

## Policy Code: 7130 Licensure

The board intends to comply fully with all licensure requirements of the Elementary and Secondary Education Act, state law, and State Board of Education policies.

### A. Licensure and Other Qualification Requirements

1. Except as otherwise permitted by the State Board of Education or state law, a person employed in a professional educator position must hold at all times a valid North Carolina professional educator's license appropriate to his or her position.
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.
3. The board may employ candidates entering the teaching profession from other fields who hold a residency license or an emergency license.
4. In extenuating circumstances when no other appropriately licensed professionals or persons who are eligible for a residency license or emergency license are available to fill a position, the board may employ an individual who holds a permit to teach issued by the State Board of Education.

### B. Exceptions to Licensure Requirements

#### 1. 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](#).

#### 2. Adjunct Instructors in Core Academic Subjects, Fine and Performing Arts, and Foreign Languages

In accordance with [G.S. 115C-298.5](#), an unlicensed faculty member of a higher education institution who meets the adjunct hiring criteria established by the State Board of Education may be employed as a temporary adjunct instructor for specific core academic subjects, fine and performing arts, and foreign language courses in grades kindergarten through twelve provided the individual first completes preservice training and meets all other statutory and State Board of Education requirements.

In addition, an individual with a related bachelor's or graduate degree may be employed as a temporary adjunct instructor to teach high-school level courses in core academic subjects, fine and performing arts, and foreign language in the individual's area of specialized knowledge or work experience provided the individual first completes preservice training required under [G.S. 115C-298.5\(a1\)](#).

#### 3. Interim Principals

A retired former principal or assistant principal may be employed as an interim principal for the remainder of any school year, regardless of licensure status.

#### 4. Cherokee Language and Culture Instructors

An individual approved to teach in accordance with an MOU entered into pursuant to [G.S. 115C-270.21](#) will be authorized to teach Cherokee language and culture classes without a license.

#### 5. Driver Education Instructors

An individual, not licensed in driver education, is authorized to work as a driver education instructor if the individual holds Certified Driver Training Instructor status according to minimum standards established by State Board of Education Policy [DRV-003](#).

#### 6. Service Members and their Spouses Relocating to North Carolina

A service member or the spouse of a service member who is under military orders to relocate to North Carolina, is in possession of a current educator's license from another jurisdiction, and meets any other conditions established by [50 U.S.C. 4025a](#) or State Board of Education Policy [LICN-001](#) will be considered to hold a valid North Carolina educator's license until the military orders expire or June 30<sup>th</sup> of the year in which the military orders expire, whichever is later.

### **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 the Department of Public Instruction and kept on file for review. The plan must be aligned to the State Board of Education's beginning teacher support program standards and, when monitored, must demonstrate proficiency. 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.

### **D. License Conversion**

Teachers must meet all requirements of the State Board of Education in order to move from an initial professional license or residency license to a continuing professional license or to move from a continuing professional license to a lifetime license.

### **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 professional license will be made in accordance with state law [G.S. 115C-270.30\(b\)\(4\)](#) and applicable State Board of Education requirements. The

superintendent or designee shall determine the professional development required of a teacher whose continuing professional license has reverted to an initial professional license and/or has expired due to performance issues. The superintendent or designee may authorize or direct principals to prescribe professional development to such employees in accordance with the employee's demonstrated deficiencies.

Although lifetime license holders do not have to complete continuing education credits to maintain licensure, the superintendent may require them to participate in professional development opportunities as a condition of employment.

## **F. Parental Notification**

At the beginning of each school year, school system officials shall 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 qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction; whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; whether the teacher is teaching in the field of discipline 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 will give notice within 10 school days to the parents of children who have been assigned or, after four consecutive weeks, have been taught by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

## **G. Equitable Distribution of Teachers**

The superintendent shall assess whether low-income, minority, learning disabled,, and/or English learners are being taught by inexperienced, ineffective, or out-of- field teachers 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: Elementary and Secondary Education Act, [20 U.S.C. 6301 et seq.](#); [50 U.S.C. 4025a](#); [34 C.F.R. 200.55-57](#), [200.61](#); [G.S. 115C art. 17E](#); [115C-157.1](#), [270.15](#), [270.20](#), [270.21](#), [-284](#), [-295](#), [298.5](#), [-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 [CTED-004](#), [DRV-003](#), [DRV-004](#), [EVAL-004](#), [EVAL-023](#), [EVAL-034](#), [LICN-001](#), [LICN-005](#), [LICN-021](#), [LICN-022](#), [TCED-016](#); *Beginning Teacher Support Program Handbook* (NCDPI) available at <https://sites.google.com/dpi.nc.gov/ncoref/bt-support-program-resources>

Cross References: Professional and Staff Development (policy 1610/7800)

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