

1200 ELECTION AND ORGANIZATION

The Edenton-Chowan Board of Education shall consist of seven (7) members elected by the voters of Chowan County to serve ~~six~~ four-year, staggered terms. Chowan County is divided into three districts. Six members shall be residents and voters of their respective districts, with two members elected from each district. One member shall be elected to fill an at-large seat, with all county residents casting votes. Elections shall be held in accordance with ~~H.B. 788, ratified on May 16, 1989.~~ H.B. 537, ratified on July 18, 2013.

A. Before taking office, newly elected board members will take and sign the following oath or affirmation on or before the at the board meeting held in December following their election:

“I, _____, do solemnly swear (or affirm) that I will support and defend maintain the Constitution and laws of the United States, and the Constitution and laws of the State of North Carolina not inconsistent therewith, and that I will faithfully discharge my duties as a member of the Edenton-Chowan Schools Board of Education, so help me God [omit phrase if affirming].”

If a board member enters on the duties of his or her office before taking, subscribing, and filing the oath of office, he or she will be ejected from office.

~~A.~~ B. As the first item of business at its December meeting, or at the next regularly scheduled meeting of the Board following the swearing in of Board members newly elected, the Board shall elect a chair and vice-chair to serve until the next regular December meeting of the following year. If, at any time, a vacancy occurs in the office of chair and/or vice-chair, then the Board may elect a replacement to serve the remainder of the term of office in which the vacancy occurs.

~~B.~~ C. The Chair of the Edenton-Chowan Board of Education shall perform all duties required by law or by Board policy for the office, execute all documents on behalf of the Board as approved by the Board, approve the proposed agenda for Board meetings as prepared by the Superintendent, and perform any additional duties as authorized by the Board.

The Chair shall preside at the meetings of the Board. In this capacity, the Chair with input from the Board Attorney as needed shall decide any questions of parliamentary procedure or rules of order. The Board by majority vote retains the final authority to alter or overturn any act or decision of the Chair.

The Chair shall have the same rights as all other Board members; that is, to introduce and/or second any motion or resolution, to participate in discussions, and to vote on all matters, in accordance with the Board’s Rules of Order.

~~C.~~ D. The vice-chair, in the absence of the chair, shall perform the duties and have the obligations of the chair and shall have such other powers and duties as the Board may determine.

~~D.~~ E. The Superintendent shall be the secretary to the Board. The Superintendent shall have no vote. As secretary, the Superintendent shall keep and maintain accurate minutes of Board meetings.

LEGAL REF: G.S. 115C-35, -37, -41, -47, -276; 1989 N.C. Sess. Laws ch. 103, H.B. 788. 2013 N.C. Sess. Laws ch. 271, H.B. 537.

ADOPTED: June 7, 2004

AMENDED:

4000 ATTENDANCE

Attendance in school is central to educational achievement and school success. All children between the ages of seven (7) and sixteen (16) are required by state law to attend school regularly. Parents must ensure that students attend and remain in school daily.

- A. The principal must assure adherence to attendance rules and regulations and notify parents of their responsibility under the compulsory attendance law. The teacher must monitor and report student absences on a daily and class basis and follow all rules and regulations concerning attendance.
- B. To be counted present a student must be in attendance at least one-half of the student school day. A school day is considered half over at 11:30 a.m.
 - 1. Students who arrive at school after the school day begins are to report to the principal's office. A tardy pass indicating excused or unexcused, based upon the reason for the tardiness, will be issued. Unexcused tardies will be dealt with in the manner designated by each individual school.
- C. Excused Absences

The following shall constitute valid excuses for the temporary non-attendance of a child at school provided satisfactory evidence of the excuse is provided to the principal or his designee:

- 1. When the absence results from illness or injury which prevents the student from being physically able to attend school. Certification of an illness from a physician may be required to substantiate an illness.
- 2. When isolation or quarantine of the student is ordered by the local health officer or by the State Board of Health.
- 3. When the absence results from the death of a member of the immediate family of the student. The immediate family of a student includes, but is not necessarily limited to, grandparents, parents, and siblings.
- 4. When the absence results from a medical or dental appointment of a student. A written excuse should be presented with a doctor's signature or stamp.
- 5. When the student is a party to or under subpoena as a witness in the proceedings of a court or administrative tribunal.
- 6. When the student or the student's parent/guardian or custodian adheres to a religion whose tenets require, or suggest the observance of a religious event. The parent/guardian or custodian must seek prior approval of the principal for such absences and the approval should be granted unless the religious observance or the

cumulative effect of religious observances is of such duration as to interfere with the education of the student. Written evidence from church authorities may also be required for absences due to religious observance.

7. When the student obtains the principal's prior approval of a valid educational opportunity, such as travel. Approval for such an absence must be gained prior to the absence.
8. Additional excused absences may be granted for a student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian.

D. Unexcused Absences

All absences for reasons other than those identified under the section entitled "Excused Absences" will be deemed unexcused. An absence also will be deemed unexcused unless the student's parent/guardian or custodian provides written documentation of the reason(s) for the absence within three school days of the student's return to school. A student who is suspended for misconduct will not be considered absent without excuse for the purposes of this policy, although such absences will be considered unexcused for the purpose of makeup work and co-curricular activity eligibility. However, students suspended for ten days or less will be provided an opportunity to receive missed assignments and complete missed exams as provided in Policy 4220.

E. Make-Up Work

Students are entitled to make up work from an excused absence without receiving penalties to their marks or grades. High school and middle school students are responsible for securing and arranging make-up work from their teachers. In case of elementary students, the teacher will assign make up work where appropriate in the teacher's discretion. Make up work shall be assigned by the principal, upon consultation with teachers, and may be specific material missed by the student, or may be reinforcement or enrichment assignments. Principals may set reasonable deadlines for completion of makeup work.

F. Extracurricular Activities

A student must be counted present at school in order to participate in any extracurricular, social, or athletic event held on that day.

G. Excessive Absences

Excessive absences will have serious academic consequences and may result in class or grade-level failure. Students in grades K-8 who are absent from school for twenty-one (21) or more days during the school year may be considered for retention in that grade by the

principal. Students in grades 9-12 who are absent 11 or more days during a term may be denied credit toward graduation in that course by the principal.

Decisions of the principal with regard to attendance, grade retention and/or denial of credit made pursuant to this policy may be appealed in accordance with the Student and Parent Grievances Policy.

H. Notification of Excessive Unexcused Absences

1. The principal shall be notified when a student has accumulated three unexcused absences during a school year/term.
2. The principal (or his/her designee) shall notify the parent, guardian, or custodian of the child that the unexcused absences have occurred.
3. After not more than six unexcused absences during a school year/term, the parent shall be notified by the principal that he/she may be violating the Compulsory Attendance Law and the consequences of the violation. This notification shall be made by mail.
4. After the parent, guardian, or custodian has been notified of possible violation of the Compulsory Attendance Law, school personnel (i.e., principal, assistant principal, counselor or social worker, when applicable) shall meet with the parent, guardian or custodian and child to determine the reason for the absences. The principal should consider referral to the school intervention team or alternatives to the student's educational program. A written report of this investigation shall be given to the principal.
5. When the student has accumulated ten (10) consecutive unexcused absences, the teacher shall notify the principal and drop the student from membership, but not from enrollment.
6. After being notified of the 10th unexcused absence, the principal shall review the results of the investigation and meet with the student and parent, guardian, or custodian to determine if a "good faith" effort has been made to comply with the law.
7. If it is found that the parent, guardian or custodian has not made an effort to encourage school attendance, the district attorney shall be notified.
8. If it is determined that the parent, guardian or custodian has made an effort to comply with the law, a complaint may be filed against the child with the juvenile court intake counselor.
9. The teacher of the child should be informed of any action taken relating to the student's membership and enrollment.

I. Perfect Attendance

Perfect Attendance Certificates shall be issued to students who attend school for 180 days. The following requirements shall be considered:

1. If a student is in school 1/2 of the school day or more for 180 days, he/she is entitled to a certificate.
2. If a student comes to school and leaves before 11:30 a.m., he/she shall not receive a certificate.
3. If a student comes to school and leaves before 11:30 a.m., but returns the same day, (assuming he/she is present at least 1/2 of the school day), he/she is entitled to a certificate.

LEGAL REF: G.S. ch. 7B, 115C-36, 115C-307(f), 115C-378 to 115C-381, 115C-391; 115C-4-7.5; 16 N.C.A.C. § 6E.0100 to 6E.0104

ADOPTED: August 2, 2004

AMENDED:

EDENTON-CHOWAN BOARD OF EDUCATION

5350 EVALUATIONS AND IMPROVEMENT PLANS

Evaluations

Evaluation of licensed employees is a mandated duty and responsibility of the administration. The Superintendent is authorized to establish procedures for evaluating licensed employees. All teachers and other licensed staff shall be evaluated according to any rules and regulations established by the Superintendent and any rules and regulations required by law or by the North Carolina State Board of Education. School principals or other evaluators may supplement the evaluation process as appropriate.

Each person employed by the Edenton-Chowan Board of Education and defined as a “teacher” under law by G.S. 115C 325(a)(6) shall be evaluated at least annually ~~in accordance with law.~~

- A. Evaluations: Probationary Teachers with 1-3 years of continuous, full time employment in a teaching capacity with the school district will receive an evaluation by the principal on all standards on the teacher evaluation instrument every year. Career status teachers will receive an evaluation on all standards in their license renewal year or when required by the superintendent, designee, or school principal. In any other year, career status teachers will receive an evaluation on standards one, four, and six as specified by the State Board of Education.
- B. Evaluations in a low performing school: All licensed employees assigned to a school that has been identified as low-performing, but has not received an assistance team, shall be evaluated at least once annually. This evaluation shall occur early enough during the school year to provide adequate time for the development of a mandatory improvement plan if one is needed. If the employee is a teacher as defined under G.S. 115C 325(a)(6), under applicable law the principal, assistant principal who supervises the teacher, or an assistance team assigned under G.S. 115C 334 shall conduct the initial evaluation.
- C. Observations: All probationary teachers with 1-3 years of continuous, full time employment in a teaching capacity with the school district shall be observed at least three times annually by the principal or the principal’s designee and at least once annually by a teacher .

Teachers with more than 3 years of continuous, full time employment in a teaching capacity with the school district, who do not have career status, and who are on a one year contract, will receive at a minimum one formal observation, and two observations (either formal or informal) by the principal or designee. Career status teachers will follow this same observation schedule in any year when the teachers receive an evaluation on all standards.

~~Teachers with career status who are scheduled to receive an evaluation on all evaluation standards will receive, at a minimum, one formal and two informal observations (comprehensive evaluation cycle).~~ Teachers with career status who are scheduled to receive an evaluation on standards one, four and six (abbreviated evaluation) shall

receive a minimum of two informal observations (a minimum of 20 minutes in the classroom) by the principal or designee. This same observation schedule will apply to teachers who receive contracts of longer than one year starting in 2018 who have been in full time employment in a teaching capacity for more than 3 years.

Improvement Plans

Any certified employee who receives a not demonstrated, developing, below standard, or unsatisfactory rating on an evaluation shall be placed on an improvement plan to address concerns about the employee's performance, unless the employee is recommended for dismissal, demotion or nonrenewal. An improvement plan also may be used whenever appropriate to address performance concerns.

- A. The improvement plan shall contain a statement of the employee's performance problem(s) and list specific expectations for improvement. The supervisor may consider input from the certified employee in developing the plan.
- B. The improvement plan shall provide for periodic review of the employee's performance in meeting the objectives of the action plan.
- C. If the employee's performance fails to meet expectations stated in the plan, the Superintendent and the employee's supervisor shall decide whether to recommend that the employee be dismissed, demoted or nonrenewed.
- D. An employee's compliance with the improvement plan is mandatory.
- E. An improvement plan constitutes a warning to the employee that the employee must improve his or her performance in order to continue working for the school system.
- F. This policy does not limit the Superintendent's authority to recommend dismissal for any reason allowed by law.
- G. The improvement plans for teachers are as follows:

Monitored Growth Plans

The Superintendent, designee, or principal may place a teacher on a Monitored Growth Plan at any time to address performance concerns. A teacher shall be placed on a Monitored Growth Plan whenever he or she:

- 1. Is rated "Developing" on one or more standards on the Teacher Summary Rating Form; and
- 2. Is not recommended for dismissal, demotion, or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the standards and elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve proficiency, and a timeline.

Directed Growth Plans

The Superintendent, designee, or principals may place a teacher on a Directed Growth Plan to address serious performance concerns or when the teacher does not consistently demonstrate proficient performance while on a Monitored Growth Plan. A teacher shall be placed on a Directed Growth Plan whenever he or she:

1. Is rated “Not Demonstrated” on any standard on the Teacher Summary Rating Form; or “Developing” on one or more standards on the Teacher Summary Rating Form for two sequential years; and
2. Is not recommended for dismissal, demotion, or nonrenewal.

A Directed Growth Plan shall, at a minimum, identify the standards and elements to be improved, the goals to be accomplished and the activities the teacher should undertake to achieve proficiency, and a timeline.

Mandatory Improvement Plan

If the school system retains the employment of a teacher who is not proficient in all standards, the teacher has a duty to demonstrate significant and sustained improvement to attain proficient performance on a Monitored Growth Plan or a Directed Growth Plan. A Monitored and/or Directed Growth Plan provide a teacher ample opportunity to attain proficient performance. In order to assure that students receive quality instruction, a teacher who has not attained proficient performance with the benefit of a Monitored and/or Directed Growth plan ordinarily will be recommended for dismissal. In extraordinary situations, the superintendent or designee has the discretion to retain a teacher even though the teacher has not demonstrated proficient performance despite the benefit of a Monitored and/or Directed Growth Plan, in which case the teacher will be placed on a Mandatory Improvement Plan. The superintendent or designee may also place a teacher on a Mandatory Improvement Plan if it is determined that a Monitored or Directed Growth Plan will not adequately address the deficiencies in the teacher’s performance.

A Mandatory Improvement Plan will provide the teacher with notice of specific performance areas that have substantial deficiencies and a set of strategies, including the specific support to be provided the teacher so that the teacher, within a specified period of time, will satisfactorily resolve such deficiencies. The teacher on a Mandatory Improvement Plan will receive an observation from a “qualified observer” in accordance with law. Mandatory Improvement Plans shall be designed to be completed within 90 instructional days or before the beginning of the next school year.

- H. Employees in low-performing schools: If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance, the individual or

team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a Mandatory Improvement Plan or (ii) the superintendent recommend that the employee be dismissed or demoted. The superintendent shall determine whether to develop a Mandatory Improvement Plan or recommend dismissal. If the superintendent recommends a Mandatory Improvement Plan, then:

1. The improvement plan shall be developed by the person who evaluated the employee or by the employee's supervisor. If, however, the evaluation was conducted by an assistance team, the team shall develop the plan in collaboration with the employee's supervisor.
2. The improvement plan shall be designed to be completed within 90 instructional days or before the beginning of the next school year.
3. Upon completion of the improvement plan, the superintendent, superintendent's designee, or assistance team shall reevaluate the employee. At that time, if the employee has failed to become proficient in any of the performance standards articulated in the Mandatory Improvement Plan, or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employee be dismissed or demoted.

Inadequate Performance

This policy does not create any additional rights for teachers and a teacher has no right to a Monitored or Directed Growth Plan or a Mandatory Improvement Plan. A teacher is subject to dismissal for any of the grounds set forth by law including "inadequate performance." Inadequate performance shall mean (i) the failure to perform at a proficient level on any standard of the evaluation instrument or (ii) otherwise performing in a manner that is below standard. ~~However, for a probationary teacher, a performance rating below proficient may or may not be deemed adequate at that stage of development by a Superintendent or designee.~~ For a career teacher, a performance rating below proficient shall constitute inadequate performance unless the principal noted on the instrument that the teacher is making adequate progress toward proficiency given the circumstances.

- I. The Superintendent is authorized to develop procedures to enforce this policy.

LEGAL REF: G.S. 115C-333, -333.1, -325, -334, TCP-C-004, SBE Requirement for Annual Teacher Evaluation, SB 466 (E3)

ADOPTED: February 7, 2005

AMENDED: October 3, 2011 and

EDENTON-CHOWAN BOARD OF EDUCATION