

Person County Schools
Board of Education
Special Meeting

Meeting Date: Monday, November 28, 2016, 304 S. Morgan Street, Roxboro, NC.

The special meeting was called to order at 3:30 p. m. by Chairman Powell.

Board Members in attendance: Gordon Powell, Margaret Bradsher, Jimmy Wilkins, and Freda Tillman. (Mr. Holloman received an email from Jennifer Kafer on 11/28 communicating she would be unable to attend the meeting.)

Administration Present:

Danny	Holloman	Superintendent
Jarrold	Dennis	Assistant Superintendent
Lori	Stacey	Director of Human Resources
Julie	Masten	Director of Finance
Larry	King	Executive Director of Facilities
Melanie	Hester	Executive Director of EC and Student Support
Judy	Bradsher	Director of CTE, GEAR UP, PECIL
Nikole	Schukraft	Director of School Nutrition

Motion: Moved at 3:31 p.m. by Jimmy Wilkins and seconded by Freda Tillman to approve the Agenda and Consent Agenda as presented.

Motion carried 4-0.

Approval of Agenda & Consent Agenda

A. Board Policy Updates

1. 4040/7310 Student-Staff Relations
2. 7241 Drug & Alcohol Testing of Commercial Motor Vehicle Operators
3. 7425 School Administrator Contracts
4. 7720 Employee Political Activities
5. 7430 Substitute Teachers
6. 7810 Evaluation of Licensed Employees
7. 7820 Personnel Files
8. Regulation 7130-R Licensure

Motion: Moved at 3:31 p.m. by Margaret Brasher and seconded by Jimmy Wilkins to approve the addition of the following to the Action on First Read Agenda:

D. Woodland Elementary 5th Grade Field Trip, December 1-2, 2016; Williamsburg, VA

Motion carried 4-0

ACTION ON FIRST READ

B. Policy Updates as presented by Larry King.

1. 6220 Operation of School Nutrition Services
2. 6226 Charged Meal Policy

Policy 6220 has been revised to expand the information regarding meal charges. New USDA policy requires boards to have a written meal charge policy that explains how students who pay full or reduced price costs for meals are impacted by insufficient funds on hand or in their account to purchase a meal. Changes recommended by the NCSBA to policy 6220 may also affect policy 6226 Charged Meal Policy. These changes help to clarify how meal charges are handled if a student does not have funds to cover the meal.

Charged meals are a significant problem this year. Person High has over \$900.00 in charges, Southern Middle over \$800.00 in charges and Northern Middle has \$90.00+ in meal charges. Charges have already exceeded typical end-of-year totals. Cafeteria managers and principals are working together to clear charges. At the end of the school year, outstanding monies will be taken from the school's general funds per Board policy. It is possible some 6th graders may not understand meals are no longer free as is the case in elementary schools. Employee charges have been cleared.

The Board agreed to amend both policies to remove the following sentence:

Negative balances on student accounts will be carried over to the following year.

Motion: Moved by Jimmy Wilkins and seconded by Margaret Bradsher to approve the policies 6220 Operation of School Nutrition Services and 6226 Charged Meal Policy as amended.

Motion carried 4-0.

C. Policy Updates as presented by Lori Stacey.

1. 7130 Licensure
2. 7811 Plans for Growth and Improvement of Licensed Employees

The purpose of the agenda items is to provide the Board an opportunity to approve policy revisions as suggested by North Carolina School Board Association.

Policy 7130: Licensure

- Updates the legal authority from NCLB to ESSA for requiring that teachers be highly qualified.
- Addresses Emergency permits to practice in accordance with State Board policy.
- Addresses adjunct CTE instructors in accordance with State Board policy.
- Adds information regarding participation in the Beginning Teacher Support Program.
- Updates information regarding licensure conversion.
- Updates parental notice requirements.
- Updates requirements for equitable distribution of teachers.
- Updates legal references.

Policy 7811: Plans for Growth and Improvement of Licensed Employees

- Updates reflect current statutory requirements and improve clarity to roles.
- Adds section to address performance deficiencies of principals and assistant principals.
- Adds directive to require administrative staff to implement the requirements of this policy in accordance with state law and State Board guidelines.
- Addresses evaluation deficiencies for licensed employees in Low-Performing Schools
- Updates cross references.

Motion: Moved by Margaret Bradsher and seconded by Freda Tillman to approve Policies 7130 Licensure and 7811 Plans for Growth and Improvement of Licensed Employees as presented.

Motion carried 4-0.

D. Woodland Elementary School 5th Grade Field Trip, December 1-2, 2016; Williamsburg, VA.

Established policy requires Board approval for out-of-state, overnight field trips 60 days prior to the trip. Field trip approvals are typically Consent Agenda items. This field trip request was received at central services on Monday, November 21. Mr. Holloman advised the principal the request would be presented for approval at the November 28 meeting.

Motion: Moved by Freda Tillman and seconded by Jimmy Wilkins to approve the Woodland Elementary School 5th grade field trip to Williamsburg, VA on December 1-2, 2016.

Motion carried 4-0.

Motion: Moved by Freda Tillman and seconded by Jimmy Wilkins to go into Closed Session to discuss School Safety Plans according to N. C. § 143-318.11 (a) (8).

Motion carried 4-0.

Motion: Moved by Jimmy Wilkins and seconded by Freda Tillman to return to Open Session.

Motion carried 4-0.

Motion: Moved by Jimmy Wilkins and seconded by Freda Tillman to approve the School Safety Plans with two additions:

1. All schools should have exterior cameras.
2. All schools should have a designated “rally point” in the event of an emergency.

Motion carried 4-0.

Motion: Moved by Jimmy Wilkins and seconded by Freda Tillman to adjourn.

Motion carried 4-0.

Gordon Powell, Chairman

Danny Holloman, Secretary

ATTACHMENTS

B. Policy 6220 Operation of School Nutrition Services
 Policy 6226 Charged Meal Policy

Policy Code: 6220 Operation of School Nutrition Services	Policy Code: 6220 Operation of School Nutrition Services
A. OPERATIONAL STANDARDS The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following. 1. No child will be discriminated against because of race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. 2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs. 3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school. 4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines. 5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines. 6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations. 7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1.	All schools will participate in federal National Child Nutrition Programs and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price. The superintendent or designee shall develop procedures as necessary to implement the operational standards established in this policy. A. Operational Standards The school nutrition services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements that must be met include, but are not limited to, the following. 1. No child will be discriminated against because of race, sex, color, national origin, disability, age, or eligibility status for free and reduced price meals. 2. The school nutrition services program will meet safety and sanitation requirements established in local, state, and federal rules and guidelines for school nutrition services programs. 3. The school nutrition services program will have a written food safety program that includes a hazard analysis critical control point plan for each school. 4. Menu preparation, purchasing, and related record keeping will be consistent with applicable state and federal rules and guidelines. 5. Banking, financial record keeping, budgeting, and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control

8. Child-Nutrition Program (CNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance. 9. The price for meals will be determined in accordance with federal law. 10. Non-program foods will be priced to generate sufficient revenues to cover the cost of those items. A non-program food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the child nutrition account. 11. All school nutrition services will be operated on a non-profit basis for the benefit of the CNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period. 12. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee. 13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content.	Act and in accordance with state and federal guidelines. 6. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations. 7. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1 and to foods grown or raised within North Carolina. 8. School Nutrition Program (SNP) funds will be used only for the purposes authorized by law. Indirect costs, as defined by law, will not be assessed to the CNP unless the program has a minimum of one month's operating balance. 9. The price for meals will be determined in accordance with federal law. 10. Nonprogram foods will be priced to generate sufficient revenues to cover the cost of those items. A nonprogram food is defined as a food or beverage, other than a reimbursable meal or snack, that is sold at the school and is purchased using funds from the school nutrition account. 11. All school nutrition services will be operated on a non-profit basis for the benefit of the SNP. School nutrition services are those that are operated from 12:01 a.m. until the end of the last lunch period. 12. All income from the sale of food and beverages that is required by law or regulation to be retained by the SNP will be deposited to the CNP account and will be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the SNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.
B. MEAL CHARGES Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. The board therefore directs the superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The superintendent shall ensure that federal child nutrition funds are not used to	

offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year. The superintendent or designee shall establish other procedures as appropriate to help ensure compliance with board policy and legal requirements. Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.; National School Lunch Act, 42 U.S.C. 1751 et seq., 7 C.F.R. pt. 210; 2 C.F.R. pt. 225, App. B; G.S. 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 143C, art. 6A; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000 Cross References: Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400) Adopted: July 9, 2009 Revised: October 11, 2012; November 18, 2013; December 11, 2014; May 12, 2016	13. All competitive foods sold on school campuses will meet federal and state standards for nutrient content. B. Meal Charges Students who are required to pay for meals are expected to provide payment in a timely manner. School nutrition program guidelines prevent charging meals, or extra items, to any customer. Customers may pay for meals in advance to avoid having to bring money on a daily basis. However, no Person County Schools student will be deprived a meal due to forgotten or lost meal money. The student will be responsible for repaying the money to the cafeteria the day following the charge. The following guidelines will be used to help schools deal with charged meals: 1st Charge and every charge after: Cashier reminds student to bring money the next day. Extra items cannot be charged. Every Friday: A charge letter will be sent home via US Mail by the School Nutrition Manager for every student with a charge greater than \$10.00. The School Nutrition Manager will document the date the letter was sent to the parent. A copy of the charge report will be sent to the Principal. To safeguard the dignity and confidentiality of students in the serving line, reasonable efforts must be used whenever possible to avoid calling attention to a student's inability to pay. The principal will follow district procedures for collection of unpaid funds. In addition, the principal should contact the parent as often as necessary to find out when payment will be made. Meals should not be withheld from students for failure to pay or as punishment. If a student is without meal money on a consistent basis, the principal is encouraged to investigate the situation more closely, including contacting the parent to bring money to the school and/or encouraging the parent to apply for meal benefits.
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	Unpaid Charges At the end of the school year, individual school general funds will reimburse student nutrition funds for charges remaining from students or teachers. All unpaid balances will be paid by June 30th of each year. The School Nutrition Director and Principal will work jointly to prevent meal charges from accumulating and will make every effort to collect all funds due before the end of the school term. Notices of negative balances in a child's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the School Nutrition Director will inform the Principal, who shall determine the next course of action, which may include notifying the Department of Social Services for suspected child neglect and /or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of the school year. Negative balances on student accounts will be carried over to the following school year. This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professionals, parents, and students. Parents will receive a written copy of the meal charges policy and any applicable procedures at the start of each school year and at any time their child transfers into a new school during the school year. Legal References: Child Nutrition Act of 1966, 42 U.S.C. 1771 et seq.; National School Lunch Act, 42 U.S.C. 1751 et seq., 2 C.F.R. pt. 200; 7 C.F.R. pt. 210; 7 C.F.R. pt. 215; 7 C.F.R. pt. 220; United States Department of Agriculture Policy Memos SP 46-2016 and 47-2016, available at http://childnutrition.ncpublicschools.gov/regulations-policies/usda-policy-memos/2016/2016usda-policy-memos; G.S. 115C-47(7), -47(22), -263, -264,
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	-264.1, -426, -450, -522; 147, art. 6E; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000 Cross References: Parental Involvement (policy 1310/4002), Goals of School Nutrition Services (policy 6200), School Meal and Competitive Foods Standards (policy 6230), Goals of the Purchasing Function (policy 6400) Adopted: July 9, 2009 Revised: January 31, 2006; August 17, 2006; June 30, 2009; September 27, 2012; September 13, 2013; September 30, 2014; May 12, 2016; November 28, 2016 Person County Schools
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Policy Code: 6226 Charged Meal Policy	Policy Code: 6226 Charged Meal Policy
Child nutrition program guidelines prevent charging meals, or extra items, to any customer. Customers may pay for meals in advance to avoid having to bring money on a daily basis. However, no Person County Schools student will be deprived a meal due to forgotten or lost meal money. The student will be responsible for repaying the money to the cafeteria the day following the charge. The following guidelines will be used to help schools deal with charged meals: 1st Charge: Cashier reminds student to bring money the next day. Extra items cannot be charged. 2nd Charge Cashier reminds student to bring money the next day. Extra items cannot be charged. A charge letter should be sent home. 2nd Charge Cashier reminds student to bring money the next day. Extra items cannot be charged. Parents should be contacted by phone by the child nutrition manager. Parent should let the school know when to expect payment. Parent should also be reminded that payment is expected when the meal is served. Over 3 Charges The principal will follow district procedures for collection of unpaid funds. In addition, the principal should contact the parent as often as necessary to find out when payment will be made. Meals should not be withheld from students for failure to pay or as punishment. If a student is without meal money on a consistent basis, the principal is encouraged to investigate the situation more closely, including contacting the parent to bring money to the school and/or encouraging the parent to apply for meal benefits. Unpaid Charges At the end of the school year, individual school general funds will reimburse child nutrition funds for charges remaining from	Students who are required to pay for meals are expected to provide payment in a timely manner. School nutrition program guidelines prevent charging meals, or extra items, to any customer. Customers may pay for meals in advance to avoid having to bring money on a daily basis. However, no Person County Schools student will be deprived a meal due to forgotten or lost meal money. The student will be responsible for repaying the money to the cafeteria the day following the charge. The following guidelines will be used to help schools deal with charged meals: 1st Charge and every charge after: Cashier reminds student to bring money the next day. Extra items cannot be charged. Every Friday: A charge letter will be sent home via US Mail by the School Nutrition Manager for every student with a charge greater than \$10.00. The School Nutrition Manager will document the date the letter was sent to the parent. A copy of the charge report will be sent to the Principal. The principal will follow district procedures for collection of unpaid funds. In addition, the principal should contact the parent as often as necessary to find out when payment will be made. Meals should not be withheld from students for failure to pay or as punishment. If a student is without meal money on a consistent basis, the principal is encouraged to investigate the situation more closely, including contacting the parent to bring money to the school and/or encouraging the parent to apply for meal benefits. Unpaid Charges At the end of the school year, individual school general funds will reimburse child nutrition funds for charges remaining from students or teachers. All unpaid balances will be paid by June 30th of each year. The School Nutrition Director and Principal will work jointly to prevent meal charges from accumulating and will make every effort to collect

students or teachers. All unpaid balances will be paid by June 30th of each year. Adopted: May 8, 2008 Revised: June 10, 2010; February 16, 2012	all funds due before the end of the school term. Notices of negative balances in a child's meal account will be sent to parents and the principal at regular intervals during the school year. If a parent regularly fails to provide meal money and does not qualify for free meal benefits, the School Nutrition Director will inform the Principal, who shall determine the next course of action, which may include notifying the Department of Social Services for suspected child neglect and /or taking legal steps to recover the unpaid meal charges. Parents are expected to pay all meal charges in full by the last day of the school year. Negative balances on student accounts will be carried over to the following school year. This policy and any applicable procedures regarding meal charges must be communicated to school administrators, school food service professionals, parents, and students. Parents will receive a written copy of the meal charges policy and any applicable procedures at the start of each school year and at any time their child transfers into a new school during the school year. Adopted: May 8, 2008 Revised: June 10, 2010; February 16, 2012; November 28, 2016 Person County Schools
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C. Policy 7130 Licensure

Policy 7811 Plans for Growth and Improvement of Licensed Employees

Policy Code: 7130 Licensure	Policy Code: 7130 Licensure
The board intends to comply fully with all licensure requirements of the No Child Left Behind Act of 2001 (NCLB), state law, and State Board of Education policies. Except as provided below, a professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by NCLB. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The board encourages lateral entry into the teaching profession by skilled individuals from the private sector.	The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies. A. Licensure and Other Qualification Requirements 1. Except as otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to his or her position. 2. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. 3. The board encourages lateral entry into the teaching profession by skilled individuals from the private sector who meet state licensing requirements. B. Exceptions to Licensure Requirements 1. Emergency Permit to Practice In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a lateral entry license are available to fill a position, the board may employ for up to one year an individual who holds an emergency permit to practice issued by the State Board of Education. An emergency permit is not renewable.

A. BEGINNING TEACHER SUPPORT PROGRAM The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system. B. LICENSE CONVERSION The superintendent or designee shall designate a school official in the Beginning Teacher Support Program plan to be responsible for approving the acceptance of all continuing (Standard Professional 2) licenses automatically converted from the initial (Standard Professional 1) license. The designated official shall reject an automatic conversion license and immediately notify DPI if (1) the teacher has not taught three years; or (2) the official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license.	2. Adjunct CTE Instructors An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1. C. Beginning Teacher Support Program The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system. Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program. D. License Conversion Teachers must teach three years and meet all other requirements of the State Board of Education in order to move from an initial to a continuing license. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing licensure are informed of the process for appealing the state decision.
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Beginning teachers must be rated "Proficient" on North Carolina Professional Teaching Standards I through V on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing licensure are informed of the process for appealing the state decision. C. LICENSE RENEWAL Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal. The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities. D. PARENTAL NOTIFICATION At the beginning of each school year, the school system shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; what the teacher's bachelor	E. License Renewal Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal. The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities. Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing license will be made in accordance with state law G.S. 115C-296(b)(1)b.4 and applicable State Board of Education requirements. F. Parental Notification At the beginning of each school year, the school system will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements for the subject or grade level they are teaching; whether the teacher has had any licensure requirements waived; whether
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degree major(s) is/are; what other degrees and teaching license area(s) the teacher holds; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications. The school system shall give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified. E. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS The superintendent shall develop a plan in accordance with DPI requirements to ensure that low-wealth, minority, learning disabled, and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. If DPI does not require such plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system. Legal References: No Child Left Behind Act, 20 U.S.C. 6301 et seq.; 34 C.F.R. 200.55-57, 200.61; 20 U.S.C. 6319; 20 U.S.C. 7801(11); G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies TCP-A-000, -001, -004, -005, -016, -018, -021, TCP-C-004 Adopted: November 17, 2008 Revised: November 14, 2011; August 8, 2013; June 26, 2014	the teacher is teaching in the field of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications. The school system will give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified. G. Equitable Distribution of Teachers The superintendent shall assess whether low-income, minority, learning disabled, and/or English learners are being taught by inexperienced, ineffective, or out-of-field teachers at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system. Legal References: Elementary and Secondary Education Act, 20 U.S.C. 6301 et seq.; 34 C.F.R. 200.55-57, 200.61; G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies TCP-A-000, -001, -004, -005, -016, -018, -021, TCP-C-004 Adopted: November 17, 2008 Revised: November 14, 2011; August 8, 2013; June 26, 2014; November 28, 2016
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Policy Code: 7811 Plans for Growth and Improvement of Licensed Employees	Policy Code: 7811 Plans for Growth and Improvement of Licensed Employees
The board expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, State Board policy or this policy, or when otherwise deemed necessary. Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy shall not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance. The superintendent shall develop procedures in accordance with state law, State Board guidelines, and this policy as necessary to carry out the board's directives. A. DEFINITIONS 1. As used in this policy, "teacher" means an individual defined as a teacher in G.S.	The board expects all professionally licensed employees to maintain high levels of performance. If an employee does not meet this standard, the superintendent and administrative staff shall address any identified performance or other deficiencies through appropriate means, including placing the employee on a monitored growth, directed growth, or mandatory improvement plan when required by state law, State Board policy, or this policy, or when otherwise deemed necessary. Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy should not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance. Further, the superintendent may move to recommend nonrenewal, dismissal, or demotion of a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. (See policies 7930, Professional Employees: Demotion and Dismissal, and 7950, Non-Career Status Teachers: Nonrenewal.) The superintendent shall require administrative staff to implement the requirements of this policy in accordance with state law and State Board guidelines. A. DEFINITIONS 1. As used in this policy, "teacher" means an individual defined as a teacher in G.S.

115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career status teachers). 2. As used in this policy, "licensed employee(s)" includes school administrators as defined in G.S. 115C-325.1(5) and teachers.	115C-325(a)(6) (for career status teachers) or G.S. 115C-325.1(6) (for non-career status teachers). 2. As used in this policy, "licensed employee(s)" includes principals, assistant principals, and other school administrators as defined in G.S. 115C-325.1(5), and teachers. 3. "The North Carolina Educator Evaluation System" refers to the professional standards, processes, and rubrics approved by the State Board of Education for each educator role in North Carolina public schools.
B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS 1. Use of Growth Plans a. Teachers Teachers who receive an overall rating of at least "proficient" on all standards on the North Carolina Teacher Evaluation Rubric as indicated on the Teacher Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements. A teacher who is performing below a proficient level on the Teacher Summary Rating Form shall be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal, or placement on a mandatory improvement plan (see Section C, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated "developing" on one or more standards of the North Carolina Teacher Evaluation Rubric. State Board policy also requires that a teacher who is rated "not demonstrated" on any standard or who is rated "developing" on any standard for two sequential years be placed on a directed growth plan. The superintendent may establish other criteria that will be deemed evidence that performance is below a proficient	B. INDIVIDUAL, MONITORED, AND DIRECTED GROWTH PLANS FOR TEACHERS 1. Use of Growth Plans for Teachers Teachers who receive an overall rating of at least "proficient" on all standards on the North Carolina Educator Evaluation System rubric as indicated on the Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements. A teacher who is performing below a proficient level on the Summary Rating Form will be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal, or placement on a mandatory improvement plan (see Section D, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated "developing" on one or more standards of the North Carolina Educator Evaluation System rubric. State Board policy also requires that a teacher who is rated "not demonstrated" on any standard or who is rated "developing" on any standard for two sequential years be placed on a directed growth plan. The board or superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or

level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan. Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of improvement at any point during the school year if the principal determines that the teacher is performing below the expected level. b. School Administrators Professional growth plans will be developed for school administrators as provided in State Board policy. A professional growth plan will include mutually agreed upon performance goals and recommendations based upon the school administrator's self-assessment, the consolidated assessment and the summary evaluation using the North Carolina School Executive; Principal and Assistant Principal Evaluation Process. Development of the professional growth plan will be discussed at a meeting between the school administrator and the superintendent or designee when completing the annual evaluation process. The superintendent may move to dismiss or demote a licensed employee whether or not the employee has been first placed on a growth or other improvement plan. See policy 7930, Professional Employees: Demotion and Dismissal. 2. Components of Growth Plans Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components. a) Identification of Deficiencies All performance deficiencies, including all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher's evaluation, must be identified and addressed in the growth plan.	otherwise represents unsatisfactory or below standard performance and warrants placement on either a monitored growth plan or a directed growth plan. Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of assistance at any point during the school year if the principal determines that the teacher is performing below the expected level. 2. Components of Growth Plans for Teachers Individual growth plans may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components. a. Identification of Performance Deficiencies All performance deficiencies, including conduct deficiencies and all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher's evaluation, must be identified and addressed in the growth plan.
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b) Performance Expectations and Goals For each problem identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished. c) Strategies The growth plan must set forth a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all individuals responsible for implementing the plan. d) Dates for Monitoring and Completion The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year. 3. Review of Growth Plans Individual and professional growth plans should be reviewed at least annually with the licensed employee's supervisor and/or the principal, the superintendent, or their designees, as applicable. In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal or supervisor shall recommend to the superintendent one of the	b. Performance Expectations and Goals For each performance deficiency identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished. c. Strategies The growth plan must set forth a strategy or strategies designed to correct each identified performance deficiency. The strategies should be specific and clearly state the activities the teacher should undertake to achieve the expected level of performance. The strategies also should identify all individuals responsible for implementing the plan. d. Dates for Monitoring and Completion The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance or conduct is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year. 3. Review of Growth Plans Individual growth plans should be reviewed at least annually with the teacher's principal or supervisor. In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of a plan has elapsed, the principal or supervisor shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to perform below the expected level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient, the principal or supervisor shall recommend to the superintendent one of the
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following: a. the board dismiss the teacher or demote or transfer the teacher to a position in which the teacher can be successful; b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section C below; or c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary, provided the principal or supervisor determines that: 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.	following: a. the board non-renew, dismiss, or demote the teacher, or transfer the teacher to a position in which the teacher can be successful; b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of Section D below; or c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary, provided the principal or supervisor determines that: 1) the teacher's continuing performance problems are not having an adverse impact on student learning or the school environment, or 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period. C. PROFESSIONAL GROWTH PLANS FOR PRINCIPALS AND ASSISTANT PRINCIPALS 1. Professional Growth Plans Professional growth plans will be developed for principals and assistant principals as provided in State Board policy. The professional growth plan will include mutually agreed upon performance goals and recommendations based upon the principal or assistant principal's self-assessment, the consolidated assessment, and the summary evaluation using the North Carolina School Executive; Principal and Assistant Principal Evaluation Process. Development of the professional growth plan will be discussed at a meeting between the principal or assistant principal and the superintendent or designee when completing the annual evaluation process.
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	The superintendent or designee should review the professional growth plan with the employee at least annually. 2. Optional Action Plan Component to the Professional Growth Plan a. The superintendent may incorporate an action plan into the principal or assistant principal's professional growth plan to address performance or conduct deficiencies. The action plan must include the following: i. Identification of Performance Deficiencies All performance and conduct deficiencies identified in the employee's evaluation must be identified and addressed in the action plan. ii. Performance Expectations and Goals For each performance deficiency identified, the action plan must include a statement of the expected level of performance and/or other goals to be accomplished. iii. Strategies The action plan must set forth a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly stated and should identify all individuals responsible for implementing the plan. iv. Dates for Monitoring and Completion The action plan must include the dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level, which will be no less than 60 calendar days and no longer than the end of the current school
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C. MANDATORY IMPROVEMENT PLANS A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe. The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including dismissal from employment as provided by law. 1. Initiating a Mandatory Improvement Plan	year. b. Upon completion of the action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to perform below the expected level in any area or whether the employee's performance has improved sufficiently. If the employee is within the final year of his or her contract, the reevaluation must occur prior to the statutory deadline for notice of contract non-renewal. If the employee's performance remains below proficient, the superintendent shall either: i. recommend that the board non-renew, dismiss, demote, or transfer the employee to a position in which the employee can be successful; or ii. retain the employee in the current position if the superintendent determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable period of time. A principal or assistant principal who is retained in his or her position after demonstrating performance below proficiency on the reevaluation must be given a new action plan and reevaluated as described in subsection C.2.b, above. D. MANDATORY IMPROVEMENT PLANS A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable time frame. The use of mandatory improvement plans as provided in this policy is discretionary and will be
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a. Licensed Employees in Low-Performing Schools If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance or (ii) the superintendent recommend to the board that the employee be dismissed or demoted. If the individual or team that conducted the evaluation elects not to make either of the above recommendations, the said individual or team shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan or to recommend a dismissal proceeding. b. Teachers in Schools Not Identified as Low-Performing If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies. c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance	determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including non-renewal or dismissal from employment as provided by law. 1. Initiating a Mandatory Improvement Plan a. Licensed Employees in Low-Performing Schools If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance, (ii) the superintendent recommend to the board that the employee be dismissed, demoted (if a career teacher), or nonrenewed (if the teacher is on a contract), or (iii) a proceeding for immediate dismissal or demotion be instituted against the employee for conduct or performance that causes substantial harm to the educational environment. If the individual or team that conducted the evaluation elects not to make any of the above recommendations, the individual or team evaluator shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan, to recommend nonrenewal of the employee's contract, or to recommend a dismissal proceeding. b. Teachers in Schools Not Identified as Low-Performing If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement
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A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan. 2. Components of the Plan A mandatory improvement plan for any licensed employee must include the following components. a. Identification of Deficiencies The performance areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan. b. Performance Expectations For each problem identified, the plan must include a statement of the expected level of performance. c. Strategies The plan must establish a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan. d. Dates for Monitoring and Completion The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level.	plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies. c. Any Licensed Employees Engaging in Inappropriate Conduct or Performance A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan. 2. Components of the Plan A mandatory improvement plan for any licensed employee must include the following components. a. Identification of Performance Deficiencies The performance or conduct areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan. b. Performance Expectations For each performance or conduct deficiency identified, the plan must include a statement of the expected level of performance. c. Strategies The plan must establish a strategy or strategies designed to correct each identified performance or conduct deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance or conduct and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.
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3. Development and Implementation of the Plan a. Licensed Employees in Low-Performing Schools When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year. b. Teachers in Schools Not Identified As Low-Performing When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan. A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).	d. Dates for Monitoring and Completion The plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. 3. Development and Implementation of the Plan a. Licensed Employees in Low-Performing Schools When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year. b. Teachers in Schools Not Identified As Low-Performing When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan. A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are
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4. Reassessment a. Licensed Employees in Low-Performing Schools After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance standards articulated in the mandatory improvement plan or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employee be dismissed or demoted under applicable state law. b. Teachers in Schools Not Identified As Low-Performing Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. For teachers, the principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed or demoted under applicable state law. Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005	employed by the board and available to conduct observations. The board will strive to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3). 4. Reassessment a. Licensed Employees in Low-Performing Schools After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance or conduct standards articulated in the mandatory improvement plan or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employee be dismissed, demoted, or nonrenewed under applicable state law, or that the employee be immediately dismissed for conduct or performance that causes substantial harm to the educational environment. b. Teachers in Schools Not Identified As Low-Performing Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. The principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance or conduct standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed, demoted, or nonrenewed under applicable state law or that the employee
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Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930) History Note: Eff. February 11, 1999 Revised: February 18, 2010; November 14, 2011; June 26, 2014	be immediately dismissed for conduct or performance that causes substantial harm to the educational environment. Legal References: G.S. 115C-325 (applicable to career status teachers), -325.1 et seq. (applicable to non-career status teachers), -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005 Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930), Non-Career Status Teachers: Nonrenewal (policy 7950) Adopted: February 11, 1999 Revised: February 18, 2010; November 14, 2011; June 26, 2014; November 28, 2016
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D. Woodland Elementary Field Trip



2016-17 Person County Schools – Field Trip and Transportation Request Form
(Submit to Paula Chandler (K-5) or Jenna Regan (6-12))

Instructions: Submit this form prior to the date of intended use as required by Person County Board Policy 3320.

Note: All field trips must be requested by March 31 and completed by April 30.

Section A: Trip Information (required for ALL)

Dates of Trip: December 1 - December 2 Departure Time: 12/1 7:00 am Return Time: 12/2 5:00 p
School: Woodland Elementary School Grade/Group: 5th grade
Students: 37 # Chaperones: 8
Teacher Name/Dept. Supervising Trip: Morgan Brooks Trip Supervisor cell phone #: (836) 504-2623
Destination Name: Williamsburg, Virginia (836) 614-1398
Destination Street Address: N/A Destination City/State: Williamsburg, VA
Destination Phone #: (N/A)
Date bus reserved at Bus Garage: N/A Date Child Nutrition notified of trip: 11/7/16
Date School Nurse notified of trip: 11/7/16
Estimated Mileage (round trip): 430 miles

Briefly describe the purpose of this trip and its relation to the curriculum. If applicable, indicate specific grade level standards. (Attach Travel Itinerary if visiting more than one site or overnight stays.)

To gain insight into how the United States was settled in this region, how our government was formed and how people in colonial times survived.

Section B: Trip Costs (required for ALL)

\$ N/A gas (# of buses x reimbursement rate x mileage,
\$ 2,300 admission \$ 460 food \$ 800 other hotel \$ 2,500 Charter Buses
Total Trip Cost: \$ 6,300 Cost Charged per Student: \$ 20

Other source of funding school fundraisers

What is the plan for student(s) who are unable to pay (Students may NOT be denied because of inability to pay.):

the school/PTA will cover the cost

Is a substitute needed? ☐ YES or ☒ NO If yes, what funding code will pay the sub? _____

Section C: Student Accommodations (required if applicable)

If you have student(s) with any limitations (diet, physical, emotional, allergies, medication, etc.), explain your plan for how these student(s) will be accommodated. Make sure to notify your school's nurse.

Parents will give permission, including a doctor's note, if any students need to take medicine on the trip.

Section D: School Approval

Principal Signature: [Signature] Date: 11/7/16

Section E: Transportation

Activity Bus

The reimbursement rate is \$2.00 per mile for activity buses and \$2.21 for yellow buses.

Number of activity buses requested N/A Number of yellow buses requested N/A

Earl Bradsher Preschool Bus N/A

Total number of passengers including students and adults: N/A

As a reference, see the following for Activity bus capacity:

- Large buses (40): 60 elementary students or 40 middle/high students
- Big buses (2): 54 elementary student or 36 middle/high students
- Short bus (1): 36 elementary students or 24 middle/high students
- Mini buses (2): 24 elementary students or 15 middle/high students
- Note: Yellow buses have their capacity posted in the bus. (Must have prior approval from bus garage for use.)

Note: Activity buses are limited to distances of no more than 100 miles round trip. Longer trips require a charter service unless approved by the superintendent at least 60 days in advance. Yellow buses are not approved for field trips except in the extraordinary circumstances.

Private Motor Coach Service

Name of Carrier: ~~Stratton Coach Bus Company~~ Academy Bus Company

Number of buses being chartered: 1 706 Bypass Rd.

Date of trip: 12/1 - 12/2 Location: 2025 Inn Williamsburg, VA Location phone #: (157) 229-9230

Name of person assigned to conduct pre-trip checklist: J. Warren + Cheryl Hughes

***Charter company must be on the ECS approved Charter Bus list, and contract must be signed by the principal.

If this trip requires an overnight stay, (See General Rules and Procedures specific requirements and deadlines.) Overnight, in-state field trip requests should be submitted 30 days prior to date of trip. Overnight, out-of-state field trips require Board of Education approval at a regularly scheduled Board meeting. Field trip request form must be presented to Central Services designee 60 days prior to the date of the trip.

Section F: District Approval

Approved by Superintendent/Designee _____ Date ____/____/____

☐ Charge Trip ☐ No Charge Trip

If overnight, out-of-state (or otherwise required), approved by Board of Education on _____
(Date)

Section G: Teacher Responsibilities During the Field Trip

- Be accessible by cell phone at all times.
- Enforce applicable behavior rules and consequences.
- Keep a notebook with emergency contact information, consent forms and other relevant paperwork.
- Contact the principal as soon as possible if an emergency occurs and complete accident report.
- Ensure that activities follow the approved itinerary.
- Ensure adequate supervision of all students.
- Store medication in a safe and secure location and administer medication in accordance with law, board policy, and local procedures.

GENERAL RULES AND PROCEDURES FOR FIELD TRIPS AND USE OF BUSES

Present a single copy of the reverse side of this form to the Executive Director. Listed below are the rules and procedures for field trips and use of buses.

Person County Board Policy 2220: Field Trips and Excursions

School sponsored trips shall be allowed only when it is determined that they will make a worthwhile contribution to the child's education and permission is given by the principal of the school and approved by the Superintendent. To this end, teachers and principals will be expected to consider the following factors in selecting and approving field trips: value of the activity to the particular group or class groups, relationship of the field trip activity to a particular aspect of classroom instruction and the North Carolina Standard Course of Study, suitability of the activity and distance traveled in terms of the age level, mode and availability of transportation and cost.

- A. All trips must be approved by the principal or his/her designee.
- B. The athletic department has priority for a faculty to buses.
- C. Principal or teacher should advise parents about the specifics of the trip and receive written permission from the parent/guardian for the child to make the trip. Any parents or other non-employed chaperone on the trip must meet the district's requirements for volunteer approval including a criminal background check.
- D. Groups traveling in more than one vehicle must have an adult in each vehicle.
 - Any school-sponsored trip shall be made available to all students in the specific group without regard to the students' ability to pay.
 - Parents are strongly encouraged to maintain adequate insurance coverage for all students. The Board of Education is not responsible for medical or accident insurance for students.
- E. Adult drivers driving private cars are covered under their personal insurance and not that of the Board of Education. Drivers must present a valid driver's license and proof of insurance to the principal prior to driving students.
- F. All field trips must be completed by April 30. Exceptions must be for extraordinary reasons and require the Superintendent's approval.
- G. Regular field trips without an overnight stay are approved by the principal and submitted to the Executive Director.
- H. Overnight trips within the state of North Carolina require prior approval by the Executive Director before any travel commitments are made and must be submitted at least 30 days prior to the date of the trip. Overnight, out-of-state field trips require the Board of Education's approval and must be submitted at least 60 days prior to the date of the trip.
- I. Overnight field trips taken during the first semester must be approved by October 1. Second semester overnight field trips must be approved by February 1. Exceptions can be made under special circumstances for trips that cannot be pre-planned (example: for teams who advance in a competition).
- J. Activity buses are limited to distances of no more than 400 miles round trip. Longer trips require a charter coach service unless approved otherwise by the Superintendent. Regular school buses are not approved for field trips except in extraordinary circumstances. Principals must provide a list of buses to be used, a route or itinerary for the trip, and pre-trip and post-trip mileage for each bus. Drivers are to be paid from state funds.
- K. The school is responsible for making arrangements for a driver. Drivers will be paid at an hourly rate agreed upon with the school and in compliance with the Fair Labor Standards Act. All activity bus drivers are required by federal law to have a valid commercial driver's license with a "P" endorsement. Each school principal is responsible for verifying that drivers are appropriately licensed and are on the PCS DOE approved driving list.
- L. Any accident or need for mechanical repair should be reported immediately to Gregg Foushee, Transportation Director, Bus Garage Phone: 336-595-5572, Cell Phone: 336-504-1618.
- M. All vehicles must be returned to the bus garage upon completion of the trip and must be cleaned and free of debris. A \$25 fine will be imposed for vehicles returned dirty.
- N. Vans capable of carrying 10 or more passengers may not be used to transport students unless they meet the federal safety standards for school buses.
- O. Charter bus and other forms of transportation contracts must be on the PCS approved driver list and they must be reviewed and signed by the principal.
- P. The district cannot assume responsibility for any money lost due to cancellation of field trips. Care must be given to communicate to parents that some sites (ex: D.C. & NYC) are more likely to see a change in status. Principals must advise the executive director of any changes to security status after the trip receives initial approval.
- Q. Trips using activity buses may be excused from the mileage reimbursement rate (MRR) if they are for official sporting event (including one swim meet), competitions required for subject specific events (ex: FFA, FOSAA, FBLA), and Leadership Conferences. Community service projects are not exempt from the MRR. Any extra-curricular use of yellow school buses will be charged at the current rate.

