
Rescinds Policy Number:

Issued: 10/18/1999, 04/19/2004

The Board acknowledges that instructing students is the primary mission of the school system. However, in order to carry out the responsibilities of the school system, teachers and other staff members must perform certain noninstructional and extracurricular duties. These additional duties are considered part of all employees' responsibilities. However, beginning teachers also need adequate opportunities to develop their professional skills and need access to experienced teachers who can mentor them. In light of these goals, the principal of each school has the authority to assign extra curricular and noninstructional duties as necessary to conduct the business of the school, within the following guidelines.

A. EXTRACURRICULAR DUTIES

Beginning teachers (BT's) and teachers with 27 or more years of experience may not be assigned extracurricular duties unless they request the assignments in writing.

1. Extracurricular Duties Defined

Extracurricular duties include those duties performed outside of regular school hours, which are not a part of the teacher's instructional duties. Examples of extracurricular activities for which consent is required include such things as coaching duties or acting as a faculty sponsor for a student club. Extracurricular duties do not include such things as time spent in parent-teacher conferences, or activities related to courses taught by the teacher, such as band concerts that are performed as a part of band class.

2. Exceptions Permitted for Compelling Reasons

In cases of compelling need, the superintendent or his designee may temporarily suspend Section A of this policy and allow principals to assign extracurricular duties to beginning teachers and teachers with 27 or more years of experience or the superintendent may delegate such authority to his principals. A compelling need arises when a school is not reasonably able to staff planned or scheduled extracurricular activities with qualified personnel without using beginning teachers and/or teachers with 27 or more years of experience. In compelling situations, extracurricular duties will be assigned to teachers with 27 or more years of experience before they are assigned to beginning teachers.

B. NONINSTRUCTIONAL DUTIES

Principals shall minimize the assignment of noninstructional duties to all teachers, including beginning teachers and teachers with 27 or more years of experience. Specifically, teachers should not be required to use their daily planning periods on an ongoing and regular basis to supervise students. Planning periods generally should be reserved for course planning and meetings with other professional staff regarding the instructional program.

1. Noninstructional Duties Defined

Noninstructional duties include those duties that are not related to the instruction and supervision of students. These include such things as bus duty, carpool duty and regular and ongoing use of planning periods to monitor hallways and cafeterias. Nothing in this policy should be construed to relieve teachers of the responsibility to provide for the safety and proper supervision of students during regular school hours. This includes an expectation that teachers monitor hallways during class changes, assigned lunch periods and other times when they are on duty.

2. Distribution of Noninstructional Duties

Noninstructional duties should be distributed equitably among employees to the extent it is reasonably possible to do so. In assigning noninstructional duties, consideration should be given to the need for beginning teachers to have adequate professional development, planning time and access to experienced teachers. Teachers with more than 27 years of experience are expected to be available to devote some time each week to sharing their experience and expertise with less experienced staff members. Principals shall be responsible for structuring such opportunities in such a way that will be beneficial to their schools.

Legal References: G.S. 115C-47(18a), -301.1