

## 2019 – 2020 NC General Assembly Legislative Requests

- A1 <u>K-3 Class Size (Funding/Operational/Statutory):</u> This is a multi-level request to address the currently planned changes in K-3 class size requirements:
  - 1. Allow all LEAs greater flexibility in setting K-3<sup>rd</sup> class sizes based on varying needs for different educational environments and curriculum.
  - 2. Delay implementation of the K-3 class size requirement until such time as a statewide capital bond is passed, funds are distributed, and facilities are constructed.
  - 3. Provide the needed capital funding for the required classrooms as part of the new K-3 Class size mandate, including, but not limited to, a statewide capital bond initiative that is allocated irrespective of the county-tiered system.
- B1 Transfer Funds Within Budget Codes (Budget Flexibility): Grant aoutlined in current

- B2 <u>Principal Pay</u> (<u>Budget Flexibility</u>): CMS believes that base compensation should be the competitive amount that allows all LEAs to attract and retain employees, while incentive pay should drive productivity and/or behaviors. While we appreciate the General Assembly's efforts in regards to Principal Pay, we would request the following changes be enacted:
  - 1. A permanent hold harmless provision for all individuals who were affected by this plan in a negative fashion at the time of implementation.
  - 2. Adding ADM bands above the current cap of 1,300 in order to capture schools that exceed 2,000 students, 2,500 students and 3,000 students.



## C1 - Eliminate Mandatory Stop/Start



- O1 <u>School Performance Grades, Calculation of Grades (Operational Oversight):</u> This request would adjust current school performance grading metrics so that there would be a two-grade system, one for growth and one for proficiency.
- O2 <u>School Performance Grading, 15-Pt Scale (Operational Oversight):</u> This request would be to maintain the current 15-point school performance grade calculation.
- O3 Testing (Operational Oversight): End excessive testiving to 1 double 1