

# Halifax County Schools Employee Handbook



*2023-2024*

**In compliance with Federal Law, Halifax County Schools administers education programs, employment activities and admission without discrimination against any person on the basis of gender, race, color, religion, national origin, age, or disability.**

# Halifax County Board of Education

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## Administration

|                     |   |
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| Dr. Eric Cunningham | Superintendent  |
| Dr. Tyrana Battle   | Assistant Superintendent  |
| Carolyn Mitchell    | Executive Director of Human Resources   |
| Terry Alston        | Chief Finance Officer   |
| Anthony Alston      | Director of Operations  |
| Sharon Richardson   | Director of Whole Child Development & Exceptional Children, IDEA & Section 504 Designee |
| Ms. Sonya Parker    | Director of Instructional Technology  |
| Dr. Lavonne McClain | Director of Student Information   |
| Terriqua Jones      | Director of Child Nutrition   |
| TBD                 | Director of Professional Teaching & Learning  |
| Dr. Lavonne McClain | Career Technical Education Coordinator  |
| Janice Fletcher     | Employee Relations, Recruitment, & Retention Specialist                                 |
| Priscilla Henderson | District Pre-K Lead   |
| Nathan Squire       | Internal Auditor  |
| Tiwana Middleton    | Executive Assistant to Superintendent   |
| TBD                 | Payroll Specialist  |
| James Clark         | Warehouse Manager   |
| Tre'Quan Richardson | Accounts Payable  |
| Charlene Jones      | Benefits Specialist (Part-Time)   |

# Halifax County Schools

## **VISION**

Halifax County Schools will focus on the needs of the students by empowering them to be successful global residents.

## **MISSION**

To create a supportive and positive learning environment to address the needs of the whole-student in partnership with educators, staff, parents and communities.

## **GOALS**

- ❖ **Student Achievement**
- ❖ **Health & Wellness**
- ❖ **Fiscal Management & Resource Development**
- ❖ **Governance and Leadership Development**
- ❖ **Human Resource Development and Management**
- ❖ **Communications and Messaging**

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## **Staffing Our Schools**

Halifax 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 North Carolina's 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. Licensed personnel are assigned by the Superintendent to the respective schools in accordance with school board policy. Every effort is made to assign personnel according to the principal's request and the individual's preference. It is the responsibility of the principal to make grade and subject-level teaching assignments.

Application screening, interview screening, and interviews by human resources services team, principals, and appropriate supervisors are conducted to assure selection of the best candidates for positions available in our school system. Upon recommendation by the Superintendent of Schools, the Halifax County School Board of Education approves all recommendations for hire in accordance with all state and federal laws.

### ✓ **Organizational Chart & Job Descriptions**

The Halifax County Schools Organizational Chart and Job Descriptions can be found on the district's webpage (<https://www.halifax.k12.nc.us/>) under the "Our District" banner and "District Information".



## Getting Started

### ✓ On-boarding 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” and/or new employee orientation:

- 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. Classified employees are scheduled to work no more than 40 hours per week without permission of their immediate supervisor in accordance with Board Policy 7500. Classified employees should be clocked in on the LINQ TIMEKEEPER system and are not permitted to volunteer in any job-alike or similar activity in accordance with the Fair Labor Standards Act.

(See the appendix for the operational procedures for school dismissals, early closings, and delayed openings.)

Emergency closing announcements can be found on:

Local television and radio stations

Employees and Parents are also notified by ConnectED

**\*If you have a change in phone number please notify your school office support 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 in writing and follow the transfer request procedures provided during the transfer window each spring via the *Intent to Work* form sent out to all staff.

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 Halifax County Board of Education Policy Manual.

*Reference: Policy 7440, Assignments/Reassignments/Transfers (<https://boardpolicyonline.Policy 7440>)*

### ✓ Resignations

Classified:

A 14-day notice is preferred for all classified resignations.

Employees who wish to resign should:

1. Discuss resignation with the immediate supervisor.
  1. Complete the official Resignation Form found on the district human resources webpage (<https://www.halifax.k12.nc.us> (Forms for Current Employees)).
  2. 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 or immediate supervisor and complete a *Resignation Form* (see link above). A letter of resignation may be attached. All licensed employees are expected to work a 30 calendar day notice or otherwise stated in their respective contract as per North Carolina General Statute unless given written release by the Human Resources department. Giving notice of resignation fewer than 30 days prior to the beginning of or during 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, Superintendent's designee 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.

Reference: Policy 7900 (<https://boardpolicyonline.com/bl/?b=halifax&s=7900>), Resignation; Policy 7910 (<https://boardpolicyonline.com/bl/?b=halifax&s=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 RIF, 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 (<https://boardpolicyonline.com/bl/?b=halifax&s=154549>), Professional Personnel Reduction in Force; Policy 7921, Classified Personnel Reduction

### ✓ **Dismissal**

Details on employee dismissal can be found in the Halifax 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 Halifax 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 by completing the "name or address change" form.

**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 the 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 in the Time Keeper system.

If you would like to update any other personal information, please submit the request in the TimeKeeper system or by contacting the HR Services department.

## Teacher Contracts

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

### ✓ **Probationary Teachers**

Probationary teachers are those who did not obtain career status in the Halifax 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 the year.

### ✓ **Career Teachers**

Career teachers are those who have obtained career status (tenure) in the Halifax 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 Halifax 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) or two (2) years.

# Salary Determination

## Licensed Personnel

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

### ✓ **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 according to North Carolina General Statute.

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 qualifies for placement on the salary schedule at the highest level held. This rule applies to 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 paragraph, 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.

### ✓ **Pay Adjustment For Increased Experience on Teaching License**

When a certified employee has additional experience added to their teaching license by the Department of Public Instruction for work outside the state of North Carolina (e.g., private school, charter school, military service or other applicable experience), the certified employee is responsible to submitting an updated copy to the Human Resource Services Department for their pay scale to be adjusted.

Pay raises for additional years of experience on teaching licenses are effective with the pay period which begins in the same month as the effective date on the certificate.

### ✓ **Supplements**

A local supplement is paid to permanent full-time and part-time staff in November and May with the exception of principal and assistant principals, which is disbursed monthly. Also, extracurricular activities such as coaching duties are supplemented locally. Coaching supplements

are paid at the end of each sporting season. A complete inventory of all equipment and required documentation must be submitted before payment is released.

### **Classified Personnel**

#### **✓ Beginning Salaries**

Beginning salaries for classified employees in the Halifax County Schools system are based on State Salary Schedules. Experience credit is given to employees coming to the system with previous North Carolina school system full-time experience in similar jobs. Outside of school job-alike, full-time experiences are credited on a 2 to 1. For example, a new employee who had worked as a bookkeeper for 12 years at a car dealership would be credited with 6 years of experience as a bookkeeper with the school system.

### **Finance Procedures**

#### **✓ 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 1<sup>st</sup> of each year. In the event, a state budget is not passed; salaries are frozen unless specific legislation is passed stating otherwise.

#### **✓ Overtime**

Overtime (time and a half pay or time and a half away from work) is due to 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. Certified staff are not eligible for overtime or compensatory time. However, they may be hired on extended employment agreements for work outside their typical job duties.

Classified employees shall submit and certify monthly timesheets through the Time Keeper program reflecting daily work hours.

#### **✓ Longevity**

Longevity is paid to permanent, full-time or part-time employees (excluding teachers, assistant principals, principals, and instructional support) who have completed ten years of qualifying North Carolina service. (Note part time employees are employees who work at least 20 hours per week). 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 table is if the employee has a fraction of a year remaining toward the next higher percentage rate and is separating from a school unit. In such cases, 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

- All permanent employees and bus drivers are paid monthly on the 25th of a calendar month.
- Substitute or temporary employees are paid on the 15<sup>th</sup> of each calendar month.
- Overtime checks, checks for hourly paid employees, and longevity checks are released on the 15th of the calendar month.
- If the 15<sup>th</sup> or 25<sup>th</sup> falls on the weekend, checks will be released on the Friday before.

**Exception: All employees will be paid in June at the end of the 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 a 12-month option.) An individual on a 12-month option whose payroll status changes during the school year will be taken off the 12-month option.

Vouchers for coaching, other extracurricular activities, and extended employment agreements will be paid on regular teacher paydays when paperwork is submitted prior to payroll deadline.

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 on the DPI webpage 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 highly recommended.

Reference: Policy 7605/8610, Payroll.

## **Your Teaching License**

### ✓ **Superintendent's Copy**

By North Carolina General Statute, the Superintendent's copy of the teaching license must be on file with the employing school system. When you receive a license directly from the Department of Public Instruction (DPI), you should immediately forward the Superintendent's copy to the Human Resources Services department. Keep the individual's copy for your files.

### ✓ **License Renewal**

There are new licensure renewal requirements effective for licenses expiring, beginning June 30, 2019:

- K-5 Licensure Area- 8 CEUs (3 Content, 3 Literacy, & 2 Digital Learning)
- 6-12 Licensure Area- 8 CEUs (3 Content, 3 Literacy, & 2 Digital Learning)
- Student Services Personnel- 8 CEUs (3 Professional Discipline Areas, 2 Digital Learning Competencies; and 3 General)
- Administrators- 3 Executive 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 30<sup>th</sup>**, and the renewal credit **MUST** be completed by that date. Credit may not be carried from one renewal cycle to the next. Coursework may not be repeated within the 5-year cycle; 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 an 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 credit 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 Continuing Education Units (CEUs), may be recorded for licensure renewal.

1. Local Courses or Workshops – sponsored by Halifax County Schools.
2. 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. National Board for Professional Teaching Standards (NBPTS) – Upon the certification of NBPTS the employee must submit a copy of the 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 LINQ System during the spring of their licensure renewal year. Certified staff should maintain copies of all earned CEUs.

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.
1. It is necessary to complete a prior approval form, but the school system reserves the right to deny credit for coursework not deemed appropriate. Across the top of the prior approval form, please write "For Credit Only".
2. 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 CEUS, 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 and its alignment with NC Teaching Standards. Get the approval of your principal and then submit to the Human Resources Dept 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, please obtain a copy of the CEU certificate and meeting agenda for your records for submission in the LINQ system at licensure renewal.

### Locally Planned Workshops and Professional Development

- 1. When you complete a workshop, a Halifax County Schools Certificate of Credit will be issued.
- 2. Directions for uploading the CEU certificates are included in the CEU Uploading Process Map included at the end of this document.

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

### ✓ Tracking Renewal Progress

It is the employees' responsibility to monitor and satisfy all requirements for license renewal including logging into the NCDPI Online Licensure System ([NCDPI Online Licensure](#)) the spring prior to renewal and completing the online questionnaire and paying the license renewal fee.

Once you have completed requirements for renewal online, the Human Resources Department will complete the necessary approval process of the CEUs and once the 8.0 CEUs are approved, a copy of your new license will be forwarded to your email.

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

### ✓ Provisional Licenses

Law requires teachers to be licensed for **all** classes they teach. If you are assigned out of the field to teach, a provisional license is 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 16<sup>th</sup> of the second year of employment. The Interim Requirements are:

- Individual Professional Development Plan for the current school year
- 4 observations (3 completed by the administrator and one by a peer who is not your mentor) and 1 summative evaluation
- 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 a state-level review of the Interim Requirements. The review will determine if:

- Professional development is individualized and tied to the PDP and NC Teaching Standards
- Mentors are meeting regularly with Beginning Teachers.
- Observations are timely and feedback is given.
- Information on the formal observations 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**

Halifax County Schools 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 Halifax County 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 curriculum.
- The school's professional development program prepares teachers to use research-based instructional 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

The State Personnel Commission determines the number of legal holidays occurring within the school calendar. Ten-month employees are granted either 9 or 10 holidays yearly, while 12-month employees are granted 10 or 11 holidays. Halifax County Board of Education shall determine when holidays are scheduled.

### ✓ 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 (20 hours) 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> |                       |                       |                       |
|-----------------------------|------------------------|-----------------------|-----------------------|-----------------------|
|                             |                        | <u>Days per Year</u>  |                       |                       |
| Years of State Service      | Days<br>per<br>Month   | 10-<br>Month<br>Empl. | 11-<br>Month<br>Empl. | 12-<br>Month<br>Empl. |
| Less than 5 years           | 1.17                   | 11.70                 | 12.87                 | 14.00                 |
| 5 but less than 10 years    | 1.42                   | 14.20                 | 15.62                 | 17.00                 |
| 10 but less than 15 years   | 1.67                   | 16.70                 | 18.37                 | 20.00                 |
| 15 but less than 20 years   | 1.92                   | 19.20                 | 21.12                 | 23.00                 |
| 20 years or more            | 2.17                   | 21.70                 | 23.87                 | 26.00                 |

## ✓ **Sick Leave**

Sick leave may be used for:

- a) Any actual period of temporary disability caused by or contributed to 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 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.
- g) Any medical absence that exceeds 10 consecutive days, human resources should be notified to request a medical leave or apply for Family Medical Leave Act.

## ✓ **Maternity Leave**

Halifax County Schools adheres to North Carolina General Statute 126-8.6 (<https://oshr.nc.gov/policies/paid-parental-leave-policy>) which allows all full-time and part-time permanent employees to be paid eight weeks of paid leave after giving birth to a child; up to four weeks after other qualifying events (eg., paternity leave, adoption, fostering a child, becoming a legal guardian).

In addition, General Statute 115C-302.1(j) and 336.1 allows school employees to use annual leave, personal leave, or leave without pay to care for a newborn child or for a child placed for adoption or foster care.

The Human Resources Department should be notified approximately 30 days prior to the projected leave date.



### ✓ **Twenty-Day Extended Sick Leave**

The classroom teachers and media center specialists who require a substitute teacher in the public schools are 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 and medical documentation is provided. 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 Human Resources Services Department.

### ✓ **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 Services department. FMLA can only be used for a spouse, children (birth, adopted/foster), and parents.

### ✓ **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. Parent involvement leave is pro-rated for part time employees. (For details about parental involvement leave, consult the Board of Education policy 7510-F for 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. Personal leave must be transferred between local administrative units. 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 30<sup>th</sup> days over 5 will be converted to sick leave.

Personal leave can only be used in half or whole day increments.

### ✓ **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. The application may also be made by a third person acting on the employee's behalf if the employee is unable to make an application.

An employee may make an 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 for jury duty, no deduction is made from the regular salary. The employee is entitled to regular compensation plus any compensation awarded for this civic 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 a full salary when subpoenaed, except as noted in section (b). Out-of-state subpoenas are not binding on North Carolina residents unless North Carolina has an interstate subpoena agreement with the state issuing the subpoena.

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.

### **✓COVID-19 Related Leave & Teleworking**

In the event of staff member needs to quarantine due to close contact as defined by the NC DHHS standards; testing positive for COVID-19; need to care for immediate family member who has tested positive for COVID-19, need to care for a child whose day care or school is closed due to COVID-19 or another factor that is covered by the Family First COVID-19 Relief Act, the employee may contact the Human Resource department in alignment with the process maps listed on the school reopening plan for the option to telework with an approved work plan; specific COVID-19 relief leave; or other sources of available leave.

If an employee is approved to telework, they will need an approved work plan by their supervisor and submitted to the HR office support. Employees will need to use the missed clock in / clock out function in Timekeeper to document their time worked.

Please note: Teleworking may not be an option when students are in session.

## **Insurance Benefits**

### **✓ Health Insurance**

Halifax County School employees have the North Carolina State Health Plan. Halifax County Schools pays a large portion for individual coverage for full-time employees wishing to enroll in the 70/30 Plan and pays 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.

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 Halifax County Schools by the 1<sup>st</sup> of each month.

### **✓ Group Life Insurance Coverage**

Halifax County Schools purchases a \$10,000 life insurance policy for every permanent employee and bus driver who is assigned to a full time bus route at the beginning of the school year.

### **✓ 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).

### **✓ Vision Insurance**

Vision 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. Vision insurance must be applied for within 30 days of employment (or during annual enrollment).

Questions concerning health and dental insurance should be directed to Human Resources at the 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 Human Resources Benefit 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. 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 Halifax County 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 Human Resource Services Department. The Section 125 Plan year for Halifax County Schools is October through September.

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 the 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 Halifax County, the State Employees' Credit Union is located at 161 Old Farm Rd Roanoke Rapids, NC. The Credit Union offers savings accounts, checking accounts, credit cards, loan services, and direct deposit of paychecks.



**✓ Deferred Compensation Plans**

Halifax 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 Services Department for more information if you are interested in participating.

## Policy Highlights

### ✓ Policy Manual

Halifax County 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 Halifax County Schools website at [www.Halifax.k12.nc.us](http://www.Halifax.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 who are deemed as essential personnel. The student/staff make up days will be set by the district as appropriate.
2. When school is announced as closed for students and staff. Employees have the following options:
  - Take accumulated vacation leave
  - Take accumulated personal leave
  - Take leave without pay
  - Use compensatory leave already accumulated or go into the negative (classified staff only)
  - 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.) Classified staff must track make up time in the LINQ TIMEKEEPER system.
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.
5. **In the event the inclement weather day is rescheduled for students, do not schedule travel during the first day of a vacation as it could be changed to a student day.**

Reference: Policy 7550, Absences Due to Inclement Weather

# Appendix 2- Resignation Form

Name: \_\_\_\_\_ Social Security Number XXX-XX-\_\_\_\_\_  
 Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Is this your W2 Address? \_\_\_\_\_ If no, indicate W2 address \_\_\_\_\_

Note: Submit to Human Resources immediately upon completion and signatures. Do not hold or retain. Late submission can result in delays in approval. As a rule, resignation can only become effective once received in the Human Resources Office. Once submitted, the employee cannot rescind a resignation.

I **resign** my position with Halifax County Schools effective at the end of the day on \_\_\_\_\_  
 List position(s) resigning \_\_\_\_\_

|               |  |
|---------------|--|
| <b>Notice</b> | <p><b>Classified Positions:</b> At least a fourteen (14) calendar notice is expected. Less notice will be included as a part of the personnel record of the employee and may influence future district employment.</p> <p><b>Licensed Positions:</b> State law stipulated at least thirty (30) calendar day notice. License revocation is allowable when acceptable notice is not given.</p> <p><b>Administrative Positions:</b> At least sixty (60) calendar notice is expected. Less notice will be included as a part of the personnel record of the employee and may influence future district employment.</p> |
|---------------|--|

Indicate reason for resignation. Check one. (The numbers below represent the state code for HR use only).

|   |  |
|---|--|
| <input type="checkbox"/> Retirement (66 or 68)<br><input type="checkbox"/> Health (Personal or family) (64)<br><input type="checkbox"/> Teach in another state (62)<br><input type="checkbox"/> Teach in a NC Charter School (70)<br><input type="checkbox"/> Teach in a NC Non-Public/Private School (71)<br><input type="checkbox"/> Non-teaching position in education (59)<br><input type="checkbox"/> Work in another NC system agency (58) (leave transfers<br>Name of district _____<br>Moving due to military orders (76) | <input type="checkbox"/> Failure to obtain or maintain license (56)<br><input type="checkbox"/> Attend school (60)<br><input type="checkbox"/> Career change (72)<br><input type="checkbox"/> Job dissatisfaction (63)<br><input type="checkbox"/> Relocation (61)<br><input type="checkbox"/> Family Responsibility (57)<br><input type="checkbox"/> Accept other HCS (75)<br>Name/Location _____<br>Other (65) _____ |
|---|--|

**Important: I have no claims or grounds for any claims against my employer based upon my employment with Halifax County Schools. I am submitting this resignation of my own free will and have read the front and back of this document.**

Employee's Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

Witness to Signature \_\_\_\_\_ Date Signed \_\_\_\_\_

For Human Resources Use Only

Resignation Accepted by: \_\_\_\_\_ Date: \_\_\_\_\_ Effective Date of Resignation \_\_\_\_\_  
 Retirement Date: \_\_\_\_\_ Comment: \_\_\_\_\_

## Important Information Regarding Your Resignation

1. **Medical Benefits** (if applicable) will end based on the following rules:

- a. If I am an employee who is paid fewer than 12 months in a year, has made contributions for the non-work months, and whose employment terminates at the end of the school year, I will continue to be covered by medical insurance through the end of the period for which I have made premium contributions.
- b. If I am a 10-, 11- or 12-month employee and employment is terminated before the 16th of a calendar month my medical insurance ends at the end of the month; if my employment is terminated on the 16th or later in the month and I have made the required contribution for any coverage in the following month, that coverage will be continued to the end of the calendar month following separation.
- c. Medical premium overpayment for the summer months will be refunded in the final payout.

2. **Communication:** You will receive two important notices after your final day of work:

- a. **Separation Letter:** detailing the effective date of your separation; notice to return GCS property and advice in the event of transfer to another LEA.
- b. **COBRA Notification:** notifying your eligibility to continue certain medical benefits under COBRA.

3. **Leave Balances**

a. **Leave in Case of Transfer between LEAs:** If you transfer between LEAs or to a state agency, and the new employment is obtained within 31 calendar days from the date of separation, (as reported by the resigning employee), leave balances must be transferred to the hiring school system.

b. **Annual Leave in Case of Transfer to/from Other State Agencies:** Leave may be transferred to and from a state agency or institution, community college, public university, technical institute, or from and organization covered by the State Personnel Act (e.g. some county agencies of mental health, public health, social services, or emergency management) if the agency is willing to accept the transfer. All or any portion of the unused leave may be accepted.

c. **Non-acceptance of Credit:** If the receiving agency refuses to accept credit for unused annual vacation leave or bonus leave, you will be paid in a lump sum for up to 30 days or 240 hours of accumulated annual vacation leave and for the bonus leave.

d. **Banking of Leave:** If you resign and are not immediately rehired in another North Carolina school system, the sick leave and personal leave are kept in a "bank" for 60-63 months (based on your months of service) and payment is made for annual leave days. Reinstatement of sick and personal days must follow the provisions of G.S.115c-336.

e. **Payout of Leave:** Employees who are not employed by another NC LEA or NC State agency will receive a payout of unused annual and bonus leave based on limits provided by law.

f. **Charter Schools:** There is no provision for public school employees to transfer leave to or from charter schools

### 4. Final Payout

a. **Unused Leave:** You must be paid in a lump sum for accumulated annual vacation leave, not to exceed a maximum of 30 days or 240 hours, upon separation from service. Separation from service includes resignation (unless the employee is transferring to another LEA or state agency), dismissal, reduction-in-force, death, service retirement, beginning long-term disability benefit or change to temporary status.

b. **Timing:** To ensure an accurate final payout of leave balances, the Payroll Department pays out any eligible leave balances the month after your last regular pay date, for example: if you terminate/retire in May, you will receive your leave payout at the end of June. This delay allows time for final reporting of leave usage to be received and processed by Payroll.

c. **Leave Deficit:** If you are overdrawn with respect to leave, a deduction in the appropriate amount must be made from your final payout.

d. **Retirement:** A deduction for retirement must be made from all lump-sum payments of annual vacation leave. Receipt of lump-sum leave payment and retirement benefits is not considered to be dual compensation.

e. **Overpayment and Funds Owed to Halifax County Schools:** Halifax County Schools will deduct any overpayments or funds owed to the district from your final payout as allowed by law.

\_\_\_\_\_ I request an exit interview. Employee Signature/Date \_\_\_\_\_

**Employee Name:**

---

|                                 | DATES | TIME OFF – Number of Days |
|---------------------------------|-------|---------------------------|
| <b>Annual Leave</b>             |       |                           |
| <b>Sick Leave</b>               |       |                           |
| Other (Specify) –               |       |                           |
| <b>Professional Development</b> |       |                           |

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Requests for annual leave and other leave should be completed and submitted to the appropriate supervisor prior to the date of the desired leave. Illness should be reported by phone to the supervisor as soon as possible and a request for sick leave submitted immediately upon return to work.

Approved

Disapproved

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

The following guidelines are designed to strengthen internal controls in the area of leave accountability and to insure an adequate audit trail. Additionally, these guidelines will insure agreement between the employee and his/her supervisor on the amount and type of leave charged. The resulting documentation will facilitate resolving questions that may arise in subsequent months. These guidelines apply to all Halifax County School employees who earn leave.

1. ***A LEAVE REQUEST*** must be completed for all leave, signed by the employee and submitted to the appropriate supervisor prior to the desired leave date.
2. The supervisor will approve/disapprove the leave request, sign in the appropriate space and send a copy to the employee.
3. The supervisor will attach the original copy of the form to their copy of the monthly payroll transmittal and retain it as part of the official payroll documentation. The records are subject to audit and should be kept current and readily available.

**Appendix # 4**  
**HALIFAX COUNTY SCHOOLS EMPLOYEE GRIEVANCE FORM**  
**Grievance Form (Flow chart in Appendix 7)**

In accordance with Halifax County School Board Policy 7220, the following form may be used to file an employee grievance. Please refer to the Board Policy on 7220 on the Halifax County Schools webpage for exact details.

**Instructions:** Use this form for a standard grievance. Do not use this form if you have disciplinary action, been temporarily laid off, or terminated. Please print or type. Keep a received a copy for your records.

**Employee name:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Immediate supervisor:** \_\_\_\_\_

**Statement of Grievance:** (Please include (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedures that the grievant believes has been misapplied, misinterpreted or violated; (4) the specific resolution desired)

---

Signature of Employee: Date

**Reporting Chain:**

Immediate Supervisor (Name): \_\_\_\_\_

Date of discussion with immediate supervisor: \_\_\_\_\_

Date employee sent written response from immediate supervisor: \_\_\_\_\_

Human Resources Director (Name): \_\_\_\_\_

Date grievance form was submitted to Human Resources Director: \_\_\_\_\_

Date of discussion with Human Resources Director: \_\_\_\_\_

Date employee sent written response from Human Resources Director: \_\_\_\_\_



## Appendix # 5

### 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

he 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 license is required by the rules of the SBE or by Chapter 115C of 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.

## Appendix 6



# 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](http://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.



**NC DEPARTMENT OF PUBLIC INSTRUCTION:** June St. Clair Atkinson, Ed.D., State Superintendent :: 301 N. Wilmington Street :: Raleigh, NC 27601-2825

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## Appendix # 7



# 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



## Appendix # 8



# 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.



## Appendix 9-Grievance Flow Chart

Halifax County Schools  
Grievance Flow Chart  
HCS BOE Policy 7220

