

Policy Code: 7405 Extra Curricular and Non-Instructional Duties

The Board acknowledges that instructing students is the primary mission of the school system.

Teachers and other staff members also may be required to perform certain non-instructional and extra-curricular duties in order to carry out the responsibilities of the school system. Assigned additional duties are considered part of all employees' responsibilities. However, assignment of additional duties to teachers should be minimized to allow time for teachers to plan, collaborate with colleagues, conference with parents, tutor students and perform other activities that have a direct impact on student achievement. In assigning extra-curricular and non-instructional duties, administrators need to consider that beginning teachers need adequate opportunities to develop their professional skills and need access to experienced teachers who can mentor them. Accordingly, it is anticipated that experienced teachers need time to share their experience and expertise with beginning teachers. In light of these goals, the principal of each school has the authority to assign extra-curricular and non-instructional duties as necessary to conduct the business of the school, within the following guidelines:

A. Extra-Curricular Duties

Initially licensed teachers may not be assigned extra-curricular duties unless they request the assignments in writing.

1. Extra-Curricular Duties Defined

Extra-curricular duties include those duties performed outside of regular school hours that are not a part of the teacher's instructional duties. Examples of extra-curricular activities for which consent is required include such things as coaching duties, taking tickets at sporting events, or acting as a faculty sponsor for a student club. Extra-curricular 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 part of band class.

2. Exceptions Permitted for Compelling Reasons

In cases of compelling need, initially licensed teachers may be required to perform extra-curricular duties if the procedures set forth in this paragraph are followed:

a. A compelling need arises when the principal of a school is not reasonably able to staff extra-curricular activities with qualified personnel without using initially licensed teachers and no initially licensed teachers have volunteered in writing to perform these activities. It will be assumed that teachers cannot be assigned to extra-curricular duties unless the assignment is approved in advance by the Superintendent or designee. Examples of compelling need include circumstances when:

(1) a staff member who is scheduled to perform an extra-curricular duty is unexpectedly unavailable and the position must be filled quickly;

(2) the school principal cannot adequately fill extracurricular duty positions without additional reliance on initially licensed teachers; or

(3) an extra-curricular duty must be staffed with an individual with certain experience, skills or qualifications and initially licensed teachers are the only qualified staff members who possess the required experience, skills or qualifications.

B. Non-Instructional Duties

Principals shall minimize the assignment of non-instructional duties to all teachers, including initially licensed teachers. 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, parent meetings, and meetings with other professional staff regarding the instructional program.

1. Non-Instructional Duties Defined

Non-instructional duties include those duties that are not related to the instructional program or the implementation of the current statewide instructional standards, but that all teachers are expected to do. This includes 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 supervision of students during regular school hours, as necessary to maintain order and discipline in the school.

2. Distribution of Non-Instructional Duties

Critical non-instructional duties, such as bus duty, hall duty, etc., will be distributed equitably among employees to the extent it is reasonably possible to do so. In assigning non-instructional duties, consideration should be given to the need for initially licensed teachers to have adequate professional development, planning time and access to more experienced teachers who can share their expertise. Principals are responsible for structuring such opportunities in such a way that will be beneficial to their schools.

C. Evaluation

The failure of an initially licensed teacher to volunteer to perform extra-curricular duties shall not be appropriate grounds to lower the teacher's evaluation, or just cause for a less than proficient rating of an initially licensed teacher, provided that the teacher has conducted himself/herself in a professional manner when declining to accept extra-curricular duties. Moreover, a teacher's failure to perform an assigned non-instructional or extra-curricular duty in a competent and professional manner may be considered as a part of the teacher's evaluation.

Legal References: [G.S. 115C-47](#)(18a), [-301.1](#); State Board of Education Policy [TCED-016](#)

Cross References:

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Chapel Hill-Carrboro Schools