

Hyde County Public Schools Employee Handbook



“...and as we let our own light shine, we unconsciously give other people permission to do the same!”

Hyde County Board of Education

Randy Etheridge, Chairman

Thomas Whitaker, Vice Chairman

Aleta Cox

Angela Todd

Lindsey Mooney

Administration

Stephen G. Basnight, III	Superintendent
Sabrina Lynn King-Bowen	Instructional Technology Facilitator
Mamie Brimmage	Director of Child Nutrition
Ken Chilcoat	Director of Finance & Business Services
Thomas Dale Cole	Director of Instructional Programs & Assessments
Shelby Gibbs	Director of Technology
Karen Hutson	Director Federal Programs
Karen Hutson	Exceptional Children
Charmayne Johnson	Assistant Finance Officer
Charmayne Johnson	Worker's Compensation Specialist
Tekisha Jordan	NCPK Administrator/ID Cards
Tekisha Jordan	Policies & Regulations/Student Services
Nancy Leach	Director of Student Services & Grant Writing
Paul O'Neal	Director/Maintenance
Alison Potter	District Administrative Assistant
Tammy Sadler	Administrative Assistant, Superintendent
Tammy Sadler	Director/Transportation
Lisa Spencer	Instructional Management Coordinator
Kaila Williams	Human Resources Specialist
Kaila Williams	Licensure Specialist
Kaila Williams	Benefits
Kaila Williams	Payroll Specialist

Hyde County Board of Education

Superintendent
Stephen G. Basnight, III

Directs and provides supervision to all aspects of the finance department and performs other

School Administrators

Finance Officer
Kenneth Chilcoat

Exceptional Children/Federal Programs
Karen Hutson

Student Support Services & Grants
Nancy Leach

Instructional Programs & Assessments
Thomas Dale Cole

Administrative Assistant / Transportation
Tammy Sadler

Technology
Shelby Gibbs

Human Resource Specialist
Kaila Williams

Child Nutrition
Mamie Brimmage

Maintenance
Paul O'Neal

Directs services for identified EC Students, Three year old Program and Pre School Transition Coordinator, AIG, Federal Grants, CECAS Data Manager, Compliance Specialist, LEA contact for Head Start & other special programs as assigned by the Superintendent

Directs services for NCPK, Three year old Program, JCPC, CFST, Special grants, Alternative Learning Programs and other programs as assigned by the Superintendent.

Directs and provides supervision for all areas of Instructional Programs. Administers the accountability and testing program and other programs assigned by the Superintendent.

Directs and provides supervision to the student transportation department, administers requests for use of all division owned vehicles assigns drivers for special events, and other duties as assigned by the Superintendent

Directs and provides supervision to all areas of technology and the Division's communication system, works with the Finance Department in completing special applications for reimbursement for technology

Coordinates services for classified personnel and provides oversight for general human resources support for classified and licensed personnel, licensure, employee benefits and performs other duties as assigned by the Superintendent.

Directs and provides supervision to all components of the child nutrition department and other duties assigned by the Superintendent

Coordinates and provides supervision for all areas of maintenance and performs other duties assigned by the Superintendent.

Directory

Hyde County Board of Education

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Swan Quarter, NC 27885
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Fax: 252-926-3083 (Superintendent's Office)

Mattamuskeet Library

20418 US 264
Swan Quarter, NC 27885
Ph: 252-926-0310
Fax: 252-926-0311

Mattamuskeet Elementary School

60 Juniper Bay Rd
Swan Quarter, NC 27885
Ph: 252-926-0240
Fax: 252-926-0243

Mattamuskeet Early College High School

20392 US 264
Swan Quarter, NC 27885
Ph: 252-926-0221
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Ocracoke School

120 School House Rd.
PO Box 189
Ocracoke, NC 27960
Ph: 252-928-3251
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Hyde County Public Schools Core Beliefs

- ❖ We believe that all students should be provided opportunities to learn using the best resources and most current technology.
- ❖ We believe that all students can and will learn when taught by caring, highly qualified teachers in a safe and secure learning environment where respect and dignity are the foundation of their relationships with one another.
- ❖ We believe that education is an equally shared responsibility between the school, students, parents, community and supportive board of education.
- ❖ We believe that all avenues of funding must be pursued in order to provide a well-rounded education for all students in academics, technology, athletics, healthy and socially acceptable behaviors, and the arts.
- ❖ We believe that opportunities must be provided for all students to develop 21st Century skills in order to be a productive citizen capable of adapting to the inevitability of change and pursuing one's fullest potential.

Hyde County Public Schools

VISION

The vision of Hyde County Public Schools is to be a school district of excellence that graduates all students with the skills to be competitive in a global society.

MISSION

The mission of Hyde County Public Schools is to be accountable to all stakeholders and provide the personnel and resources needed for all students to be productive members of society.

GOALS

- ❖ **Goal I: All students will perform at or above grade level.**
- ❖ **Goal II: Achievement gaps among all student groups will be eliminated.**
- ❖ **Goal III: All students will graduate ready for college or with the skills to enter a career in order to be competitive in a global society.**
- ❖ **Goal IV: To provide opportunities for community engagement in improving the education for all students.**
- ❖ **Goal V: To provide opportunities for identified staff to acquire the administrative license.**

TABLE OF CONTENTS

Staffing Our Schools	7
- Allotments	
Getting Started	8
- Sign-up Procedures	
- Work Week	
Promotions/Transfers/Resignations/Dismissals	9
- Promotions/Transfers	
- Resignations	
- Reduction in Force (RIF)	
- Dismissal	
- Performance Evaluation	
Personnel Records and Information	11
- Personnel Records	
- Updating Personal Information	
Teacher Contracts	12
- Probationary Teachers	
- Career Teachers	
Salary Determination	13
Licensed Personnel	
- Raise for Higher Level License	
- Supplements	
Classified Personnel	
- Beginning Salaries	
- Salary Increases	
- Overtime	
Licensed and Classified Personnel	
- Longevity	
- Payday	
- Deductions	
- Direct Deposit	

Your Professional Educator's License

16

- Superintendent's Copy
- License Renewal
- Procedure for Receiving Renewal Credit & Submitting CEUs
- College/University Courses
- Activities Approved by DPI
- Conferences/Conventions/Seminars
 - Not Approved by DPI
- Locally Planned Workshops
- Tracking Renewal Progress
- Provisional License
- Technology Credit & Reading Methods Renewal Requirement
- Experience Credit
- Beginning Teacher Program (BT)

Professional Development

20

School Level

A Look at Employee Leave Benefits

21

- Holidays
- Vacation (Annual Leave)
- Sick Leave
- Maternity Leave
- Twenty-Day Extended Sick Leave
- Leave of Absence
- Family Medical Leave Act of 1993 (FMLA)
- Parental Involvement Leave
- Personal Leave
- Voluntary Shared Leave
- Professional Leave
- Jury Duty
- Court Attendance
- Military Leave

Insurance Benefits	26
- Health Insurance	
- Dental Insurance	
- Unemployment Insurance	
- Group Term Life Insurance	
- Disability Income	
- Workers' Compensation	
Retirement Benefits	28
- Retirement	
- Death Benefit	
- Social Security	
Other Benefits	29
- Flexible Benefits	
- Credit Union	
- Deferred Compensation Plans	
Policy Highlights	30
- Policy Manual	
-Staff Responsibilities	
- Employee Grievances	
- Schools and the Community	
- Solicitations on Behalf of the Schools	
- Reporting Child Abuse	
- Observance of Copyright Regulations	
- Tobacco-free Environment	
- Drug-free Workplace Environment	
- Acceptable Use of Electronic Resources	
- Testing	
- Prohibition Against Discrimination, Harassment and Bullying	
- Equal Educational Opportunities	
- Communicable Disease or Conditions	
- Bloodborne Pathogens	
- Faculty/Employee Dress	

Appendix

31

- Procedure for Inclement Weather	#1
-Digital Format on Website	
- Staff Development Request/Approval Form	#2
-Digital Format on Website	
- Resignation Form	#3
-Digital Format on Website	
- Leave Request Form	#4
-Digital Format on Website	
- Grievance Form	#5
-Digital Format on Website	
- Code of Ethics for NC Educators	#6
-NC Professional Teaching Standards	#7
-Procedure for Entering CEUs in the Employee Portal	#8
-Administrator Digital Learning Competencies	#9
-Teacher Digital Learning Competencies	#10

Staffing Our Schools

Hyde County School employees are divided into two categories: classified and licensed. Licensed positions include teachers, counselors, media coordinators, principals, assistant principals, psychologists, central office administrators, and other positions requiring licensure by the Department of Public Instruction. Classified positions include clerical personnel, teacher assistants, custodians, child nutrition workers, transportation workers, maintenance workers, bus drivers and any other positions not requiring licensure by the Department of Public Instruction.

✓ Allotments

Allotments of licensed personnel within the school system are determined largely by student enrollment, state regulations, and budget constraints. At present, Hyde County Public Schools allots regular classroom teachers at a rate of 1 to 21 as an average maximum and 1 to 24 as a daily class size match in Kindergarten – 3. There is no class size cap in grades 4-13.

Licensed personnel are assigned by the Superintendent to the respective schools, and every effort is made to assign personnel according to the principal's request and the individual's preference. It is the principal's responsibility to make assignment to grade and subject areas.

Application screening, interview screening, and interviews by principals and appropriate supervisors are conducted to assure selection of the best candidates for positions available in our school system, and in accordance with all state and federal laws and regulations.

Getting Started

✓ Sign-Up Procedures

Sign-up procedures have been established to help new employees complete the necessary forms and gain needed employment information. The following items are covered at the sign-up appointment:

- General employment information and benefits,
- Salary and pay periods,
- Tax, immigration (I-9),
- Retirement, insurance, and health forms.

An employee will not receive a paycheck unless he or she has completed the sign-up process and all necessary forms, excluding the health certificate. Health certificates **must** be on file before a second paycheck can be issued.

✓ Work Week

Conformity to a defined minimum schedule is required of all licensed personnel. Administrative meetings, curriculum development, pupil supervision, assigned duties, parent conferences, group or individual planning, and extracurricular activities may require hours beyond the minimum. The workday schedule is posted in each school.

The workweek for classified employees is Monday through Friday. Certain emergency situations may call for a change in the work schedule. The hours of the workday vary with position and employee based upon the school hours and the demands of certain jobs. Employees are scheduled to work no more than 40 hours per week. (See the appendix for the operational procedures for school dismissals, early closings, and delayed openings.)

Emergency closing announcements can be found on:

WITN Channel 7
WNCT Channel 9
WCTI Channel 12
WCMS 94.5 FM
Beach 104.1 FM
KISS 101.9 FM
V 103.3
Bob 93.3
WHYC 88.5 FM
Dixie 105.7

Employees and Parents are also notified by Connect ED

***If you have a change in phone number please notify your school secretary and HR**

Announcements for school delays/closings are typically made by 6:00 a.m.

Promotions/Transfers/Resignations/Dismissals

✓ Promotions/Transfers

An employee interested in a promotion or transfer should submit, to the Human Resource Department, the request by checking the appropriate box on the “Employee Intent Form” that is completed in late winter/early spring. The request for a transfer will be considered when appropriate vacancies occur.

The Superintendent or designee may initiate transfers in instances where the best interests of students, employees, and/or the school system dictate the transfer.

Employees in a classroom setting are not transferred during the school year except for unusual circumstances. Policies governing transfers can be found in the Hyde County Board of Education Policy Manual.

Reference: Policy 7440, Assignments/Reassignments/Transfers

✓ Resignations

Classified:

A 30-day notice is preferred for all classified resignations.

Employees who wish to resign should:

1. Discuss resignation with immediate supervisor.
2. Complete a “Resignation Form” or submit a letter of resignation.
3. Give the immediate supervisor the completed paperwork.

Licensed:

All licensed employees are required to give a 30-day notice of resignation.

A licensed employee, who finds it necessary to resign, should contact his/her principal and complete a “Resignation Form.” A letter of resignation may be attached. No teacher may resign without the consent of the Hyde County Board of Education except upon a 30 day notice. Giving notice of resignation fewer than 30 days prior to the beginning of the school year constitutes grounds for revocation (at the discretion of the State Board of Education) of the teacher’s license for the remainder of that school year.

Contracted:

All contract employees must adhere to the conditions for resignation as stated in the contract.

Once a resignation is accepted by the Superintendent or Board of Education, the resignation is final and cannot be rescinded, except by request for rescission and approval by the Superintendent or Board of Education in their discretion.

Reference: Policy 7900, Resignation; Policy 7910, Retirement

✓ Reduction in Force (RIF)

Should a Reduction in Force (RIF) become necessary, employees will be informed in advance. In recommending to the Board the employees to be included in a reduction in force, the Superintendent shall consider the following factors (**not in priority order**):

1. performance ratings;
2. areas of licensure;
3. highly qualified;
4. program enrollment
5. service in extra duty positions and ability to fill such positions;
6. length of service, with higher priority given to service in this school system; and
7. degree level

Reference: Policy 7920, Professional Personnel Reduction in Force; Policy 7921, Classified Personnel Reduction

✓ **Dismissal**

Details on employee dismissal can be found in the Hyde County Board of Education Policy Manual. Termination of teachers and principals will be handled according to G.S. 115C-325.

Reference: Policy 7930, Professional Employees: Demotion and Dismissal; Policy 7940, Classified Personnel: Suspension and Dismissal

✓ **Performance Evaluation**

Licensed Employees: Each licensed employee is evaluated using the performance appraisal instrument adopted by the Hyde County Board of Education and/or the Department of Public Instruction.

The principal/supervisor may require an Action Plan whenever an individual's performance indicates that corrective action is needed to avoid a "below standard" or less than "proficient" rating, unless the employee is recommended for dismissal or demotion.

Classified Employees: Employees are evaluated at least once annually.

Evaluations are conducted by the immediate supervisor with copies available for the employee and supervisor. A copy is kept in the employee's personnel file at the central office.

Reference: Policy 7810, Evaluation of Licensed Employees; Policy 7815, Evaluation of Non-Licensed Employees

Personnel Records and Information

✓ **Personnel Records**

All employees have a personnel file in the central office. Whenever any complaint, commendation, or suggestion is placed in the personnel file, the employee will be notified in writing. The following have access to personnel files: superintendent, immediate supervisor, appropriate director or coordinator, employees in the Human Resources Department, and Board of Education members, if access relates to specific duties of the Board member.

An employee may review his/her personnel record during regular office hours with a member of the Human Resources Department present, provided that three days' notice is given to the Human Resource Department. Pre-employment records are not available to the employee. (Additional details concerning personnel files can be found in section 115C-325(b) of the North Carolina General Statutes).

Reference: Policy 7820, Personnel Files

✓ **Updating Personal Information**

If your name or address changes for any reason, please notify the Human Resources Department.

IMPORTANT: The name on your records should agree with the name on your Social Security card.

Name changes must be reflected on the teaching license. A form for this purpose may be obtained from the Licensure Specialist in Central Office.

Beneficiaries of your retirement account may be changed at any time by completing Form 2RC Designating Beneficiary(ies) for Retirement System Return of Contributions and/or Form 2DB Designating Beneficiary(ies) for the Death Benefit. This form should be completed at the Human Resource Specialist's office at Central Office since duplicate copies and notarizing are required. To assign someone as a beneficiary, you will need his/her name, address, and date of birth.

Each spring, the State Retirement System provides all members with a report of their retirement contributions and years of service. If you have questions about the figures on this report, you should contact the Retirement System at the address on their form.

North Carolina (NC-4) and Federal (W-4) tax forms may be changed at any time by submitting the request through the employee portal.

If you would like to update any other personal information, please contact the Human Resource Specialist at Central Office.

Teacher Contracts

Teachers are currently categorized as “probationary” or “career.”

✓ Probationary Teachers

Probationary teachers are those who did not obtain career status in the Hyde County Schools prior to the 2013-14 school year. Their contracts are for one year only, and those contracts can either be renewed or expire at the end of that one year.

✓ Career Teachers

Career teachers are those who have obtained career status (tenure) in the Hyde County Schools, prior to the 2013-14 school year, as provided in the North Carolina General Statutes.

More details on teacher contracts can be found in the Hyde County Board of Education Policy Manual.

Reference: Career Status: N.C. Gen. Stat. §115C-325, -325.3.

Effective July 1, 2018

- Teachers with less than three (3) years in the LEA are only eligible to receive a one (1) Year contract.
- Teachers with at least three (3) years in the LEA can receive employment contracts for terms of one (1), two (2), or four (4) year.

Salary Determination

Licensed Personnel

Salaries of licensed personnel are determined by the State Salary Schedule and any legislative action pertaining to its implementation. Teachers (including counselors, media specialists, and school psychologists) are placed on the salary schedule according to the level of license and experience showing on the license. Principals and assistant principals have separate salary schedules, which are experience based.

✓ Pay Adjustment For Higher Level License

When a teacher earns a higher level of licensure, a new salary is determined by the level of license and years of experience.

Pay raises for higher-level licenses are effective with the pay period which begins in the same month as the effective date on the certificate.

Teachers holding a teaching or student service area beyond the master's, sixth-year, or doctoral level qualify for placement on the salary schedule at the highest level held. This rule applies for teaching assignments only. (Exception: Licensure at the master's level in JROTC and certain vocational areas which are not based on the completion of approved education programs do not qualify.)

Notwithstanding the above, pursuant to 2013 legislation, no teachers or instructional support personnel, except for certified school nurses and instructional support personnel in positions for which a master's degree is required for licensure, shall be paid on the master's level salary schedule or receive a salary supplement for academic preparation at the six-year degree level or at the doctoral degree level for the 2014-15 school year, unless they were paid on that salary schedule or received that salary supplement prior to the 2014-15 school year.

✓ Supplements

A local supplement is paid to all teachers in June. Also, extracurricular activities such as coaching duties are supplemented locally. Coaching supplements are paid at the end of each sporting season.

Classified Personnel

✓ Beginning Salaries

Beginning salaries for classified employees in the Hyde County Public Schools system are based on State Salary Schedules. Experience credit is given to employees coming to the system with previous North Carolina school system experience in similar jobs. Outside experience is granted on a two for one basis.

Licensed and Classified Personnel

✓ Salary Increases

Each year the North Carolina General Assembly acts to determine the salary of state employees. Legislators may decide to grant pay-level increases, percentage increases, a combination of the two, or no increase at all. As a general rule, salary increases based on legislative decisions are effective July 1st of each year.

✓ Overtime

Overtime (time and a half pay or time and a half away from work) is due any classified employee working over 40 hours a week. The school system does not allow overtime unless the supervisor gives special advance permission in writing. Compensatory time is to be coordinated with the immediate supervisor or principal of the school.

Classified employees shall submit and certify monthly timesheets reflecting daily work hours.

✓ Longevity

Longevity is paid to permanent, full-time or part-time employees (excluding teachers and instructional support) who have completed ten years of qualifying North Carolina service. This annual payment is a percentage of the yearly base salary, and the percentage increases as years of state service increase. Longevity payments are paid during the pay period following a person's anniversary date. The chart below shows the longevity pay rates:

<u>Years of State Service</u>	<u>Longevity Pay Rate*</u>
10 but less than 15 years	1.50%
15 but less than 20 years	2.25%
20 but less than 25 years	3.25%
25 or more years	4.50%

* The only exception to the above is if the employee has a fraction of a year remaining toward the next higher percentage rate and is separating from a school unit, the payment would be based on the higher rate. For example, if a teacher separates from a school unit and has nineteen (19) years and four (4) months of service, the payment rate would be 3.25% rather than 2.25%. This exception applies only when the employee already has more than ten (10) years of service.

✓ Payday

- Ten-month employees and substitute teachers are paid monthly on the last workday of a calendar month.
- Eleven- and twelve-month employees are paid on the last workday of a calendar month.
- Cafeteria employees, bus drivers, and classified substitutes (custodians, cafeteria workers, and teacher assistants) receive their checks on the last workday of a calendar month.
- Overtime checks, checks for hourly paid employees, and longevity checks are released on the last workday of the calendar month.
- If the end of month falls on the weekend, checks will be released on Friday.

Exception: All employees will be paid in June at the end of finance close out date and in November and December on the last workday before the holiday break.

Only ten-month employees can select the 12-month pay option. This must be done prior to the beginning of school. Individuals who select the 12-month option should examine their August check stubs to verify that they are being paid accordingly. (A “Y” in the column called “Escrow” indicates 12-month option.) An individual on 12-month option whose payroll status changes during the school year will be taken off 12-month option.

Vouchers for coaching and other extracurricular activities will be paid on regular teacher paydays.

All pay for periods worked are deposited directly into the account of the employee or as otherwise approved by the finance department.

Salary schedules are available in the secretary’s office at the schools and in the Finance Department.

✓ **Deductions**

The finance department will deduct from each employee’s check the mandatory deductions for federal and state withholding taxes, social security, and retirement. Other mandatory deductions are tax levies, child support, alimony, bankruptcy, and NC Teacher Assistance Authority payments.

Deductions for voluntary contributions (insurance premiums, tax-sheltered annuities, cafeteria benefits, State Employees Credit Union, etc.) are made as authorized by the employee.

Reference: Policy 7620 Payroll Deductions

✓ **Direct Deposit**

Direct Deposit is mandatory per Board action.

Reference: Policy 7605/8610, Payroll.

Your Professional Educator's License

✓ Superintendent's Copy

By law, a copy of your Professional Educator's license must be on file with the employing school system.

✓ License Renewal

There are new licensure renewal requirements:

K-5 Licensure Area- 8 CEUs (3 Subject Area, 3 Literacy, & 2 Digital Learning Competencies)

6-12 Licensure Area- 8 CEUs (3 Subject Area, 2 Digital Learning Competencies & 3 General)

Student Services Personnel- 8 CEUs (3 Professional Discipline Area, 2 Digital Learning Competencies & 3 General)

Administrators- 8 CEUs (3 Executive's Role, 2 Digital Learning Competencies & 3 General)

All continuing licenses have a 5-year renewal cycle during which they must be renewed with 8 units. Licenses are always dated to expire on **June 30th**, and the renewal credit **MUST** be completed by that date. Credit may not be carried from one renewal cycle to the next. Course work may not be repeated within the 5-year cycle and duplications will not be allowed.

Credit must be directly applicable to the license field(s), professional responsibilities, and/or educational goals of the individual, or be directly applicable to school system needs. Renewal credit may be earned in the following ways:

1. College/University Courses - Courses may be at graduate or undergraduate level and may be taken through any accredited college or university, including technical and community colleges. For these courses, 1.5 renewal credits will be awarded for each semester hour and 1.0 renewal credits for each quarter hour. A course which is audited (not taken for college credit) may not be used for renewal credit. Up to 10 semester hours, which equates to 15 units, may be recorded for licensure renewal.
2. Local Courses or Workshops – sponsored by Hyde County Public Schools.
3. Other Activities - Renewal credit may be awarded for other activities if credit has been established by an entity empowered to determine credit (workshops set up by State Department of Public Instruction; independent study activities; or conferences/seminars set up to award CEUs). Generally speaking, 1.0 renewal credit is awarded for each 10 clock hours.
4. NBPTS – Upon the certification of NBPTS the employee must submit a copy of their letter of notification to the HR Department. Teachers completing the National Board Certification process may earn all 8 credits for completion of the process and certification. Those who are in the ten year national board renewal cycle may earn two credits.

✓ Procedure For Receiving Renewal Credit & Submitting CEUs

To receive renewal credit for any activity, participants must enter all documentation electronically into the CEU section of the Employee Portal. See appendix 8 for procedures.

Outlined below are procedures to follow for various types of staff development activities.

College/University Courses

1. Courses carrying credit in semester hours, quarter hours, or CEUs may be used for renewal if they are related to one's license areas or professional growth.
2. It is necessary to complete a prior approval form, but the school system reserves the right to deny credit for course work not deemed appropriate. Across the top of the prior approval form, please write "For Credit Only".
3. When you complete the course, attach the ORIGINAL (not a copy) grade report and/or transcript and submit to the Licensure Specialist. We will record up to 10 semester hours, which equals 15.0 units, per 5-year period.

Institutes/Seminars/Workshops NOT Approved by DPI or Other Certifying Entity

1. Prior approval is **required**. Before attending, follow the procedure below:
 - A. Complete the prior approval form and submit it with a brochure/flier detailing the event. Get the approval of your principal and then submit to the Staff Development Director before the event.
 - B. The request will be approved or denied and your copy of the prior approval form will be returned to you.
 - C. When the Institute/Seminar/Workshop is concluded, follow the steps to enter CEUs as outlined in Appendix 8. You may submit proof of participation at any time; however, all verification must be submitted before the end of the current academic year.

Locally Planned Workshops and Professional Development

1. When you complete a workshop, a Hyde County Public Schools Certificate of Credit will be issued.
2. Submit the form electronically by uploading all documents into the CEU section in the Employee Portal. See appendix 8 for directions.

The School System reserves the right to deny credit for any activity not deemed appropriate or not having sufficient documentation of completion.

✓ **Tracking Renewal Progress**

It is the employees' responsibility to monitor and satisfy all requirements for license renewal.

Once you have completed requirements for renewal, you need not do anything else. The Human Resources Department will process the necessary paperwork, and a copy of your new license will be forwarded to your email electronically.

Keeping careful records of your renewal activities will enable you to know your renewal status.

You can check your records by logging into the Employee Portal and accessing the CEU section in the Employee Portal. See Appendix 8 for procedures.

✓ **Provisional Licenses**

Law requires teachers to be licensed for **all** classes they teach. If you are assigned out of field, a provisional license will be necessary. Provisional licenses are issued for one year at a time. They are dated to expire June 30; however, holders of provisional licenses are allowed through July 30 as a "grace" period to complete the six semester hours required to extend the license for another year.

✓ **Beginning Teacher Program (BT)**

Teachers who hold initial licenses are assigned a mentor/support team to provide guidance and help during the transition into the profession. Observations and evaluations are conducted on a specified schedule during the three-year period of licensure.

Beginning Teachers (BTs) are expected to submit Interim Requirements adopted by the State Board of Education (SBE) to the Department of Public Instruction by June 16th of the second year of employment. The Interim Requirements are:

- Individual Growth Plan for the current school year
- 4 observations and 1 summative
- Documentation of professional development from the current school year
- Documentation of beginning teacher/mentor meetings for the current school year

There is not a pass/fail score; however, there is state level review of the Interim Requirements. The review will tell if:

- Professional development is tied to the IGP, INTASC Standards and it is individualized.
- Mentors are meeting regularly with ILTs.
- Observations are timely and if feedback is given.
- Information on the FODA is reflected on the Summative.

The Beginning Teacher (BT) does not participate in a five-year renewal cycle until the completion of the probationary period. However, BTs must attend staff development workshops/activities to meet the Interim Requirements to clear initial license status. Beginning with the teacher's fourth year of employment or after successful completion of a Beginning Teacher period, a five-year renewal cycle will begin.

Professional Development

Hyde County Public Schools organizational system is supportive of school improvement and professional development. Comprehensive and ongoing professional development programs focus on the school's goals for improvement as found in the School Improvement Plan for each school. The priorities for the design of professional development programs are based on a careful analysis of student performance data and the school's goals for improving student learning. Professional development activities are aligned with the specific goals and instructional programs of the school and promote a focus on student learning. Our goal is to provide a culture of continuous improvement and learning in the Hyde County Public Schools.

School based staff development programs share the following components:

- The school's professional development program helps administrators and teachers attain and develop the content knowledge and pedagogical skills necessary to design and deliver high quality curriculum.
- The school's professional development program prepares teachers to use research based teaching strategies to support students' achievement of the essential knowledge and skills for their learning.
- The school's professional development program assists administrators and teachers in using strategies that demonstrate high expectations for all students and the belief that all students can learn.
- The school's professional development program facilitates the development and implementation of school and classroom-based management to maximize student learning and to provide a safe and orderly environment for learning.
- The school's professional development program addresses diversity by providing awareness and training related to the knowledge, skills, and behaviors needed to ensure that an equitable and quality education is provided to all students.

Employee Benefits

Leave Benefits

✓ Holidays

Permanent public school employees receive pay for the same number of legal holidays occurring within the period of employment as those designated by the State Personnel Commission for State employees. Permanent part-time employees are entitled to paid holidays on a pro rate basis. Paid holidays are granted only to employees who are in pay status through the day on which the holiday is scheduled, or in pay status for ½ or more of the workdays in the month.

✓ Vacation (Annual Leave)

Permanent school employees working at least half-time earn vacation leave at the same rate as that provided to state employees. Part-time permanent employees working half-time or more earn leave on a pro rata basis equated to their percentage of employment. State regulations and local school system policies govern when vacation leave may be taken. Ten annual leave days are built into the school calendar for 10-month employees.

- Unused vacation leave may be accumulated and on June 30, a maximum of 30 days may be carried to the next fiscal year. Days over 30 will be converted to sick leave.
- Vacation leave will be transferred when a school employee transfers to another school system, and it may be transferred to a state agency if the agency is willing to accept the leave. Otherwise, the employee leaving the public schools will be paid for up to 30 days accumulated leave.
- In case of death, the employee's estate will receive payment for any accumulated leave.
- The chart below shows the number of days of vacation earned each month **based on years of state service.**

<u>When You Have Worked</u>	<u>You Are Granted</u>
Years of State Service	Monthly Full-Time Accrual Rate
Less than 5 years	1.17
5 but less than 10 years	1.42
10 but less than 15 years	1.67
15 but less than 20 years	1.92
20 years or more	2.17

✓ **Sick Leave**

Sick leave may be used for:

- a) Any actual period of temporary disability caused by or contributed to by personal illness or injury, which prevents an employee from performing his or her usual duties. Sick leave due to pregnancy, miscarriage, abortion, childbirth, or postnatal recovery must be treated in the same manner as any other temporary disability. Sick leave may be used during the 60-day waiting period for short-term disability or in lieu of short-term disability benefits. Sick leave may also be used in lieu of workers' compensation to maintain 100% salary (see Section 9.2 of the Employee Salary and Benefits Manual).
- b) Up to 30 days of earned sick leave may also be used to care for a child placed with an employee for adoption. (These days should be consecutive and within the first 12 months following the adoption, unless otherwise agreed upon between the employee and the LEA administration.)
- c) Medical appointments of the employee.
- d) Illness in the immediate family (see Section 1.1.2) and medical appointments related to the illness that necessitates the employee's attendance.
- e) Death in the immediate family (see Section 1.1.12).
- f) A medical note will be required for an absence period of 5 days or longer or otherwise as requested by the employee's supervisor.

✓ **Maternity Leave**

Hyde County Public Schools adheres to the Family Medical Leave Act of 1993 (FMLA). FMLA allows eligible employees to take up to 12 weeks of leave time to care for a newborn or adopted child within the first year of life or placement in the home. To qualify for FMLA, the employee must have worked with Hyde County Public Schools for at least 1250 hours the preceding 12 month period. During the 12 weeks, an employee will continue to have insurance coverage paid by the employer (employee only coverage-dependent coverage will still be maintained by the employee) and the employee will have job security. Forms to complete for maternity leave can be obtained from the school secretary. If you have questions, contact the Human Resource Specialist.

Regardless of the amount of leave you have accumulated, six weeks after delivery is the time frame allowed for maternity leave. Eight weeks after delivery will be allowed for C-sections. Any additional time requested will require a doctor's statement.

You should notify the Human Resources Department approximately 30 days prior to the projected leave date.

✓ **Twenty-Day Extended Sick Leave**

The teaching staff in the public schools is provided 20 days each year of additional sick leave, less \$50 daily deduction pay, for personal illness. This extended sick leave can be used when the teacher exhausts all accumulated sick leave. Extended sick leave cannot be accumulated. **Important:** A teacher on leave when the school year begins is not eligible for the 20 days of extended sick leave. (See 4.2.2.)

✓ **Leave of Absence (Family, Medical, or Educational)**

A public school employee, male or female, may be granted a leave of absence without pay for up to one calendar year for the birth or adoption of a child. Teachers may also use accumulated annual leave or personal leave to care for a newborn or a child placed through adoption or foster care during the first 12 months following the arrival of the new child.

Employees may be granted a medical or educational leave of absence without pay for periods determined by the local administrative unit. This leave should be requested in advance. For information on applying for a leave of absence, contact the Benefits Specialist.

✓ **Family Medical Leave Act of 1993 (FMLA)**

The Family and Medical Leave Act of 1993 (FMLA) allows eligible employees to take 12 workweeks of unpaid, job-protected leave for their own serious medical condition or that of an immediate family member. In addition the FMLA allows eligible employees to take the same job-protected leave for the birth of a child or the placement of a child with the employee through adoption or foster care. Employers must maintain any employer-paid health benefits while the employee is on the FMLA leave.

To be eligible for FMLA benefits, an employee must be employed by the employer for at least 12-months (not necessarily consecutive), and work at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave. Employees wishing more information should contact the Human Resource Specialist.

✓ **Parental Involvement Leave**

Four hours of leave per year will be granted to any full-time employee who is a parent, guardian, or person standing in loco parentis of a school-age child in order that the employee may attend or otherwise be involved in that child's school. Part-time employees, four or more hours per day, will receive leave on a pro rata basis. (For details about parental involvement leave, consult the policy manual or the Benefits Specialist.)

✓ Personal Leave

Teachers, excluding Counselors, Media Coordinators and Teachers who do not require a substitute, receive a .2 of a day of personal leave for each month of employment with a \$50/day deduction from their salary for the cost of a substitute. A maximum of seven days may be accumulated and may be transferred between school systems. Personal leave is not allowed on the first day of school or the day before or after a holiday or scheduled vacation day. On June 30th days over 5 will be converted to sick leave.

Please note that reason “36” is not promised from the legislature after the 08/09 school year. Personal leave can only be used in half or whole day increments.

“06” - is personal leave with \$50 deduction when a non-certified sub is used

“16” - is personal leave with \$50 deduction when a certified sub is used

“26” - No \$50 deduction – **can only be used on non-protected workdays** – no limit if the employee has the PL balance

“26” - No \$50 deduction – **can be used up to one day, for a total of one time ONLY during the school year** – to be used on a student day **or** a protected workday.

✓ VOLUNTARY SHARED LEAVE

The purpose of voluntary shared leave is to provide economic relief for employees who are likely to suffer financial hardship because of a prolonged absence or frequent short-term absences caused by a serious medical condition.

Only full-time and part-time permanent employees who have exhausted all available accumulated paid leave (sick leave, annual vacation leave, and bonus leave, if applicable) are eligible to receive donated leave. An employee need not exhaust personal leave and the 20 days of extended sick leave to be eligible for voluntary shared leave. Only employees in permanent (leave earning) status can participate in the voluntary shared leave program.

An employee who is receiving benefits or is eligible to receive benefits from the Disability Income Plan is not eligible to receive donated leave. Voluntary shared leave may be used only during the required waiting period.

The voluntary shared leave committee/review board shall approve or deny all requests for receipt of donated leave.

Application for Voluntary Shared Leave

An employee who, due to a serious medical condition of self or of his or her immediate family (see Section 1.1.12), faces prolonged or frequent absences from work may apply to the superintendent of the LEA for donated leave. Application may also be made by a third person acting on the employee’s behalf, if the employee is unable to make application.

An employee may make application for shared leave at such time as medical evidence is available to support the need for leave beyond the employee’s available accumulated leave.

The following items must be included in the application:

- a) A doctor’s statement, and

- b) An authorization for release of medical information signed by the person who is suffering the medical condition (or parent or guardian of a minor). This release may also be signed by any legally authorized party.

✓ **Professional Leave**

Professional leave may be granted to public school employees who have professional responsibilities or who need to attend professional meetings or staff development activities. Professional leave must be approved in advance by the principal/supervisor.

✓ **Jury Duty**

When a permanent employee is absent to serve on a jury, no deduction is made from the regular salary. The employee is entitled to regular compensation plus any compensation awarded for serving on jury duty.

✓ **Court Attendance**

- (a) **Attendance by duty or subpoena:** Full-time or part-time public school employees retain full salary for absences from school due to court attendance related to their official duty. The employee also will receive full salary when subpoenaed, except as noted in section (b). Out-of-state subpoenas are not binding on North Carolina residents, unless that and state North Carolina have an interstate subpoena agreement.

Any fees except travel reimbursement received by a school employee serving in an official capacity as a witness shall be returned to the employing school administrative unit to be credited to the same fund from which the employee is paid.

Substitutes employed for these absences shall be paid from the same source of funds as the employee's salary (local, federal, or state).

- (b) **Attendance for personal reasons:** Full-time or part-time public school employees who are absent for appearance in court as plaintiffs, defendants, or witnesses for personal matters, even if subpoenaed, shall not be entitled to receive any salary payment for these days, unless they are using appropriate, approved earned leave. (NOTE: School personnel who are responding to subpoenas for civic responsibilities, such as a witness to a crime, are eligible for paid court attendance leave.)

✓ **Military Leave**

Leave with pay is granted to members of reserve components of the U.S. Armed Forces for certain periods of active duty training and for state military duty. Leave with pay is extended to full- or part-time permanent school employees, normally not to exceed 96 hours (15 days) each calendar year for annual training and military maneuvers. Military leave without pay can be granted for one enlistment period of active service.

Reference: Policy 7510, Leave; Policy 7520, Family and Medical Leave; Policy 7530, Military Leave; Policy 7540, Voluntary Shared Leave.

Insurance Benefits

✓ Health Insurance

Hyde County School employees have the North Carolina State Health Plan. Hyde County Public Schools pays for individual coverage for full-time employees wishing to enroll in the 70/30 Plan and pay towards the 80/20 plan for employees through North Carolina State Health Plan. Coverage for dependents, the 80/20 coverage, and part-time employees may be added at the employee's expense through payroll deduction. Beginning January 1, 2014 employees have the option of choosing the new CDHP (Consumer-Directed Health Plan).

Employees who work at least 11 of the workdays in the pay period in which they are terminated will have their coverage continued for one calendar month after the month in which they are terminated. If they work less than 11 workdays, their coverage will end on the last day of the month during which termination occurs.

Employees on approved leave of absence may continue their health insurance by paying the entire premium to Hyde County Public Schools by the 1st of each month.

✓ Dental Insurance

Dental insurance is provided for all permanent full-time and part-time employees. The employee must pay the full amount of the premium for this coverage. Eligible employees may also insure their dependents. Dental insurance must be applied for within 30 days of employment (or during annual enrollment).

Questions concerning health and dental insurance should be directed to the Benefits Specialist at Central Office.

✓ Unemployment Insurance

School employees are entitled to unemployment insurance. Eligibility is determined individually, and benefit amounts are based on a percentage of a person's earnings, up to the allowable limit.

✓ Disability Income

A comprehensive short-term and long-term disability income plan is provided at the employer's expense for permanent employees who are members of the Teachers' and State Employees' Retirement System and who meet certain state service requirements. For more information, contact the HR Specialist.

✓ Worker's Compensation

All public school employees are entitled to receive workers' compensation under the North Carolina Workers' Compensation Act. Employees must have suffered an accidental injury or contracted an occupational disease in the course of employment to be eligible for medical payments, compensation for lost salary, or death benefits under this program.

When an accident occurs, school employees are responsible for notifying his/her principal immediately. Employees at the central office, transportation, and maintenance services should notify their immediate supervisor. The principal/supervisor is responsible for completing the Report of Injury Form 19, to file a workers' compensation claim. The completed form is then forwarded to the Worker's Compensation Specialist located at the Central Office.

Individuals on workers' compensation continue to earn sick leave and annual leave and can buy retirement time. However, an individual cannot earn teaching experience while on workers' compensation.

Retirement Benefits

✓ Retirement

Permanent full-time employees are covered by the North Carolina Teachers' and State Employees' Retirement System. For more information, check out this web address: <https://www.nctreasurer.com/Retirement-And-Savings>

Service Retirement eligibility (Unreduced Benefits)

- 30 years of creditable service at any age
- Age 65 with 5 years of membership service
- Age 60 with 25 years of creditable service

Early Retirement Eligibility (Reduced Benefits)

- Age 60 with 5 years of membership service
- Age 50 with 20 years of creditable service

Eligibility for Retiree Health Coverage (Non-contributory Plan (70/30 Plan))

Hired prior to October 1, 2006

5+ years of service: you pay 0%

Hired on or after October 1, 2006

5+ < 10 years of service: you pay 100%

10+ < 20 years of service: you pay 50%

20 years of service: you pay 0%

- When an employee resigns or is terminated, the accumulated EMPLOYEE contributions, plus any interest earned, may be withdrawn with a penalty. Members with five or more years of service may leave contributions in the retirement system and receive future retirement benefits.

For additional information on retirement records/change of beneficiary, see section on "Updating Personal Information."

✓ Death Benefit

After one year of membership in the retirement system, employees are automatically covered by a death benefit. Upon death, the beneficiary will receive a lump sum equal to the employee's salary for the previous 12 months, with a minimum of \$25,000 and a maximum of \$50,000.

✓ Social Security

Employees are members of the Federal Social Security System, and contributions are made by both employee and employer. The contribution rate is 7.65%.

Other Benefits

✓ Flexible Benefits

Permanent full-time and permanent part-time employees are eligible to participate in the Hyde County Public Schools Flexible Benefits Plan. Under this plan, employees may elect to spend benefit dollars for benefits that meet their needs. **Some** of the pre-tax benefits available are cancer insurance, vision insurance, dental insurance, and medical expense and dependent care reimbursement accounts. Other benefits are available to be payroll deducted after-tax such as life insurance, disability insurance and long term care insurance. This is only a partial list of the benefits available. Additional information can be obtained from the Benefits Specialist. The Section 125 Plan year for Hyde County Public Schools is July through June.

To qualify for reimbursement, expenses must be incurred during the Plan year for which you are requesting reimbursement. The following are examples of qualifying expenses:

1. Unreimbursed Medical Account—can be used for medical expenses for you or your family that are not covered by any other health plan.
 - deductibles/coinsurance
 - certain defined medical, dental and vision services
 - hearing exams or aids
2. Dependent/Child Care Account—reimbursement for care of your child or other tax dependent while you are at work. For reimbursement services at a dependent care center, the center must comply with all state and local laws. Specifications for this account are:
 - your child must be age 12 or under, OR your child or other dependent over the age of 13 must be incapable of self-support and must spend eight hours a day or more in your home
 - the individual caring for your child (age 12 and under or other dependent) must not be a tax dependent
 - reimbursement cannot exceed \$5,000 annually (\$2,500 if married filing separate returns) or the earned income of you or your spouse, whichever is less

The Benefits Specialist at Central Office can answer specific questions about this plan.

✓ Credit Union

Permanent public school employees are eligible for membership in the State Employees' Credit Union. In Swan Quarter, the State Employees' Credit Union is located at 13115 U.S. Hwy 264. The Credit Union offers savings accounts, checking accounts, credit cards, loan services, and direct deposit of paychecks.

✓ Deferred Compensation Plans

Hyde County School employees are allowed to participate in Board approved 403(b), 457(b) and 401(k) deferred compensation plans. Please see the Human Resources Specialist for more information if you are interested in participating.

Policy Highlights

✓ Policy Manual

Hyde County Public Schools has an online policy manual that includes policies and procedures adopted by the Board of Education. These policies and procedures are the rules and regulations that govern the employees and students of the school system. Copies of the policy manual may be found on the Hyde County Public Schools website at www.hyde.k12.nc.us.

Employees should be familiar with and are expected to comply with all policies dealing with personnel as contained in the policy manual. Particular attention should be given to the following policies listed below:

✓ Staff Responsibilities (Policy 7300, Staff Responsibilities)

✓ Employee Grievances (Policy 1750/7220, Grievance Procedure for Employees)

✓ Schools and the Community (Policy 5000, Schools and the Community)

✓ Solicitation on Behalf of the Schools (Policy 5220 Collections and Solicitations)

✓ Reporting Child Abuse (Policy 4240/7312, Child Abuse – Reports and Allegations)

✓ Observance of Copyright Regulations (Policy: 3230/7330 Copyright Compliance)

✓ Tobacco-free Environment (Policy 5026/7250, Smoking and Tobacco Products)

✓ Drug-free Workplace Environment (Policy 7240, Drug-Free and Alcohol-Free Workplace)

✓ Acceptable Use of Electronic Resources (Policy 7335, Employee Use of Social Media and Policy 3225/4312/7320, Technology Acceptable Use)

✓ Testing (Policy 3410, Testing and Assessment Program)

✓ Prohibition Against Discrimination, Harassment and Bullying (Policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying and Policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure)

✓ Equal Educational Opportunities (Policy 4001, Equal Educational Opportunities)

✓ Communicable Diseases or Conditions (Policy 4230, Communicable Diseases – Students and Policy 7262, Communicable Diseases Staff)

✓ Bloodborne Pathogens (Policy 7260 Occupational Exposure to Bloodborne Pathogens)

✓ Faculty/Employee Dress (Policy: 7340 Employee Dress and Appearance)

Appendix #1

Procedures for Inclement Weather

In the event school does not open, opens late or is dismissed early, due to inclement weather or other emergencies, personnel should follow these instructions:

1. When school is announced as closed for students and staff, this means all staff except 12-month employees. The student/staff make up days will be listed in the school calendar that will be updated after school has been closed for a full day. The staff make-up day(s) for the previously scheduled staff workdays will be traded with selected built-in vacation days or holidays. The previously scheduled built-in vacation days or holidays become staff workday(s). Depending on the number of days missed, additional days may have to be added to the calendar or school days or workdays may be held on a Saturday.
2. When school is announced as closed for students only, but staff is to report, this day becomes an optional workday. Employees have the following options (the rule for allowing employees to bank time is no longer allowed):
 - Report to work
 - Take accumulated vacation leave
 - Take accumulated personal leave
 - Take leave without pay
 - Use compensatory leave already accumulated
 - Make-Up (At a time agreed upon by the employee & the employees' immediate supervisor/principal. This time must be made up by the end of the fiscal year.) Banked time is not allowed
 - **Note:** Bus drivers do not report; however, if they earn and have accumulated vacation they may request vacation pay.
3. If school is delayed for students, employees are to report on time unless specifically stated in the school closing announcement. (Exceptions should be handled by the employee's immediate supervisor.)
4. If school is dismissed early, instructions will be given to immediate supervisors as to the time employees may leave.

Reference: Policy 7550, Absences Due to Inclement Weather

Appendix # 2



HYDE COUNTY SCHOOLS
STAFF DEVELOPMENT REQUEST/APPROVAL FORM
Prior approval must be made with your Supervisor or Designee two weeks in advance

EMPLOYEE NAME

SCHOOL/DEPARTMENT

EMPLOYEE NUMBER (NOT SSN)

STAFF DEVELOPMENT ACTIVITY

DATE (s)

LOCATION OF STAFF DEVELOPMENT

Please complete and email as an attachment to your Supervisor. If approved, your Supervisor will forward the form to Mr. Dale Cole, Director of Instructional Programs & Assessments. Mr. Cole will distribute the form to the appropriate Central Office staff for approval based on available funds. A signed copy of this form and proof of workshop, meeting, etc., must accompany all Check requests and/or Reimbursement forms for registration, hotel rooms, etc.

ESTIMATED EXPENSES AT MAXIMUM STATE RATES

REGISTRATION

HOTEL/MOTEL

FOOD

MILEAGE (Rate & Estimated Miles)

SUBSTITUTE TEACHER

EMPLOYEE'S SIGNATURE

DATE

SUPERVISOR / DESIGNEE APPROVAL

DATE

Finance Code: _____

Substitute Code: _____

Fund Source (check one)

_____ Local School

_____ Title I

_____ Title II

_____ Other

_____ List other source

Director of Instructional Programs Signature

Director of Federal Programs Signature

Finance Department Signature

Appendix #3

Hyde County Public Schools
Resignation Form

EMPLOYEE RESIGNATION SECTION

First Name	Last Name	M.I.
Location	Position	
I hereby request the Superintendent or Board of Education to accept my RESIGNATION effective close of business:		
Month	Day	Year
Employee Signature		Date
Printed Name		Soc. Sec. No.
Present Street Address		New Street Address
State	County	Zip
State	County	Zip
Reasons for Resignation (please check as many as apply):		
<input type="checkbox"/> Retiring <input type="checkbox"/> Teaching in another state <input type="checkbox"/> Family Relocation <input type="checkbox"/> Family responsibility/child care <input type="checkbox"/> Career Change	<input type="checkbox"/> Dissatisfied with teaching <input type="checkbox"/> Health/disability <input type="checkbox"/> Non-Renewal (Probationary contract ended) <input type="checkbox"/> Approval of Long-Term disability <input type="checkbox"/> Moving to a non-teaching position in Education	
<input type="checkbox"/> Teaching in another County (County Name):		
<input type="checkbox"/> Miscellaneous (please specify):		

SUPERVISOR'S ACKNOWLEDGEMENT SECTION

Licensed employees will be held to an automatic 30-day notice. If a replacement is found and approved prior to the end of the 30-day notice, would you like to release the employee before the 30-day notice is up?
 Yes No If yes, principal and payroll will be notified of release date by the Human Resources Department.
Request to POST vacancy under current requirements: List any changes to current requirements if (funding will be verified) Yes No POSTING vacancy?

Supervisor's Signature	Date
------------------------	------

HUMAN RESOURCES SECTION

The vacancy created by this resignation is hereby authorized to be advertised: Yes No
Last Day of Payroll: _____ Date Entered: _____

HR Specialist Signature	Date
-------------------------	------

HYDE COUNTY SCHOOLS

LEAVE REQUEST FORM

Rev 11/2013

*Prior satisfactory arrangements must be made with your Supervisor and the Superintendent/Designee
no later than one week prior to taking any leave day.*

Employee Name

Position/Grade/Subject

Employee ID Number

School/Department

Please complete and submit to your supervisor. Supervisor will submit to person responsible for record keeping. A copy will be returned to you after being approved.

Please indicate type of leave, total number of days, and dates requested:

- | | | |
|---|--------------------------|--------------------------|
| <input type="checkbox"/> Annual Leave | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Sick Leave | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Maternity (Sick) Leave | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Extended Sick Leave
\$50 a day Payroll Deduction | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Personal Leave
\$50 a day Payroll Deduction | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Bonus Annual Leave | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Non-Paid Leave
(with full pay deduction) | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Military/Jury Duty Leave | _____
Total # of Days | _____
Dates Requested |
| <input type="checkbox"/> Other: _____ | _____
Total # of Days | _____
Dates Requested |

Employee's Signature Date

Supervisor's Signature Date

Approval is contingent upon employee having sufficient cumulative days to cover this request. Otherwise, approved leave shall be without pay. We will not make adjustments to change leave once pay has been deducted due to insufficient leave balance.

Appendix # 5

**HYDE COUNTY PUBLIC SCHOOLS EMPLOYEE GRIEVANCE FORM
PART 1**

An employee who has a grievance within the meaning of Hyde County School Board Employee Grievance Policy should first try to resolve the grievance through discussion with his or her supervisor. If the matter cannot be resolved through informal discussion, the employee may initiate a formal grievance by filling out this form. Use the back of this page if you need more space.

DESCRIPTION OF GRIEVANCE

(TO BE COMPLETED BY EMPLOYEE. MUST BE SUBMITTED TO SUPERVISOR WITHIN 30 DAYS AFTER THE ACT OR CONDITION GIVING RISE TO THE GRIEVANCE)

Employee's Name _____ Job Title _____

Work Location _____ Supervisor _____

1. Date that the act or condition about which you are complaining occurred:
2. Name of the school system employee or other individual whose decision or action is at issue.
3. Specify the decision(s), action(s) or physical condition at issue.
4. Specify the law, regulation, or policy that you feel has been misapplied, misinterpreted, or violated.
5. Have you discussed the situation with your supervisor? [] yes [] no
If so, what was the result of that discussion?
6. How would you suggest that the situation be corrected?

Signature of Employee

Date Form Submitted to Supervisor

* TO EMPLOYEE: Keep a copy of the completed form.

**TO SUPERVISOR: PLEASE RESPOND TO EMPLOYEE USING COUNTY PUBLIC SCHOOLS EMPLOYEE GRIEVANCE FORM – PART II – SUPERVISOR'S WRITTEN RESPONSE TO EMPLOYEE GRIEVANCE. Keep a copy of the employee's grievance and your response.

LEVEL ONE – PART TWO

Date Grievance received By Supervisor from Employee: _____

Date Supervisor's Response provided to Employee: _____

Supervisor's Written Response to Employee Grievance:

Signature of Supervisor: _____

**HYDE COUNTY PUBLIC SCHOOLS
EMPLOYEE GRIEVANCE FORM – LEVEL TWO**

Date Grievance received By Superintendent from Employee: _____

Date Superintendent's Response provided to Employee: _____

Superintendent's Written Response to Employee Grievance:

Signature of Superintendent: _____

**HYDE COUNTY PUBLIC SCHOOLS
EMPLOYEE GRIEVANCE FORM – LEVEL THREE**

Use this form if you are not satisfied with the decision rendered at Level Two of the grievance process.
Use the back of this page if you need more space.

REASON FOR APPEAL

**(TO BE COMPLETED BY EMPLOYEE. MUST BE SUBMITTED TO BOARD OF EDUCATION
WITHIN 5 DAYS OF RECEIVING SUPERINTENDENT'S WRITTEN RESPONSE TO GRIEVANCE)**

Employee's Name _____ Job Title _____

Work Location _____ Supervisor _____

1. Explain the reason for your appeal from the superintendent's decision.

2. How would you suggest that the situation be corrected?

Signature of Employee

Date Form Submitted to Board of Education

***TO EMPLOYEE: Keep a copy of the completed form.**

Appendix # 6

CODE OF ETHICS FOR NORTH CAROLINA EDUCATORS

Preamble: The purpose of this Code of Ethics is to define standards of professional conduct.

The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model.

To uphold these commitments, the educator:

I. Commitment to the Student.

- A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.
- B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.
- C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.
- D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.
- E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.
- F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

- A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.
- B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.
- C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason.

D. Participates actively in professional decision-making processes and supports the expression of professional opinions and judgments by colleagues in decision-making processes or due process proceedings.

E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommend persons for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Adopted by the State Board of Education June 5, 1997.

.0601 PURPOSE AND APPLICABILITY

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation.

The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998.

.0602 STANDARDS OF PROFESSIONAL CONDUCT

(a) The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

(b) Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

(1) Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

(2) Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

(3) Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including

the following:

(A) statement of professional qualifications;

(B) application or recommendation for professional employment, promotion, or licensure;

(C) application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;

(D) representation of completion of college or staff development credit;

(E) evaluation or grading of students or personnel;

(F) submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;

(G) submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and

(H) submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

(4) Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens

of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

(5) Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

(A) any use of language that is considered profane, vulgar, or demeaning;

(B) any sexual act;

(C) any solicitation of a sexual act, whether written, verbal, or physical;

(D) any act of child abuse, as defined by law;

(E) any act of sexual harassment, as defined by law; and

(F) any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

(6) Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.

(7) Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

(8) Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

(9) Alcohol or controlled substance abuse. The educator shall not:

(A) be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat. § 90-95, the Controlled Substances Act, without a prescription authorizing such use;

(B) be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or

(C) furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.

(10) Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

(11) Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students,

colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

(12) Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

(13) Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system, including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;

Eff. May 1, 1998.



North Carolina Professional Teaching Standards

“For every student in North Carolina, a knowledgeable, skilled compassionate teacher...a star in every classroom.”

As Approved by the State Board of Education May 3, 1998
Revised May 2, 2013



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

EDUCATOR EFFECTIVENESS DIVISION
www.ncpublicschools.org/educatoreffectiveness



The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st century schools. This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007 and July 2011.

Why are these standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each of these will include the skills and knowledge needed for the 21st century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. The following defines what teachers need to know and do to be able to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach

existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.

- In their classrooms, teachers facilitate instruction encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

STANDARD 1

Teachers Demonstrate Leadership

Teachers lead in their classrooms.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate

student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

Teachers should:

- Take responsibility for all students' learning;
- Communicate vision to students;
- Use data to organize, plan, and set goals;
- Use a variety of assessment data throughout the year to evaluate progress;
- Establish a safe and orderly environment; and
- Empower students.

Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

Teachers should:

- Work collaboratively with all school personnel to create a professional learning community;
- Analyze data;
- Develop goals and strategies through the School Improvement Plan;
- Assist in determining school budget and professional development;
- Participate in hiring process; and
- Collaborate with colleagues to mentor and support teachers to improve effectiveness.

Teachers lead the teaching profession.

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

Teachers should:

- Strive to improve the profession;
- Contribute to the establishment of positive working conditions;
- Participate in decision-making structures; and
- Promote professional growth.

Teachers advocate for schools and students.

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

Teachers should:

- Advocate for positive change in policies and practices affecting student learning; and
- Participate in the implementation of initiatives to improve education.

Teachers demonstrate high ethical standards.

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

Teachers should:

- Demonstrate ethical principles
- Uphold the Code of Ethics and Standards for the Professional Conduct

STANDARD 2

Teachers Establish a Respectful Environment for a Diverse Population of Students

Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

Teachers should:

- Encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.



Teachers embrace diversity in the school community and in the world.

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures.

Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality.

Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

Teachers should:

- Demonstrate knowledge of diverse cultures;
- Select materials and develop lessons that counteract stereotypes and incorporate contributions;
- Recognize the influences on a child's development, personality, and performance; and
- Consider and incorporate different points of view.

Teachers treat students as individuals.

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

Teachers should:

- Maintain high expectations for all students; and
- Appreciate differences and value contributions by building positive, appropriate relationships.

Teachers adapt their teaching for the benefit of students with special needs.

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

Teachers should:

- Collaborate with specialists; and
- Engage students and ensure they meet the needs of their students through inclusion and other models of effective practice.

Teachers work collaboratively with the families and significant adults in the lives of their students.

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

Teachers should:

- Improve communication and collaboration between the school and the home and community;
- Promote trust and understanding and build partnerships with school community; and
- Seek solutions to overcome obstacles that prevent family and community involvement.



STANDARD 3

Teachers Know the Content They Teach

Teachers align their instruction with the *North Carolina Standard Course of Study*.

In order to enhance the *North Carolina Standard Course of Study*, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills.

Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

Teachers should:

- Teach the *North Carolina Standard Course of Study*;
- Develop and apply strategies to make the curriculum rigorous and relevant; and
- Develop literacy skills appropriate to specialty area.

Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

Teachers should:

- Know subject beyond the content they teach; and
- Direct students' curiosity into an interest in learning.

Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach and the *North Carolina Standard Course of Study*. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

Teachers should:

- Know links between grade/subject and the *North Carolina Standard Course of Study*;
- Relate content to other disciplines; and
- Promote global awareness and its relevance.

Teachers make instruction relevant to students.

Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the *North Carolina Standard Course of Study* and 21st century content which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

Teachers should:

- Incorporate life skills which include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility; and
- Demonstrate the relationship between the core content and 21st century content that includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health and wellness awareness.

STANDARD 4

Teachers Facilitate Learning for Their Students

Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

Teachers should:

- Know how students think and learn;
- Understand the influences on student learning and differentiate instruction;
- Keep abreast of evolving research; and
- Adapt resources to address the strengths and weaknesses of students.





Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short and long range planning based on the *North Carolina Standard Course of Study*. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

Teachers should:

- Collaborate with colleagues;
- Use data for short and long range planning;
- Engage students in the learning process;
- Monitor and modify plans to enhance student learning; and
- Respond to cultural diversity and learning needs of students.

Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

Teachers should:

- Choose methods and materials as they strive to eliminate achievement gaps; and
- Employ a wide range of techniques using information and communication technology, learning styles, and differentiated instruction.

Teachers integrate and utilize technology in their instruction.

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers should:

- Know appropriate use; and
- Help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

Teachers help students develop critical thinking and problem-solving skills.

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers should:

- Encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions; and
- Help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

Teachers help students work in teams and develop leadership qualities.

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers should:

- Teach the importance of cooperation and collaboration; and
- Organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

Teachers communicate effectively.

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways, even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

Teachers should:

- Communicate clearly with students in a variety of ways; and
- Assist students in articulating thoughts and ideas clearly and effectively.

Teachers use a variety of methods to assess what each student has learned.

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

Teachers should:

- Use multiple indicators, both formative and summative, to evaluate student progress;
- Provide opportunities for self-assessment; and
- Use assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

**STANDARD 5
Teachers Reflect on Their Practice****Teachers analyze student learning.**

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

- Think systematically and critically about learning in their classroom: why learning happens and what can be done to improve student achievement; and
- Collect and analyze student performance data to improve effectiveness.

Teachers link professional growth to their professional goals.

Teachers participate in continued, high quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

- Participate in continued, high quality professional development.

Teachers function effectively in a complex, dynamic environment.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

- Actively investigate and consider new ideas that improve teaching and learning; and
- Adapt practice based on data.



STANDARD 6 Teachers Contribute to the Academic Success of Students

The work of the teacher results in acceptable, measurable progress for students based on established performance expectations using appropriate data to demonstrate growth.

A teacher's rating on the sixth standard is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

The student growth value places a teacher into one of three rating categories:

- Does not meet expected growth: the student growth value for the teacher is lower than what was expected per the statewide growth model.
- Meets expected growth: the student growth value for the teacher is what was expected per the statewide growth model.
- Exceeds expected growth: the student growth value for the teacher exceeds what was expected per the statewide growth model.

For the 2012-13 school year, a teacher's student growth value is based only on the student growth values for the individual students taught by that teacher (i.e., this comprises 100% of the sixth standard rating for the teacher).

For the 2012-13 school year, if an educator does not have a growth value for his or her individual students, the growth value will be based on the data for the entire school.

Note: Teachers whose student growth value is based on data for the entire school will not have that data count toward a three-year rolling average for determination of effectiveness status (see Effectiveness of Teachers section below).

All local school boards shall use student growth values generated through a method approved by the State Board of Education.

Effectiveness of Teachers

Per federal requirements, the State must adopt definitions of effective and highly effective teachers.

A highly effective teacher is one who receives a rating of at least "accomplished" on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of "exceeds expected growth" on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, and the Measures of Student Learning provide the student data used to calculate the growth value.

An effective teacher is one who receives a rating of at least "proficient" on each of the Teacher Evaluation Standards 1-5 and receives a rating of at least "meets expected growth" on Standard 6 of the Teacher Evaluation Instrument.

A teacher in need of improvement is one who fails to receive a rating of at least "proficient" on each of the Teacher Evaluation Standards 1-5 or receives a rating of "does not meet expected growth" on Standard 6 of the Teacher Evaluation Instrument.

A three-year rolling average of student growth values generates the sixth standard rating used to determine teacher effectiveness. Only student growth values based on the individual students taught by a teacher will be used to determine the three-year rolling average for that teacher.



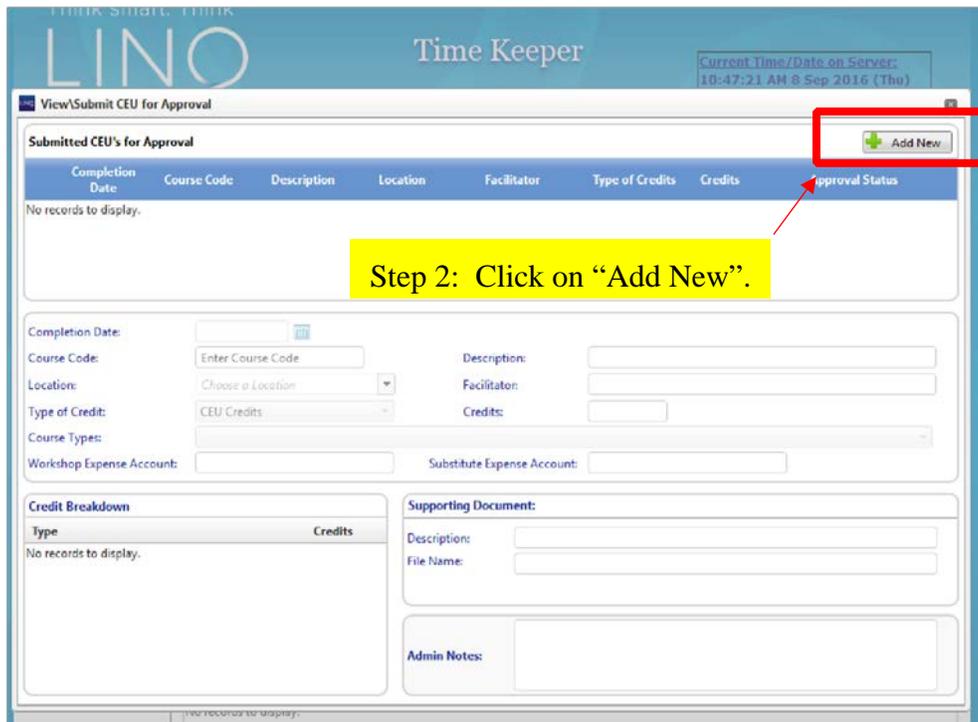
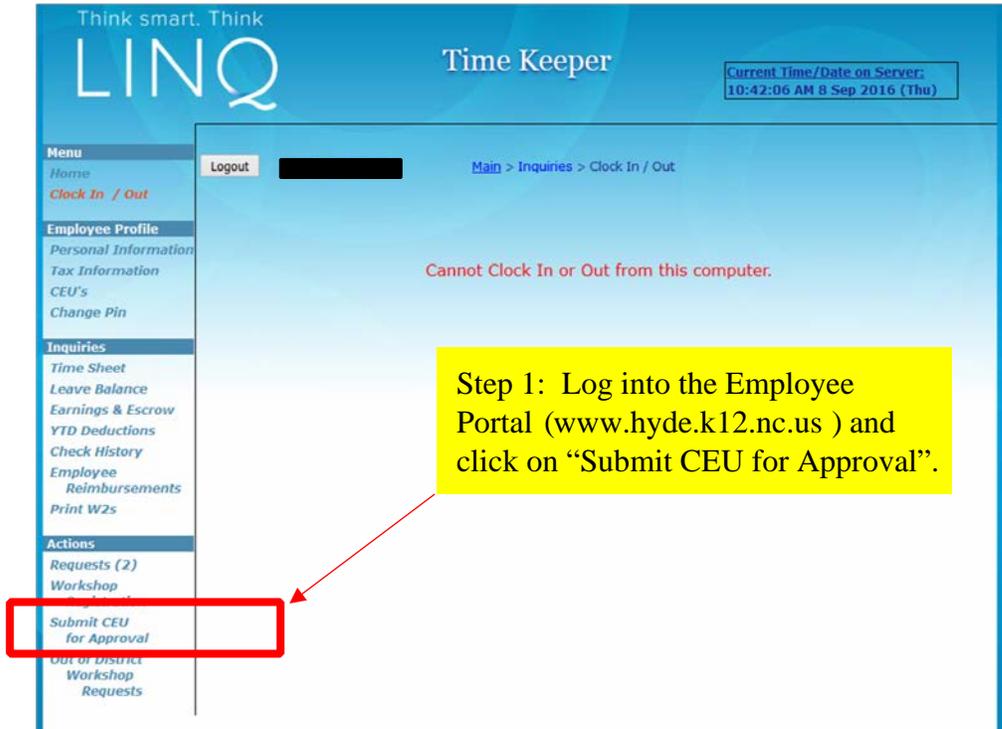
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Appendix # 8

Steps for Submitting CEU's for Approval



LINQ Time Keeper Current Time/Date on Server: 10:47:47 AM 8 Sep 2016 (Thu)

View/Submit CEU for Approval

Add new "CEU" for approval

Completion Date:

Course Code:

Location:

Type of Credit:

Course Types:

Workshop Expense Account: Substitute Expense Account:

Credit Breakdown	
Type	Credits
Content	<input type="text" value="0.00"/>
Literacy	<input type="text" value="0.00"/>
Technology	<input type="text" value="0.00"/>
Other	<input type="text" value="0.00"/>
School Admin	<input type="text" value="0.00"/>

Supporting Document:

Description:

File Name:

Admin Notes:

***Uploaded Documentation REQUIRED**

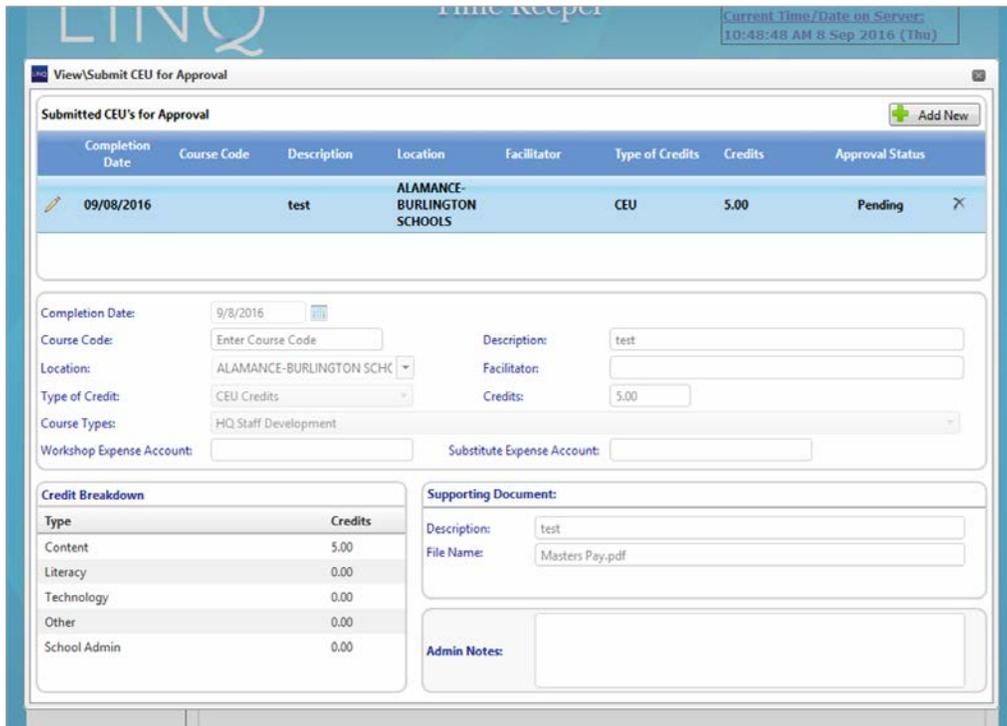
Step 3: Type in the information for the following items...

- **Completion Date**
- **Location**
- **Type of Credit**
- **Course Type**

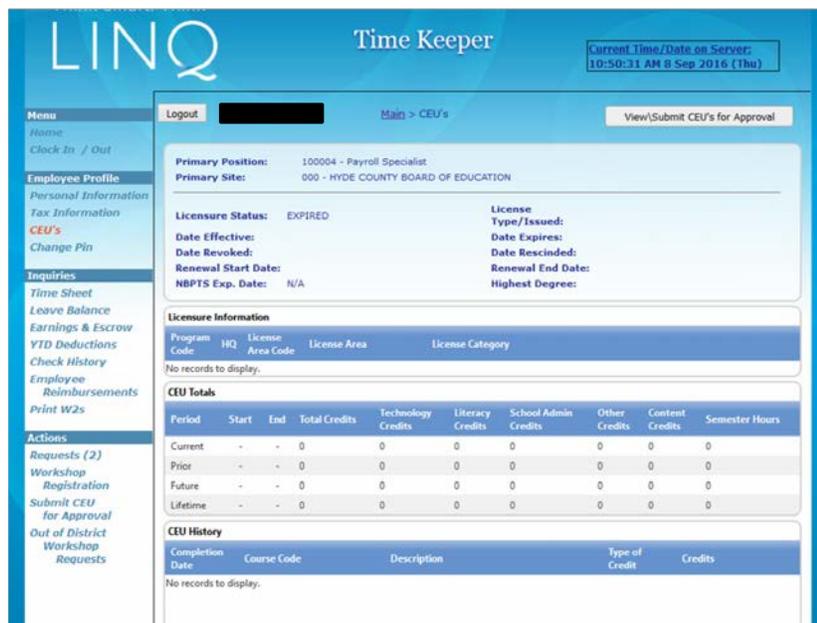
- **Description**
- **Facilitator**
- **Credits (10 contact hours = 1 CEU; 1 Semester Hour = 1.5 CEUs)**
- **If applicable, breakdown your total credits into each category (content, literacy, etc...)**

☐ ***Click on "Upload File" under the Supporting Document section. Browse and upload a scanned or PDF copy of your CEU certificate or other type of documentation. This step is REQUIRED for Approval.**

- **Click Save**



This screen shows a summary of what has been submitted and the approval status of the submitted request(s).



You may check your CEU history by clicking on "CEU's" from the homepage of the Employee Portal.

From this screen, you can also view CEU's awaiting approval or submit new CEU's for approval by clicking on "View\Submit CEU's for Approval". Please refer back to Step 2 for directions

Appendix # 9



DIGITAL TEACHING & LEARNING

About the NC Digital Learning Competencies for School Administrators

The following Digital Competencies are to be viewed within the context of the current North Carolina Standards for School Executives as extensions in relationship with the ways that digital technologies impact and affect schools. School and district administrators should use these competencies to improve their practice, build capacity in their staff, and drive student learning within their schools. Each Focus Area carries with it a subset of competencies that help to explain and ‘unpack’ the Focus Area.

Throughout *all* of the competencies is the underlying assumption of leadership and excellence with regard to digital citizenship. Administrators should model the behavior they expect from their staff and students and should continually seek to represent their schools and districts with the way they convey themselves both on and offline.

Vision and Strategy

Administrators will create and communicate a vision for digital teaching and learning in their schools, embedding into the strategic plan for implementation and execution.

Cultivate and articulate a clear and relevant vision and strategy for digital learning

Advocate for, prioritize, and ensure equitable, sustainable access to available technology resources and encourage full participation of all learners in a digital learning environment (ISTE)

Plan for and use funding effectively to support and sustain vision for digital learning

Facilitate a school improvement planning process that is centered around personalized learning supported by digital learning environments

Content and Instruction

Administrators will be the ‘lead learners’ in their schools, modeling appropriate instructional practices and ensuring content encompasses appropriate digital tools, resources, and pedagogies.

Promote and model positive digital citizenship as well as practical policies for communication and collaboration with stakeholders to ensure responsible, effective digital teaching and learning practices throughout all school processes

Actively advance and promote digital competencies for teachers by increasing access, opportunity, and resources for professional growth and the development or acquisition of instructional materials

Establish and use systems to analyze and share data to guide whole-school and classroom-level continuous improvement

Establish and use systems for the acquisition, vetting, creation, and implementation of digital content as well as evaluation systems for effectiveness



DIGITAL TEACHING & LEARNING

Human Capacity and Culture

Administrators will leverage digital tools and resources to further develop a positive culture of learning that seeks continuous improvement among staff and students.

Allocate time, resources, and access to support digital learning efforts, maximize capabilities of the school staff, and ensure ongoing professional growth for self and staff

Provide learner-centered environments equipped with appropriate learning resources, including digital technologies, to meet the diverse needs of all learners

Build technology, pedagogy, and content knowledge capacity in current staff members and create channels for the strategic recruitment of talented new hires

Actively support staff through effective modeling and coaching practices, using relevant digital technologies to facilitate reflective two-way feedback

Personal Growth and Connectedness

Administrators will develop a personal learning network and demonstrate a dedication for continued growth and excellence.

Reflect on, share, and model emerging, promising practices regarding effective use of technology for continuous growth, instructional gain and communication with stakeholders

Connect with and learn from educators, administrators, and industry experts locally, nationally, and globally

Evaluate emerging and current technologies for their potential to enhance the learning environment

Community

Administrators will engage all stakeholders in the purpose and function of the school, leveraging multiple types and points of connection and communication to ensure the constant, effective flow of information and input.

Model responsible use of technology including, but not limited to, communication, social, ethical, legal, and global issues

Facilitate and leverage effective partnerships between the school and greater community, including local, state, and global communities, to improve the organization and opportunities available to staff and students in support of digital learning

Leverage online communication channels to create and maintain open discourse and collaboration with community stakeholders to establish and meet learning goals





DIGITAL TEACHING & LEARNING

About the NC Digital Learning Competencies for Classroom Teachers

The teaching and learning process is a complex balance of content knowledge, pedagogical strategies, and technological resources. The following Digital Competencies, informed by International Society for Technology in Education (ISTE), International Association for K-12 Online Learning (iNACOL), and the NC Professional Teaching Standards, are to be viewed within the context of the current North Carolina Professional Teaching Standards as extensions in relationship with the ways that digital technologies impact and affect schools.

Teachers and administrators should use these competencies to improve their practice and drive student learning within their classrooms. The following four Focus Areas have been loosely aligned to the Professional Teaching Standards with a subset of competencies that help to explain and ‘unpack’ the Focus Area.

Leadership in Digital Learning
Teachers will demonstrate leadership in accelerating their integration of digital teaching and learning pedagogies.
Engage in virtual and face-to-face learning communities to expand mastery of technological applications for professional growth and student learning.
Take initiative with own professional growth to inform practice.
Demonstrate leadership for technology innovation beyond my own classroom.
Engage in peer collaborative problem solving through continuous planning, designing, testing, evaluation, and recalibration of teaching methods using appropriate digital technology.

Digital Citizenship
Teachers will model and teach digital citizenship by the ethical, respectful, and safe use of digital tools and resources that support the creation of a positive digital school culture.
Demonstrate understanding of intellectual property rights by abiding by copyright law, intellectual property, and fair use guidelines.
Teach and require the use of copyright law and fair use in student work and creation.
Engage in responsible and professional digital social interaction.
Integrate digital citizenship curriculum into student learning.
Demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.
Ensure full, equitable access and participation of all learners through high-quality technology tools and resources.





DIGITAL TEACHING & LEARNING

Digital Content and Instruction

Teachers will know and use appropriate digital tools and resources for instruction.

Design technology-enriched learning experiences that encourage all students to pursue their individual interests, preferences, and differences.

Lead all students in becoming active participants in setting educational goals, managing learning, and assessing their progress through digital tools.

Identify, evaluate, and utilize appropriate digital tools and resources to challenge students to create, think critically, solve problems, establish reliability, communicate their ideas, collaborate effectively.

Immerse students in exploring relevant issues and analyze authentic problems through digital tools and resources.

Evaluate and appropriately modify the form and function of the physical learning environment to create a conducive digital learning environment.

Data and Assessment

Teachers will use technology to make data more accessible, adjust instruction to better meet the needs of a diverse learner population, and reflect upon their practice through the consistent, effective use of assessment.

Integrate digitally enhanced formative and summative assessments as a part of the teaching and learning process.

Use performance data and digital tools to empower student metacognition for self-assessment & self-monitoring their own learning progress.

Utilize multiple and varied forms of assessment including examples of student work products.

Utilize technology and digital tools to synthesize and apply qualitative and quantitative data to:

- Create individual learner profiles of strengths, weaknesses, interests, skills, gaps, preferences.
- Inform, personalize, and calibrate individual learning experiences.
- Identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile.
- Reflect and improve upon instructional practice.

