

The board intends to comply fully with all licensure requirements of the ~~No Child Left Behind Act of 2001~~ (“NCLB”) Elementary and Secondary Education Act, state law, and State Board of Education policies.

A. LICENSURE AND OTHER QUALIFICATION REQUIREMENTS

1. Except as ~~provided below~~ otherwise permitted by the State Board of Education or state law, a professional employee must hold at all times a valid North Carolina license appropriate to ~~the~~his or her position ~~in which he or she is employed~~.
- ~~1.2.~~ To the extent possible, all professional teaching assignments will be in the area of the professional employee’s license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be “highly qualified” as required by ~~NCLB~~the State Board of Education. Core academic subjects include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
- ~~2.3.~~ The board encourages lateral entry into the teaching profession by skilled individuals from the private sector who meet state licensing requirements.

B. EXCEPTIONS TO LICENSURE REQUIREMENTS

1. Emergency Permit to Practice

In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a lateral entry license are available to fill a position, the board may employ for up to one year an individual who holds an emergency permit to practice issued by the State Board of Education. An emergency permit is not renewable.

2. Adjunct CTE Instructors

An unlicensed individual who meets the adjunct hiring criteria established by the State Board of Education for a specific career and technical education (CTE) career cluster may be employed as an adjunct CTE instructor for up to 10 hours per week, provided the individual first completes preservice training and meets all other statutory requirements for serving as an adjunct instructor established by G.S. 115C-157.1.

A.C. BEGINNING TEACHER SUPPORT PROGRAM

The superintendent or designee shall develop a plan and a comprehensive program for

beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (“DPI”) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

Teachers with fewer than three years of teaching experience will be required to participate in the Beginning Teacher Support Program.

B.D. LICENSE CONVERSION

~~The superintendent or designee shall designate a school official in the Beginning Teacher Support Program plan to be responsible for approving the acceptance of all continuing (Standard Professional 2) licenses automatically converted from the initial (Standard Professional 1) license. The designated official shall reject an automatic conversion license and immediately notify DPI if (1) the teacher has not taught three years or (2) the official has knowledge of any reason related to conduct or character to deny the individual teacher a continuing license.~~

~~Beginning teachers must be rated “Proficient” on North Carolina Professional Teaching Standards I through V on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License.~~

Teachers must teach three years and meet all other requirements of the State Board of Education in order to move from an initial to a continuing license. Licensing is a state decision and cannot be appealed at the local level. The superintendent or designee shall ensure that teachers not qualifying for continuing licensure are informed of the process for appealing the state decision.

C.E. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops, and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, the superintendent or designee shall develop a procedure to determine the appropriateness of any credit offered in advance of renewal activities.

Decisions regarding the employment of teachers who fail to meet the required proficiency standard for renewal of a continuing license will be made in accordance with state law G.S. 115C-296(b)(1)b.4 and applicable State Board of Education requirements.

D.F. PARENTAL NOTIFICATION

At the beginning of each school year, the school system ~~shall~~will notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements for the subject or grade level they are teaching; whether the teacher has had any licensure requirements waived; ~~what the teacher's bachelor degree major(s) is/are; what other degrees and teaching license area(s) the teacher holds~~whether the teacher is teaching in the field of his or her certification; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system ~~shall~~will give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

E.G. EQUITABLE DISTRIBUTION OF ~~HIGHLY QUALIFIED~~ TEACHERS

The superintendent shall ~~develop a plan in accordance with DPI requirements to ensure that~~assess whether low-~~incomewealth~~, minority, learning disabled, and/or English ~~language~~-learners are being taught by ~~inexperienced, ineffective, or out-of-field and highly qualified~~ teachers to the same extent as are at higher rates than students who do not fall into these categories and shall develop a plan to address any such disparities. If DPI does not require such a plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: ~~No Child Left Behind Act~~Elementary and Secondary Education Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; ~~20 U.S.C. 6319; 20 U.S.C. 7801(11);~~ G.S. 115C-296, -325(e)(1)(m) (applicable to career status teachers), -325.4(a)(12) (applicable to non-career status teachers), -333, -333.1; State Board of Education Policies TCP-A-000, -001, -004, -005, -016, -018, -021, TCP-C-004

Cross References:

Adopted: April 18, 2016

Revised: [DATE]