
| ELIGIBILITY: | Each LEA is entitled to funding. |
| FORMULA: | Each LEA receives dollars per child for four percent (4%) of their allotted ADM regardless of the number of children identified as academically or intellectually gifted in the LEA. |
| SPECIAL PROVISION: | Funds may be transferred to other categories by submitting ABC transfer forms if all academically or intellectually gifted students are appropriately served. Funds may be transferred into this category. |
| | Effective July 1, 2018, no funds shall be transferred out of this category. (SL2017-57 Section 7.2) |

ADVANCED TEACHING ROLES

PROGRAM REPORT CODE: 022

UNIFORM CHART OF ACCOUNTS CODE: XXXX-022-XXX

STATUTORY REFERENCE: SL 2016-94

TYPE: Dollars

TERM: July 1, 2016 – June 30, 2020

PURPOSE: To develop and support highly effective teachers. Also, to increase the access to effective and highly-effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers.

ELIGIBILITY: The State Board of Education shall establish a three-year pilot program to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases in selected local school administrative units for classroom teachers.

FORMULAS: A team of eleven reviewers used the scoring criteria listed in the RFP to rate each proposal.

SPECIAL PROVISIONS:

1. Allow highly effective classroom teachers to teach an increased number of students by assuming accountability for additional students, by becoming a lead classroom teacher accountable for the student performance of all of the students taught by teachers on that lead classroom teacher's team, or by leading a larger effort in the school to implement new instructional models to improve school-wide performance.
2. Enable local school administrative units to provide salary supplements to classroom teachers in advanced teaching roles. Selection of an advanced teaching role classroom teacher and award of related salary supplements shall be made on the basis of demonstrated effectiveness and additional responsibilities.
3. Enable local school administrative units to create innovative compensation models that focus on classroom teacher professional growth and student outcomes.
4. Utilize local plans to establish organizational changes related to compensation in order to sustain evidenced-based teaching practices that have the capacity to be replicated throughout the State.

CHARTER SCHOOLS

PROGRAM REPORT CODE: 036
 UNIFORM CHART OF ACCOUNTS CODE: XXXX-036-XXX
 STATUTORY REFERENCE: G.S. 115C-238.29; SB 1005: Section 28.20; 28.26; 28.27; SB 202, Section 7.38(a); SL2011-164 (SB 8); Article 14A, GS 115c- 218

TYPE: Dollars

TERM: July 1 - June 30

PURPOSE: Provides state funding to charter schools based on the students attending the school.

ELIGIBILITY: All charter schools approved by the State Board of Education. FORMULAS:

Funding for an existing charter school is based on the dollars per ADM of the LEA in which the school is located. Funding for new charter schools is based on the dollars per ADM of the LEA in which the student is, or would be, currently enrolled. The total number of public school students attending a new charter school will reduce a LEA's initial allotment.

A LEA's initial allotment is also reduced for existing charter schools growing over their planning ADM. LEAs are held harmless and will not have their allotment reduced for the following categories: Central Office Administration, School Building Administration and Staff Development.

A charter school will have 34% of its Initial Allotment available to "draw down" after the General Assembly adjourns. After the 1st month ADM is submitted, allotments will be recalculated and an additional 34% of the allotment will be made available to the charter school. If the charter school's first month ADM is lower than the initially funded ADM, the charter school's state allotments will be decreased. If charter student population increases after the 1st month, an analysis will be performed to determine if the additional students will be reduced from the LEA or funded from the State Contingency Reserve (**up to the charter school's maximum ADM**). The final 32% of the allotment will be distributed prior to the end of February.

After 1st month ADM adjustments, a charter school can request additional funding if it has significant growth (20% or more) in months two through four. Requested ADM must be verified and be within the charter school's maximum. The state contingency reserve will be used to fund the prorated increases within funds available. Please refer to the [Charter School Financial Guide](#) for instructions for this process.

In addition to the state funding based on dollars per ADM, a charter school may receive Children with Disabilities and Limited English Proficiency funding **if they qualify**. These special funds plus the dollars per ADM funding are distributed under Program Report Code 036.

SPECIAL PROVISIONS:

1. During the first 60 school days, if a child with disabilities was included in the prior fiscal year April 1 child count and leaves or returns to a LEA from a charter school, the prorated share of funds allocated for that child will be adjusted. In order to initiate the transfer of funds, the LEA or charter school receiving the students must complete the appropriate transfer request forms by the 10th of the month following the month the child transferred. Children with Disabilities' transfer requests are sent to the School Allotments Section. Please refer to www.ncpublicschools.org/fbs/allotments/forms/ for the Children with Disabilities Child Count Transfer System. Notification must include the student's name (first, middle last), CECAS Unique ID, birth date, the LEA or charter school from which the child came, the date the student transferred, and the beginning date of the current school year.
2. A charter in its third year of operation or longer that is in good financial and governance standing, shall receive the balance of its total allocation in the second installment.
3. Funding for 1st Month ADM increases will be reduced from the LEA in which the charter school resides if the LEA is declining in ADM after second month. If the LEA is increasing in ADM after the second month, the funding will come from the Contingency Reserve.
4. Charter schools will receive an allocation of fines and forfeitures based on dollars per allotted ADM in PRC 036. Unspent funds will revert June 30.
5. Funding allotted to purchase diagnostic devices in accordance with the Excellent Schools Act (HB 950 2012 Part VII-A) must be used to purchase diagnostic devices.
6. Charter School Staff may participate in the Digital Learning Staff development of the LEA in which they are located.
7. Charter Schools, if awarded, will receive funding for Resource Officers for Middle Schools in PRC 036.
8. For charter schools, which have been approved by the State Board of Education to serve students who are at risk of or have dropped out of high school, either in the prior year or during the current year, shall be funded based on 5th month ADM. These schools have specialized programs to encourage these students to re-enroll in school and assist them until they have graduated.
9. Charter Schools must have a valid Certificate of Occupancy on file with the Office of Charters before any funding can be released for the fiscal year.

Virtual Charter School Pilots -Virtual Charters are funded based on dollars per ADM excluding Low Wealth and Small County. The school is funded based on month 1 and month 5 Membership Last Day.

CHILDREN WITH DISABILITIES

PROGRAM REPORT CODE: 032
 UNIFORM CHART OF ACCOUNTS CODE: XXXX-032-XXX
 STATUTORY REFERENCE: S.L. 2014-100, Section 8.1
 S.L. 2017-57

TYPE: Dollars
 TERM: July 1 - June 30

PURPOSE:

Provide funding for the special educational needs and related services of Children with Disabilities. These funds are to be used for:

- Children with Disabilities
- Preschool Handicapped State Funding
- Group Homes, Foster Homes, or Similar Facilities

Funds for Community Residential Centers and Developmental Day Centers are allotted in PRC 063, Children with Disabilities Special Funds.

ELIGIBILITY:

All LEAs and Charter Schools are entitled to funding based on the formulas listed below.

FORMULAS:

Children with Disabilities and Preschool Disabled State funded allotments are calculated separately and then combined into one allotment. Matching benefits are included. The individual formulas are listed below.

CHILDREN WITH DISABILITIES:

Child count is based on Children with Disabilities child count, ages 5 through 21.

Multiply the lesser of the April 1 child count or an overall 12.75% cap of the Allotted ADM by the dollar per child count funding factor.

PRESCHOOL HANDICAPPED:

Each LEA receives a base amount equal to the average salary of a classroom teacher plus benefits. All remaining are distributed based on the April 1 child count of children ages 3, 4, and pre-K5.

GROUP HOMES, FOSTER HOMES, OR SIMILAR FACILITIES:

The Exceptional Children Division reimburses Local Boards of Education the per-child allocations for average daily membership (ADM), state aid (April 1st) and IDEA 611 (December 1st) of children with disabilities assigned to group homes, foster homes, or similar facilities.

Applications may be found at the web address below:

<http://ec.ncpublicschools.gov/policies/forms>

SPECIAL PROVISIONS:

1. No Funds shall be transferred out of this category.
2. Funds can be used to transport preschool handicapped students only. Transportation for school age children must be paid from transportation funds (PRC 056).
3. Refer to **Policies Governing Services for Children with Disabilities** produced by the Exceptional Children Division and to the [School Attendance and Student Accounting Manual](#) produced by the Division of School Business.
4. LEAs are encouraged to use teacher positions generated by that portion of their total ADM that is made up of children with disabilities to fund children with disabilities teachers.
5. Funds for Children with Disabilities will be reduced based on on-site audits and the determination that students are found to be in non-compliance with State/Federal regulations.
6. If two or more LEAs are consolidated into one LEA, the Preschool Handicapped allotment shall not be less than the same allotment to the separate LEAs for the first and second full fiscal years of the consolidation and shall be used for the continuation of the positions, except as specifically authorized by the State Board of Education.
7. During the first 60 school days, if a child with disabilities who was included in the prior fiscal year April 1 child count leaves or returns to a LEA or Charter from or to a charter school, the pro-rata share of funds allocated for that child will be adjusted. In order to initiate the transfer of funds, the LEA or charter school receiving the students must enter and submit required information for all students in the NC DPI Child Count Transfer System by the 10th of the month following the month the student transferred. Child Count Transfer System web link is www.ncpublicschools.org/fbs/allotments/forms/.
8. SECTION 4 (a) Article 25A of Chapter 115C of the General Statutes is amended by adding the following new section to read: General Statute 115C 375.5
 - a. Pregnant and parenting students shall receive the same educational instruction or its equivalent as other students. A local school administrative unit may provide programs to meet the special scheduling and curriculum needs of pregnant and parenting students. However, student participation in these programs shall be voluntary, and the instruction and curriculum must be comparable to that provided other students.
 - b. Local boards of education shall adopt a policy to ensure that pregnant and parenting students are not discriminated against or excluded from school or any program, class, or extracurricular activity because they are pregnant or parenting students and to provide assistance and support to encourage pregnant and parenting students to remain enrolled in school and graduate. The policy shall include, at a minimum, all of the following:
 - i. Local school administrative units shall, as needed, use supplemental funds from the At-Risk Student Services allotment to support programs for pregnant and parenting students.
 - ii. Notwithstanding Part 1 of Article 26 of this Chapter, pregnant and parenting

students shall be given excused absences from school for pregnancy and related conditions for the length of time the student's physician finds medically necessary. This includes absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent.

- iii. Homework and make-up work shall be made available to pregnant and parenting students to ensure that they have the opportunity to keep current with assignments and avoid losing course credit because of their absence from school and, to the extent necessary, a homebound teacher shall be assigned. (2006-69, s. 4(a); 2009- 330, s. 3.)

CLASSROOM TEACHERS

PROGRAM REPORT CODE: 001
 UNIFORM CHART OF ACCOUNTS CODE: XXXX-001-XXX
 STATUTORY REFERENCE: G.S. 115C-301; HB1414 Sections 7.18, 7.21, 7.28; HB 397 Section 7.10; SB 202 Section 7.26; HB 200, Section 7.1B, S.L.2013-360, SB 402

TYPE: Positions

TERM: 10 months, July 1 - June 30

PURPOSE: Provides guaranteed funding for salaries for classroom teachers. To qualify as a classroom teacher and to be charged against this allotment, an individual must spend a major portion of the school day providing classroom instruction and shall not be assigned to administrative duties in either the central or school offices. If an LEA decides to employ a Math/Science/Computer teacher, this individual does not have to spend a portion of the school day providing classroom instruction.

ELIGIBILITY: Each LEA is entitled to positions. The number of positions allotted is based on the formulas listed below.

FORMULAS:

The following positions are calculated separately and then consolidated into PRC 001. The total positions are then multiplied by the LEA's average monthly salary (based on prior year 6th pay period plus legislated salary increases) plus benefits. The individual formulas are listed below.

After the first month of school, a LEA can request additional resources due to extraordinary student population growth. Allotments will be adjusted within available funds. (See General Information Section, Allotment Adjustment for ADM growth.)

For city LEAs with less than 3,000 ADM, fractions are rounded up to the nearest whole position.

CLASSROOM TEACHERS:

Teachers are allotted based on one per the following number of students (based on allotted ADM) and rounded to the nearest one-half position.

| FY 2017-18 | |
|----------------------|----------------------------------|
| <u>Grades</u> | <u>Number of Students</u> |
| K | 18 |
| 1 | 16 |
| 2-3 | 17 |
| 4-6 | 24 |

| | |
|-------|------|
| 7-8 | 23 |
| 9 | 26.5 |
| 10-12 | 29 |

NOTE: Preschool student ADM is not used in the teacher allotment formula. For allotment purposes, TMH and self-contained children are included in their appropriate grades as determined by school administrators.

CLASS SIZE REQUIREMENTS:

| Grades | All Classes Within LEA <u>Maximum Average</u> | Individual Class <u>Maximum</u> |
|----------------|--|--|
| K - 3 | 20 | 23 |
| 4 - 9 | * | * |
| 10 - 12 | * | * |

* **Session Law 2013-363 House Bill 112, Sections 3.3(a) and (d)** Notwithstanding G.S. 115C- 301 or any other law, local school administrative units shall have the maximum flexibility to use allotted teacher positions to maximize student achievement in grades 4-12.

MATH / SCIENCE / COMPUTER TEACHERS:

Each county is entitled to one position. Positions will be divided between county and city LEAs based on previously approved plans. The percent split will remain in effect until the plan is revised and DPI is notified. Plans do not have to be submitted to DPI.

SPECIAL PROVISIONS:

1. Refer to the [School Attendance and Student Accounting Manual](#) produced by the Division of School Business.
2. Additional classroom teachers may be allotted within available funds based on the provisions outlined in Section 01 and upon request by the superintendent to the Division of School Business. (See General Information Section, Small Schools)
3. It is recommended that the teachers generated by self-contained/separate classrooms serving children with disabilities be used for children with disabilities. This includes self-contained/separate classes for autism, deaf-blind, behaviorally-emotionally disabled, developmental delayed, educable mentally disabled, hearing impaired, learning disabled, multi-handicapped, orthopedically impaired, other health impaired, speech-language impaired, severe profound, trainable mentally disabled, traumatic brain injured and visually impaired.
4. **Senate Bill 765, Modified Section 1, General Statutes 115C-12(24)** states that LEAs shall use (i) the teachers allocated for students assigned to alternative learning programs pursuant to the regular teacher allotment and (ii) the teachers allocated to students assigned to alternative learning programs only to serve the needs of these students.

5. The State regulations permit LEAs to identify a state allotted teaching position (no additional positions are provided and no Career Technical education funds can be used) and use that position to pay a Junior ROTC instructor, provided the local school does employ another teacher using local funds to replace the use of the State allotted position. For each Junior ROTC position paid from State funds, a locally paid position must be provided.
6. Teachers on Loan Additional positions may be allotted to LEAs which have teachers from their LEA selected to serve with the Department of Public Instruction. The teachers selected will work at designated LEAs throughout the State in support of major State Board of Education initiatives such as school assistance, teacher inductions, technology assessment/training, and student improvement. These additional teacher positions are allotted to the LEAs from which the teachers are employed since the reassigned teachers will remain on the LEA's payroll. The allotment will be in PRC 096 Special Position Allotment or in PRC 095 Special Dollar Allotment. For additional information, please contact the **Division of School Improvement** or the [Recruitment Section](#).
7. Teacher of the Year - An additional position (12 months) is allotted to the LEA from which the Teacher of the Year is selected. This allotment will also be allotted in PRC 096, Special Position Allotment.
8. All newly certified teachers (local & state) who have never taught before, or taught less than 6 months, are eligible for up to three extra days of employment for orientation and classroom preparation. This includes lateral entry teachers that are newly certified and have never taught before. If the teacher does not have zero years on his or her license due to non-teaching experience being credited, then the Salary Administration Section must approve the new teacher orientation funding. The teacher is to be paid appropriately for the teacher's certification level and years of service. Eligible Teachers must be paid from pay code object 125 for the additional days of employment. The state will pay up to 3 days of training per eligible teacher based on the teacher's daily rate of pay. The School Allotments Section will allot funds beginning in March based on the number of eligible teachers paid, not to exceed 3 days per teacher. Once the number of participants and additional days of service are identified, your regular classroom teacher position allotment will be increased. The three additional new teacher orientation days must be completed by April 30th. Any new teachers hired after this date should go through orientation with the new teachers for the next fiscal year.
9. If a LEA plans to convert a position to contract for an International Faculty Exchange (IFE) member, that unit may request the conversion of positions to dollar equivalents. This applies only to IFE programs.
 - a. To request the conversion, the LEA must submit the form entitled "Program Expansion Teacher Positions Request for Conversion to a Dollar Allotment" to the Division of Pre-Kindergarten and Elementary Education. If approved, funds must be used in accordance with the plan submitted and approved.
 - b. Positions converted used to cover costs associated with bringing a International Faculty Exchange (IFE) to the LEA through the International Exchange Program will be converted at a rate of \$64,558 (includes benefits).
 - c. These positions must be used for teachers only.
10. Funds can be transferred out of this category by submitting an [ABC Transfer Form](#) in the Allotment System. Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable. The conversion rate will be the first step

on the "A" Salary Schedule, plus benefits.

11. Teachers for geographically isolated K-12 schools: An additional teacher allotment will be made for small schools when consolidation is not feasible due to the geographic isolation of the school and the school meets at least one of the following criteria
 - a. The school is located in a LEA in which ADM is less than 1.5 per square mile.
 - b. The school is located in a LEA for a county containing more than 150,000 acres of national forest owned by the federal government and managed by the US Forest Service pursuant to G.S. 104-5.

Qualifying schools will receive one classroom teacher per grade. Teachers will be allotted to the remainder of the LEA under the regular teacher allotment formula. A LEA receiving special allotments for a small, geographically isolated school shall continue to receive one-half of that special allotment funding for the fiscal year after the school is closed. These funds shall be used to assist in the transition of students from the closed school to other schools in the LEA.

12. The position being funded by Burroughs Welcome Grant will be funded an extra 2 months from this category.

COOPERATIVE INNOVATIVE HIGH SCHOOLS (CIHS)

| | |
|---------------------------------|---|
| PROGRAM REPORT CODE: | 055 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXXX-055-XXX |
| STATUTORY REFERENCE: | G.S. 115C-238.50, G.S.115C-238.54, S.L.2005-276, Section 7.32 (c) S.L 2017-57, Section 7.22 (c) |
| TYPE: | Dollars |
| TERM: | July 1 through June 30 |
| PURPOSE: | The purpose of the program is to create rigorous and relevant high school options that provide students with the opportunity and assistance to earn an associate degree or two year of college credit by the conclusion of the year after their senior year in high school. These funds shall be used to establish new high schools in which a local school administrative unit, two and four-year colleges and universities, and local employers work together to ensure that high school and postsecondary college curricula operate seamlessly and meet the needs of participating employers. |
| ELIGIBILITY: | Cooperative Innovative High School and planning sites that have been approved by the State Board of Education and the General Assembly. (HB 320, Section 7.32(b)) |
| FORMULAS: | Funds shall be allocated based on the Tier Area the school is located, as defined by the NC Department of Commerce per G.S. 143B-437.08 |
| | CIHS located in Tier I Areas \$275,000 |
| | CIHS located in Tier II Areas \$200,000 |
| | CIHS located in Tier III Areas \$200,000 (FY2017-18) \$180,000 (FY2018-19) |
| | Exceptions: |
| | Virtual CIHS \$200,000 |
| | Northeast Regional School of Biotechnology and Agriscience (NERSBA) \$310,000 (see PRC038) |

SPECIAL PROVISIONS:

- Harnett County Early College shall be allotted \$100,000 for planning for 2017-18 only.
- During the first year of operation of the Cooperative Innovative High School established under G.S. 115C-238.50 and approved for funding shall be allotted a principal regardless of the number of State paid teachers assigned to the school or the number of students enrolled in the school. The budget flexibility authorized by G.S. 115C-105.25 does not apply to these positions.
- The State Board of Education shall conduct an annual evaluation of this program. The evaluation shall include:

- An accounting of how funds and personnel resources were utilized and their impact on student achievement, retention, and employability;
- Recommended statutory and policy changes;
- Recommendations improvement of the program.

The State Board of Education shall report the results of this evaluation to the Office of State Budget and Management, the Joint Legislative Education Oversight Committee, and the Fiscal Research Division, by January 15 of each year.

4. The LEA shall utilize this funding to hire two positions:
 - Program Coordinator (School Administrator-level position).

Community Coordinator to provide counseling and to coordinate the workforce development activities of students (Student Services-level position). Additionally, the higher education partner will receive funds from the grant to support a position to serve as a liaison for the program. The funding for this position is included in the allotment to the LEA. The LEA is responsible for negotiating with the higher education partner for the amount of funding necessary to support an instructor-level position.

Any remaining dollars will be available to the partnership to support start-up costs (\$10,000 first year only), professional development, related travel, materials, supplies, textbooks and other costs related to the student workforce experience.

5. This funding is not intended for capital expenses, faculty stipends or bonuses.
6. Funding is not to supplant any existing local, state or federal funds already used to operate the program.
7. Funds may be transferred with exception of the first year principal, by submitting [ABC Transfer Form](#) in the School Allotment System.
8. State funds appropriated for cooperative innovative high schools shall not be adjusted to reflect legislative salary increments, retirement rate adjustments and health adjustment for school personnel, unless specifically provided for by the General Assembly

DRIVER TRAINING

PROGRAM REPORT CODE: 012

UNIFORM CHART OF ACCOUNTS CODE: 5XX0-012-XXX

STATUTORY REFERENCE: G.S. 115C-215; 216 and S.L. 2015-241,
Section 8.39

TYPE: Dollars

TERM: July 1 - June 30

PURPOSE: Provides funding for making available public education to all students on driver safety and training. Each LEA must serve all students enrolled in a public or private high school (including charter schools) or receiving instruction through a home school within the LEA boundaries that have not previously enrolled in the program.

ELIGIBILITY: Each LEA is entitled to funding based on ninth grade ADM including private and federal schools.

FORMULA: All available funds are distributed to LEAs based on dollars per total ninth grade allotted ADM; this includes private, federal and charter schools.

SPECIAL PROVISIONS:

1. ABC transfers will not be allowed to driver training.
2. Disposition of cars purchased with Driver Training funds;

All transactions are handled by the Department of Administration, Division of Auxiliary Services, and State Surplus Property.

 - a. Car Models Prior to 1992: Funds from the sale of all car models prior to 1992 (models through 1991) are refunded to the Department of Public Instruction.
 - b. Car Models beginning with 1992: Funds received from State Surplus Property for the sale of all car models after 1991 remain with the selling LEA. All proceeds should be used to support the LEA's driver education program.
3. No more than 10% of driver education funds may be used for computer expenditures.
4. Local Education Agencies (LEAs) can assess fees of up to sixty-five (\$65) to program participants to offset the costs of providing the training and instruction. If a local board of education charges a fee for participation in a driver education course, the local board shall provide a process for reduction or waiver of that fee for students unable to pay the fee due to economic hardship. (G.S. 115C-216(g)).
5. For the 2014-2015 school year, no State funds shall be used for driver education programs that do not use the standard driver education curriculum created in accordance with Section 7.12 of S.L. 2010-31. (HB 200, Section 28.37(g))
6. Local Boards of Education shall report to the State Board of Education no later than December 15, 2015, on programs offered by and through the local school administrative unit for the 2012-2016 years, by year.

INTERNATIONAL FACULTY EXCHANGE TEACHERS (IFE)

PROGRAM REPORT CODE: 020
 UNIFORM CHART OF ACCOUNTS CODE: XXXX-020-XXX

STATUTORY REFERENCE:

TYPE: Dollars
 TERM: July 1 through June 30
 PURPOSE: Provides a separate account into which LEAs may transfer teacher positions to cover a contract for a visiting international faculty member.
 ELIGIBILITY: Each LEA is entitled to request a conversion of positions to dollar equivalents.
 FORMULAS: None.

SPECIAL PROVISIONS:

To request a conversion the LEA must submit the form entitled "**International Faculty Exchange Positions Request for Conversion to a Dollar Allotment**" to the Division of Pre-Kindergarten and Elementary Education. If approved, funds must be used in accordance with the plan submitted and approved.

Position conversion used to cover costs associated with bringing an international visiting faculty member to the LEA through the International Exchange Program will be converted at \$64,558.

LIMITED ENGLISH PROFICIENCY

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|---------------------------------|--|
| PROGRAM REPORT CODE: | 054 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXXX-054-XXX |
| STATUTORY REFERENCE: | HB 1473, Section 7.9 (a) |
| TYPE: | Dollars |
| TERM: | July 1 through June 30 |
| PURPOSE: | To provide additional funding to LEAs/charter schools with students who have limited proficiency in English. |
| ELIGIBILITY: | Eligible LEAs/charter schools must have at least 20 students with limited English proficiency (based on a 3-year weighted average headcount), or at least 2 1/2% of the ADM of the LEA/charter school. Funding is provided for up to 10.6% of ADM. |

FORMULA::

Calculate 3-Year Average Headcount

- Most current years available weighted twice (50%)
- Two previous years weighted once (25%)

Base Allocation

Each eligible LEA/charter school receives the minimum of 1 teacher assistant position.

1. 50% of the funds (after calculating the base) will be distributed based on the concentration of limited English proficient students within the LEA.
2. 50% of the funds (after calculating the base) will be distributed based on the weighted 3-year average headcount.

SPECIAL PROVISIONS:

1. The funds shall be used to supplement local current expense funds and shall **not** supplant local current expense funds.
2. Funds allotted for Limited English Proficiency must be expended only for classroom teachers, teacher assistants, tutors, textbooks, classroom materials / instructional supplies / equipment, transportation costs, and staff development needed to serve limited English proficient students.
3. No Funds shall be transferred out of this category. (S.L.2017-57 section 7.12)

LOW WEALTH COUNTIES SUPPLEMENTAL FUNDING

| | |
|---------------------------------|--|
| PROGRAM REPORT CODE: | 031 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXX0-031-XXX |
| STATUTORY REFERENCE: | S.L. 2015-241, Section 8.3 |
| TYPE: | Dollars |
| TERM: | July 1 - June 30 |
| PURPOSE: | To provide supplemental funds in counties that do not have the ability to generate revenue to support public schools (per a legislated formula) at the state average level. The funding is to allow those counties to enhance the instructional program and student achievement. |
| ELIGIBILITY: | Eligible LEAs are those located in counties in which the calculated county wealth (per the legislated formula) is less than 100% of the state average wealth. |

FORMULA:

All data used for this formula will be the most recent data as of May 15, of the preceding fiscal year of the allotment.

1. Compare a county's ability to generate revenue (using three criteria) with the average ability to generate revenue of the other 99 counties in the state.

Purpose:

The overall wealth of a county is considered critical in determining if a county can generate the necessary revenue to support the LEA(s) located within the county. The formula attempts to project the county's ability to generate revenue as compared to other counties in North Carolina.

Criteria:

- a. Anticipated Total County Revenue - This anticipated revenue is generated from the property value in the county plus the revenue a county actually receives from sources such as sales taxes and fines and forfeitures. The property value has been adjusted by a formula to take into consideration the year the property was last valued.

This calculation is projected to be almost 95% of all the revenue available to a county for current expense.
- b. Tax Base per Square Mile (Density) - This part of the formula compares the value of a county's property per square mile with the state average property value per square mile. This calculation attempts to recognize the "swamp land" (low to no value property) across the state and to compare the quantity of this property with all other counties.
- c. Per Capita Income – A three-year average of a county's per capita income is compared to the same average for the total state. The per capita income is a basic indicator of a county's residents' ability to pay taxes.

2. Determine if a county is eligible to receive funding.

Purpose:

The factors outlined in Step 1 are weighted to determine how a county compares to all other counties in the state.

Criteria:

- 40% Anticipated Total County Revenue as a percentage of the State Average Anticipated State Revenue (see Step 1 (a)).
- 10% Tax Base per Square Mile as a percentage of the State Average Tax Base per Square Mile (see Step 1 (b)).
- Combine the formula weights revenue/property as 50% of the calculation.
- 50% A County's Average per Capita Income as a percentage of the State Average per Capita Income (see Step 1 (c)).

When the three percentages are totaled, the sum indicates the county's wealth as a percentage of the state's average wealth. If the total is less than 100%, a county is eligible to receive funding.

3. Determine if a county is meeting a minimum effort to generate revenue or fund public schools as compared to a state average effort.

Purpose:

Minimum effort is established to determine if a county is committing a comparable effort compared to other counties within the State. To receive total funding, a county must either tax their local property at the State average or contribute more local dollars to public schools than the State average local contribution.

Criteria:

A county is fundable at 100% of the calculated funding if at least one of the following conditions is met:

- a. The county's actual tax rate is adjusted by a formula to take into consideration the year the property was last valued. The revised tax rate is classified as the Effective Tax Rate. If the county's Effective Tax Rate is higher than the state Average Effective Tax Rate, the county is fundable at 100% of the funding as calculated in the formula.
- b. If the county's appropriation per student is higher than what the county could provide given the county's ability to generate wealth and an average effort to fund public schools, then a county is eligible for 100% funding. To determine what a county could provide, the State average contribution is multiplied by the county's wealth percentage (total percentage in Step 2 above).
- c. A county will be funded at a percentage of the calculated funding in the formula if the county is eligible for funding and does not meet the two criteria outlined above. A county's funding will be based on the percentage a county is contributing to public schools as compared to what the county could contribute based on the county's wealth and an average state effort.

4. Calculation of what a County (LEA) will be funded.

Purpose:

Once a county is determined to be Low Wealth, the next step is to calculate the amount of supplemental funds the county will receive.

Criteria:

The difference between the county's Appropriation per student and State Average Local Appropriation (including supplemental taxes) per student is multiplied by the county's ADM for a total allotment per formula.

If the county does not meet the minimum effort as described in Step 3, their allotment is prorated based on the effort they are maintaining.

The total for all counties is prorated to the appropriated funds.

SPECIAL PROVISIONS:

1. Funds allotted for a Low Wealth Supplement must be expended only for:

- Instructional positions
- Substitutes
- Instructional support positions
- Teacher assistant positions
- Clerical positions
- Overtime pay
- Instructional equipment
- Instructional supplies and materials
- Staff development
- Fringe benefits
- Textbooks and digital resources
- Supplements for instructional personnel and instructional support personnel as defined in the UNIFORM CHART OF ACCOUNTS.

2. These funds are to supplement, not supplant, local funds. Funds will not be allocated to any LEA found to have used these funds to supplant local per student current expense funds.

A county is considered to have used these funds to supplant if the current expense appropriation per student of the county for the current year is less than 95% of the average of the local current expense appropriations per student for the three prior fiscal years.

3. The State Board of Education will consider requests from LEAs to waive the non-supplant requirement as outlined in the legislated low wealth and small county supplemental funding formula only under the following conditions:

The county can show that it has remedied the deficiency in funding, or that extraordinary circumstances caused the county to supplant local expense funds with funds allocated under this section.

Examples include:

- Closing/merging schools within an LEA.
 - Loss of federal Impact Aid funds.
 - Significant change in the demand for county resources due to state/federal unfunded mandates, natural disaster, or other emergency.
4. For the 2017-2019 fiscal biennium, a county containing a base of the Armed Forces of the United States that has an average daily membership of more than 23,000 students shall receive whichever is the higher amount in each fiscal year as follows: either the same amount of supplemental funding the county received as a low-wealth county in the 2012-2013 fiscal year, or the amount of supplemental funding the county is eligible to receive as a low-wealth county pursuant to the formula. (2017 H258 section 2.19) This provision also exempts the county from the non supplant requirement.
 5. Wayne County schools shall be allotted \$2,000,000 in stabilization funds, in addition to the formula generated funds for the fiscal year 2017-18 only.
 6. Funds may be transferred with no restrictions by submitting [ABC Transfer Form](#) in the Allotment System.

“Z” SCHOOLS

PROGRAM REPORT CODE: 038
 UNIFORM CHART OF ACCOUNTS CODE: XXXX-038-XXX
 STATUTORY REFERENCE: Regional Schools G. S. 115C-238. 60
 Laboratory Schools G.S. 116-239.5
 TYPE: Dollars
 TERM: July 1 - June 30

I. REGIONAL SCHOOLS

PURPOSE: Local boards of education are authorized to jointly establish a regional school to serve enrolled students in two or more local school administrative units that will expand student opportunities for educational success through high quality instructional programming. Regional schools may include partnerships with other education partners, including institutions of higher education and private businesses or organizations, and shall foster, encourage, and promote the development of knowledge and skills in career clusters of critical importance to the region.

Except as otherwise provided in this Part, a regional school is exempt from statutes and rules applicable to a local board of education or local school administrative unit.

ELIGIBILITY: Any two or more local boards of education may create a regional school as provided in this Part. In order to create a regional school, each local board of education shall adopt a resolution stating its intent to create the regional school, which shall include the following:

- (1) Name of the regional school.
- (2) Names of all other local boards of education known to that local board of education adopting resolutions to create the regional school.
- (3) Identification of one of the named local school administrative units to serve as the finance agent for the regional school.
- (4) Identification of one of the named local school administrative units to provide, to the extent practicable, school food services to the regional school, if needed.

The local board of education shall develop a plan to provide transportation to the students domiciled in the district.

Recognition of Regional School – Each local board of education that adopts a resolution as provided in this section shall file a copy of the resolution with the State Board of Education. Upon receipt of resolutions from all local boards of education identified in each resolution for a named regional school, the State Board of Education shall approve the creation of the regional school.

FORMULAS:

- (A) The State Board of Education shall allocate to a regional school:
- (1) An amount equal to the average per pupil allocation for average daily membership from the participating unit allotments for each child attending the regional school, except for the allocation for children with disabilities and for the allocation for children with limited English proficiency.
 - (2) An additional amount for each child attending the regional school who is a child with disabilities. In the event a child with disabilities leaves the regional school and enrolls in a public school during the first 60 school days in the school year, the regional school shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in the regional school during the first 60 school days in the school year, the State Board shall allocate to the regional school the pro rata amount of additional funds for children with disabilities.
 - (3) An additional amount for children with limited English proficiency attending the regional school, based on a formula adopted by the State Board.
- (B) The State Board shall allow for annual adjustments to the amount allocated to the regional school based on its enrollment growth in school years subsequent to the initial year of operation.
- (C) For each child who enrolls in the regional school, the participating unit in which the child resides shall transfer to the regional school an amount equal to the per pupil amount of all money appropriated to the local current expense fund for the participating unit for the fiscal year. The amount transferred under this subsection that consists of revenue derived from supplemental taxes shall be transferred only if the child enrolled in the regional school resides in that tax district.

SPECIAL PROVISIONS:

1. The local school administrative unit identified as the finance agent by resolution pursuant to G.S. 115C-238.71 shall be the finance agent for the Board and shall have all the rights, duties, and obligations for receipt, accounting, and dispersing funds for the board of directors, including all the rights, duties, and obligations specified in Article 31 of this Chapter, which powers shall be exercised by the identified local school administrative unit for and on behalf of the board of directors. The board of directors shall provide reasonable compensation to the local school administrative unit for this service.
2. No later than 10 days after the money is appropriated to the local current expense fund, each local board of education of a participating unit shall transfer to the board of directors the amount required under G.S. 115C-238.71(b) for each child enrolled in the school who resides in that participating unit. Once it has received funds from the local board of education, the board of directors shall be under no obligation to return the funds.
3. Transportation. – Participating units shall develop a plan to provide transportation to the students domiciled in the district.
4. Food Service. – The local school administrative unit identified by resolution shall provide, to the extent practicable, school food services to the regional school. For purposes of federal funding through the National School Lunch Program or other federally supported food service programs, the local school administrative unit identified by resolution shall be

permitted to include eligible students enrolled in the regional school. Other participating units shall not include students enrolled in the regional school for purposes of federally supported food service programs.

5. The State Board shall allocate to a regional school, 12 months of employment for a principal position, if the school has final total average daily membership of 100 or more students. (G.S. 115C-238.70 (a))

II. LABORATORY SCHOOLS

PURPOSE: The Board of Governors' Subcommittee on Laboratory Schools shall approve at least nine constituent institutions to establish laboratory schools to serve public school students. The Board of Governors shall select constituent institutions with quality high-quality educator preparation programs as demonstrated by the annual performance measures reported by the constituent institutions in accordance with G.S. 115C-296.13.

The mission of a laboratory school shall be to improve student performance in LEAs with low-performing schools by providing an enhanced education program for students residing in those units and to provide exposure and training for teachers and principals to successfully address challenges existing in high-needs school settings. A laboratory school shall provide an opportunity for research, demonstration, student support, and expansion of the teaching experience and evaluation regarding management, teaching, and learning.

ELIGIBILITY: Schools as approved by the Board of Governors' Subcommittee on Laboratory Schools.

Recognition of a Laboratory School. – The Subcommittee shall file a copy of each resolution to approve a laboratory school with the Department of Public Instruction. Upon receipt of a resolution from the Subcommittee and upon the recommendation of the Superintendent of Public Instruction, the State Board of Education shall approve the creation of the laboratory school.

The Board of Governors and the Department of Public Instruction shall be notified in the event of the dissolution or assumption of a laboratory school, including the identity of the entity assuming operation of the school.

The chancellor shall be the administrative head of a laboratory school approved by the Subcommittee.

Reporting. – The chancellor shall comply with the reporting requirements established by the State Board of Education in the Uniform Education Reporting System.

Any child who is residing in a local school administrative unit in which a laboratory school is located and (i) is enrolled in a low-performing school, as defined by G.S. 115C-105.37 at the time of the student's application, or (ii) did not meet expected growth in the prior school year based on specific criteria is eligible to attend the laboratory school.

FORMULAS:

The State Board of Education shall allocate to a laboratory school the following:

- (1) An amount equal to the average per pupil allocation for average daily membership from the LEA allotments in which the school is located for each child attending the laboratory school, except for the allocation for children with disabilities, for the allocation for children with limited English proficiency, and for the allocation for transportation services.
- (2) An additional amount for each child attending the laboratory school who is a child with disabilities. In the event a child with disabilities leaves the laboratory school and enrolls in a public school during the first 60 school days in the school year, the laboratory school shall return a pro rata amount of funds allocated for that child to the State Board, and the State Board shall reallocate those funds to the local school administrative unit in which the public school is located. In the event a child with disabilities enrolls in the laboratory school during the first 60 school days in the school year, the State Board shall allocate to the laboratory school the pro rata amount of additional funds for children with disabilities.
- (3) An additional amount for children with limited English proficiency attending the laboratory school, based on a formula adopted by the State Board.

SPECIAL PROVISIONS:

1. The State Board shall allow for annual adjustments to the amount allocated to the laboratory school based on its enrollment growth in school years subsequent to the initial year of operation.
2. If a student attends a laboratory school, the LEA in which the child resides shall transfer to the laboratory school an amount equal to the per pupil share of the local current expense fund of the LEA for the fiscal year. The per pupil share of the local current expense fund shall be transferred to the laboratory school within 30 days of the receipt of monies into the local current expense fund.
3. A Laboratory School shall be allotted 34% of its Initial Allotment available to "draw down" after the General Assembly adjourns, based on the projected ADM provided by the school. Final allotments shall be recalculated based on Month 1 ADM and 100% of the allotment shall be made available to the school.
4. After 1st month ADM adjustments, a laboratory school can request additional funding if it has significant growth (20% or more) in months two through four. Requested ADM must be verified. The state contingency reserve will be used to fund the prorated increases within funds available.
5. In addition to the state funding based on dollars per ADM, a laboratory school may receive Children with Disabilities and Limited English Proficiency funding **if they qualify**. These special funds plus the dollars per ADM funding are distributed under Program Report Code 038.
6. Food and transportation services. – The LEA in which the laboratory school is located shall continue to provide food services and transportation to students attending the laboratory school. The chancellor shall arrange for the provision of these services from the LEA.

RESTART SCHOOLS

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|---------------------------------|--|
| PROGRAM REPORT CODE: | 037 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXXX-037-XXX |
| STATUTORY REFERENCE: | G. S. 115C-105.37B |
| TYPE: | Dollars |
| TERM: | July 1 to June 30 |
| PURPOSE: | To approve a local board of education's request to reform any school in its LEA which the State Board of Education has identified as one of the continually low-performing schools in North Carolina. |
| ELIGIBILITY: | LEAs which have applied for and been approved by the State Board of Education to convert a continually low-performing schools to the legislated restart model |
| FORMULAS: | The restart model provides the same exemptions as a charter school and therefore, the following will apply to a LEA that has a State Board of Education approved Restart school. DPI will fund the LEA based on the legislated funding formulas and the allotted average daily membership (ADM) of the LEA. |

SPECIAL PROVISIONS:

1. The LEA is required to transfer an amount equal to the State average per pupil allocation for the LEA for the ADM of the school into a restricted a program report code (PRC). The average per pupil allocation will exclude transportation, exceptional children (EC), and limited English proficiency (LEP) funds.
2. The ADM will be the school's ADM per the Month 1 Principals Monthly Report.
3. The average per pupil allocation will include the guaranteed expenditures (PRC009), however the LEA shall be allowed to expend for the Restart school in PRC009.

The LEA is required to ensure that adequate services for exceptional children and limited English proficient students are provided. EC and LEP allotments shall not be transferred in to this PRC. Program expenditures for students in Restart schools shall be accounted in PRC 032 and 054, respectively.

4. LEA transportation allotment may be used to transport students.
5. Other funds shall be provided consistent with charter schools. eg. Summer camps etc.

6. Restrictions on transfers

- a. Transfer restrictions outlined in the Allotment Policy Manual apply, unless exception noted in this document.
- b. State position allotments will be converted at the LEA average salary for that position plus benefits.
- c. Career Technical Education funds may be transferred if the school serves students in grades 8-12, up to a calculated cap.
- d. Teacher assistant funding may be transferred in to the restricted Restart PRC with no limit.
- e. Transfers from PRC 056 transportation are not allowable.
- f. LEAs are restricted to the required transfer and may not transfer funds in excess of the requirement. Funds in the restricted PRC shall only be used for the Restart school(s).
- g. LEAs may use funds from other state allocations for the school(s).
- h. Funds transferred into the Restart PRC shall not be transferred out.
- i. The LEA shall make all transfer in to the Restart PRC by November 30th. If the LEA has failed to transfer the appropriate amount, the School Allotments Section shall transfer any remaining balance from PRC003 Non instructional support. If there are insufficient funds in PRC003, to fulfill the requirement, the remaining balance shall be transferred from PRC024 Disadvantaged Student Supplemental Funding.

SCHOOL BUILDING ADMINISTRATION

| | |
|---------------------------------|---|
| PROGRAM REPORT CODE: | 005 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXXX-005-XXX |
| STATUTORY REFERENCE: | G. S. 115C-284; |
| TYPE: | Months of Employment (MOE's) |
| TERM: | 10, 11, or 12 months, July 1 - June 30 |
| PURPOSE: | Provides funding for salaries including benefits for principals and assistant principals. |
| ELIGIBILITY: | Each LEA is entitled to months of employment. The months of employment allotted are based on the formulas listed below. |

FORMULAS:

Principal and Assistant Principal Allotments are consolidated to allow more flexibility at the local level. The allotments are calculated separately and then combined into one allotment.

PRINCIPALS:

Each school with 100 or more pupils in final ADM and/or seven or more full-time equivalent state allotted/paid teachers and instructional support personnel, unrounded, (based on prior year 6th pay period) is entitled to twelve months of employment for a principal. In accordance with HB 200, Section 7.14 (a), a school that opens after July 1, 2011 with less than 100 students in final average daily membership is not entitled to 12 months of employment for a principal. Year-round schools, multi-track organizational patterns, and other sub-urbanization patterns developed within the existing framework of an established campus are not automatically entitled to additional months of employment. The total months are then multiplied by the LEA's average monthly salary (based on prior year 6th pay period salary adjusted for legislated increases and benefits).

If a school opens on or after November 1, a principal allotment will be prorated based on the date of the school opening, within available funds. New school openings will be verified based on current year 2nd month ADM. If the schools are not open, or if they do not qualify for a principal, their principal allotment will be reduced. If this ineligible school was allotted 4 additional principal months in the previous fiscal year for school planning, the 4 months will also be reduced from the current year's allotment.

ADM is based on the final ADM for the prior year as reported on the Principal Monthly Reports (PMR).

FTE information obtained from the 5th and 6th pay periods will be as reported. 202 adjustments shall not be considered.

ASSISTANT PRINCIPALS:

One month of employment per 98.53 allotted ADM rounded to the nearest whole month. The total months are then multiplied by the LEA's average monthly salary (based on prior year 6th pay period plus LI) plus benefits.

Fractions of months of employment are rounded up to the nearest month for small city LEAs with ADM less than 3,000 students.

SPECIAL PROVISIONS:

PRINCIPALS:

1. If a school does not meet the conditions specified above, then a teaching position may be used as principal of that school. Teachers employed as principals of schools with less than seven but more than two teachers should be paid for ten months on the appropriate pay level for building principals as specified in the North Carolina Public School Personnel [State Salary Schedule](#).
2. In the event the closing or reorganization of schools in an LEA causes a reduction in the principal allotment, the allotment shall be held harmless the first and second fiscal years following the reduction of the principal allotment, provided that the reduction in the principal allotment continues in the second year.
3. A teacher may be reassigned to fill in for a principal after the principal has been on sick leave for at least ten (10) days. The reassignment shall be allowed until the principal returns to work or exhausts sick leave.
4. Funds may be transferred for any purpose, except where prohibited elsewhere in the ABC transfer policy, by submitting an [ABC Transfer Form](#). The salary transferred will be based on the first step of the principal Base salary schedule. Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable.
5. The State Board of Education must approve waivers for placement of Principals on the salary schedule for Low-Performing schools.
6. A LEA may submit in writing to the School Allotments Section a request for up to four additional principal months of employment for new schools (which will qualify for a principal allotment). This request needs to include the following information: school opening date, number of months requested, estimated ADM, estimated state allotted/paid teacher and instructional support FTEs, and the effective date that the principal begins the performance of administrative duties for the new school. This policy only applies to additional regular education schools opening within the district. It does not apply to alternative schools or schools that are replacing existing schools within the LEA. The allotment could be prorated based on the date that the request is received. The allotment of additional principal months will depend on the availability of funds.
7. Small Restructured High Schools – Schools restructuring into smaller learning communities shall receive a principal position per new site.
8. Approved STEM (Science, Technology, Engineering and Math) schools shall receive a principal per site.

ASSISTANT PRINCIPALS:

1. These positions shall be used only for non-teaching activities.
2. LEAs may employ assistant principals for 10, 11, or 12 months. LEAs cannot exceed allotted months of employment.
3. Assistant principal months may be allotted within funds available to a LEA if the sub-organizational structure of a school within that LEA creates a distinct separate operating entity within an existing school such as an exceptional children wing of a school with integrated/shared programs. The allotments must be requested and appropriated on an annual basis. The LEA must show a need for funding not already included in the regular ADM assistant principal allotment or exceptional children programs. The identification of separate grade spans within a school does not qualify for additional funding under this provision.
4. Funds may be transferred for any purpose, except where prohibited elsewhere in the transfer policy, by submitting an approved [ABC Transfer Form](#). Funds related to Assistant Principal Months of employment shall be transferred based on the first step of the Assistant Principal Salary Schedule. Funds may be transferred out. Converting certified position allotments to dollars for the purpose of hiring the same type position is not allowable.
5. Small Restructured High Schools –Schools within an existing school as approved will be reduced for Assistant Principal Months of Employment. (SB 622, Section 7.52)

SUMMER READING CAMPS

| | |
|---------------------------------|--|
| PROGRAM REPORT CODE: | 016 |
| UNIFORM CHART OF ACCOUNTS CODE: | XXX0-016-XXX |
| STATUTORY REFERENCE: | Session Law 2012-142, Section 7A |
| TYPE: | Dollars |
| TERM: | July 1 – October 31 |
| PURPOSE: | To provide additional educational programs outside of the instructional calendar to any 3 rd grade student who does not demonstrate reading proficiency and any first or second grade student who demonstrates reading comprehension below grade level as identified through administration of formative and diagnostic assessments in accordance with G.S. 115C-83.6. |
| ELIGIBILITY: | Each LEA or Charter School |
| FORMULA: | Each LEA and Charter School shall receive: <ul style="list-style-type: none"> • A minimum of \$10,725 • A dollar amount per allotted 1st - 3rd grade student multiplied by the percentage of 1st - 3rd graders who do not demonstrate proficiency in reading • The maximum funding is capped at \$825 per not-proficient ADM. |

The funding for the Summer Reading Camps was initially appropriated with the funding for the Excellent Public Schools Act (FY 2013-2014).

Summer Camps shall:

- (1) Offer at least 72 hours of reading instruction to yield positive reading outcomes for participants;
- (2) Be provided over no less than three weeks for students in schools using calendars other than year-round calendars.
- (3) Be taught by compensated licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development; and
- (4) Allow volunteer mentors to read with students at times other than during 72 hours of reading instruction.

SPECIAL PROVISIONS:

1. Parents or guardians of first and second grade students demonstrating reading comprehension below grade level as identified through assessments administered pursuant to S.L. 2015-241, Section 8.48 (b), shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of the students demonstrating reading proficiency shall make the final decision regarding the student's summer camp attendance.

2. Funding will carryover until Oct 31 of the subsequent fiscal year for expenditure liquidation. (S.L. 2014-100, Section 8.7(a)).
3. LEAs and Charter Schools are encouraged to use other state and federal funding targeted at students at risk, in addition to the summer camp allotment. Such as, At Risk (PRC 069) and Disadvantaged Student Supplemental Funding (PRC 024).
4. No funds shall be transferred in or out of this category.

TEACHER ASSISTANTS

PROGRAM REPORT CODE: 027

UNIFORM CHART OF ACCOUNTS CODE: 5XXX-027-XXX

STATUTORY REFERENCE:

TYPE: Dollars

TERM: Varied, July 1 - June 30

PURPOSE: Provides funding for salaries and benefits for regular and self-contained teacher assistants.

ELIGIBILITY: Each LEA is entitled to funding based on ADM.

FORMULA: Funds are allotted based on allotted ADM in grades K-3. Benefits are included.

SPECIAL PROVISIONS:

1. The LEA shall determine the length of employment and the pay level for teacher assistants in accordance with the North Carolina Public School Personnel [State Salary Schedule](#).
2. No limit exists on the number of individuals that can be employed as long as all employees are placed at a minimum pay level of 56 in accordance with the **North Carolina Public School Personnel State Salary Schedule**, and the LEA does not exceed the total dollar allotment.
3. No ABC transfers out of this category. ABC transfers are allowable into this category by submitting [ABC Transfer Form](#).
4. Teacher assistants may serve students in grades K-12. However, they must be instructional TAs as defined by object code 142 in the Uniform Chart of Accounts.
5. By the end of the third payroll period, the average salary paid at the LEA must be at least 98% of the State-allotted amount for teacher assistants.
6. LEAs which are legislated under the "Turning TAs in to Teachers Pilot" shall select up to 5 teacher assistants to receive \$4,500 for each assistant, representing annual tuition. These funds are restricted to TA tuition reimbursement and shall revert if not expended for the program. (S.L.2016-94 Section 8.29 (b) and (c) and S.L.2017-57 7.20) (a) and (d).

TEXTBOOKS and DIGITAL RESOURCES

PROGRAM REPORT CODE: N/A

UNIFORM CHART OF ACCOUNTS CODE: N/A

STATUTORY REFERENCE:

TYPE: Dollars

TERM: July 1 - June 30, plus limited carryover

PURPOSE: Provides funding for state-adopted textbooks and digital resources. LEAs should use their state textbook funds to provide, from the state-adopted list, textbooks for handicapped students.

ELIGIBILITY: Each LEA is entitled to funding.

FORMULA: Funds for Textbooks are distributed based on allotted ADM in grades K- 12.

SPECIAL PROVISIONS:

1. Requests for reimbursement of local fund expenditures for textbooks for handicapped students should be submitted to the Division of Financial Services, Textbooks Section.
2. Textbook funds that are eligible to carry over are calculated as follows:

| | |
|-------------------------------------|---------------------------------------|
| Prior Year June 30 textbook balance | |
| Plus: | Current year allotment |
| Less: | <u>Current year textbook expenses</u> |
| Equals: | Funds eligible to carry over |
3. Funds may be transferred in and out of this category for by submitting an [ABC Transfer Form](#). Effective July 1, 2018 the textbook and digital resources allotment shall only be used for textbooks and digital resources. (S.L. 2017-57)
4. Textbooks are defined under G.S. 115C-85 as "systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course." Formats for textbooks may be print or non-print, including hardbound books, softbound books, activity oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment in order to be used in the learning process.
5. Local boards of education may:
 - a. Select, procure, and use textbooks that have not been adopted by the State Board of Education for use throughout the local school administrative unit for selected grade levels and courses; in addition to
 - b. An approved school improvement plans developed under G.S. 115C-105.22 that include provisions for using textbooks that have not been adopted by the State Board of education for selected grade levels and courses.

6. House Bill 1908, Section 7, states that the State Board of Education shall ensure that the Allotment Policy Manual includes, in fiscal year 2006-2007 and thereafter, the following language related to the local education agencies' use of funds allotted for textbooks:
"Local Education Agencies (LEAs) shall use their State textbook funds to provide to the same extent as is provided to non-disabled students, textbooks for students with disabilities. LEAs also shall, at a minimum, provide teachers of children with disabilities with the same teachers' editions provided to teachers of non-disabled students."

All textbook contracts made under this subsection shall include a clause granting to the local board of education the license to produce Braille, large print, and audiocassette tape copies of the textbooks for use in the local school administrative unit.

TRANSPORTATION OF PUPILS

PROGRAM REPORT CODE: 056
 UNIFORM CHART OF ACCOUNTS CODE: 6XXX-056-XXX

STATUTORY REFERENCE:

TYPE: Dollars
 TERM: July 1 - June 30

PURPOSE: Provides funding for all transportation related expenses for "yellow bus" use for eligible school age (K-12) students for travel to and from school and between schools. Examples of these expenses are contract transportation, transportation personnel (other than Director, Supervisor, and Coordinator), bus drivers' salaries, benefits, fuel, and other costs as defined in the Uniform Chart of Accounts. This includes expenses for contract transportation when a local school district finds it impracticable to furnish transportation by yellow bus for eligible school age (K-12) students for travel to and from school and between schools.

ELIGIBILITY: Each LEA is entitled to funding.

FORMULA:

1. Allotted based on a "budget rating" funding formula using the following factors: pupils transported; total eligible operating expenditures (local and state funds); number of buses operated.
2. The initial allotment shall consist of a portion of the projected planning allotment.
3. The final allotment will be allotted within available funds by December 1. This adjustment is derived from establishing a final budget rating calculated annually from the three key factors outlined in #1 above plus any other legislative adjustments.

SPECIAL PROVISIONS:

1. Funds can be transferred into and out of this category by submitting an [ABC Transfer Form](#). There is no change in carryover provisions as outlined in policy. Transfers will impact efficiency ratings.
2. These funds may not supplant other state, federal and local programs use of the "yellow bus" that serve the instructional purpose of the school, such as Pre-K, Smart Start, Head Start, Remediation Programs, Summer School, NC State Fair, Special Olympics, NC Symphony and other instructional field trips. When allotted state transportation funds are used to provide transportation services for these programs, the responsible program must reimburse this fund.
3. Allotted funds cannot be used for the maintenance of local vehicles and machinery such as - activity buses, staff vehicles, school maintenance trucks and vehicles, etc. When state funds are used to pay for this kind of activity, those state funds must be reimbursed from local (or other non-state) sources.

4. State Board of Education Policy states, "In order to be eligible to receive any mid-year transportation allotment resulting from increased fuel prices, an LEA must have a reduced idling policy in place at the beginning of the school year. The local policy must, at a minimum, prohibit all unnecessary school bus idling on school grounds and prohibit the warming up of buses longer than 5 minutes. As always, any increase in allotments will be subject to the availability of funds."
5. The Excellent Public Schools Act provided additional funding for the addition of 5 days within the existing school calendar. (HB 950-Section 7A.6(a)2)
6. Of the funds appropriated for salary increases, \$16,855,081 shall be allocated to LEAs to increase the average rates of pay for all school bus drivers in the LEA on an equitable basis. This allotment will be provided in PRC056 and will be distributed based on a percentage of the State 2016-17 final allotment less reported salary over the maximum.

PROGRAM REPORT CODE: 040
UNIFORM CHART OF ACCOUNTS CODE: XXXX-040-XXX
STATUTORY REFERENCE: Session Law 2017-57

TYPE: Dollars

TERM: July 1 - August 31 of subsequent fiscal year

PURPOSE: Of the funds appropriated under the act for At-Risk Student Services Alternative School Allotment for the 2017-2019 fiscal biennium, the Department of Public Instruction shall use up to six million dollars (\$6,000,000) for the 2017-2018 fiscal year and up to six million dollars (\$6,000,000) for the 2018-2019 fiscal year for the Extended Learning and Integrated Student Supports Competitive Grant Program (Program).

ELIGIBILITY: Grants shall be used to award funds for new or existing eligible programs for at-risk students operated by (i) nonprofit corporations and (ii) nonprofit corporations working in collaboration with local school administrative units. Participants are eligible to receive grants for up to two years in an amount of up to five hundred thousand dollars (\$500,000) each year.

FORMULAS: N/A

SPECIAL PROVISIONS:

1. In accordance with Session Law 2017-57, the purpose of the Program is to fund high-quality, independently validated extended learning and integrated student support service programs for at-risk students that raise standards for student academic outcomes by focusing on the following:
 - Use of an evidence-based model with a proven track record of success.
 - Inclusion of rigorous, quantitative performance measures to confirm effectiveness of the program.
 - Deployment of multiple tiered supports in schools to address student barriers to achievement, such as strategies to improve chronic absenteeism, anti-social behaviors, academic growth, and enhancement of parent and family engagement.
 - Alignment with State performance measures, student academic goals, and the North Carolina Standard Course of Study.
 - Prioritization in programs to integrate clear academic content, in particular, science, technology, engineering, and mathematics (STEM) learning opportunities or reading development and proficiency instruction.
 - Minimization of student class size when providing instruction or instructional supports and interventions.

- Expansion of student access to high-quality learning activities and academic support that strengthen student engagement and leverage community-based resources, which may include organizations that provide mentoring services and private-sector employer involvement.
 - Utilization of digital content to expand learning time, when appropriate.
2. Grant participants shall provide certification to the Department of Public Instruction that the grants received under the program shall be matched on the basis of three dollars (\$3.00) in grant funds for every one dollar (\$1.00) in non-grant funds. Matching funds shall not include other State funds. Matching funds may include in-kind contributions for up to fifty percent (50%) of the required match.
 3. Grant recipients shall report to the Department of Public Instruction after the first year of funding on the progress of the grant, including alignment with State academic standards, data collection for reporting student progress, the source and amount of matching funds, and other measures, before receiving funding for the next fiscal year. Grant recipients shall report after the second year of funding on key performance data, including statewide test results, attendance rates, and promotion rates, and financial sustainability of the after-school program.
 4. Grant funds may not be used to supplant extended learning and integrated student support programs funded from other state or federal sources.

STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS

PROGRAM REPORT CODE: 108
 UNIFORM CHART OF ACCOUNTS CODE: XXXX-108-XXX
 CFDA# 84.424A

TYPE: Dollars
 TERM: Up to 27 months

PURPOSE: To improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to— (1) provide all students with access to a well-rounded education; (2) improve school conditions for student learning; and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY: An LEA/charter school is eligible for SSAE funds if the LEA/charter school was eligible for Title I, Part A funds in the preceding fiscal year.

Application must be approved prior to the LEA/charter school receiving the allotment.

FORMULA: Allocations to eligible LEAs/charter schools are made on the basis of their relative shares of funds under Title I, Part A for the preceding fiscal year. No LEA may receive an allocation that is less than \$10,000. If funds are insufficient to provide the \$10,000 minimum allocation to each eligible LEA (*i.e.*, each LEA that received Title I, Part A funds for the preceding fiscal year), the SEA must provide each eligible LEA with an allocation in an amount that is ratably reduced below \$10,000, consistent with section 4105(b).

SPECIAL PROVISIONS:

1. Each project can be awarded funds for a period of time beginning July 1st and ending September 30th the following year. The Tydings Amendment can extend the grant period to 27 months by allowing unexpended funds as of September 30th to carry over. Funds are potentially available to LEAs/charter schools for 27 months, provided a timely project application is submitted each year.
2. Program Administrators will notify the School Allotments Section of any LEA/charter school that has not submitted an application for funding by November 30th. After this notification, funds carried forward will be reduced from the LEA's/charter school's budget.
3. Reallocation of current year funds: Funding for the current year that is not allocated will be distributed to eligible LEAs/charter schools based on the current formula or program needs by February.
4. Any un-allotted funds created from previous years will be used to cover allowable expenditures for current year projects until the previous year's funds have been used.

Principal Performance Bonus

PROGRAM REPORT CODE: 048
UNIFORM CHART OF ACCOUNTS CODE: XXXX-048-XXX
STATUTORY REFERENCE: SL 2017-57 Section 8.4

TYPE: Dollars

TERM: July 1, 2017 to June 30, 2018

PURPOSE: A bonus program that provides principals with performance-based bonuses.

ELIGIBILITY: Each LEA is entitled to funding, based on the Education Value-Added Assessment System (EVAAS) student growth index score for the school.

FORMULAS: A. The proportion stipulated in legislation is allotted to the LEA based on bonuses to any principal who supervised a school in that LEA as a principal for a majority of the previous school year, if that school was in the top fifty percent (50%) of school growth in the state during the previous school year.

These funds shall be allocated as follows to qualifying principals:

| Statewide Growth Percentage | Bonus |
|------------------------------------|--------------|
| 95% -100% | \$5,000 |
| 90% - 94.99% | \$4,000 |
| 85% - 89.99% | \$3,000 |
| 80% - 84.99% | \$2,000 |
| 50% - 79.99% | \$1,000 |

- B. The proportion stipulated in legislation is allotted to the LEA based on bonuses to any principal who:
- a. Supervised the same school as a principal for a majority of both the 2015-16 and the 2016-17 school year and
 - b. In 2015-16 the school met expected growth or did not meet expected growth and
 - c. In 2016-17 the school exceeded growth

These funds shall be allocated as follows to qualifying principals:

\$10,000 if the school was a “D” or “F” school during 2015-16
\$5,000 if the school was a “A”, “B” or “C” school during 2015-16

SPECIAL PROVISIONS:

1. Bonuses are payable no later than October 31, 2017.
2. Principals employed in a charter school or regional school are eligible to receive the bonus if they qualify.
3. A principal is not eligible to receive a bonus if he/she is no longer employed as a principal due to resignation, dismissal, reduction in force, death or retirement.
4. A principal is not eligible to receive a bonus if his/her last workday is prior to July 1, 2017.
5. Principals, who qualify for both bonuses as outlined in A. and B. of this policy, may receive both bonuses. No principal shall receive more than 2 bonuses.
6. The compensation bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System.
7. It is the intent of the General Assembly that funds provided to LEAs pursuant to this section will supplement principal compensation and not supplant local funds.
8. Unused funds shall not be used for any purpose other than stipulated in the legislation. Excess funds allotted shall revert to the state.

mCLASS READING 3DEarly Grade Reading Proficiency

PROGRAM REPORT CODE: 085
UNIFORM CHART OF ACCOUNTS CODE: XXX0-085-XXX
STATUTORY REFERENCE: § 115C-83.1F. Facilitating early grade reading proficiency
TYPE: Dollars
TERM: July 1 through June 30

PURPOSE: Provides funding to LEAs and Charters to purchase K-3 literacy instructional and parental engagement materials, K-3 literacy professional development, and evaluation devices and kits to be used with diagnostic software (grades K-3)

ELIGIBILITY: All K-3 students in North Carolina public and charter schools shall be provided early literacy support and assessed on literacy skills in school year 2017-18. ~~Funding provided for school year 2012-13 to train and implement the program and subsequent years.~~

FORMULAS:

Calculations based on ~~the number of students allotted ADM~~ by school in grades K-3 ~~at the end of the 2011-12 school year~~. Assumptions are:

- Teacher student ratio is 1:20
- ~~2% growth per year for students (and thus teachers, materials, subscriptions, hardware).~~
- ~~Replacement of all handheld palm-based devices and general device replacement at least every 4 years.~~
 - Initial device allotment for 2017-18: Schools will be allotted \$400 for devices for each teacher (as calculated above) in K-3 grades. Devices must be recommended by Wireless Generation as specified by: www.amplify.com/devices

Literacy Materials and Professional Development: K-3 literacy instructional and parental engagement materials at \$200 per K-3 teacher (using above ratio) and K-3 Master Literacy professional development at \$500 per Master Literacy Trainer and \$100 for 25% of K-3 ELA/Reading teachers (four-year rolling professional development schedule).

SPECIAL PROVISIONS:

- Expenditures for staff development, literacy materials, subscriptions and kits will be paid by the Department of Public Instruction. Some schools had already purchased kits; in such cases, they will be reimbursed.
- The allocation for Charter Schools is in PRC 036 – State Charter School.

Teacher Performance Bonus

PROGRAM REPORT CODE: 048
UNIFORM CHART OF ACCOUNTS CODE: XXXX-048-XXX
STATUTORY REFERENCE: SL 2017-57 Sections 8.8D and 8.8E

TYPE: Dollars

TERM: July 1, 2017 to June 30, 2018

PURPOSE: A program which provides funding to reward fourth and fifth-grade reading teachers and fourth to eighth-grade math teachers with performance based bonuses.

ELIGIBILITY: Each LEA and public school is entitled to funding, based on their teachers Education Value-Added Assessment System (EVAAS) student growth index score for fourth and fifth-grade reading and fourth to eighth-grade math.

FORMULAS: Funds are allotted to pay teachers who are in the top twenty-five percent (25%) of teachers in the state according to the EVAAS student growth index score for fourth and fifth-grade reading or fourth to eighth-grade math from the previous year. These funds shall be allocated at \$2,150 per qualifying teachers.

Funds are allotted to pay bonuses to teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for fourth and fifth-grade reading or fourth to eighth-grade math from the previous year. These funds shall be allocated at \$2,150 per qualifying teachers.

SPECIAL PROVISIONS:

1. Bonuses are payable in January to qualifying teachers who remain employed in the same LEA at least from the school year the data is collected until the corresponding school year that the bonus is paid.
2. Teachers employed in charter schools, Lab schools and regional schools are only eligible to receive the bonus if they are in the top 25% of teachers in the state. No allocation is made at the charter school, Lab school or regional school level.
3. Any teacher working in a LEA that employs three or fewer third-grade teachers shall receive a bonus at the LEA level if that teacher has an EVAAS student growth index score in the eligible test from the previous school year that exceeds expected growth.
4. Teachers who qualify may receive bonuses at both the state and LEA level, but no teacher shall receive more than two bonuses.
5. The compensation bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System
6. Unused funds shall not be used for any purpose other than stipulated in the legislation. Excess funds allotted shall revert to the state.

Industry Certifications and Credentials Teacher Bonus

PROGRAM REPORT CODE: 04~~86~~
UNIFORM CHART OF ACCOUNTS CODE: XXXX-04~~86~~-XXX
STATUTORY REFERENCE: SL 2016-94, SL 2017-157, SL 2017-88

TYPE: Dollars

TERM: July 1, 2016 to June 30, 201~~98~~

PURPOSE: A ~~two-year pilot~~ program ~~which~~ that provides funding to reward the performance of teachers who teach students earning approved industry certifications or credentials consistent with G.S. 115C-156.2 and to encourage student learning and improvement.

ELIGIBILITY: Each LEA and public school is entitled to funding to pay teachers bonuses, based on the certifications and credentials earned by their students.
A bonus in the amount of twenty-five dollars (\$25.00) or fifty dollars (\$50.00) for each student taught by a teacher who provided instruction in a course that led to the attainment of an industry certification or credential. The level of bonus is dependent on the value ranking assigned.

FORMULAS: Each LEA and public school is allotted funds based on the number of industry certifications and credentials that meet the eligibility.

SPECIAL PROVISIONS:

1. The Department of Commerce, in consultation with the State Board, shall assign a value ranking for each industry certification and credential based on an equal weighting of academic rigor and employment value.
2. No teacher shall be awarded a bonus that exceeds ~~two~~ three thousand five hundred dollars (~~\$2,000~~ 3,500) in any given school year. The bonus awarded to a teacher shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.
3. Bonuses are payable in January ~~2017 and January 2018, respectively,~~ to qualifying teachers who remain employed teaching ~~courses leading to approved certification~~ in the same LEA at least from the school year the data is collected until the corresponding school year that the bonus is paid.
4. A Student ~~student~~ must be enrolled and have attained a grade in the corresponding course for a teacher to be eligible for a bonus associated ~~to~~ with the exam result.
5. The bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System.
6. Unused funds shall not be used for any purpose other than stipulated in the legislation. Excess funds allotted for this purpose shall revert to the State.

Advanced Placement/International Baccalaureate Advanced Course Teacher Bonus

PROGRAM REPORT CODE: 046048
UNIFORM CHART OF ACCOUNTS CODE: XXXX-0468-XXX
STATUTORY REFERENCE: SL 2016-94, SL2017-57, S.L 2017-88

TYPE: Dollars

TERM: July 1, 2016 to June 30, 20189

PURPOSE: A ~~two-year pilot~~ program ~~which~~ that provides funding to reward teachers of students successfully achieving in Advanced Placement (AP) ~~and~~ International Baccalaureate (IB) examinations and Cambridge Advanced International Certificate of Education (AICE).

ELIGIBILITY: Each LEA and public school is entitled to funding, based on the exam results of their students.
A teacher shall receive a bonus in the amount of fifty dollars (\$50.00) for each student taught by an advanced course teacher who receives the following score:
a. For AP courses, a score of three or higher on the College Board Advanced Placement Examination.
b. For IB Diploma Programme courses, a score of four or higher on the International Baccalaureate course examination.
c. For AICE, a score of "E" or higher on the Cambridge AICE program examination.

FORMULAS: A. Each LEA and public school is allotted funds based on the number of AP, ~~and~~ IB and AICE exams that meet the eligibility, as reported to the DPI from the respective examination board.

B. For 2017-18 only. Each LEA is allotted funds for teachers who would have received a bonus based on the 2015-16 test scores but for the restriction that required the teacher to be teaching advanced courses in 2016-17. The amount shall be a maximum of \$2,000 per teacher.

C. For 2017-18 only. If a an LEA paid a teacher based on the 2015-16 test score, an amount from local funds in lieu of the bonus the teacher would have received had they been teaching an advanced course, the LEA shall be allotted a reimbursement up to \$2,000 per teacher.

SPECIAL PROVISIONS:

1. No teacher shall be awarded a bonus that exceeds ~~two-three~~ thousand five hundred dollars (\$~~2,000~~3,500) in any given school year. The bonus awarded to a teacher shall be in addition to any regular wage or other bonus the teacher receives or is scheduled to receive.
2. Bonuses are payable in January ~~2017 and January 2018, respectively,~~ to qualifying advanced course teachers who remain employed teaching ~~advanced courses~~ in the same LEA at least from the school year the data is collected until the corresponding school year that the bonus is paid.
3. A ~~Student~~ student must be enrolled and have attained a grade in the corresponding course for a teacher to be eligible for a bonus associated ~~to~~ with the exam result.
4. Teachers employed ~~by a LEA in a NC public school~~ are eligible, ~~including teachers employed by a LEA and teaching advanced classes through NC Virtual Public School (NCVPS).~~
5. The bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System.
6. Unused funds shall not be used for any purpose other than stipulated in the legislation. Excess funds allotted shall revert to the State.
7. In order ~~of~~ for a teacher to be eligible for the retroactive bonus related to the 2015-16 test scores (as stated in "B" of the formula above), the teacher must be teaching in the same school and did not refuse to teach an advanced course in 2016-17.

Third--Grade Read To Achieve Teacher Performance Bonus

PROGRAM REPORT CODE: 046
UNIFORM CHART OF ACCOUNTS CODE: XXXX-046-XXX
STATUTORY REFERENCE: SL 2016-94. [SL 2017-57, 2017-88](#)

TYPE: Dollars

TERM: July 1, 2016 to June 30, 20~~2018~~

PURPOSE: A ~~two-year pilot~~ program ~~which that~~ provides funding to reward ~~3rd~~ ~~third-~~grade teacher with performance based bonuses.

ELIGIBILITY: Each LEA [and public school](#) is entitled to funding, based on their teachers Education Value-Added Assessment System (EVAAS) student growth index score for ~~third-~~grade reading.

FORMULAS: The proportion stipulated in legislation is allotted based on bonuses to ~~licensed third-grade~~ teachers who are in the top twenty-five percent (25%) of teachers in the ~~s~~State according to the EVAAS student growth index score for ~~third-~~grade reading from the previous year. These funds shall be allocated equally among qualifying teachers.

The proportion stipulated in legislation is allotted to pay bonuses to ~~licensed third-grade~~ teachers who are in the top twenty-five percent (25%) of teachers in their respective LEA according to the EVAAS student growth index score for ~~third-~~grade reading from the previous year. These funds shall be split proportionally based on average daily membership for each LEA and then distributed equally among qualifying teachers in each LEA.

[For 2017-18 only. Each LEA and charter school is allotted funds for teachers who would have received a bonus based on the 2015-16 test scores but for the restriction that required the teacher to be teaching 3rd grade in 2016-17. The amount shall be a \\$3,500 per teacher for the State level bonus and/or 3,500 per teacher for the LEA level bonus.](#)

[For 2017-18 only. If an LEA and charter school paid a teacher based on the 2015-16 test score, an amount from local funds in lieu of the bonus the teacher would have received had they been teaching 3rd grade, the LEA and charter school shall be allotted a reimbursement up to \\$3,500 per teacher.](#)

SPECIAL PROVISIONS:

1. Bonuses are payable in January ~~2017 and January 2018, respectively,~~ to qualifying teachers who remain employed teaching ~~3rd-grade~~ in the same LEA [or public school](#) at least from the

school year the data is collected until the corresponding school year that the bonus is paid.

2. Teachers employed in charter schools and regional schools are only eligible to receive the bonus if they are in the top 25% of teachers in the ~~States~~ state. No allocation is made at the charter or regional school level.
3. Any teacher working in a LEA that employs three or fewer third-grade teachers shall receive a bonus at the LEA level if that teacher has an EVAAS student growth index score for third-grade reading from the previous school year that exceeds expected growth.
4. Teachers, who qualify, may receive bonuses at both the ~~State~~ state and LEA level.
5. The compensation bonuses are not considered compensation for purposes of the Teachers' and State Employees' Retirement System.
6. Any unexpended funds from the ~~State~~ state level bonus paid in January, due to ineligible teachers per legislation, will be reallocated to LEAs and public schools based on the eligible teachers who were paid the bonus in January. These teachers shall be paid an equal share of the reallocated funds. No funds shall revert to the ~~s~~State.

Digital Learning Initiative (DLI) Grant

PROGRAM REPORT CODE: 030

UNIFORM CHART OF ACCOUNTS: XXXX- 030 -XXX

STATUTORY REFERENCE #: Session Law 2017-97 Section 7.23K

TYPE: Dollars

TERM: July 1 - June 30

PURPOSE: State competitive grant to support the development and dissemination of local innovative digital learning models. The goal is to have effective digital learning practices spread across all North Carolina K-12 public schools, as part of the Digital Learning Plan.

ELIGIBILITY: All LEAs and charter schools are eligible to apply for a grant. Those approved by the State Board of Education are awarded funding.

FORMULA: N/A. A competitive grant and funds are based on funds available and State Board approval

SPECIAL PROVISION:

I. Per the SBE approved request for proposal grant funds may be used for:

- (1) Contracted services (up to 40%)
- (2) Hardware or software purchases related to the success of the grant program (up to 25%)
 - a. For Planning Grants - purchase of devices and equipment, especially emerging technologies that align with strategic planning
 - b. For Showcase Grants – purchase of devices and equipment to support the modeling and demonstration of best practices
- (3) Professional development expenses, including related travel costs (up to 25%)
- (4) Reimbursement for stipends and teacher substitutes
- (5) State subsistence rates and allowances
- (6) Transportation costs
- (7) Printing and duplicating (up to 5%)

II. Funds received through this grant shall not supplant current funding streams.