



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction

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# Report to the Joint Legislative Education Oversight Committee

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Scheduling of and Purposes of  
Noninstructional Teacher Workdays  
*SL 2004-180 (HB 1464)*

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**Date Due December 15, 2004**

Report #18 in November 2004-December 2004

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## EXECUTIVE SUMMARY

HB 1464, Section 4, reads as follows:

The State Board of Education shall study the scheduling of and purposes on non-instructional teacher workdays. As part of the study, the State Board shall consult with interested stakeholders that include members of local boards of education, school administrators, teachers, parents, and others the State Board considers appropriate. The State Board shall report any findings to the Joint Legislative Education Oversight Committee by December 15, 2004.

To accomplish the directed study, two surveys were developed to capture data appropriate to the scheduling of and purposes of non-instructional teacher workdays. A survey directed to local boards of education, school administrators, teachers and parents was sent to organizations representing these stakeholders and placed in an on-line format for convenient access. A survey directed to central office staff responsible for development of school calendars, was sent to school superintendents for completion and/or delegation.

Response to both surveys was outstanding. More than 6,000 people responded to the on-line survey. As of this writing, 99 school districts responded however, eighty-six (86) schools responded by the deadline and only those responses are included in this analysis.

## LIMITATIONS

1. The study reports results of two surveys of stakeholders who chose to participate. Consequently, the responses may represent those who had concerns regarding non instructional teacher workdays.
2. Not all participants in the on-line survey completed group identification and some participants selected more than one group. There may have been some confusion as to the choices for group identification.
3. The time frame for the study limited the depth of the analysis. Further examination of the responses may provide additional information
4. HB 1464, was enacted July 18, 2004.

Additional issues concerning HB 1464, and its effect on school calendars that should be considered for further study include:

- Coordination of school partnership programs with community colleges and other institutions of higher education.
- The requirement for LEAs to pre-pay teachers AND reimburse all State funds that are not recouped.
- Teachers' comments regarding the quality of staff development.
- LEAs comments regarding concerns with maintaining quality educational programs.

Additionally, there are a variety of administrative issues that may need addressing to effect the changes that have been legislated. Implementation of these changes may identify other necessary changes in laws and policies.

## FACTORS BEARING OF THE STUDY

HB 1464, makes significant changes to the requirements for the development and implementation of school calendars of Local Education Agencies (LEAs). Changes include:

- A requirement that public schools shall open no sooner than August 25 and close no later than June 10.
- A reduction in the number of teacher workdays by 5 (reduced from 20 to 15)
- A requirement that five (5) teacher workdays must be protected to allow teachers to complete instructional and classroom administrative duties.
- Exempts year-round schools from the August opening and June closing date requirements and provides for waivers for school systems based on a history of weather/emergency closing and for individual schools or program for an educational purpose.

The requirement for a minimum of 180 days and 1,000 hours of instruction remains unchanged. The new requirements apply to LEAs beginning with the 2005-2006 school year. (The attached Calendar Bill Summary illustrates uses of certain days under the provisions in the new law.) (Appendix A)

## THE PROCESS

Two survey instruments designed for use by groups identified in HB 1464, were developed to capture information relative to the use of non-instructional teacher workdays.

1. On-line Teacher Non-Instructional Workday Survey: Interested stakeholders (as defined in HB 1464) responded to the on-line Teacher Workday Survey. Organizations representing the stakeholder groups were invited to participate and encourage their memberships to participate. (See Appendix B)
2. Local Education Agency (LEA) Calendar Survey: Central office administrators responded to questions concerning the use of non-instructional teacher workdays using traditional school calendars for the 2003-04, 2004-05 and 2005-06 school years. (See Appendix C)

## RESULTS AND FINDINGS

### On-line Teacher Non-Instructional Workday Survey:

Approximately 6000 stakeholders responded to the survey. Included among the participants were more than 5,000 teachers, 357 principals and assistant principals, 190 parents, 118 central office administrators, 75 local board members, 43 private sector employers or employees, and 26 students and approximately 190 non-certified school and other employees.

Survey participants indicated the level of importance of the use of non-instructional teacher workdays for defined purposes. Participants indicated the level of importance using, 1) inappropriate use of day, 2) not important, 3) important, 4) very important. The results are illustrated in the tables below:

<b>Item 1. Grading student work and other administrative duties of the teacher.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	176	3%
<b>NOT IMPORTANT</b>	305	5%
<b>IMPORTANT</b>	2,212	36%
<b>VERY IMPORTANT</b>	3,399	56%
	Total 6,092	100%

<b>Item 2. Lesson planning and coordination of instruction with other teachers.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	95	2%
<b>NOT IMPORTANT</b>	196	3%
<b>IMPORTANT</b>	1,465	24%
<b>VERY IMPORTANT</b>	4,321	71%
	Total 6,077	100%

<b>Item 3. Make-up of instructional days lost to school closings for weather or other emergencies.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	1,177	19%
<b>NOT IMPORTANT</b>	951	16%
<b>IMPORTANT</b>	2,861	47%
<b>VERY IMPORTANT</b>	1,071	18%
	Total 6,060	100%

<b>Item 4. Orientation of new teachers.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	820	14%
<b>NOT IMPORTANT</b>	627	10%
<b>IMPORTANT</b>	2,970	49%
<b>VERY IMPORTANT</b>	1,640	27%
	Total 6,057	100%

<b>Item 5. Parent conferences and contacts.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	421	7%
<b>NOT IMPORTANT</b>	412	7%
<b>IMPORTANT</b>	2,826	47%
<b>VERY IMPORTANT</b>	2,409	40%
	Total 6,068	100%

<b>Item 6. Professional development to maintain skills and meet license requirements.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	627	10%
<b>NOT IMPORTANT</b>	660	11%
<b>IMPORTANT</b>	2,729	45%
<b>VERY IMPORTANT</b>	2,052	34%
	Total 6,068	100%

<b>Item 7. Permit use of earned vacation by the teacher.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	665	11%
<b>NOT IMPORTANT</b>	1,642	27%
<b>IMPORTANT</b>	2,269	37%
<b>VERY IMPORTANT</b>	1,475	24%
	Total 6,051	100%

<b>Item 8. Convert to additional days of instruction (beyond 180) for the students.</b>		
<b>RESPONSE</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>INAPPROPRIATE USE OF DAY</b>	3,499	58%
<b>NOT IMPORTANT</b>	1,532	26%
<b>IMPORTANT</b>	783	13%
<b>VERY IMPORTANT</b>	182	3%
	Total 5,996	100%

Survey participants indicated an appropriate number of non-instructional workdays needed for defined purposes. The results are illustrated in the tables below:

<b>Item 9. The appropriate number of teacher workdays for grading student work and other administrative duties is:</b>		
<b>NUMBER OF DAYS</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>0</b>	320	5%
<b>1-2</b>	1,829	30%
<b>3-5</b>	2,681	44%
<b>More than 5</b>	1,221	20%
	Total 6,051	100%

<b>Item 10. The appropriate number of teacher workdays for lesson planning and coordination of instruction is:</b>		
<b>NUMBER OF DAYS</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>0</b>	249	4%
<b>1-2</b>	1,880	31%
<b>3-5</b>	2,606	43%
<b>More than 5</b>	1,312	22%
	Total 6,047	100%

<b>Item 11. The appropriate number of teacher workdays for make-up of instructional days lost to school closings for weather or other emergencies is:</b>		
<b>NUMBER OF DAYS</b>	<b>Number Selecting</b>	<b>% of Total Responding</b>
<b>0</b>	1,368	23%
<b>1-2</b>	2,787	46%
<b>3-5</b>	1,541	26%
<b>More than 5</b>	340	6%
	Total 6,036	100%

<b>Item 12. The appropriate number of teacher workdays for new teacher orientation is:</b>		
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NUMBER OF DAYS	Number Selecting	% of Total Responding
0	1,082	18%
1-2	4,055	67%
3-5	740	12%
More than 5	159	3%
	Total 6,036	100%

**Item 13. The appropriate number of teacher workdays for parent conferences and contacts is:**

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	724	12%
1-2	3,914	65%
3-5	1,236	20%
More than 5	170	3%
	Total 6,044	100%

**Item 14. The appropriate number of teacher workdays for professional development to maintain skills and meet license requirements is:**

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	708	12%
1-2	3,132	52%
3-5	1,798	30%
More than 5	400	7%
	Total 6,038	100%

**Item 15. The appropriate number of teacher workdays for the use of earned vacation leave is:**

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	1,267	21%
1-2	1,975	33%
3-5	1,841	31%
More than 5	914	15%
	Total 5,997	100%

**Item 16. The appropriate number of teacher workdays to be converted to days of student instruction (beyond 180) is:**

NUMBER OF DAYS	Number Selecting	% of Total Responding
0	4,556	76%
1-2	930	15%
3-5	407	7%
More than 5	129	2%
	Total 6,022	100%

Survey participants indicated from among defined groups all whom they believed participated in the development of the school calendar. The results are illustrated in the table below:

**Item 17. Who participated in developing the school calendar for your school system? Mark all that apply:**

<b>GROUP REPRESENTED</b>	<b>Number Selecting Each Group*</b>	<b>% of Total Responding</b>
<b>Local Board of Education Member</b>	3,616	60%
<b>Superintendent</b>	3,705	61%
<b>Principals</b>	3,318	55%
<b>Teachers</b>	3,267	54%
<b>Other Public School Employees</b>	1,821	30%
<b>Parents</b>	1,763	29%
<b>Students</b>	404	7%
<b>Don't Know</b>	1,661	27%

\*Total is greater than 6,000 because participants identified more than a single group as participating in the development of the calendar.

Survey participants were able to provide comments concerning the use of non-instructional teacher workdays and 2,439 participants provided comments. The comment section is located in the on-line Teacher Workday Survey database. Excerpts from these comments are included in Appendix B. NOTE: Please see the appendix for full details.

Significant findings discovered in the comments are as follows:

Teacher Controlled Workdays:

- 87% of the participants indicated that parent conferences and contacts are (or should be) Important or Very Important uses of non-instructional teacher workdays.
- 92% indicated that grading and other administrative duties of the teacher are Important or Very Important.
- 95% indicated that planning and coordination of instruction with other teachers are Important or Very Important.
- Additional comments include statements that several days each grading period are needed when teachers can be in their classroom doing administrative duties and planning.
- Lesser comments occur that state only a partial day is needed for grading and planning each semester or quarter because these are ongoing activities done throughout the year.

Professional/Staff Development:

- 79% of the participants indicated that professional development is an Important or Very Important use of teacher workdays.
- A substantial number of comments were that current staff development is not effective, or that individuals who don't need the training are required to attend. This time could be better used.
- While some indicated that staff development is important and the time should not be reduced, many of the comments indicated that the workdays are important and should not be removed. Comments also emphasize that teachers need to be able to use these days in their classrooms grading papers, planning instruction, meeting with parents, etc.



### Scheduling of Workdays:

The information in the comments regarding scheduling non-instructional teacher workdays appears to be mixed and may reflect the needs of different grades, teaching experience, and individual circumstances.

- Comments indicated that only a few workdays are needed at the end of the year and comments indicating that few workdays are needed at the beginning of the year.
- Comments recommended more workdays at the beginning or end of the year.
- Comments recommended spacing workdays and additional comments recommended clustering workdays for longer breaks.

### Weather Make-Up:

- 65% of the participants indicated Important or Very Important about the use of non-instructional days for weather make-up. Additional comments in this area indicate frustration with using workdays for weather make-up.
- Comments indicated that non-instructional days are needed for vacation leave and renewal.
- Recommendations for make-up days included, 1) no make-up, 2) having open days in the calendar where a lost day could be rescheduled and 3) adding hours of instruction to the remaining days.

### Vacation Leave:

- 61% of the participants marked that providing the opportunity to use earned vacation leave is an Important or Very Important use of teacher workdays.
- There are several comments that using teacher workdays to take vacation leave is inconsistent with the purpose of non-instructional workdays.
- Several comments regarding teacher assistants indicate that in some LEAs assistants work on these days and do grading and record keeping while in other LEAs assistants do not work on these days and either use paid leave or leave without pay.

### Local Flexibility:

- Comments expressed concern as to whether a single template should apply statewide.

### LEA School Calendar Survey:

A total of 86 LEAs returned the survey and information from this total were used in this analysis. At the conclusion of this analysis, a total of 97 LEAs had responded.

Central office administrators indicated the starting and ending dates for students for the 2003-04, 2004-05 and 2005-06 school years. Illustrated below are ranges of school start and end dates for the stated years:

	2003-2004	2004-2005	2005-2006	Notes/Comments
<b>Most Frequent Starting Date for Students</b>	8/6/03 (N=22)	8/9/04 (N=21)	8/25/05 (N=49)	Anticipated 05-06 calendars. 26 Not Available
<b>Range of Student Starting Dates</b>	7/6/03-8/25/03	8/2/04-9/10/04	6/18/05-8/25/05	Several starting before 8/25 noted weather waivers

<b>Most Frequent Ending Date for Students</b>	5/28/04 (N=14)	5/25/05 (N=18)	6/9/06 (N=20)	
<b>Range of Student Ending Dates</b>	5/19/04-6/11/04	5/18/05-6/26/05	5/17/06-6/10/06	

HB 1464 requires five workdays be protected to allow teachers to complete instructional and classroom administrative duties. One day is to be scheduled at the beginning of the school year and one at the end of each academic quarter. Illustrated below are the percentages of schools reporting how these days are used:

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>% Reporting 1 Day or More for instructional or classroom administrative duties at the start of the year</b>	100%	100%	100%
<b>% Reporting 4 Day or More for instructional or classroom administrative duties at the end of grading periods</b>	80%	88%	83%

HB 1464 requires that at least 7 workdays must be designated when teachers may take accumulated vacation leave. Illustrated below are the percentages of schools reporting how these days are used:

	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>% Reporting 7 or More Optional Teacher Workdays Scheduled</b>	89%	90%	84%*

\* In 2005-2006, the 5 protected teacher workdays may also be used as optional teacher workdays. The fewest number of optional workdays indicated was 2 days. These 2 days coupled with the 5 protected days, would allow 7 optional teacher workdays.

Central office administrators indicated the number of days used for other purposes. Illustrated below is the average number of days used for other purposes.

<b>Other Purposes for Workdays</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>2005-2006</b>
<b>Average Number of Local Board Designated Required Workdays (Rounded)</b>	3	3	3
<b>Average Number of School Designated Required Workdays (Rounded)</b>	4	4	3

Central office administrators were asked to note problems encountered or anticipated as a result of the new legislation. School systems eligible to waive the start and end date requirements

generally did not indicate problems. School systems subject to start and end date requirements did indicated problems. Excerpts from these comments are included in Appendix C. NOTE: Please see the appendix for full details.

### **RECOMMENDATIONS**

1. That this initial study of non-instructional teacher workdays be used as a basis for further study and analysis.
2. Share these initial findings with local superintendents and heads of stakeholder organizations.
3. Address concerns about pre-paying of 10-month employees.
4. Define the term “modified calendars.”
5. Clarify the application of the five protected days.

## Calendar Bill Summary

Calendar Bill HB 1464  
Effective July 1, 2005

	Minimum	Workdays	Allowed Use of these Days				Staff Dev	Comments
			Instruction	Make Up	Annual Leave			
Instructional Days	180	180	Yes	NA	No		No	Minimum 180 days and 1,000 hours
Holidays <sup>(1)</sup>	10	-	Yes	Yes	NA		No	No instruction on Veterans Day or Sundays
Annual Leave Days	10	-	No	Yes	Yes		No	
Work Days <sup>(2)</sup>	10	10	Yes	Yes	Yes		Yes	Maximum number of mandatory days is 8.
Protected Work Days <sup>(2)</sup>	5	5	No	No	Yes		No	See note (3)
	<b>215</b>	<b>195</b>						

### Notes

- (1) In years when Christmas is on Tuesday, Wednesday or Thursday, 11 days shall be designated as holidays.  
 (2) 7 of these 15 days must be designated as days on which teachers may take annual leave. ie. Optional workday  
 (3) One of these days must be scheduled at the beginning of the year and one at the end of each academic quarter.

APPENDIX A.

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2003

HOUSE BILL 1464  
RATIFIED BILL

AN ACT TO REDUCE BY FIVE THE NUMBER OF NONINSTRUCTIONAL TEACHER WORKDAYS; TO PROVIDE THAT PUBLIC SCHOOLS SHALL OPEN NO SOONER THAN AUGUST 25 AND CLOSE NO LATER THAN JUNE 10 EXCEPT IN YEAR-ROUND SCHOOLS, IN SCHOOLS IN ANY LOCAL SCHOOL ADMINISTRATIVE UNIT IN A COUNTY THAT HAVE BEEN CLOSED EIGHT DAYS PER YEAR DURING ANY FOUR OF THE LAST TEN YEARS BECAUSE OF SEVERE WEATHER CONDITIONS, ENERGY SHORTAGES, POWER FAILURES, OR OTHER EMERGENCY SITUATIONS, OR IN CERTAIN SCHOOLS WITH MODIFIED CALENDARS; TO ALLOW THE STATE BOARD OF EDUCATION TO GRANT EXEMPTIONS FROM THE OPENING AND CLOSING DATE REQUIREMENT FOR PURPOSES OF ACCOMMODATING SPECIAL PROGRAMS AND SCHOOLS; TO CLARIFY THAT LOCAL BOARDS OF EDUCATION MAY OFFER SUPPLEMENTAL OR ADDITIONAL PROGRAMS OUTSIDE OF THE SCHOOL CALENDAR; TO ENSURE THAT TEACHERS ARE PAID IN AUGUST; TO PROVIDE THAT FIVE NONINSTRUCTIONAL TEACHER WORKDAYS ARE PROTECTED FOR TEACHERS TO COMPLETE INSTRUCTIONAL AND CLASSROOM ADMINISTRATIVE DUTIES; TO REQUIRE THAT AT LEAST SEVEN NONINSTRUCTIONAL DAYS ARE DESIGNATED AS DAYS ON WHICH TEACHERS WITH ACCUMULATED VACATION LEAVE MAY TAKE THAT LEAVE; TO PROVIDE THAT THE REDUCTION IN TEACHER WORKDAYS DOES NOT REDUCE THE ANNUAL RATE OF PAY FOR TEACHERS AND OTHER EMPLOYEES; TO PROVIDE THAT NOTHING IN THIS ACT SHALL BE CONSTRUED AS CHANGING THE PAY CYCLE FOR NONCERTIFIED EMPLOYEES; TO DIRECT THE STATE BOARD OF EDUCATION TO STUDY NONINSTRUCTIONAL TEACHER WORKDAYS; TO PROVIDE THAT NOTHING IN THIS ACT REQUIRES THE GENERAL ASSEMBLY TO APPROPRIATE FUNDS FOR ITS IMPLEMENTATION OR REQUIRES LOCAL SCHOOL ADMINISTRATIVE UNITS TO EXPEND ADDITIONAL FUNDS FOR ITS IMPLEMENTATION; TO PROVIDE THAT THIS ACT APPLIES TO SCHOOLS BEGINNING WITH THE 2005-2006 SCHOOL YEAR; TO PROVIDE THAT THE ACT APPLIES IN ALL ONE HUNDRED COUNTIES AND IN ALL LOCAL SCHOOL ADMINISTRATIVE UNITS; AND TO PROVIDE THAT THE ACT IS EFFECTIVE WHEN IT BECOMES LAW.

The General Assembly of North Carolina enacts:

**SECTION 1.** G.S. 115C-84.2 reads as rewritten:

**"§ 115C-84.2. School calendar.**

(a) School Calendar. - Each local board of education shall adopt a school calendar consisting of ~~220~~ 215 days all of which shall fall within the fiscal year. A school calendar shall include the following:

- (1) A minimum of 180 days and 1,000 hours of instruction covering at least nine calendar months. The local board shall designate when the 180

instructional days shall occur. The number of instructional hours in an instructional day may vary according to local board policy and does not have to be uniform among the schools in the administrative unit. Local boards may approve school improvement plans that include days with varying amounts of instructional time. If school is closed early due to inclement weather, the day and the scheduled amount of instructional hours may count towards the required minimum to the extent allowed by State Board policy. The school calendar shall include a plan for making up days and instructional hours missed when schools are not opened due to inclement weather.

~~(1a)~~ ~~(Applies only to~~

~~2002-2003 school year - See editor's note.)~~

~~Notwithstanding subdivision (1) of this subsection, a local board may decide to make up a maximum of three instructional days by adding instructional hours to previously scheduled instructional days. A local board shall make this decision only if all of the following criteria are met:~~

~~a. The days to be made up~~

~~were missed when schools were unable to be opened due to unusual and extraordinary inclement weather conditions.~~

~~b. It would cause undue~~

~~hardship to parents, children, and teachers to make up those days.~~

~~c. The school calendar~~

~~continues to have a minimum of 1,000 instructional hours covering at least nine months.~~

~~d. The additional hours~~

~~must equal the regularly scheduled number of instructional hours at each school.~~

~~If a local board adds instructional hours to previously scheduled days under this subdivision, the local school administrative unit is deemed to have a minimum of 180 days of instruction, teachers employed for a 10-month term are deemed to have been employed for the days being made up, and all other employees shall be compensated as if they had worked the days being made up.~~

(2) A minimum of 10 annual vacation leave days.

(3) The same or an equivalent number of legal holidays occurring within the school calendar as those designated by the State Personnel Commission for State employees.

(4) ~~Eight-Five~~ days, as

~~designated by the local board, for use as teacher workdays, additional instructional days, or other lawful purposes. A local board may delegate to the individual schools some or all of the eight days to schedule under subdivision (5) of this subsection. A local board may schedule different~~

~~purposes for different personnel on any given day and is not required to schedule the same dates for all personnel workdays. These days shall be protected to allow teachers to complete instructional and classroom administrative duties. The local school administrative unit shall not impose any additional tasks on these days. The local board shall schedule one of these days at the beginning of the school year and one at the end of each academic quarter.~~

- (5) ~~The remaining days scheduled by the local board in consultation with each school's principal for any of the purposes allowed under subdivision (4) of this subsection. use as teacher workdays, additional instructional days, or other lawful purposes. Before scheduling these days, the principal consulting with the local board, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled. Days may be scheduled and planned for different purposes for different personnel and there is no requirement to schedule the same dates for all personnel. However, if during the last two years the local school administrative unit has made up an average of at least eight days for school closing because of inclement weather, the local board may designate up to two of these days in order to make up days for school closing because of inclement weather, the local board may designate any of the days in this subdivision as additional make-up days to be scheduled after the last day of student attendance.~~

Local boards and individual schools are encouraged to use the calendar flexibility in order to meet the annual performance standards set by the State Board. Local boards of education shall consult with parents and the employed public school personnel in the development of the school calendar.

~~Local boards and individual schools shall designate at least seven days scheduled under subdivisions (4) and (5) of this subsection as days on which teachers may take accumulated vacation leave. Local boards may designate the remaining days scheduled in subdivisions (4) and (5) of this subsection as days on which teachers may take accumulated vacation leave, but local boards shall give teachers at least 14 calendar days' notice before requiring a teacher to work instead of taking vacation leave on days scheduled in accordance with subdivision (5) of this subsection. any of these days. A teacher may elect to waive this notice requirement for one or more such of these days.~~

(b) Limitations. - The following limitations apply when developing the school calendar:

- (1) The total number of teacher workdays for teachers employed for a 10 month term shall not exceed 200-195 days.

- (2) The calendar shall include at least 42 consecutive days when teacher attendance is not required unless: (i) the school is a year-round school; or (ii) the teacher is employed for a term in excess of 10 months. At the request of the local board of education or of the principal of a school, a teacher may elect to work on one of the 42 days when teacher attendance is not required in lieu of another scheduled workday.
- (3) School shall not be held on Sundays.
- (4) Veterans Day shall be a holiday for all public school personnel and for all students enrolled in the public schools.

(c) Emergency Conditions. - During any period of emergency in any section of the State where emergency conditions make it necessary, the State Board of Education may order general, and if necessary, extended recesses or adjournment of the public schools.

(d) Opening and Closing Dates. - Local boards of education shall determine the dates of opening and closing the public schools under subdivision (a)(1) of this section. Except for year-round schools, the opening date for students shall not be before August 25, and the closing date for students shall not be after June 10. On a showing of good cause, the State Board of Education may waive this requirement to the extent that school calendars are able to provide sufficient days to accommodate anticipated makeup days due to school closings. A local board may revise the scheduled closing date if necessary in order to comply with the minimum requirements for instructional days or instructional time. ~~Different opening and closing dates may be fixed for schools in the same administrative unit.~~ For purposes of this subsection, the term 'good cause' means that schools in any local school administrative unit in a county have been closed eight days per year during any four of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations.

The State Board also may waive this requirement for an educational purpose. The term 'educational purpose' means a local school administrative unit establishes a need to adopt a different calendar for (i) a specific school to accommodate a special program offered generally to the student body of that school, (ii) a school that primarily serves a special population of students, or (iii) a defined program within a school. The State Board may grant the waiver for an educational purpose for that specific school or defined program to the extent that the State Board finds that the educational purpose is reasonable, the accommodation is necessary to accomplish the educational purpose, and the request is not an attempt to circumvent the opening and closing dates set forth in this subsection. The waiver requests for educational purposes shall not be used to accommodate system-wide class scheduling preferences.

The required opening and closing dates under this subsection shall not apply to any school that a local board designated as having a modified calendar for the 2003-2004 school year or to any school that was part of a planned program in the 2003-2004 school year for a system of modified calendar



schools, so long as the school operates under a modified calendar.

(e) Nothing in this section prohibits a local board of education from offering supplemental or additional educational programs or activities outside the calendar adopted under this section."

**SECTION 2.** G.S. 115C-302.1(b) reads as rewritten:

"(b) Salary Payments. - State-allotted teachers shall be paid for a term of 10 months. State-allotted months of employment for vocational education to local boards shall be used for the employment of teachers of vocational and technical education for a term of employment to be determined by the local boards of education. However, local boards shall not reduce the term of employment for any vocational agriculture teacher personnel position that was 12 calendar months for the 1982-83 school year for any school year thereafter.

Each local board of education shall establish a set date on which monthly salary payments to State-allotted teachers shall be made. This set pay date may differ from the end of the month of service. The daily rate of pay for teachers shall equal ~~one twenty-second~~ midway between one twenty-first and one twenty-second of the monthly rate of pay. Except for teachers employed in a year-round school or paid in accordance with a year-round calendar, or both, the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment. Subsequent pay dates shall be spaced no more than one month apart and shall include a full monthly payment.

Teachers may be prepaid on the monthly pay date for days not yet worked. A teacher who fails to attend scheduled workdays or who has not worked the number of days for which the teacher has been paid and who resigns, is dismissed, or whose contract is not renewed shall repay to the local board any salary payments received for days not yet worked. A teacher who has been prepaid and continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal under G.S. 115C-325 or other appropriate discipline.

Any individual teacher who is not employed in a year-round school may be paid in 12 monthly installments if the teacher so requests on or before the first day of the school year. The request shall be filed in the local school administrative unit ~~which that~~ employs the teacher. The payment of the annual salary in 12 installments instead of 10 shall not increase or decrease the teacher's annual salary nor in any other way alter the contract made between the teacher and the local school administrative unit. Teachers employed for a period of less than 10 months shall not receive their salaries in 12 installments.

Notwithstanding this subsection, the term 'daily rate of pay' for the purpose of G.S. 115C-12(8) or for any other law or policy governing pay or benefits based on the teacher salary schedule shall not exceed one twenty-second of a teacher's monthly rate of pay."

**SECTION 3.** For certified and noncertified employees employed on or after the effective date of this act, the annual rate of pay beginning with the 2005-2006 school year



## School Calendar - Teacher Workday Survey

The General Assembly directed that the State Board of Education study the scheduling and purposes of non-instructional teacher workdays with input from local boards of education, school administrators, teachers, and parents. (H.B. 1464)

We appreciate you completing this survey regarding the scheduling and use of non-instructional teacher workdays in your school system. Please complete and submit by November 5, 2004. If you have questions about the survey, please contact Joe Parry-Hill at 919-807-3368 or jparry@dpi.state.nc.us.

Non-instructional teacher workdays (when students are not in attendance) may be used for a variety of purposes. Please mark the importance of each of the following uses of non-instructional teacher workdays for Questions 1 through 8:

1 Grading Student Work and Other Administrative duties of the teacher.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

2 Lesson Planning and Coordination of Instruction with other teachers.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

3 Make-up of Instructional Days lost to school closings for weather or other emergencies.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

4 Orientation for New Teachers.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

5 Parent Conferences and Contacts.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

6 Professional Development to maintain skills of and meet license requirements.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

7 Provide opportunity for teachers to use earned vacation leave.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

8 Convert to Additional Days of Instruction (beyond 180) for students.

- ☐ INAPPROPRIATE USE OF DAY
- ☐ NOT IMPORTANT
- ☐ IMPORTANT
- ☐ VERY IMPORTANT

From your perspective, what is the appropriate number of non-instructional teacher workdays for each purpose listed in questions 9 through 16?

9 The appropriate number of teacher workdays for Grading Student Work and Other Administrative Duties of the teacher is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

10 The appropriate number of teacher workdays for Lesson Planning and Coordination of Instruction with other teachers is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

11 The appropriate number of teacher workdays for Make-up of Instructional Days lost to school closings for weather or other emergencies is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

12 The appropriate number of teacher workdays for Orientation for New Teachers is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

13 The appropriate number of teacher workdays for Parent Conferences and Contacts is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

14 The appropriate number of teacher workdays for Professional Development to maintain skills of and meet license requirements is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

15 The appropriate number of teacher workdays to Permit the Use of

Earned Vacation Leave by the teacher is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

16 The appropriate number of teacher workdays to be converted to Days of Student Instruction (beyond 180) is:

- ☐ 0
- ☐ 1-2
- ☐ 3-5
- ☐ More than 5

17 Who participated in developing the school calendar for your school system? (Mark all that apply)

- ☐ Local Board of Education Members
- ☐ Superintendent
- ☐ Principals
- ☐ Teachers
- ☐ Other Employed Public School Personnel
- ☐ Parents
- ☐ Students
- ☐ Don't Know

18 Other thoughts on the purposes and scheduling/placement of workdays:

RESPONDENT INFORMATION: (Please mark the information that best describes you)

NOTE: TEACHERS please answer Questions 20 & 21. SCHOOL ADMINISTRATORS please answer Question 22, all others please answer Question 19.

19 I am a:

- ☐ Student
- ☐ Parent

- ☐ Classified Staff
- ☐ Local Board of Education Member
- ☐ Private Sector Employer/Employee
- ☐ Other, Please Specify

20 Teachers mark all that apply:

- ☐ Elementary
- ☐ Secondary (Middle - High School)
- ☐ Lateral Entry License
- ☐ Initial License
- ☐ Continuing License
- ☐ Other, Please Specify

21 Teachers Only - Years of Experience:

22 School Administrators:

- ☐ Elementary
- ☐ Secondary (Middle - High School)
- ☐ Central Office
- ☐ Other, Please Specify

Before you click on the "SUBMIT" arrow below, if you want a copy of your responses, print this page now. Once you click on "SUBMIT", you will NOT be able to retrieve your answers. Thank you!

SUBMIT

## Appendix B Sample of On-Line Non-Instructional Teacher Workday Comments

Comment #	<b>Question 18: Other thoughts on the purposes and scheduling/placement of workdays:</b>
1.	Workdays are vital in organization of materials. Elementary ed. teachers already spend 3-4 hours daily beyond their scheduled working hours and weekends to teach effectively.
2.	I need 4-5 unscheduled days before school begins for the year to get ready for students.
3.	Workdays should be devoted to promote parent conferences or various meetings. Teachers should be given the opportunity to work in classrooms on files, conferences, cleaning etc. The half days should be scheduled for trainings or professional development.
4.	They shouldn't always be on Fridays.
5.	My biggest concern is to get the days divided so that at Christmas break, the school year is half over, so exams are taken before the 2-week vacation.
6.	I think we continue to need the days we currently have and the five days we lost. I have always used the days for planning, consultation with teachers and parents, and for staff development. I am a 29-year veteran.
7.	These are days in which teachers catch up with the ebb and flow of work they create and assign their students. It gives them a chance to reevaluate their goals and plans and to determine how well they've met both.
8.	Since no one sitting in Raleigh works in the system, you have no idea how important teacher workdays are to teachers. Workdays provide time for teachers to play catch-up on all of their "ADDED" duties. Yes, sometime a workday maybe used as a vacation day, but teachers do need some time for mental relaxation.
9.	As a teacher, I know the value of teacher workdays. For one, it gives a break to not only students from teachers but from teachers from students. It gives something to look forward to in having a workday a month. It also is very helpful to have a full day to do catch up work, grading, fixing student folders, calling parents, scheduling workshops or meetings, etc. I would prefer keeping at least one workday a month for various needs from possible make-up days to teacher work.
10.	There should be at least one work day at the end of every quarter for grades and planning. Parent conferences on these days should be optional. When there is only one work day it is hard to lose it to weather make-up, but when we have two in a row sacrificing one day to make-up is reasonable. Filling all the workdays with meetings and seminars is what is most frustrating.
11.	If teacher workdays are allowed, some accountability system on how the day is used should be implemented. Not a "free day" to sit around and listen to the radio.
12.	There is not a great deal of choice in the selection. The days usually are placed where they need to be to meet the needs of the majority.
13.	I just feel that the training days are inappropriate for people who are not general ed (EC, speech, art etc) who need to attend trainings that are specific to them in addition to the general ones that usually do not apply to us.
14.	I believe these workdays are very important to assure a successful year for students, teachers and parents. However, I don't feel the teachers' year should be extended without pay to accommodate the workdays.
15.	Workdays need to be placed in the calendar where they will be beneficial. Workdays also need to be days that teachers are allowed to work in their rooms on items important to that teacher's class. Teachers are in meeting almost everyday after school, and in meetings or workshops on workdays as well. Teachers are overworked and underappreciated. More and more requirements are being made of us. I feel that we do not have a voice to stand up for us. Good teachers are leaving the profession. If workdays are going to continue to be used for anything except teachers working in their classrooms, the students will continue to suffer while good experienced teachers burn out and quit the profession.



## Appendix B Sample of On-Line Non-Instructional Teacher Workday Comments

16.	Teacher workdays should be scheduled the day before the end of a grading period in order for teachers to work on computing final grades and doing report cards. Teacher workdays that require teachers to be in workshops and other staff development programs are really a waste of time to the teacher and take away time that the teacher could be using to benefit students' educational needs. I have yet to benefit from anything I have ever seen or heard in workshops and staff development meetings.
17.	Workdays are important, however, they are rarely used for the purpose. Instead of planning, we have staff development, make-up days etc. Then all the workdays have to be made up at the end of the year and that is pointless.
18.	Teachers are asked for their input, yet I have found that their input is not reflected in the calendar; so why even bother asking?
19.	Teachers need workdays throughout the year in order to catch up on things that they are unable to do during the regular day. Our teachers have to use workdays to meet with parents, work on projects in the classroom, and to do planning that they do not normally have time to do. Workdays also need to be spread throughout the year for those who need to have a day of vacation.
20.	At least one workday per month...not 3 or 4 in one month then a month with no workdays. Too many workdays in October and November when they're more necessary in the spring. Should have extra 'inclement weather' days built into calendar...schedule over 180 days for school and know that you can cancel school for x number of days before using teacher workdays to make up days.
21.	We need days to collaborate with our grade levels/teams so that we are working together for the good of our children.
22.	There needs to be two each quarter, one midway and one at the end. With 5 workdays being cut, staff dev will have to be scheduled at other times (with substitutes, etc). Elementary Teachers get very little planning time during the day and the cut of workdays will be extremely detrimental.
23.	Do not take away an entire day for instructional, professional development. We have also had planning periods taken once a month in order to do this also. I then do not have time to accommodate all of my duties on workdays if I am still in workshops.
24.	There are never enough workdays for all the work teachers need to do. Fewer workdays just means more work to take home, because the work will still need to be done. In changing the calendar to a mandated opening and beginning, legislators clearly did not consider the best educational interest of the high school students, especially those on the block.
25.	The school system will continue to lose instructors if they don't make time available for teachers to get their work done. Our families are important and doing weekend after weekend of work at home because we are scheduled to the max is not okay.
26.	<b>WE NEED OUR WORKDAYS! PLEASE DO NOT TAKE THEM AWAY FROM US!</b>
27.	There is not enough time in the school day to complete all duties of a classroom teacher. Teacher workdays are an imperative need.
28.	For EC teachers workdays are necessary to review and coordinate portfolios and Academically Intellectually Gifted) AIGs.
29.	I use my workdays for planning and catching up on paperwork that I have not had time to do during regular school hours when I am instructing the children.
30.	A year round schedule is best - I've done both traditional and year round. 9 weeks in school - 1 week of work days - 2 weeks off. 5 week break in the summer.
31.	I think the current amount of teacher workdays is appropriate.
32.	I am a science teacher and workdays are critical for setting up and cleaning up labs. I have some biotechnology labs that take me hours to prepare for - time that is not available to me during the regular school week.
33.	We need them within a week of end of nine weeks to average grades and prepare report cards.
34.	We need several days at the beginning and end and several others scattered throughout the year.

## Appendix B Sample of On-Line Non-Instructional Teacher Workday Comments

35.	Need at least one workday per quarter for grading purposes ONLY. Do not use those days for all those other reasons. need a day prior to grades being due and preferably a day in the middle of the quarter
36.	By the end of the year in WNC we never really have work days during the year b/c of snow.
37.	Work days are used for teachers to plan!
38.	Teacher workdays for grades, conferences, planning should not be scheduled on the same days as staff development.
39.	THERE SHOULD BE A PROTECTED WORKDAY AT THE END OF EVERY GRADING PERIOD, AND TWO AT THE END OF THE SEMESTER.
40.	I have known several teachers in other states whose systems have only 5 teacher workdays and 180 school days but have much higher test grades than NC with few working days for teachers. They also pay an average of \$6,000 per teacher than NC. More teacher workdays and more student class days do not automatically translate into better performance or higher test grades. Raising students standards and increasing student accountability for their work and their advancement would make a tremendous difference in NC schools. This would happen only after a few years of holding students to these higher levels and requirements to prove to them and parents that you are finally serious about STUDENTS ACHIEVING! Statewide mandated passage of all EOCs, requirement of an exit criteria (such as Senior Projects), and consistent, demanding discipline in our schools will make NC schools better. More and more testing will only make them test weary. Look at successful school systems and see what requirements are made on students.
41.	Should be a local decision --- not a state one
42.	Taking away teacher workdays is like asking teachers to do the same amount of work in fewer days, as if our lives are not already very full of responsibilities.
43.	Work days are valuable to teachers if they are at the correct times. Every year the teachers at the high school asked for the workdays to be placed before grades are due and when we start a new semester in Jan. Too many workdays are placed at the beginning and end of the year or just after grades are already submitted. Every year the request is ignored by the board that actually creates the calendar. Teachers should have more say in the school calendar.
44.	It is frustrating- I spend probably 40 days a year in work days- they are taking them away - I will still spend the time: (I could not be nearly as effective without the planning time).
45.	As the expectations for training, record keeping, parent contact, accountability in all areas, etc. continue to grow, the burden on teachers increases tenfold. Even experienced teachers at our school are feeling stressed and burnt-out this early in the year due to the increasing workload and added duties and deadlines to meet. Non-instructional workdays are necessary for the additional recordkeeping, diagnostic data analysis, etc that are taking an increasing amount of our time. What I hear a lot of teachers expressing is the concern that their actual teaching and lesson planning are taking a back seat to their administrative and other non-instructional duties. We need workdays to actually work, not go to workshops or motivation sessions. We spent an entire day recently hearing about things we already knew about, when every one of us wanted to be back at school to review report card grades and benchmark scores, do diagnostic planning, call parents, prepare resource materials, do PEPs, etc. In addition t
46.	When non-instructional workdays are scheduled, I need that time to work in my classroom. I don't appreciate it when the school system schedules something else for me to do during that time. Time without the students, to catch up on paperwork and planning, is valuable.
47.	More time is needed so teachers can stop working long days after the students.
48.	Primary teachers need more workdays at the beginning because they teach all subjects and have almost no planning time and frequently lose their free time for lunch. They must create systems for each subject plus all folders and records. We need the day before Thanksgiving to travel, since many of us live far away from family. At present, most work on report cards must be done at night since there are so many workshops during the week. We need time to gather our paperwork and plan and shovel out before each new grading period. Don't take away all our days to plan for teaching.

## Appendix B Sample of On-Line Non-Instructional Teacher Workday Comments

49.	teacher workdays should be FOR THE TEACHER - this means , lesson planning, working in the classroom, conferencing, grading papers, meeting with other team teachers, etc NOT SITTING IN A MEETING LISTENING TO REPETITIVE INFORMATION
50.	It does NO good to have 8 or 9 days before the students arrive and a similar number at the end with very few days in the school year.
51.	It is very important to have scheduled workdays to teachers such as myself. On a daily basis, we are supposed to have planning periods but often times those are given up due to needs of the school or students. Work days are the only times we can collaborate with our peers not only in our own school but other schools throughout our district, other LEAs and the state. It would be even more convenient if work days were scheduled on a conference date that occurs in the state on a yearly basis. In that manner, we would not have to take time out of our classroom to go for training. Often times I don't attend conferences or training that may extremely relevant to my field because I cannot afford to lose valuable classroom time.
52.	I never get to actually do work on workdays. I am forever going to workshops I did not choose to attend. Or meetings. Maybe that is why I stay at school ten hours a day and STILL take home work for the evenings and weekends.
53.	Individual teachers need to be able to choose how to use their work day. Work that is not completed on school time is usually work that is completed after hours. This leads to teacher burnout and low morale.
54.	Workdays are important for the teacher to catch up on parent contacts, paperwork and planning. There are so many extra things we have to do beside teach, that we need some days to catch up.
55.	Teacher work days are to benefit the teachers in whatever way you see fit
56.	The day before report cards are due. Other days to just "catch up" on things.
57.	I feel due to the increase of assessments for K-2, the workdays allow the time to grade and review the student work. Taking workdays away would create less collaboration and planning on grade levels. Workdays assist with need of appointments and by keeping some as just workdays we can keep students and teacher days appointment free (Dr., Dentist, etc.)
58.	I really need these workdays to work on paperwork, planning, etc., because there is not enough time to do everything on a regular day. I have no assistant and I need these days to get this work done.
59.	Number 3 is impossible in my situation. The year round schools have no built in snow days. In the year round schools the use of Martin Luther King, Jr., Day, as well as Memorial Day for snow make up dates would be appropriate if bad weather occurs before early January.
60.	4 days, 1 per quarter should be a workday, with half for grading papers and the other half for parent conferences.
61.	Get in the 180 days of instruction ASAP to maintain consistency of learning the required material for the EOGs. TOO MANY DAYS OFF FOR STUDENTS AS IS PRESENTLY!!
62.	Over working teachers by requiring mandatory workshops not only annoys teachers it also adds to the weekly and daily workload because they cannot use the workday to work in their classrooms.
63.	Some of these can overlap. I need work days in my classroom since I can't be in it during my planning time on instructional days. Work with colleagues occurs after school. Professional development after years and years of it is a waste of paper because I never have time to read back over what I already have - whole filing cabinets full. Though we "vote" on the calendar, it is already a "done deal".
64.	Add enough for the lost days due to weather. We always have snow or storm days, so plan for them.
65.	I think there are too many workdays in the calendar for Wayne County. I think it is a waste of teachers, students, and parents time to have as many days as we do.

## **DIRECTIONS FOR COMPLETING THE SCHOOL CALENDAR: TEACHER WORKDAY SURVEY**

**Survey due by the end of the day on Wednesday, November 17, 2004.**

Directions for opening and completing the School Calendar Teacher Workday Survey:

1. Click on the School Calendar Survey (Excel file) attachment
2. Click on the information block for the first item.
3. Complete the information and tab to the next information block or use your mouse and click on the next information block.

**NOTE: Dates must be entered with slashes (/) between the month/day/and year.**

4. Save the file as an Excel document (LEA xxx tchrwkdays.xls)(xxx is your LEA #).
5. Print a copy for your files, and
6. E-mail the survey as an e-mail attachment to Joe Parry-Hill at [jparry@dpi.state.nc.us](mailto:jparry@dpi.state.nc.us)
7. Also, please send a copy of your LEA's calendar for the current school year to:  
[jparry@dpi.state.nc.us](mailto:jparry@dpi.state.nc.us) or mail to:

Joe Parry-Hill  
NC Department of Public Instruction  
Division of School Business/School Personnel Support Section  
6301 Mail Service Center  
Raleigh, NC 27699-6334

If you prefer to fax: (919) 807-3704

If you have questions, please call the School Personnel Support Section at 919-807-3365.

### Legislative Request SCHOOL CALENDAR: TEACHER WORKDAY SURVEY

The General Assembly directed that the State Board of Education study the scheduling and purposes of teacher workdays.\* We are requesting information about the school calendars in your school system. We appreciate you completing the following information regarding the scheduling and use of teacher workdays in your school system.

\*The legislation, H.B. 1464 is online at:

<http://www.ncga.state.nc.us/html2003/bills/AllVersions/House/H1464vc.html>

If you have questions, please contact the School Personnel Support Section at (919)807-3365

**Please complete and return by November 17, 2004.**

RESPONDENT INFORMATION		
1a.	LEA #	
1b.	LEA Name	
1c.	Person Responding/Title:	

**THE FOLLOWING RELATE ONLY TO THE TRADITIONAL CALENDAR IN YOUR LEA.**

	NUMBER OF SCHOOLS	2003-04	2004-05	2005-06 (Anticipated # or N/A)
2a.	Total on traditional calendar:			
2b.	Total # of schools in LEA:			

	OPENING AND CLOSING	Date 2003-04	Date 2004-05	Date 2005-06 (Anticipated or N/A)
3a.	1 <sup>st</sup> Day for Teachers:	xx/xx/xx	xx/xx/xx	xx/xx/xx
3b.	Last Day for Teachers:	xx/xx/xx	xx/xx/xx	xx/xx/xx
3c.	1 <sup>st</sup> Day for Students:	xx/xx/xx	xx/xx/xx	xx/xx/xx
3d.	Last Day for Students:	xx/xx/xx	xx/xx/xx	xx/xx/xx

	<b>PLACEMENT OF NONINSTRUCTIONAL TEACHER WORK DAYS</b>	2003-04	2004-05	2005-06 (Anticipated # or N/A)
4a.	Total # of days at the beginning of the school year, for instructional and classroom administrative duties:			
4b.	Total # of days at the end of all grading periods, for instructional and classroom administrative duties:			
4c.	# of days scheduled before the 1 <sup>st</sup> student day (excluding any days you identified in 4a and 4b above):			
4d.	# of days scheduled to coordinate with breaks such as Fall and Spring breaks, (excluding any days you identified in 4a and 4b above):			
4e.	# of days at the end of the year (excluding any days you identified in 4a and 4b above):			
4f.	# of days for other purposes:			
4g.	Comment on what purposes:			

	<b>NUMBER AND PURPOSE OF TEACHER WORKDAYS</b>	2003-04	2004-05	2005-06 (Anticipated # or N/A)
5a.	# of board designated <u>required workdays</u> days for system-wide Professional/staff development:			

5b.	# of school designated <u>required workdays</u> for school-based professional/staff development: (Provide the typical or average number, if this is not a fixed number.)			
5c.	# of workdays scheduled as <u>optional teacher workdays</u> when teachers may do planning, parent contacts, meet to coordinate instruction, or use earned leave:			
5d.	# of days scheduled at the end of the year for make-up of instructional days lost to emergencies:			
5e.	# of days for other purposes:			
5f.	Comment on other purposes			

	<b>ANY SPECIFIC PROBLEMS WITH NEW REQUIREMENTS</b>		
6.	If there are specific problems that you anticipate or have encountered in the new calendar legislation that need to be addressed, what problems and what action is needed:		

Please print a copy of the file for your records and save the file as: LEA xxx tchrwkdays.xls  
(where xxx = your LEA #)

Send the file and a copy of your traditional calendar for the current school year to Joe Parry-Hill at:  
[jparry@dpi.state.nc.us](mailto:jparry@dpi.state.nc.us) or by fax to 919-807-3704.

Thank you for your help in responding to the request of the General Assembly.

## **SCHOOL CALENDAR: TEACHER WORKDAY SURVEY LEA SURVEY COMMENTS**

### **Professional/Staff Development Comments:**

1. We had worked very hard to find 5-7 days throughout the year that we could offer professional development around the initiatives that DPI and the General Assembly had identified as priorities. These days kept teachers from having to stay after school, have a substitute in their classroom and lose class time, or come in the summer for staff development resulting in a need for stipends. These accommodations allowed us to use more funding for materials and consultants and less for salary/substitute.
2. Some of the days might be used as additional capped days for staff development for certain departments (for example, All English teachers, EC staff). The new calendar has less days available (after the "untouchable" days at the end of each marking period and the days needed at the beginning of the year to get ready) for staff development - this places the burden on the staff to continue to be highly qualified.
3. Scheduling professional development will be horrific.
4. Staff development will be hard to schedule because of the 7 days that have to be set aside for teacher use only.
5. There is no time in the new calendar for ... staff development.
6. We do not have enough time to complete the staff development at the school and system level that we need to complete. NC WISE is going to require a significant amount of staff training. I don't know when we will do it.
7. The loss of five workdays will adversely affect our staff development plans.
8. Staff Development will be on Saturdays or after school.
9. There is no flexibility for schools or the LEA to use days for professional development. After the first student day, there are only three days on which staff development could be conducted.
10. Reducing the number of workdays hampers our ability to provide quality staff development and necessary training for our teachers.

### **Finance/Pay Comments:**

1. The new calendar requires the district to advance pay to all ten-month teachers approximately two weeks in advance of working this time.



2. Completing the first payroll period by August 31 will be difficult to process deductions, installment pay, etc., and still have an accurate payroll.
3. There are problems with employment and pay periods. As the regulations are now, we must issue the first check to employees at the end of August, after some employees have been working only a few days. If someone is hired at the last minute, perhaps the middle of August, there is little time for getting paperwork in order to get them paid at the end of August. Additionally, current regulations require that we issue 10-month employees a maximum of 10 checks. So, we will have to pre-pay employees in May for days worked in June approximately half of the month. How would we recoup funds paid out to employees who resign in June, not having worked those days for which they were paid in the May check?
4. Does the 215-day calendar apply to 10-month noncertified employees? If so, that will cause their hourly pay rate to be higher than 12-month employees. THAT IS A BIG PROBLEM!!!! SOLUTION: All monthly salary tables must have the same hourly pay rate.
5. The August 31 payday is a BIG problem. Under current rules, direct deposits must be transmitted four days prior to the pay date--the 26th of August. State funds must be requested on approximately the 21st of August. Federal funds must be requested on approximately the 16th of August. All of this means Human Resources and the schools will have to have information for the first payroll turned in to the Payroll Department before staff even report for the school year in order for these deadlines to be met. Some people will not even be hired, much less have completed their paperwork or have a pay rating determined! Our HR and Payroll staffs are already very anxious about meeting this payroll. SOLUTION: A mess has been created considering the expectations set by the General Assembly and the practical realities of what must happen in order to meet those expectations. Some procedures are going to have to change. The concept of paying people in advance for work they have not done is a nightmare when you think through the realities of administering that system of pay for an entire school year. Remember, school systems do not have the discretionary power to excuse the overpayments using state funds. The law needs to be changed to eliminate the pay in advance feature, and staff really needs a month to put together that first payroll.
6. The May/June payday is also a BIG problem. If the first payday is the end of August and subsequent paydays are spaced no more than one month apart and include a full monthly payment, then the entire salary will be paid by the end of May. At that time, staff will still have another half month or so to work. The reality of that is going to be VERY DIFFICULT to explain and may, in fact, be demoralizing. It is fraught with cumbersome legal and accounting issues. Should anyone leave before completing their responsibilities, it is the

local Board's responsibility to recover the overpayment. There will be absences AFTER those checks are cut and issued. The law says the local Board is not to incur any additional expense. What entity is going to incur the staff time and legal expenses of recovering the overpayments? Again, change the law. Also, allot money to LEA's to use to cover legal expenses and staff time necessary to recover overpayments and set up garnishments and cover those fees.

7. Employees will have been paid in advance all year long. Anytime they resign less than two weeks after a payday, they will owe the state or local school system money because they will have been paid approximately two weeks in advance all year long. It is next to impossible to get W-2's corrected when overpayments have been made and the check cannot be voided, so the employee's annual earnings statement will be incorrect unless the state or the software company incurs the expense of adjusting the accounting software and the payments to the IRS. After all, the local school system is not supposed to incur any additional expense as a result of this new law. SOLUTION: Change the law. Allot additional money to LEA's (1) to cover the necessary legal expenses to recover the overpayments; (2) to cover staff time spent in explaining and recovering overpayments; and (3) for accounting software to adjust W-2 forms to get them corrected.

### LEA Control Comments:

1. Exams will be occurring in mid-January, after a shortened holiday/winter break. We will be very fortunate if they are not disrupted with inclement weather. SOLUTION: Someone should study what happens to student achievement on January 2006 EOC's and determine how many, if any, End of Course Exams were disrupted by inclement weather. If January 2006 EOC test scores are down, change the law back to allow calendar decisions to be made locally.

2. There will be longer periods in the calendar without breaks. It is likely that stress-related illnesses will increase, and there will be more staff absences. That will cause substitute costs to go up and increase the number of days when the students do not have their regular teacher. SOLUTION: Study whether there was an increase in teacher and other staff absences. If there is, change the law so that calendar decisions can be made locally and return the extra substitute expense incurred by local school systems in 2005-06 to them as a lump-sum payment by the state with no strings attached.

3. NC has a terrific teacher shortage. Because many states in other parts of the country have started school so much later than NC, we have been able to put many teachers from those states to work in NC before school started in their home state. This may no longer be the case in 2005-06. With the "highly qualified" teacher mandate of NCLB affecting all schools on July 1, 2006, this may become an even more significant problem. SOLUTION: Allow local boards the flexibility to make their own calendar decisions. Allow greater flexibility with licensure rules upon the LEA's request so that we can keep our current teachers who are performing well. Provide additional funds to local school systems to cover the increased recruiting costs that will be necessary to staff our classrooms.

4. In-service bites the dust, athletic scheduling what happens, lost instructional time AP classes 2nd semester, 10 make up days lost (5 from calendar, 5 not useable) no guidance on calendar law from DPI, teacher assistants do they work 220 or 215? Instructional fatigue 2nd semester for bad weather, what changes will occur when legislature meets in spring to wreck calendars already established and given to our community. Education takes a back seat to tourism! This was a very confusing survey and will generate responses all over the place. Probably less than 15% of school systems have even attempted to develop the 2005-2006 calendar.

5. Only a narrow definition of teacher work would include just the time that teachers spend with students. The new calendar legislation limits the amount of quality time that teachers spend with their curriculum and each other. This is unfortunate for teachers and ultimately students.

6. The reduction of workdays makes it extremely difficult to move forward with any system level initiatives (writing, Thinking Maps, science, etc)-- Correlating schedules with Community Colleges is made much more difficult, limiting access to

advanced courses -- Playing athletic contests prior to the first day of school is not a safe option -- Scheduling the appropriate number of workdays for annual leave further reduces school flexibility in scheduling mandatory days at the school level.

7. We are a small school system which does not allow us to offer a wide range of courses or more advanced course levels. We have been fortunate to have an articulation agreement with Sampson Community College that will allow our student to dual enroll. With the new legislation, this will not be possible. Our students are the ones that are losing in this situation.

8. Calendars for 05-06 and 06-07 will be approved by our Board on December 9. The 06-07 calendar currently in draft form was made more difficult by the fact that August 25 will be on a Friday. Beginning the school year on a Friday is unusual; however, waiting to begin the school year on August 28 allows even less flexibility at the local level. Being able to complete first semester prior to the King Holiday would equate to a "smoother" January with fewer weeks disrupted by holiday and semester break.

9. In 2006-2007, August 25th will be on Friday. We do not consider this a good day to begin school and starting on Monday of the following week further restricts the limited flexibility of the new calendar mandate. We would like the language of this mandate to reflect a more flexible starting time. For example, if districts were allowed to begin school during the week of the 25th this might be a more workable solution for all parties.

10. In order to meet all of the local special situations, the local LEA must have control of the calendar. One template cannot work for all 115 school systems. In our system, our preference would be to have the first semester end prior to the Christmas break. We think that it is a disadvantage for students to return to school after a 10 or 12 day break and require them to take end of course exams soon after their return.

11. Repeal the law and restore local control of calendar to LEA.

12. Flexibility does not exist in this new legislation. The calendar should be left up to each LEA to meet their specific needs.

### **Inclement Weather Makeup Comments:**

1. Due to inclement weather, the last day of school for both students and teachers was June 4, 2004. We had to use a combination of optional teacher workdays (OTW); required teacher workdays (RTW) and annual leave (AL) days to make up the days missed due to weather.
2. The new guidelines have limited the number of weather related make up days that were available to be placed in past calendars.
3. Because five workdays have been cut from the teacher's calendar, we will have no workdays at the end of the year for makeups due to inclement weather.
4. Difficult to schedule inclement weather days
5. No flexibility for .... placement of "weather/snow" days.
6. There is no flexibility in the calendar for scheduled make-up days.
7. Easter holidays may have to be used for make-up days if there is severe weather.
8. There are fewer days at the end of the school year to use as make-up days for inclement weather. Therefore, Spring Break must be scheduled as tentative make-up days.
9. Another major issue is the lack of inclement weather days. Complying with the start and ending date make it difficult to get three inclement weather days in second semester; this then puts Spring Break days at risk of being used for snow make up days as we can't go past June 10th.
10. Very difficult to schedule inclement weather makeup days now. Because the number of teacher workdays is limited, and because some of them cannot be used for makeup, we will have to look at Spring Break or Saturdays. Although our calendar for 05-06 has not been approved yet, the potential of losing Spring Break or a few Saturdays has caused great parental outcry. But there are no other options!
11. If we exhaust all available days to make up inclement weather days, can we schedule student days beyond June 10? If not, how are we to make up days missed?

### **Educational Programs/Scheduling Comments:**

1. Distance learning/dual enrollment programs at the high school will be affected because of the earlier starting dates of the college/university.
2. The inability for our faculty and students to attend college and university sponsored summer school.
3. Testing dates are static, which means we will lose almost 3 weeks of instruction prior to giving tests such as writing, competency, computer skills, and the comprehensive tests.
4. The inability to complete high school exams before Christmas vacation.
5. Since we have been on the block schedule and have had exams prior to the December holiday break, we have never had our exams disrupted.
6. Scheduling of semester break to coincide with winter holidays
7. We will not be able to end our first semester in December; therefore, we will not be able to begin our second semester at the first of January.
8. All of our cooperative programs we offer our students at McDowell Technical Community College will end because our students will still be attending first semester classes when their spring semester begins. This is a tremendous loss of academic opportunity for our students, not to mention the money that is saved by their parents.
9. It also limits the number of days available prior to EOG/EOC testing to make-up instructional days missed as a result of inclement weather.
10. Our high school is on a six weeks grading period while our K-8 schools are on a nine weeks grading period. We have tried to schedule a workday after each of these grading periods. This will be almost impossible with the five less workdays.
11. Since we have implemented the block scheduling with the semester ending before the Winter/Christmas break, our EOC scores have steadily increased. We fear this will not be the case when students are out of school for two weeks and more time will have to be spent on review instead of covering new subject matter.
12. The new legislation creates problems for systems on the block schedule with regard to placement of exams at the end of first semester.