

The board believes a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school district. The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The primary purpose of staff development, both for individuals and groups of employees, is to improve the instructional program for all students by assisting teachers and other personnel in improving and gaining even greater competence in their profession.

**A. STAFF DEVELOPMENT**

The superintendent will provide ongoing professional staff development opportunities. Input from employees will be sought in developing district-wide programs. Local school staff development programs will be planned jointly by the principal and staff members.

Staff development must be provided, at the district or school level, on the effective delivery of the required curriculum, the incorporation of technology in the student learning process, and on subjects clearly matched to the goals and objectives of the local safe school plans.

**B. SELF-IMPROVEMENT**

All employees are responsible for self-improvement. Employees are encouraged to seek information and training through staff development programs as well as other opportunities in order to meet this responsibility.

**C. TECHNOLOGY-BASED REQUIREMENTS**

During each five-year cycle for license renewal, all licensed personnel will focus a portion of their staff development training on technology competencies as follows:

**License Expiration Date:**

**Number of Technology CEUs:**

6-30-03 and beyond

3

A teacher who has retired from Montgomery County Schools and has been reemployed may request a waiver to reduce the required technology CEUs from the local three CEU requirement to one CEU. This waiver request must be in writing to the Director of Personnel.

**D. PLANS FOR GROWTH AND IMPROVEMENT**

Supervisors and principals also may require employees to enter into plans for professional growth and to improve performance. To be most effective, the plan should set clear expectations and facilitate clear communication between the evaluator and the evaluatee.

A performance improvement plan could involve participation in a staff development program or could encompass a variety of strategies that are related to professional growth or improving performance.

Action plans are required for all licensed employees who receive a “~~below standard~~” “developing” or “~~unsatisfactory~~” “not demonstrated” rating on a performance evaluation. Board policy 7811, Required Action Plans for Certain Licensed Employees, specifically sets forth the requirements for action plans.

A plan required by a supervisor/principal may be appealed following the grievance procedure in board policy 1750/7220 if the employee contends that (1) the plan is not likely to improve performance; (2) the supervisor/principal abused his or her discretion in developing the plan; or (3) the plan was not developed in conformance with any mandatory procedures.

**E. PAYMENT OF COSTS**

The district will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions which the local administration requires an employee to attend. The employee must seek prior approval for payments.

The district will not bear the responsibility of the cost of training solely for the purposes of licensure renewal.

**F. TUITION REIMBURSEMENT**

**1. Eligibility**

Lateral-entry and provisionally certified personnel who are seeking licensure in the area in which they are employed are eligible for tuition reimbursement for courses they have completed at an approved educational program in an accredited college or university.

## **2. Prior Approval**

The superintendent must approve all tuition reimbursements. Prior to registering for a course for which tuition reimbursement will be requested, the individual must present an approved plan detailing course work required by the certifying institution in order to make a recommendation for certification in the required area. The course for which reimbursement is requested must appear on the approved plan. If a course is substituted, a documentation of approval must be provided to amend the plan.

Once the plan is approved, reimbursement will be made according to Section 4 of this document.

## **3. Documentation**

Following completion of the course, the individual must present a letter requesting reimbursement with the following attachments:

- a receipt for the paid tuition
- a copy of the college transcript or grade report verifying the completion of the course
- a copy of the prior approval form.

## **4. Rate of Reimbursement**

Tuition reimbursement will be determined based on the availability of funds  
~~Rate will be consistent with in-state tuition at the North Carolina University System~~

~~NOTE: 100% reimbursement for first 18 hours  
——— 50% reimbursement for next 9 hours~~

## **5. Contract Agreement**

Restitution for the amount of tuition reimbursement will be forgiven at a rate of 20% per year from the time of payment of the request. Should an individual voluntarily leave the employment of Montgomery County Schools in less than five (5) years following the date of reimbursement or should the individual request a transfer into another area of licensure within the restitution period, the balance of the restitution will be assessed and paid by

the individual in a manner deemed appropriate by the finance officer of the board.

**6. Other Considerations**

- General Statute 115C-325 will not be superceded by this contract.
- Contingent upon availability of funds
- Effective date: October 1, 1998.

**7. Acknowledgement of Conditions Set Forth Above**

- Teacher Signature/Date
- Superintendent Signature/Date

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., 34 C.F.R. pt. 106; G.S. 115C-105.47(b)(9), -333(b)

Cross References: Grievance Procedure for Employees (policy 1750/7220); Required Action Plans for Certain Licensed Employees (policy 7811)

Adopted: March 6, 2000

Adopted Retired Teacher Technology Waiver: August 31, 2000

Updated: August 4, 2003

Updated:

**A. PURPOSE**

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as needed to be proficient at a particular level of study.

**B. STANDARDS FOR PROGRESSION**

The superintendent will establish standards and a process for determining a student's readiness to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as standardized tests, grades, a portfolio or anthology of the student's work and when appropriate, consideration of accepted standards for assessing developmental growth. Principals shall ensure that the standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote and to retain students based upon the standards set by the board and the State Board of Education.

**C. STUDENT ACCOUNTABILITY AND PROMOTION STANDARDS**

In addition to any other promotion standards established by the board and/or superintendent, students must meet the promotion and accountability standards set by the State Board, including the following specific requirements for promotion.

**I. End of Grade****A. Effective with the 2008-09 school year and beyond:**

1. All public school students in grades 3, 4,5,6,7, and 8 who score Achievement Level II on the first administration of the end-of-grade reading and/or mathematics assessments and/or their alternate assessment shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1. The higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites and AYP results.
2. All public school students in grades 5 and 8 who score Achievement Level II on the first administration of the end-of-grade assessments and /or their alternate assessment shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.

The higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from Retest 1 because these students' scores are not used in state or federal accountability.

- B. LEAs must ensure that all original administrations and Retest 1 scores are submitted to the NCDPI by the deadline for accountability data submission.
- C. Local boards shall establish appropriate review procedures to determine promotion decisions.

## II. End-of-Course

- A. Effective with the 2009-10 school year and beyond:

All public school students who score Achievement Level II on the first administration of an end-of-course assessment (i.e., Algebra I, Algebra II, Geometry, Biology, Physical Science, Civics and Economics, U.S. History, and English I) and/or their alternate assessment (i.e., including NCEXTEND2 OCS reading, math, and science and NCEXTEND 2 at grade 10) shall be administered Retest 1, and the higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites and AYP results (where applicable). Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from Retest 1 because these students' scores are not used in state or federal accountability.

- B. LEAs must ensure that all original administrations and Retest 1 scores are submitted to the NCDPI by the deadline for accountability data submission.
- C. Local boards shall establish appropriate review procedures to determine promotion decisions.

## 2. Diploma Standards

To receive a North Carolina high school diploma, all students must complete the requirements set forth in policy 3460, Graduation Requirements:

### **D. APPEALS OF PROMOTION DECISIONS**

#### 1. To the Superintendent

Within five working days of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without rational basis) or otherwise an abuse of discretion.

The superintendent must render a decision within 10 working days of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

The superintendent's findings must be in writing and must be provided to the parents.

#### 2. To the Board of Education

The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in section E.5 of policy 1740/4010, Student and Parent Grievance Procedures.

### **E. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES**

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the EOG or the EOC tests, promotion decisions shall be based on criteria as recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to student with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

### **F. ACCELERATION**

Some students may need less time to learn the curriculum. Teachers are

encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge a student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options (see policy 3101, Concurrent Enrollment and Other Curriculum Expansions).

The principal, after consulting with the professional staff and parents, may determine that skipping a grade level is appropriate. If permitted by S-state law or State Board policy, credit toward high school graduation may be awarded for a student's advancing or placing out of a high school course. The superintendent shall provide any additional criteria necessary to make the determination as to whether credit may be awarded.

#### **G. REPORTING REQUIREMENTS**

##### **1. Superintendent's Report to Board**

At least on an annual basis, the superintendent shall provide the board with the following information for each school:

- a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;
- b. the proportion of student not meeting standards for grade level; and
- c. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

##### **2. Superintendent's Report to the Department of Public Instruction**

Pursuant to standards established by the Department of Public Instruction, the superintendent annually shall provide the Department with all required information regarding student performance

#### **H. RESOURCES**

Consistent with the objective of improving student performance, the board will provide maximum flexibility to schools in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as a part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal



Management Standards.

**I. NOTIFICATION TO PARENTS**

The superintendent shall ensure that a copy of this policy is provided to all students and parents, that parents are encouraged to be involved in helping their children meet the promotion standards, and that all parents or guardians are requested to sign parental agreements. Information provided to parents should be in the parents' native language. In addition, the teacher(s) of a student who does not meet the standards in this policy must notify the student's parents that the student has failed to meet the test standards and must provide the parents with information concerning retesting, intervention, review and appeal opportunities.

**J. CHILDREN OF MILITARY FAMILIES**

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or program prerequisites or other preconditions for the placement of children of military families in courses or programs offered by the school system.

**K. ATHLETIC ELIGIBILITY**

**Montgomery County Schools will follow the North Carolina High School Athletic Association rules.**

Legal References: G.S. 115C-36, -45 (c), -47, -81, -105.21, -407.5, 174.11. -288(a); State Board of Education Policies GCS-C-031, GCS-N-series, Guidelines for Testing Students Identified as Limited English Proficiency (Department of Public Instruction)

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), Concurrent Enrollment and Other Curriculum Expansions (policy 3101), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155) Fiscal Management Standards (policy 8300)

Adopted: March 6, 2000

Updated: June 1, 2009

Updated: November 2, 2009

Updated: April 13, 2010

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. Successful completion of all accountability standards for high school set by the State Board of Education in policy GCS-N-003, Student Accountability Standards, that are applicable for the year in which the student entered ninth grade for the first time and/or the student's course of study;
2. Successful completion of 20 course credits (21 for students entering the ninth grade on or after the 2009-10 school year, 22 for students in the Occupational Course of Study) in the chosen course of study and all other course requirements mandated by the State Board of Education; and
3. Successful completion of all additional courses and other requirements mandated by the local board of education.

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduate plans. For students who have transferred to the school system during high school, or who for other reasons have completed course work outside of the school system, the principal shall determine what course work will be applied as credit for graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunities for Military Children (G.S. 115C-407.5) and the requirements of subsection D.3 of this policy in determining the graduation requirements for children of military families.

**A. COURSE UNITS REQUIRED**

All students must meet the following course requirements for the specific course of study chosen by the student. Beginning with students entering the ninth grade in the 2009-10 school year, students must fulfill the requirements of the Future Ready Core Course of Study, unless they are approved for the Occupational Course of Study. Students entering the ninth grade before the 2009-10 school year must fulfill the requirements of the Career Prep. College Tech Prep, College/University Prep or Occupational Course of Study.

## GRADUATION REQUIREMENTS

Policy Code: **DRAFT 3460**

1. Future Ready Core Course of Study Credits Required  
Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)	
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II, III, and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. The exempt student will be required to pass either (1) Algebra I and Algebra II or Geometry or (2) Integrated Math I and II. The student must also pass either Alternative Math I and II or two other application-based math courses.)*	
Science	3 (a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (Civics & Economics, U.S. History and World History)	
Health/PE	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or Second Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary courses. A four-course concentration is recommended)**	
<b>Total Credits</b>	<b>21</b>	

\*Students seeking to complete minimum application requirement for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II as a prerequisite.

\*\*Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

2. Career Prep Course of Study Credits Required  
Graduates must also complete this course of study as part of the 28 credits required for graduation.

<b>Courses Required</b>	<b>State Requirements</b>	<b>Local Requirements</b>
English	4 (including English I, II, III and IV)	
Mathematics	3 (including Algebra I)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History and World History)	
Health/PE	1	
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C. ***)	
Foreign Language	0	
Electives	2 (arts recommended but not required)	
Other Requirements		
<b>Total Credits</b>	<b>20</b>	

\*\*\*Four R.O.T.C. credits may be used

3. College Tech Prep Course of Study Credits Required  
Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirement	Local Requirements
English	4(including English I, II, III, and IV)	
Mathematics	3**** (including either Algebra I, Geometry and Algebra II; Algebra I and Technical Math I & II; or Integrated Mathematics I, II, and III)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History and World History)	
Health/PE	1	
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	
Foreign Language	0****	
Electives	2 (arts recommended but not required)	
Other Requirements		
<b>Total Credits</b>	<b>20</b>	

\*\*\*\*A student pursuing this course of study may meet the requirements of a College/University Prep course of study by completing 2 credits in the same foreign language and one additional unit of math for which Algebra II is a prerequisite.

## GRADUATION REQUIREMENTS

Policy Code: **DRAFT 3460**

4. College/University Prep Course of Study Credits Required  
Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirement	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including either Algebra I, Geometry and Algebra II and a higher course for which Algebra II is a prerequisite: or Integrated Mathematics I, II, and III and one course beyond Integrated Math III)	
Science	3 (including a physical science Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History and World History)	
Health/PE	1	
Foreign Language	2 in the same language	
Electives	3 (arts recommended but not required)	
Other Requirements		
<b>Total Credits</b>	<b>20</b>	

5. Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)  
Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirement	Local Requirements
English	4 (including Occupational English I, II, III, and IV)	
Mathematics	3 (including Occupational Mathematics I, II, and III)	
Science	2 (including Life Skills Science I and II)	
Social Studies	2 (including Government/U.S. History and self-advocacy problem solving)	
Health/PE	1	
Career/Technical	4 (vocational education electives)	
Occupational Preparation	6 (including Occupational Preparation I, II, III and IV, which requires 300 hours of school-based training. 240 hours of community-based training and 360 hours of paid employment)	
Computer Skills/Technology	Computer proficiency as specified in IEP	
Electives	0	
Other Requirements	<ul style="list-style-type: none"><li>• Completion of IEP objectives</li><li>• Career Portfolio required</li></ul>	
<b>Total Credits</b>	<b>22</b>	

**B. HIGH SCHOOL EXIT STANDARDS**

1. Students , who (1) entered the ninth grade in the 2006-07 through 2008-09 school years and follow the Career Prep Course of Study, College Tech Prep Course of Study or College/University Prep Course of Study; or (2) enter ninth grade in the 2009-10 year or beyond and follow the Future Ready Core Course of Study must score at Level III or above on all of the following end-of-course (EOC) tests: Algebra I; Biology; English I; Civics and Economics; and U.S. History. Students who do not score at Level III or above on the first administration of EOC tests must be retested in accordance with State Board policy. The superintendent shall develop procedures, in accordance with State Board policy, for reviewing promotion requests for students who do not score at Level III or above on the retest.

The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available..

1. A student following the Occupational Course of Study, regardless of the year he or she entered ninth grade, must complete rigorous exit standards as outlined in State Board Policy GCS-N-004.

**C. ADDITIONAL LOCAL REQUIREMENTS**

The board may require that students successfully complete additional graduation requirements, such as a community service project like that mentioned in policy 3530, Citizenship and Character Education. Students must be notified of any requirement no later than the beginning of their junior year. Students whose projects do not meet the expected standard must be given additional opportunities to successfully complete the project and additional assistance as needed with the project.

All Montgomery County Schools students entering the 8<sup>th</sup> grade in 2010-2011 will be required to complete a distance learning class in order to graduate from high school.

Students must have 28 credits in order to be eligible to graduate from either East Montgomery High School or West Montgomery High School.

~~Students must satisfactorily complete a senior project. The superintendent or designee shall develop, monitor and score the senior projects, using state-adopted rubrics. The superintendent or designee may incorporate any senior requirements that are already in place in the system. In addition, requirements of the senior project must include:~~

- ~~a. review process~~
- ~~b. an eight- to ten-page research paper written on an approved topic of the student's choice;~~
- ~~c. a product related to the paper that requires significant hours of work;~~
- ~~d. a portfolio that reflects the senior project process;~~
- ~~e. a presentation to a panel of community and faculty members; and~~
- ~~f. literature, service-based learning or work-based learning experiences as defined by state models.~~

~~The superintendent or designee shall give special consideration to the~~



~~children of military families as well as transfer students arriving in the second semester of the senior year.~~

**D. SPECIAL CIRCUMSTANCES**

The board adopts the following policies with regard to graduation:

**1. Honor Graduates**

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program will receive recognition, including a seal affixed to his or her diploma. Recognition of honor graduates may be included in graduation programs.

**2. Students with Disabilities**

Accountability standards and graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

**3. Children of Military Families**

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students covered by the Interstate Compact on Educational Opportunity for Military Children.

**a. Waiver Requirements**

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required coursework so that graduation may occur on time.

**b. Testing Requirements for Graduation**

The superintendent shall accept the following in lieu of tests required for graduation in North Carolina; (1) exit or end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year,

subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning or during his or her senior year is ineligible to graduate from the school system after all the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system and the sending school system shall collaborate to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted under criteria to be approved by the board upon recommendation by the superintendent.

5. Alternative School

Any student for whom the alternative school becomes their permanent assignment may be allowed to graduate if they have met minimal state requirements.

6. Graduation Certificate and Certificate of Achievement

A graduation certificate or a certificate of achievement will be awarded to students in compliance with the policies of the State Board of Education.

Legal References: G.S. 115C-47, -81, -174.11, -276, -288, -407.5; State Board of Education Policies GCS-C-003, GCS-C-031, GCS-N series

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Children of Military Families (policy 4050)

Adopted: March 6, 2000

Amended: June 4, 2007

Updated: June 1, 2009

Updated: December 7, 2009

Updated: May 3, 2010

Updated:

**A. GENERAL PRINCIPLES**

The board endorses the goals of the Community Schools Act. The use of school facilities by community groups should be consistent with the educational program and the goals and objectives of the board and school system.

Priority for facility use shall be given to community groups as outlined in Section B. For-profit groups are not permitted to use school facilities.

Use of school facilities shall not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment; or
5. are in conflict with scheduled school activities.

**B. PRIORITY IN USE/FEE STRUCTURE**

School-sponsored groups and activities (such as school athletic events and school drama and choral productions) and meeting of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority in the use of school facilities by other groups and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category shall not be based upon the viewpoints of the groups. All groups within the same user category shall be charged for facility use according to the uniform fee structure.

1. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers and principals organizations and booster clubs)  
Fees: Fees for use of kitchens shall be charged to cover costs. Custodial or other supervisory services may be charged.

2. In accordance with G.S. 115C-527, political parties shall only be charged custodial and utility fees when using school facilities for the express purpose of annual or biennial precinct meetings and county and district conventions.
3. Local government and youth organizations (including but is not limited to scouts, 4-H)  
Fees: Utility fees for the use of facilities may be charged. Custodial, kitchen, and/or supervisory fees shall be charged.
4. All other non-profit groups (all groups not included in the other categories)  
Fees: Rental, kitchen, utility, custodial, and supervisory fees shall be charged.

The superintendent shall submit a fee structure that lists the amount or method of calculating rent and fees to be charged for facility use to the board for approval prior to the beginning of each school year.

**C. REQUESTS FOR USE OF FACILITIES**

An eligible individual or group that wishes to apply for permission to use a school facility must submit a written application to the principal of the school where the facility is located. Facility use request forms shall be available in the school administrative office.

**D. FACILITIES AVAILABLE FOR USE**

The board permits eligible individuals or groups to use the facilities of those schools designated by the board as “community schools”. A list of community schools and the facilities at each site that are available for community use shall be available to the public at the superintendent’s office and each principal’s office.

The superintendent is authorized to develop a list of which school facilities are available for community use. Among the types of facilities that may be available for community use are: auditoriums, athletic fields, dining areas, kitchens, designated classrooms, gymnasiums, media centers and playgrounds.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or designee. The

superintendent is authorized to determine the fees for the use of facilities in such circumstances.

**E. RULES GOVERNING USE OF SCHOOL FACILITIES**

The superintendent shall develop regulations consistent with this policy. The regulations shall include an application process and provisions regarding supervision of groups using facilities, care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of the regulations shall be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules established by the board, the superintendent or designee, and the principal
2. Users must comply with the requirements of the American With Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been Adopted for the implementation of the ADA.
3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).
4. Users shall not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).
5. Users shall not possess weapons or explosives while on schools ground (see policy 5027/7275, Weapons and Explosives Prohibited).
6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during the activity.
7. Any violation by a user of the provisions of this policy or any applicable regulations shall be grounds for the suspension of the user's privilege to use

school facilities for such period of time as deemed appropriate by the principal, subject to the review of the superintendent and the board of education.

**~~F.~~ DAMAGES AND LIABILITY INSURANCE**

~~Users of school facilities are responsible for all damages to school facilities, property or equipment that occurs while the facility is being used by the group, regardless of who caused the damage. Users also are responsible for the conduct of all persons involved in the users' activities while on school property.~~

~~All users groups, except school sponsored groups, must furnish a certificate of insurance for general liability coverage with a total limit coverage of \$1,000,000 for each claim made. Alternatively, the superintendent or designee may require the user group to execute a waiver of liability that states that no liability shall attach to the board of education, individually or collectively, for personal injury or personal property damage by reason of use of the school property.~~

**~~G~~E. TERM AND ACCEPTANCE OF LEASE**

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent shall inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases shall not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

**~~H~~G. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES**

Any person or organization may request a review of any decision made by a school employee pursuant to this policy in accordance with policy 1740/4010, Parent and Student Grievance Procedure.

Legal References: Americans with Disabilities Act, 42 U.S.C. § 12101 *et seq.*; Equal Access Act, 20 U.S.C. §§4071-4074; 28 C.F.R. part 36; Community Schools Act, G.S. 115C-203 to -209.1, -527

Cross References: Parent and Student Grievance Procedure (policy 1740/4010), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275)

Adopted: April 10, 2000

Updated: June 1, 2009

Updated:

## ACTION PLANS FOR LICENSED EMPLOYEES

Policy Code: **DRAFT7811**

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The board expects all professionally licensed employees to maintain high levels of performance. If employees do not meet this standard, the superintendent and administrative staff will address any identified performance deficiencies through appropriate means, including placing the employee on an action plan when required by state law, state policy or local policy or when otherwise deemed necessary..

### A. ACTION PLANS REQUIRED

Unless the superintendent recommends dismissal, demotion or nonrenewal of a poorly-performing employee, the superintendent or designee shall develop and implement an action plan for each licensed employee who receives a “below standard” or “unsatisfactory” rating on a performance **summative** evaluation. Unless otherwise established by legal authority, the superintendent shall establish criteria that will be deemed evidence of a “~~below standard~~” **“developing”** or “~~unsatisfactory~~” **“not demonstrated”** rating on a performance evaluation. A “monitored growth plan” or “directed growth plan” developed in accordance with State Board of Education Policy TCP-C-004 satisfies the requirements for an action plan for a teacher under this policy.

### B. DISCRETIONARY ACTION PLANS

Nothing in this policy shall limit the superintendent’s authority to place an employee on an action plan or other plan of improvement at any time deemed necessary, including when (1) a monitored or directed growth plan is not mandated under State Board policy, or (2) an action plan is not mandated under this policy.

### C ACTION PLAN COMPONENTS

An action plan must include the following components:

1. **Dual Plans:** A plan that is intended to serve as both an action plan and a monitored or directed growth plan must meet the requirements set by the State Board. The superintendent may require additional components beyond those required by the State Board, such as those listed below.
2. **Separate Action Plans:** An action plan that is not intended to serve a dual role as a monitored or directed growth plan, whether required by law



or discretionary, must include the following components:

- a. Identification of Deficiencies. All performance deficiencies identified during the employee's evaluation must be identified and addressed in the action plan.
- b. Performance Expectations. For each problem identified, the action plan must include a statement of the expected level of performance.
- c. Strategies. The action plan must set forth a strategy or strategies designed to correct each identified deficiency. Strategies should be specific and clearly stated the activities the employee should undertake to achieve the expected level of performance. They also should identify all individuals responsible for implementing the plan.
- d. Dates for Monitoring and Completion. The action plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Action plans required by this policy must be completed within 90 instructional days or before the beginning of the next school year.

#### **D. REEVALUATION REQUIRED**

Once an employee completes an action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to "perform at an ~~"unsatisfactory"~~ **"not demonstrated"** or ~~"below standard"~~ **"developing"** level in any area or whether the employee's performance has improved sufficiently. If the employee's performance remains unsatisfactory or is below standard the superintendent shall either:

1. Recommend that the board dismiss, demote or transfer the employee to a position in which the employee can be successful; or
2. Retain the employee in the current position, if the superintendent:
  - a. determines that the employee's continuing performance problems are not adversely impacting student learning or the school environment, or

- b. determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

An employee who is retained in his or her position after two poor evaluations must be given a new action plan and reevaluated in accordance with this policy.

#### **E. SPECIAL PROVISIONS RELATING TO ACTION PLANS FOR LICENSED EMPLOYEES IN LOW PERFORMING SCHOOLS**

Professionally licensed employees assigned to a low-performing school will be placed on action plans as described in sections A, C and D above. However, if a licensed employee in a low-performing school receives a ~~“below standard”~~ **“developing”** or ~~“unsatisfactory”~~ **“not demonstrated”** rating on any function of his/her evaluation that is related to the employee’s instructional duties, then the following additional provisions apply.

##### **1. Person(s) Drafting the Action Plan**

The person who directly supervises the employee, or the person or group who completed the employee’s evaluation, will draft the required action plan for the employee. Assistance or assessment teams must collaborate with the employee’s supervisor in developing an action plan.

##### **2. Reevaluation and Dismissal**

Upon completion of the action plan, the superintendent or designee or the assessment team will evaluate the employee again. The superintendent must recommend dismissal or demotion if the employee receives one ~~“unsatisfactory”~~ **“developing”** rating or more than one ~~“below standard”~~ **“not demonstrated”** rating on any function that is related to the employee’s instructional duties.

Unless otherwise established by legal authority, the superintendent shall develop procedures that identify the standards of the evaluation instrument that are related to instructional duties for purposes of compliance with this subsection. The superintendent shall develop any other procedures necessary to carry out the board’s directives.

Legal Reference: G.S. 115C-333, State Board of Education Policy TCP-C-004

Cross Reference: Evaluation of Licensed Employees (policy 7810)

Adopted: May 1, 2000

Updated: March 3, 2010

Updated:

**A. PROFESSIONAL EMPLOYEES**

Professional employees who for any reason intend to resign are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school district is made. Employees in administrative positions are required to give 60 days notice unless the superintendent consents to a shorter notice period.

A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires a 30 days' notice unless the superintendent consents to a shorter notice period.

If the notice requirements are not met by a teacher and the superintendent does not consent to a waiver of notice, the superintendent shall inform the board and recommend to the board whether or not a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year.

**B. ALL EMPLOYEES**

Letters of resignation must be submitted to the superintendent. Resignations may be accepted, on behalf of the board, by the superintendent or his or her designee. To help ensure smooth operations of the schools, a 30 day notice is requested whenever possible.

Each employee who is leaving the school district may arrange to meet with any director, supervisor or administrator to discuss the reasons for leaving and to identify any practices or policies which he or she feels are detrimental to the objectives of the school district. To the extent possible, statements made by employees will be confidential.

Legal References: G.S. 115C-47, -325(o)

Cross References:

Adopted: May 1, 2000

Updated: August 3, 2009

Updated: