The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the district and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, efforts that meet the requirements established in this policy. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;

2. promotion of responsible parenting;

3. involving parents and guardians in student learning;

4. promotion of volunteering;

5. involving parents and guardians in school's decisions that affect children and families;

6. parental training;

7. community collaboration; and

8. promotion of student health awareness

This policy applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages regular contact with parents by school personnel for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communications with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee shall provide the parent of an at-risk student with a copy of the student's personal education plan in accordance with policy 3405, Students at Risk of Academic Failure. Parents should be included in the implementation and ongoing review of their child's personal education plan.

Beginning in the 2013-2014 school year, the principal or designee shall provide the parent of each student in kindergarten, first or second grade with written notification of the student's reading progress. The notice will be provided three times a year, following each benchmark assessment and will include: (1) assessment results, (2) whether the child may not reach reading proficiency by the end of third grade; and (3) instructional support activities for use at home.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. ANNUAL NOTIFICATION

Each principal or designee of a Title I school shall effectively notify parents of all parental rights and other required information regarding Title I schools and programs, in accordance with federal law. Parents of student in Title I schools shall receive a copy of the system-wide parent involvement plan.

In addition, annually every building principal or designee shall effectively notify parents of the following:

1. parental rights related to student records (see policy 4700, Student Records);

2. parental rights related to student surveys (see policy 4720, Surveys of Students);

3. the approximate dates of any non-emergency, invasive physical examination or screening that is:
(a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration and (c) not necessary ; to protect the immediate health and safety of students;

4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use (see policy 9205, Pest Management);

5. student behavior policies, the Code of Student Conduct and school standards and rules (see policies in the 4300 series);

6. permissible use of seclusion and restraint in the schools (see policy 4302, School Plan for Management of Student Behavior);

7. policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure

8. policy 1740/4010, Student and Parent Grievance Procedure;

9. grading practices that will be followed at the school and, in the high schools, the means for computing the grade point averages that will be used for determining class rank (see policies 3400, Evaluation of Student Progress and 3450, Class Rankings);

10. a description of the curriculum being offered (see policy 3100, Curriculum Development);

11. student performance standards (see policies 3400 series);

12. a report containing aggregate information, including, but not limited to student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications;

13. the grade awarded to the school on the most recent annual report card issued for it by the State Board of Education if the school received a grade of D or F.

14. sports and extracurricular activities available for students (policy 3620, Extracurricular Activities and Student Organizations);

15. supportive services available to students, including guidance, counseling, and health services (policy 3540, Comprehensive Health Education Program; policy 3610, Counseling Program);

16. information about meningococcal meningitis and influenza, including the causes, the symptoms, the vaccines, how the diseases are spread and places where additional information and vaccinations may be obtained;

17. for parents of students in grades 5 through 12, information about cervical

cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children

18. how to reach school officials in emergency situations during non-school hours;

19. information about and an application form for free and reduced price meals and/or free milk (see policy 6225, Free and Reduced Price Food Services);

20. information about the school breakfast program;

21. information about the availability and location of free summer food service program meals for students when school is not in session.

22.20. for parents of children with disabilities, procedural safeguards (see also policy 1730/4022/7231, Nondiscrimination on the Basis of Disabilities);

23.21. information on the availability of the asbestos management plan and planned or in-progress inspections, re-inspections, response actions and post-response actions, including periodic re-inspection and surveillance activities;

24.22. education rights of homeless students (see policy 4125, Homeless Students);

25.23. the content and implementation of the local school wellness policy (see policy 6140, Student Wellness);

26.24. their right to take four hours of leave from their jobs every year in order to volunteer in their child's school as stated in G.S. 95-28.3 (see policy 5015, School Volunteers);

27.25. that the school system does not discriminate on the basis of race, color, national origin, sex disability, or age (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying and 1730/4022/7231, Nondiscrimination on the Basis of Disabilities; and

28.26. that the school system provides equal access to its facilities, programs

and activities to Boy Scouts and other designated youth groups (see policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying)~~.~~; and

29. the availability of and the process for requesting a waiver or reduction of student fees (see policy 4600, Student Fees).

D. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that parental consent may be withheld for the following:

1. release of student directory information about his or her child for school purposes or to outside organizations (see policy 4700, Student Records);

2. release of their child's name, address and telephone listing to military recruiters or institutions of higher education (see policy 4700, Student Records);.

3. their child's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540.
   A copy of material that will be used in these curricula will be available in the school media center during the school year and other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office;

4. their child's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). However, parental notification and permission are not required for: (a) short-duration academic, career, personal or social guidance and counseling and crisis intervention that is needed to maintain order, discipline or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; or (c) counseling if child abuse or neglect is suspected
   (see policies 3610, Counseling Program, and 4240/7312, Child Abuse-Reports and Investigations);

5. Student's their child's participation in non-Department of Education—

funded surveys concerning protected topics (see policy 4720, Surveys of Students);

6. their child's participation in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration; and (c) not necessary to protect the immediate health and safety of students;

7. the collection, disclosure or use of their child's personal information for marketing purposes (see policy 4720, Surveys of Students); and

8. release of their child's free and reduced-price meal information to State Medicaid or State children's health insurance program (SCHIP).

Any parent or legal guardian wishing to withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent as to the manner in which student directory information is used, the curriculum is provided, or the guidance programs are made available.

D. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. administrations of medications to students by employees of the school system (see policy 6125, Administering Medicines to Students);

2. release of student records that are not considered directory information, unless the release is allowed or required by law (see policy 4700, Student Records);

3. off campus trips;

4. student's participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (see policy 4220, Student Insurance Program);

5. all decisions or actions as required by the IDEA with regard to providing special education or related services to children with disabilities (see policy 3520, Special Education Programs/Rights of Students with Disabilities);

6. certain health services, as required by law;

7. student's participation in programs or services providing information about where to obtain contraceptives or abortion referral services;

8. student's participating in surveys funded by the Department of Education that are conducted concerning protected topics (see policy 4720 Surveys of Students);

9. disclosure of a student's free and reduced price lunch eligibility information or eligibility status; and .

10. disclosure of the identity of any student receiving supplemental education services under the Title I program.

Legal Reference: Elementary and Secondary Education Act, as amended, 20 U.S. C. 6301 *et seq.,* 34 C.F.R. pt. 200; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g , 34 C.F.R. pt. 99; Protection of Pupil Rights Amendment, 20 U.S.C. 1232h, 34 C.F.R. pt. 98; Individuals with Disabilities Education Act, 20 USC 1400, *et seq.*; Asbestos Hazard Emergency Response Act, 15 U.S.C. 2341, *et seq*.; McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431, *et seq.*; 42 U.S.C. 1758, 7 C.F.R. pt. 245; 42 U.S.C. 1758b; National School Lunch Program, 42 U.S.C. 1751 *et seq.,* 7 C.F.R. 210(12); Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 C.F.R. 108.9; 20 U.S.C. 7908; G.S. 90-21.1; 95-28.3; 115C-47 (47), -47(51), -47(54), -81(el), -105.41, -109.1, -307(c), -375.4, -390.2, -391.1, -407.16; U.S. C. 6318; 34 C.F.R. 200.37, -200.39, G.S. 90-21.1, 115C-47(47), -47(51), -81(el); State Board of Education Policy FCB-A-000

Cross Reference: Title I Parent Involvement (policy 1320/3560), Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Nondiscrimination on the Basis of Disabilities (policy 1730/4022/7231), Student and Parent Grievance Procedure (policy 1740/4010), Curriculum Development (policy 3100), Student Performance Policies (3400 series), Students at Risk of Academic Failure (policy 3405), Evaluation of Student Progress (policy 3400), Class Rankings (policy 3450), Special Education Programs/Rights of Disabled Students (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), Homeless Students (policy 4125), Student Insurance Program (policy 4220), Child Abuse - Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), School Plan for Management of Student Behavior (policy 4302) Student Records (policy

4700), Surveys of Students (policy 4720), School Volunteers (policy 5015), Registered Sex Offenders (policy 5022), Administering Medicines to Students (policy 6125), Student Wellness (policy 6140), Free and Reduced Price Food Services (policy 6225), Pest Management (policy 9205)

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Updated: January 7, 2013
Updated:

STUDENT AND PARENT GRIEVANCE PROCEDURE

Policy Code: **DRAFT 1740/4010**

A. OPTIONS FOR RESOLVING COMPLAINTS

The board strives to resolve concerns and complaints of students and parents whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. Board policy 1742/5060, Responding to complaints, identifies these different processes including a mechanism for resolving complaints in an informal manner.

While the board encourages resolutions of complaints through informal means, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results. This policy provides a complaint procedure that may be used as described below.

Any parent or student who has questions about the options for proceeding with a complaint or concern may contact the principal or superintendent for further information and copies of all applicable board policies.

B. DEFINITIONS

1. Days

   Days are working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the school calendar. In counting days, the first day shall be the first full working day following the receipt of the grievance. After April 15, time limits shall consist of all weekdays (Monday - Friday) so that the matter may be resolved before the close of the school term or as soon thereafter as possible.

2. Final Administrative Decision

   A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

   A grievance is a formal complaint regarding specific decisions

   made by school personnel that alleges that such decisions have adversely affected the person making the complaint. A grievance includes, but is not

limited to, circumstances such as when a student or parent believes that board policy or law has been misapplied, misinterpreted or violated. The term "grievance" does not include any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board is without authority to act. Claims of discrimination, harassment or bullying must be processed under 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

4. Grievant

The grievant is the parent, student or group of parents or students submitting the grievance.

5. Official

The official means the school system personnel hearing and responding to the grievant.

C. TIMELINESS OF PROCESS

The number of days indicated at each step of the grievance process should be considered a maximum and every effort should be made to expedite the process.

Failure by the official at any step to communicate a decision within the specified time limit shall permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays that interfere with the exercise of the grievant's legal rights are not permitted.

Failure by the grievant at any step of the process to appeal a grievance to the next step within the specified time limit shall be considered acceptance of the decision at the current step, unless the grievant has notified the official of a delay, and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. No reprisals of any kind will be taken by the board or by an employee of the school system against any grievant or other student or employee because of his or her participation in a grievance filed and decided pursuant to this policy.

2. All meetings and hearings conducted pursuant to this policy shall be private.

3. The board and school system officials will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to hear and respond to grievants individually.

4. The grievant may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel, he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance

   a. Whenever a student or parent or guardian believes that he or she has been adversely affected by a decision of a school employee, the student or parent or guardian may file a grievance as provided in this policy.

   b. A grievance must be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the grievance. For a grievance submitted after the 30 days period which claims a violation, misapplication or misinterpretation of state or federal law the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, students, parents and guardians should recognize that delays in

filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

c. A student or parent or guardian who has a grievance must provide the following information in writing to the principal: (1) the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s) or action(s) at issue; (3) any board policy, state or federal law, state or federal regulation, or State Board of Education policy or procedure that that the parent or guardian or student believes has been misapplied, misinterpreted or violated; (4) and the specific resolution desired. If there is not a specific decision or action at issue and no concern that state or federal law has been misapplied, misinterpreted or violated, then the procedure established in board policy 1742/5060 is appropriate and the principal shall address the concern following that board policy.

d. Even if the principal is the employee whose decision or action is at issue, the student shall submit the grievance first to the principal in order for the principal to address the issue within the formal process. If, however, the grievance claims that a state or federal law has been misapplied, misinterpreted or violated, the student may submit the grievance directly to the superintendent or the designee.

e. If a student wants to initiate a formal grievance regarding a decision by the superintendent that directly and specifically affects the student, the general process described in this policy will be used, except that the grievance will be submitted to the executive director of human resources, who shall forward the grievance to the board chairperson.

2. Investigation

a. The principal shall schedule and hold a meeting with the student and/or parent or guardian within five school days after the grievance has been filed with the principal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

b. The principal shall conduct any investigation of the facts necessary before rendering a decision.

3. Response by Principal

a. The principal shall provide a written response to the written grievance within 10 days of the meeting. The response shall include the principal's decision regarding resolution of the grievance and the basis for the decision. In responding, the principal may not disclose information about other students or employees that is considered confidential by law.

b. A copy of the grievance and the principal's response shall be filed with the superintendent.

4. Response by Superintendent

a. If the grievant is dissatisfied with the principal's decision, the grievant may appeal the decision to the superintendent. The appeal must be made in writing within five days of receiving the principal's decision.

b. The superintendent may review the written documents and respond, or the superintendent may schedule and hold a conference with the grievant, principal, and any other individuals the superintendent determines to be appropriate within five school days after receiving the appeal. The student may be accompanied by a parent, legal guardian or other person who is in a position of *loco parentis* to the student.

c. The superintendent shall provide a written response within 10 days after receiving the appeal. In responding, the superintendent may not disclose information about other students or employees that is considered confidential by law.

5. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant shall have a

right to appeal a final administrative decision to the board of education (see Section a, Mandatory Appeals below).
If a grievant has not alleged such specific violations, he or she may request a hearing which the board may grant at its discretion (see section b, Discretionary Appeals below).

a. Mandatory Appeals

1. If the grievant is dissatisfied with the superintendent's response to his or her grievance and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, the grievant may appeal the decision to the board within five days of receiving the superintendent's response.

2. A hearing will be conducted pursuant to board policy 2500, Hearings Before the Board.

3. The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

b. Discretionary Appeals

1. If the grievant is dissatisfied with the superintendent's response to his or her grievance but has *not* alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board of education policy or procedure, then within five days of receiving the superintendent's response, the grievant may submit to the superintendent a written request for hearing before the board of education.

2. If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time whether to grant a hearing. Otherwise, the board chair shall appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the

superintendent's decision on the written record only; or (3) ~~if~~ grant a hearing. The panel will report the decision to the board; The board may modify the decision of the panel upon majority vote at a board meeting.

3. It the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.

~~3~~.4 If the board decides to grant a hearing, the hearing will be conducted pursuant to board policy 2500, Hearings Before the Board.

~~4~~.5 The board will provide a final written decision within 30 days of the decision to grant an appeal ~~hearing~~, unless further investigation is necessary or the hearing necessitates that more time be taken to respond.

~~H.~~ NOTICE

The superintendent or designee is responsible for providing effective notice to students, parents and school system employees of the procedures for reporting and investigating grievances.

G. RECORDS

Appropriate records shall be maintained in accordance with site and federal law.

Legal Reference:; G.S. 126-16, 150B-43 *et seq*.

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4021/7230), Responding to Complaints (policy 1742/5060), Hearings Before the Board (policy 2500), Student Behavior Policies (4300 series)

Adopted: March 6, 2000
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Updated: March, 2010
Updated:

It is the policy of the board, in keeping with the ultimate goal of serving the educational welfare of children, to develop and practice reasonable and effective methods of resolving difficulties which may arise among employees. The intent is to reduce potential areas of grievances and to establish and maintain recognized channels of communications between staff and administration. The purpose of this procedure is to secure, at the lowest possible level, equitable solutions to the problems which arise from time to time and affect employees.

A. RESOLUTION

It is desirable for an employee and his or her immediate supervisor to resolve problems through free and informal communication. When informal procedures fail or are inappropriate or when the employee requests formal procedures, a grievance shall be processed pursuant to the steps set forth in this policy.

B. DEFINITIONS

1. Days

Days are the working days, exclusive of Saturdays, Sundays, vacation days or holidays, as set forth in the aggrieved employee's employment calendar. In counting days, the first day will be the first full working day following receipt of the grievance. When a grievance is submitted on or after May l, time limits will consist of all weekdays (Monday-Friday) so that the matter may be resolved before the close of the school term or as soon as thereafter as possible.

2. Final Administrative Decision

A final administrative decision is a decision of a school employee from which no further appeal to a school administrator is available.

3. Grievance

A grievance is a formal written claim by an employee regarding specific decision(s) made by another employee and alleging that such decision(s) have adversely affected the person making the claim. A grievance may include, but is not limited to, the following allegations

a. that there has been a violation, misapplication or misinterpretation of state or federal law or regulations, school board policy or

administrative procedure;

b. that an employee's employment status or the terms or conditions of his or her employment have been adversely affected; or

c. that there exists a physical condition that jeopardizes an employee's health or safety or that interferes with an employee's ability to discharge his or her responsibilities properly and effectively.

The term "grievance" does not apply to any matter for which the method of review is prescribed by law, for which there is a more specific board policy providing a process for addressing the concern, or upon which the board of education is without authority to act. Claims of discrimination, harassment or bullying must be processed under policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

2. Grievant

The grievant is the employee(s) making the claim.

3. Official

The official is the person hearing and responding to the grievant.

4. Parties in Interest

Parties in interest refer to the grievant and the person against whom the grievance is filed.

C. TIMELINESS OF PROCESS

Failure by the official at any step to communicate a decision within the specified time limit will permit the grievant to appeal the grievance to the next step unless the official has notified the grievant of the delay and the reason for the delay, such as the complexity of the investigation or report. The official shall make reasonable efforts to keep the grievant apprised of progress being made during any period of delay. Delays may not impermissibly interfere with the exercise of the grievant's legal rights.

Failure by the grievant at any step to appeal a grievance to the next step within the specified time limit will be considered acceptance of the decision at

that step, unless the grievant has notified the official of a delay and the reason for the delay and the official has consented in writing to the delay.

D. GENERAL REQUIREMENTS

1. All parties in interest and their representatives in any grievance filed pursuant to this policy shall conduct themselves in a professional manner at all times during the investigation and hearing of the grievance.

2. The board or an employee of the school system will take no reprisals of any kind against any party in interest or other employee on account of his or her participation in a grievance files and decided pursuant to this policy.

3. Each decision will be in writing, setting forth the decision and reasons therefore, and will be transmitted promptly to all parties in interest.

4. All meetings and hearings conducted pursuant to this policy will be private.

5. The board and school system will consider requests to hear grievances from a group of grievants, but the board and officials have the discretion to respond to grievants individually.

6. The board and administration will cooperate with the employee and representative in the investigation of any grievance.

7. The employee may have a representative, including an attorney, at any stage of the grievance. However, if the grievant intends to be represented by legal counsel he or she must notify the appropriate school official in advance so that school personnel also will have the opportunity to be represented by legal counsel.

8. Should, in the judgment of the superintendent or designee, the investigation or processing of any grievance require the absence of the grievant and/or representative from regular work assignments, such as absences will be excused without loss of pay or benefits.

E. PROCESS FOR GRIEVANCE

1. Filing a Grievance
   a. A grievance must be filed as soon as possible but no longer than 30 days after disclosure or discovery of the facts giving rise to the

grievance. For a grievance submitted after 30 days that claims a violation, misapplication or misrepresentation of state or federal law the superintendent or designee shall determine whether the grievance will be investigated after considering factors such as the reason for the delay; the extent of the delay; the effect of the delay on the ability of the school system to investigate and respond to the complaint; and whether the investigation of the complaint is necessary to meet any legal obligations. However, employees should recognize that delays in filing a grievance may significantly impair the ability of the school system to investigate and respond effectively to such complaints.

b. All grievances must be in writing, and the written statement of grievance must remain the same throughout all steps of the grievance procedure. The written grievance must include the following information: (1)the name of the school system employee or other individual whose decision or action is at issue; (2) the specific decision(s), action(s) or physical condition at issue; (3) any local board policy, state or federal law, state or federal regulation or State Board of Education policy or procedures that the grievant believes has been misapplied, misinterpreted or violated; and

(4) the specific resolution desired. If there is not a specific decision, action or physical condition at issue or no concern that federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure has been misapplied, misinterpreted or violated, then the procedure established in policy 1742/5060, Responding to Complaints, is appropriate and the principal or immediate supervisor shall address the concern following that board policy.

c. The employee(s) shall present the grievance in writing to his or her immediate supervisor or the supervisor's designee unless the grievance alleges that a state or federal law has been misapplied, misinterpreted or violated in which case the grievance may be presented instead to the executive director of human resources (or to the superintendent if the grievant's supervisor is the executive director of human resources). The person receiving the grievance hereinafter will be referred to as "official."

2. Response by Official

a. The official shall arrange for a grievance file number to be assigned by the personnel office.

b. In the event the official determines at the outset that review by the official is inappropriate; the official shall forward the formal grievance to the superintendent who will investigate and respond as provided below in subsection E.3.

c. A meeting will take place at a mutually agreed-upon time within five days after receipt of the grievance.

d. The official shall conduct any investigation of the facts necessary before rendering a decision.

e. The official shall provide the aggrieved employee(s) with a written response to the grievance within 10 days after the meeting.

3. Response by Superintendent

a. If the grievant is dissatisfied with the official's response, the grievant may appeal in writing the decision to the superintendent for review by the superintendent or designee within five days or receipt of the official's response.

b. The superintendent or designee shall arrange for a meeting with the employee(s) to take place within five days of the receipt of the appeal.

c. The superintendent or designee shall conduct any investigation necessary before arriving at a decision. The superintendent or designee shall provide the aggrieved employee(s) with a written decision within 10 days after the meeting.

4. Appeal to the Board

If the grievant has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant shall have a

right to appeal a final administrative decision to the board of education (see subsection a, Mandatory Appeals, below). If the grievant has not alleged such specific violations, he or she may request a board hearing, which the board may grant at its discretion (see subsection b, Discretionary Appeals below).

a. Mandatory Appeals

1. If the grievant is not satisfied with the superintendent's response and has alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may appeal in writing the decision to the board within 10 days or receiving the superintendent's response.

2. A hearing will be conducted pursuant to policy 2500, Hearings Before the Board.

3. The board will provide a final written decision within 30 days of receiving the appeal unless further investigation is necessary or the hearing necessitates that more time is taken to respond.

b. Discretionary Appeals

1. If the grievant is not satisfied with the superintendent's response but has not alleged a violation of a specified federal or state law, federal or state regulation, State Board of Education policy or procedure, or local board policy or procedure or has not alleged that a specific decision of a school official adversely affects the grievant's employment status or the terms or conditions of his or her employment, the grievant may submit the superintendent a written request for a hearing before the board of education within 10 days of receiving the superintendent's response.

2. If the full board will be meeting within two weeks of the request for a hearing, the board will decide at that time

whether to grant a hearing, Otherwise, the board chairperson shall appoint a three-person panel to review the request and determine whether to (1) deny the appeal; (2) review the superintendent's decision on the written record only; or (3) ~~if~~ grant a hearing ~~should be granted~~. The panel will report the decision to the board, the board may modify the decision of the panel upon majority vote at a board meeting.

3. If the board denies the appeal, the decision of the superintendent will be final and the grievant will be notified within five days of the board's decision.

4. If the board decides to grant a hearing, the hearing will be conducted pursuant to policy 2500. ~~the board may choose to review discretionary appeals on the record only, without allowing oral presentations.~~

5. The board will provide a final written decision within 30 days of the decision to grant an appeal ~~hearing~~ unless further investigation is necessary or the hearing necessitates that more time is taken to respond.

F. RECORDS

Appropriate records shall be maintained in accordance with state and federal law.

Legal References: G.S. 115C-45(c); 126-16

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Responding to Complaints (Policy 1742/5060), Hearings Before the Board (policy 2500)

Adopted: March 6, 2002
Amended: August 5, 2002
Updated: April 6, 2009
Updated: April 13, 2010

The board recognizes that curriculum development must be an on-going process in order to continually address the changing needs and diversity of all students and to fulfill the educational goals of the board. The board further recognizes that while educators must be responsible for developing the curriculum, parents, other governmental agencies, businesses and members of the public have valuable insights in the type of curriculum needed.

A. CURRICULUM DEVELOPMENT

Curriculum will be developed to meet ~~the requirements of~~ state and ~~local~~ board requirements, using the current statewide instructional standards ~~North Carolina Standard Course of Study~~ as a foundation. The superintendent shall establish a curriculum committee to coordinate curriculum planning and ensure that the curriculum is aligned with the current statewide instructional standards ~~course of study~~ and includes subject-area competencies for each grade level. The committee must include central office administrators, teachers and school administrators representing the various schools and grade levels. Teachers should receive appropriate training so that they may participate in curriculum development. The committee also must seek input from parents, the community and experts in order to make fully informed decisions.

The committee may recommend that the board expand subject areas and objectives of the curriculum to meet the educational goals of the board and state and federal laws. The committee also may recommend eliminating subject areas or objectives that are not state required or related to the educational goals of the board.

B. CURRICULUM MODIFICATION BY INDIVIDUAL SCHOOLS

The principal is the instructional leader of the school and is responsible for determining whether the curriculum meets the needs of the students of the school. Accordingly, the principal or his or her designee may consider modifying the curriculum.

If a school official wishes to modify the curriculum, he or she may submit its proposal to the central curriculum committee. Unless the curriculum committee has significant concerns about the proposal, the committee will approve the changes so long as the curriculum maintains continuity. After being approved by the curriculum committee, the proposal must be submitted to the board for approval as a part of the school improvement plan process, if the modifications include: (1) expanding or reducing the subject areas or objectives, (2) eliminating

subject areas or objectives not required by the state, or (3) waiving local board policies.

The curriculum committee will ensure that the curriculum continues to be aligned with the current statewide instructional standards ~~course of study~~.

C. EVALUATION

The superintendent will ensure that the methods for meeting curriculum objectives are regularly evaluated for their effectiveness. The board also encourages external curriculum audits by professional curriculum assessors.

Legal References: G.S. 115C-47, -81

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430)

Adopted: March 6, 2000
Updated: August 3, 2009
Updated:

Curriculum and instructional guides shall be developed as necessary to support the current statewide instructional standards ~~Standard Course of Study~~; policy 3000, Goals and Objectives of the Educational Program; and any other expanded objectives or subject matters approved by the board. State curriculum guides shall be followed when mandated by state law.

A. DEVELOPMENT/MODIFICATION OF GUIDES

The curriculum committee will develop new guides and/or modify existing guides that are to be used district-wide.

Individual schools may modify the curriculum and the instructional guides as a part of the school improvement plan. Any modifications must be approved by the curriculum committee to ensure the continuity if the educational program.

B. USE OF GUIDES

Curriculum and instructional guides are to serve as a framework from which a teacher will develop units of study, individual lesson plans, and approaches to instruction which will serve the students' needs.

The guides will be used to map the logical sequence of instruction. Teachers are expected to follow the sequence in subjects such as reading and mathematics where sequence is important.

Teachers must follow the content of the curriculum and instructional guides. Teachers are expected to use their professional judgment in determining the most effective methods for implementing the guides.

The principal will ensure that teachers have access to curriculum and instructional guides.

Legal References: G.S. 115C-36, -47, -81

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted: March 6, 2000
Updated: August 3, 2009
Updated:

Instructional delivery plays a crucial part in the attainment of educational goals and objectives. Well-prepared lesson plans help ensure superior delivery of the curriculum program.

Each teacher will prepare daily lesson plans which are based on the current statewide instructional standards ~~North Carolina Standard Course of Study~~ and applicable curriculum and instructional guides developed by the school district. The following criteria should be followed regarding lesson plans:

1. Daily lesson plans should be accessible at any time during the school day by the principal.

2. Lesson plans will be maintained for one year by the teacher in order to assess the instructional delivery and evaluate whether there are any gaps in the taught curriculum.

3. When planning lessons, teachers must consider:

    a. specific outcomes and objectives which relate to the curriculum;

    b. planned activities, instructional strategies and special materials;

    c. effective use of technological resources;

    d. activities to address individual student needs;

    e. assessment/evaluation criteria; and

    f. evidence of curriculum alignment and continuity of the instructional program.

Teachers are responsible for seeking clarification whenever unsure about any of the requirements of this policy.

Pursuant to the school improvement plan, every full-time assigned classroom teacher will be provided duty-free instructional planning time, with the goal of providing an average of at least five hours planning per week.

Principals are responsible for ensuring compliance with this policy. Staff development opportunities should be provided, as necessary, to ensure compliance.

Legal References: G.S. 115C-47, -105.27,-288, -301.1, -307

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Technology in the Educational Program (policy 3220), School Improvement Plan (policy 3430)

Adopted: March 6, 2000
Updated: June 1, 2009
Updated: March 2, 2010
Updated: January 14, 2013
Updated:

In order to help fulfill the educational goals and objectives of the school district, the board strives to provide instructional materials which will enrich should be representative of the rich diversity of our nation and appropriate for the maturity levels and abilities of the students.

Instructional materials constitute all materials, whether print, non-print, digital or any combination thereof, used in the instructional program. For purposes of this policy, instructional materials will be divided into two categories: textbooks and supplementary materials.

A SELECTION OF TEXTBOOKS

Textbooks are systematically organized materials comprehensive enough to cover the primary objectives outlined in the current statewide instructional standards ~~course of study~~ for a grade or course. Formats for textbooks may be print, non-print or digital media, including hardbound books, softbound books, activity oriented programs, classroom kits and technology-based programs or materials that require the use of electronic equipment in order to be used in the learning process.

State-approved textbooks will be used as the primary means to help students meet the goals and objectives of the current statewide instructional standards ~~Common Core State and North Carolina Essential Standards~~, unless the board approves alternative materials. The central curriculum committee or a school through its school improvement plan may submit a request for the use of alternative textbooks. The request should identify how the committee or school has ensured that the curriculum will continue to be aligned with the current statewide instructional standards ~~course of study~~, and meet the educational goals of the board.

B SELECTION OF SUPPLEMENTARY MATERIALS

Supplementary materials are instructional and learning resources which are selected to complement, enrich or extend the curriculum. Such resources include, for example, specialized materials selected to meet diverse needs or rapidly changing circumstances, library materials, digital resources, the school system's media collection, classroom collections and teacher-selected resources for individual classes.

1. Objectives for Selection of Supplementary Materials

   The procurement of materials must be accomplished in accordance with law,

including the First Amendment of the United States Constitution; board educational goals; board purchasing and accounting policies; and established selection guidelines, including the Library Bill of Rights of the American Library Association. The objectives for the selection of supplementary material are as follows:

a. to provide a wide range of materials that will enrich and support the curriculum, taking into consideration the individual needs and varied interests, abilities, socio-economic backgrounds, learning styles and developmental levels of the students served;

b. to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;

c. to provide a background of information that will enable students to comprehend their role as citizens in society and to make intelligent judgments in their daily lives;

d. to provide resources representing various points of view on controversial issues so that students as young citizens may develop, under guidance, the skills of critical thinking and critical analysis;

e. to provide resources representative of the many religious, ethnic and cultural groups in our nation and the contributions of these groups to our American heritage; and

f. to place principle above personal opinion and reason above prejudice in the selection of material of the highest quality in order to ensure a comprehensive collection appropriate for all users.

2. Process and Criteria for Selecting Supplementary Materials

The responsibility for the selection of supplementary materials is delegated to the professional staff under the direction of the superintendent and will be made primarily at the school level with the involvement of a school media and technology advisory committee. The committee shall be appointed by the principal and will include ~~the school library media coordinator, the instructional technology facilitator,~~ teachers and instructional support personnel representing various subject areas and grade levels, ~~and~~ parents, and, if on-staff in the school, the library media coordinator and the technology facilitator. Students also should be involved when feasible.

The selection process used by the committee will include: (1) an evaluation of the existing collection; (2) an assessment of the available resource and curriculum needs of the school; and (3) consideration of individual teaching and learning styles. In coordinating the selection of resources, the committee

should use reputable, unbiased selection tools prepared by professional educators and should arrange, when possible, for firsthand examination of resources to be purchased. When examining proposed materials, the committee should consider the following factors:

a. the material's overall purpose, educational significance and direct relationship to instructional objectives and the curriculum and to the interests of the students;

b. the material's reliability, including the extent to which it is accurate, authentic, authoritative, up-to-date, unbiased, comprehensive and well balanced;

c. the material's technical quality, including the extent to which technical components are relevant to content and consistent with state-of-the-art capabilities;

d. the material's artistic, literary and physical quality and format, including it durability, manageability, clarity, appropriateness, skillfulness, organization and attractiveness;

e. the possible uses of the material, including suitability for individual, small group, large group, introduction, in-depth study, remediation and/or enrichment;

f the contribution the material will make to the collection's breadth and variety of viewpoints;

g. recommendations of school personnel and students from all relevant departments and grade levels;

h. the reputation and significance of the material's author, producer and publisher; and

i. the price of the material weighed against its value and/or the need for it.

3. Materials Brought in by Teachers

Principals shall establish rules concerning what materials may be brought in by teachers without review. Principals are encouraged to involve teachers in establishing these rules.

C. REMOVAL OF OUTDATED SUPPLEMENTARY MATERIALS

To ensure that the supplementary media collection remains relevant, the media and technology professional, assisted by the media and technology advisory committee, shall review materials to determine if any material is obsolete,

outdated or irrelevant. The school media and technology advisory committee should remove materials no longer appropriate and replace lost, damaged and worn materials still of educational value. Materials may be removed only for legitimate educational reasons and subject to the limitations of the First Amendment. The superintendent may establish regulations that provide additional standards for removing supplementary materials to meet the educational need of the school district. Requests by parents to remove supplementary media materials due to an objection to the materials will be review pursuant to policy 3210, Parental Inspection and Objection to Instructional Materials.

D. ACCEPTANCE OF GIFT MATERIALS

Supplementary materials offered as a gift will be review pursuant to the criteria outlined in this policy, policy 8220, Gifts and Bequests and any regulations established by the superintendent. Gift material may be accepted or rejected by the board based upon such criteria.

E. CHALLENGES TO MATERIALS

Challenges to materials will be addressed pursuant to policy 3210, Parental Inspection and Objection to Instructional Materials.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, §14; G.S. 115C-45, -47, -81, -98, -101; *Board of Education v. Pico,* 457 U.S. 853 (1982); *Impact: Guidelines for North Carolina Media and Technology Programs,* North Carolina Department of Instruction, (2005), *The Library Bill of Rights,* The American Library Association, (1996), Cross References: Goals and Objectives of the Educational Program (policy 3000), Parental Inspection and Objection to Instruction Materials (policy 3210), School Improvement Plan (policy 3430), Gifts and Bequests (policy 8220)

Adopted: March 6, 2000
Updated: June 1, 2009
Updated: March 2, 2010
Updated: January 14, 2013
Updated:

The board believes that an effective testing an assessment program evaluates the progress of individual students and helps ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to use only culture-free or culture-fair tests in order to ensure that measurements are reasonable accurate.

A. NORTH CAROLINA AND LOCAL TESTING PROGRAM

The board directs the superintendent to plan and provide for the secure administration of ~~ter~~ all state-required tests and common exams. Students not meeting testing standards on the end-of-grade or end-of-course tests must be provided remedial instruction and retesting ~~in~~ if required by law or State Board of Education policy ~~accordance with legal requirements~~.

Common exams will be used to measure student learning in core grades and subjects that are not tested on end-of-grade or end-of-course tests. Student scores will be used to calculate a value-added score that will be reflected in Standard 6 of the teacher evaluation instrument and Standard 8 of the administrator evaluation instrument.

Retests on common exams will not be permitted except in the case of misadministration. The superintendent, in consultation with the school principals, shall have discretion to determine whether and how results from the common exams will be used in determining students' final grades and whether high school seniors will be exempt from the common exams. If seniors are exempt and a value-added score cannot be calculated for a teacher of seniors, the superintendent or designee shall determine an alternate method of measuring student growth.

The superintendent shall make an annual report in July to the board of education with regard to student performance on the common exams.

The superintendent may plan and provide for the administration of end-of-course tests for high school courses that are not included in the North Carolina Testing Program. The superintendent shall have discretion to determine which high school courses will be subject to local end-of-course tests.

B. TEST ADMINISTRATORS

The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests. Failure to follow the Code may result in disciplinary sanctions, including termination or revocation of administrative and/or teaching licenses.

Consistent with state goals, the superintendent shall submit to the board for approval a plan for transitioning to online administration of all end-of-grade and end-of-course tests beginning in the 2014-2015 school year. The superintendent shall conduct any necessary evaluation of the school system's connectivity, personnel and hardware needs prior to developing the plan and shall consider State Board of Education best practices for online assessments in the development of the plan. Once the school system has fully transitioned to online assessments, the superintendent shall keep the board informed of any resources or other measures needed to enable continued full participation in online assessments.

C. PARTICIPATION IN FIELD TESTING

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.

2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests or regularly scheduled final exams.

3. No school will participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school improvement team, to participate in an expanded number of field tests.

Legal References: G.S. 115C, art. 10A; 115C-47, -81, -174.11, -174.12(a), -276, -288, -307; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; TCP-C-006; 16 N.C.A.C. 6D.0301 - .0306

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420)

Other references: Online Assessments Best Practices Guide (NCDPI July 2011); Measures of Student Learning: NC's Common Exams (NCDPI, March 2013)

Adopted: March 6, 2000
Updated: June 1, 2009
Updated: March 6, 2010
Updated: December 6, 2011
Updated: January 14, 2013
Updated:

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as they need to be proficient at a particular level of study. Students will be promoted to the next level as described in this policy. ~~To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education plans as required in policy 3405, Students At-Risk of Academic Failure, to address the needs of students who are not making academic progress.~~

B. STANDARDS FOR PROGRESSION

The superintendent will develop (1) proposed promotion standards and (2) a process to be used in determining a student's readiness to progress to the next level of study and shall submit the standards and process to the board for approval. The standards will be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of student, such as standardized tests scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 *et seq*. and State Board of Education Policies GCS-J-002 and -003.

Principals shall ensure that the promotion standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote or retain students based upon the standards ~~established~~ approved by the board and any applicable standards set by the State Board of Education.

To reduce the number of students who do not meet promotion standards, the board directs school administrators and teachers to use personal education plans as required in policy 3405, Students at Risk of Academic Failure, to address the needs of students who are not making adequate academic progress.

C. DIPLOMA STANDARDS

To receive a North Carolina high school diploma, all students must complete the requirements set forth in policy 3460, Graduation Requirements:

D. APPEALS OF PROMOTION DECISIONS

1. Appeal to the Superintendent

   Within five workdays of receiving the principal's written decision to promote or retain a student, the student's parents may appeal the decision to the superintendent. The superintendent may overturn the principal's decision only upon a finding that the principal's decision was arbitrary and capricious (i.e., without a rational basis) or was otherwise an abuse of discretion.

   The superintendent must render a decision within 10 work days of receiving the appeal. The superintendent may support the principal's decision, remand it back to the principal for consideration of additional issues or reverse the decision.

   The superintendent's findings must be in writing and must be provided to the parents.

2. Appeal to the Board of Education

   The superintendent's decision to promote or retain a student may be appealed to the board in accordance with the procedures set forth in subsection E.5 of policy 1740/4010, Student and Parent Grievance Procedures.

E. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

To the extent possible, students with disabilities must be held to the same promotion standards as all other students. However, for students who take alternative assessments in lieu of the end-of-grade (EOG) or the end-of-course (EOC) tests, promotion decisions must be based on criteria recommended by the IEP team.

All intervention strategies and other opportunities, benefits and resources that are made available to students without disabilities must be made available to those students with disabilities who are subject to the student promotion standards. Such opportunities must be in addition to the special education services provided to the student.

F. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are encouraged to challenge these students by expanding the curriculum, providing opportunities to explore subjects in greater detail or providing different types of educational experiences. To challenge a student sufficiently, the principal may

reassign the student to a different class or level of study and/or may identify concurrent enrollment or other curriculum expansion options (see policy 3101, ~~Concurrent Enrollment and Other Curriculum Expansions~~ Dual Enrollment).

The principal, after consulting with the professional staff and the student's parents, may determine that skipping a grade level is appropriate. If permitted by state law and State Board policy, credit toward high school graduation may be awarded for advancement or placement out of a high school course. The superintendent shall provide any additional criteria necessary to make a determination of whether credit may be awarded.

G. REPORTING REQUIREMENTS

1. Superintendent's Report to the Board

   At least on an annual basis, the superintendent shall provide the board with the following information for each school:

   a. aggregate student performance scores on state-mandated tests and any other standardized tests used by a school or the school system;

   b. the number and percentage ~~proportion~~ of student~~s~~ retained and/or not meeting the standards for their grade level; ~~and~~

   c. the number and percentage of third grade student exempt from mandatory third grade retention by category of exemption as listed in state law; and

   d. remedial or additional educational opportunities provided by the school system and the success of these efforts in helping students meet promotion standards.

2. ~~Superintendent's~~ Report to the North Carolina State Board of Education and Department of Public Instruction

   Pursuant to statutory requirements and standards established by the Department of Public Instruction, all required information regarding student performance will be provided ~~the superintendent~~ annually to ~~shall provide~~ the State Board of Education and the Department of Public Instruction ~~with all required information regarding student performance~~

H. RESOURCES

Consistent with the objective of improving student performance, the board will provide schools with maximum flexibility in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet

the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as a part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal Management Standards.

I. NOTIFICATION TO PARENTS

The superintendent or designee shall provide information regarding promotion standards to all students and parents. In addition, if a kindergarten, first grade, second grade or third grade student (1) is demonstrating difficulty with reading development; (2) is not reading at grade level; or (3) has a personal education plan under G. S. 115C-105.41, the student's teacher shall provide the student's parents timely written notice advising that if the student is not demonstrating reading proficiency by the end of the third grade, the student will be retained, unless exempt from mandatory retention for good cause. Parents are encouraged to help their children meet the promotion standards and will have opportunities to discuss the promotion standards and procedures with teachers and the principal. Information provided to parents should be in the parents' native language when appropriate foreign language resources are readily available.

~~In addition, t~~ The teacher of a student who does not meet promotion standards must notify the student's parents that the student has failed to meet the standards for progression to the next level of study and must provide the parents with information concerning retesting, intervention, review and appeal opportunities. When a student is to be retained, the principal shall provide the student's parents written notice of the retention and, if the student will be retained in accordance with G.S. 115C-83.7 (a) for failure to demonstrate reading proficiency, (1) written notice of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b) and (2) a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency. Teachers shall provide parents of students retained under G.S. 115C-83.7(a) at least monthly written reports on student progress toward reading proficiency. The evaluation of a student's progress will be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

J. CHILDREN OF MILITARY FAMILIES

As required by the Interstate Compact on Educational Opportunity for Military Children (G.S. 115C-407.5) and policy 4155, Assignment to Classes, school administrators have the authority to exercise flexibility in waiving course or ~~/~~program prerequisites or other preconditions for the placement of children of military families in courses or ~~/~~programs offered by the school system.

K. ATHLETIC ELIGIBILITY

Montgomery County Schools will follow the North Carolina High School Athletic Association rules.

Legal References: G.S. 115C-36, -45 (c), -47, -81, -83.2, -83.7, -83.8, -83.9, 83.10, -105.21, -174.11, -288(a), -407.5, State Board of Education Policy ies GCS-J-002, GCS-J-003 ~~GCS-C-031~~

Cross References: Student and Parent Grievance Procedure (policy 1740/4010), Goals and Objectives of the Educational Program (policy 3000), ~~Concurrent~~ Dual Enrollment ~~and Other Curriculum Expansions~~ (policy 3101), Students ~~At~~ at-Risk of Academic Failure (policy 3405), School Improvement Plan (policy 3430), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Children of Military Families (policy 4050), Assignment to Classes (policy 4155) Fiscal Management Standards (policy 8300)

Other Resources: *Guidelines for Testing Students Identified as Limited English Proficient, N.C. Department of Public Instruction Division of Accountability Services/North Carolina Testing Program (September 2010)*; *North Carolina Read to Achieve: A Guide to Implementing House Bill 950/S.L. 2012-143 Section 7A* (N.C. Department of Public Instruction 2013)

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Updated: June 1, 2009
Updated: November 2, 2009
Updated: April 13, 2010
Updated: November 3, 2010
Updated: September 14, 2011
Updated:

The board recognizes the importance of setting rigorous graduation requirements to help ensure that students are receiving an education that will prepare them to be productive members of society.

In order to graduate from high school, students must meet the following requirements:

1. successful completion of all course unit requirements mandated by the State Board of Education (see Section A);

2. beginning in the 2014-2015 school year, successful completion of cardiopulmonary resuscitation instruction; and

3. successful completion of all other requirements mandated by the board as provided in this policy.

The principal shall ensure that students and parents are aware of all graduation requirements. Guidance program staff shall assist students in selecting their high school courses to ensure that students are taking all of the required units and selecting electives consistent with their post-graduation plans. For students who have transferred to the school system during high school, or who for other reasons have completed course work outside of the school system, the principal shall determine what course work will be applied as credit for graduation. The principal shall consider the requirements of the Interstate Compact on Educational Opportunities for Military Children (G.S. 115C-407.5) and the requirements of subsection D.3 of this policy in determining the graduation requirements for children of military families.

A. COURSE UNITS REQUIRED

Each student must meet the course unit requirements for one of the following courses of study. Students entering the ninth grade for the first time before the 2009-2010 school year must fulfill the requirements of the Career Prep. College Tech Prep, College/University Prep or Future-Ready Occupational Course of Study. Beginning with the students entering the ninth grade for the first time in the 2009-2010 school year, students must fulfill the requirement of the Future-Ready Core Course of Study, unless they are approved for the Future-Ready Occupational Course of Study. Course unit requirements for the Future-Ready Core Course of Study differ depending on the year a student enters the ninth grade for the first time.

1. Future Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2012-2013 and After.
   Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirements	Local Requirements
English	4 sequential (English I, II, III and IV)*	
Mathematics	4 (either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II, III, and a fourth math course aligned with the student's post-high school plans) (A principal may exempt a student from this math sequence. The exempt student will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses.)**	
Science	3 (a physical science course, Biology~~,~~ and earth/environmental science)	
Social Studies	4 (including Civics & Economics, American History Parts I and II OR AP U.S. History and one additional social studies elective and World History)	
Health/PE	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary courses. A four-course concentration is recommended)***	
Total Credits	**22**	

* ~~Effective with the tenth grade class of 2011-2012,~~ Students participating in the Career & College Promise program ~~Early College High School students alternatively~~ may earn high school credit for college courses ("dual credit") according to the Career & College Promise program guidelines established by the Department of Public Instruction.~~complete college level English courses designated by the State Board in lieu of English III and IV.~~

** Students seeking to complete minimum application requirement for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II Integrated Math III as a prerequisite.

*** Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

2. Future-Ready Core Course of Study Credits Required for Students Entering Ninth Grade for the First Time in 2009-2010, 2010-2011 or 2011-2012

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)*	
Mathematics	4 either Algebra I, Geometry, Algebra II and a fourth math course aligned with the student's post-high school plans OR Integrated Math I, II and III and a fourth math course aligned with the student's post high school plans) (A principal may exempt a student from this math sequence. Exempt students will be required to pass either (1) Algebra I and either Algebra II or Geometry or (2) Integrated Math I and II. Exempt students also must pass either Alternative Math I and II or two other application-based math courses**	
Science	3 (a physical science course, Biology and earth/environmental science)	
Social Studies	3 (Civics & Economics, U.S. History and World History)	
Health/PE	1	
Electives	6 (2 electives must be any combination of Career and Technical Education, Arts Education or World Language; 4 must be from one of the following: Career and Technical Education, R.O.T.C., Arts Education or any other subject area or cross-disciplinary courses. A four-course concentration is recommended)***	
Total Credits	**21**	

* Effective with the tenth grade class of 2011-2012, Early College High School students alternatively may complete college level English courses designated by the State Board in lieu of English III and IV.

** Students seeking to complete minimum application requirement for UNC universities must complete four mathematics courses, including a fourth math course with Algebra II or Integrated Math III as a prerequisite.

***Students seeking to complete minimum application requirements for UNC universities must complete two years of a second language.

3. Career Prep Course of Study Credits Required
   Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	
Mathematics	3 (including Algebra I)	
Science	3 (including a physical science course, Biology and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History and World History)	
Health/PE	1	
Career/Technical	4 (courses appropriate for career pathway, including a second-level (advanced) course, or courses for an arts education pathway or R.O.T.C.***)	
World Language	0	
Electives	2 (arts recommended but not required)	
Other Requirements		
Total Credits	**20**	

***Four R.O.T.C. credits may be used

4. College Tech Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4(including English I, II, III and IV)	
Mathematics	3**** (including either Algebra I, Geometry and Algebra II; Algebra I and Technical Math I and II; or Integrated Mathematics I, II and III)	
Science	3 (including a physical science course, Biology, and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History and World History	
Health/PE	1	
Career/Technical	4 (courses appropriate for career pathway including a second-level (advanced) course)	
World Language	0****	
Electives	2 (arts recommended but not required)	
Other Requirements		
Total Credits	**20**	

****A student pursuing this course of study may meet the requirements of a College/University Prep course of study by completing 2 courses in the same language and one additional unit of math for which Algebra II or Integrated Math III is a prerequisite.

5. College/University Prep Course of Study Credits Required

Courses Required	State Requirements	Local Requirements
English	4 (including English I, II, III and IV)	
Mathematics	4 (including either Algebra I, Geometry and Algebra II and a higher-level course for which Algebra II is a prerequisite: or Integrated Mathematics I, II and III and one course beyond Integrated Math III)	
Science	3 (including a physical science Biology~~,~~ and earth/environmental science)	
Social Studies	3 (including Civics & Economics, U.S. History and World History)	
Health/PE	1	
World Language	2 in the same language	
Electives	3 (arts recommended but not required)	
Other Requirements		
Total Credits	**20**	

6. Future-Ready Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)

Courses Required	State Requirement	Local Requirements
English	4 (including Occupational English I, II, III~~,~~ and IV)	
Mathematics	3 (including OCS Introduction to Math, OCS Algebra I (Math A), and Financial Management	
Science	2 (including ~~-~~OCS Applied Science and OCS Biology)	
Social Studies	2 (including American History I and II ~~Government/U.S. History and Problem-Solving/ Self- Advocacy~~	
Health/PE	1	
Career/Technical	4 (Vocational Education electives)	
World Language	0	
Occupational Preparation	6 (including Occupational Preparation I, II, III and IV, which requires 300 hours of school-based training. 240 hours of community-based training and 360 hours of paid employment ~~-~~or 360 hours of any combination of unpaid vocational training, unpaid internship experience, paid employment at community rehabilitation facilities and volunteer and/or community service hours)	
Electives	0	
Other Requirements	• Completion of IEP objectives • Career Portfolio	
Total Credits	**22**	

B. HIGH SCHOOL END OF COURSE TESTING

Students must take all end-of-course tests required by the State Board of Education.

1. If required by the State Board of Education, students who do not score at Level III or above on the first administration of an EOC test shall be retested.

   The EOC test results will count as 25 percent of a student's final grade in each high school course for which an EOC test is available~~.~~ , except that this requirement does not apply to students following the Occupational Course of Study.

C. SPECIAL CIRCUMSTANCES

The board adopts the following policies with regard to graduation:

1. Honor Graduates

Honor graduates may be designated by principals on the basis of criteria established by the superintendent. A student who completes the requirements of the North Carolina Academic Scholars Program will receive recognition, including a seal affixed to his or her diploma. Recognition of honor graduates may be included in graduation programs.

2. Students with Disabilities

Graduation requirements must be applied to students with disabilities to the extent required by state and federal law and State Board policy.

3 Children of Military Families

In order to facilitate the on-time graduation of children of military families, the board adopts the following policy provisions for students covered by the Interstate Compact on Educational Opportunity for Military Children.

a. Waiver Requirements

Specific course work required for graduation will be waived if similar course work has been satisfactorily completed in another school system. If a waiver is not granted, school administrators shall provide the student with reasonable justification for the denial. If a waiver is not granted to a student who would qualify to graduate from the sending school, the superintendent or designee shall provide the student with an alternative means of acquiring the required coursework so that graduation may occur on time.

b. Testing Requirements for Graduation

The superintendent shall accept the following in lieu of any local testing requirements for graduation: (1) the end-of-course exams required for graduation from the sending state; (2) national norm-referenced achievement tests or (3) alternative testing. If these alternatives are not feasible for a student who has transferred in his or her senior year, subsection c below will apply.

c. Transfers During Senior Year

If a child of a military family who has transferred at the beginning or during his or her senior year is ineligible to graduate from the school system after all the alternatives listed above have been considered and the student meets the graduation requirements at his or her sending school, then school officials from the school system shall collaborate with the sending school system to ensure that the student will receive a diploma from the sending board of education.

4. Early Graduation

Graduation prior to that of one's class may be permitted on the basis of criteria approved by the board upon recommendation by the superintendent.

5. Graduation Certificate

Graduation certificates will be awarded to students in compliance with the policies of the State Board of Education.

Legal References: G.S. 115C-47, -81, -174.11,--276, -288, -407.5; State Board of Education Policies GCS-C-003, GCS-N-004, -010

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), Citizenship and Character Education (policy 3530), Children of Military Families (policy 4050)

Adopted: March 6, 2000
Amended: June 4, 2007
Updated: June 1, 2009
Updated: December 7, 2009
Updated: May 3, 2010
Updated: November 3, 2010
Updated: September 14, 2011
Updated: January 14, 2013
Updated:

RELIGIOUS-BASED EXEMPTIONS FROM SCHOOL PROGRAMS

Policy Code:DRAFT **3510**

The curriculum of the school district will be based on the current statewide instructional standards ~~North Carolina Standard Course of Study~~. The board and the school district will exercise their authority to select appropriate materials and teach the curriculum in an effective manner. The board supports the free exercise of religion and prohibits discrimination on the basis of religion. While students are expected to participate in all required courses and school activities, this policy provides parents with a process for seeking a religious-based exemption for a child's participation.

If parents have religious-based objections to certain programs, they may petition to exempt their child from participation. Any request for exemption should be submitted to the superintendent in accordance with the following guidelines:

- the request must be in writing;
- the request must specify the activities or studies which violate their religious beliefs and explain how their religious beliefs are violated by the activity; and
- the request may suggest a proposed alternate activity or study.

The superintendent will review the request in accordance with constitutional and any statutory standards and will accommodate the request when required to do so by law. If not required by law, the superintendent or designee may accommodate such a request after weighing factors, such as the interest of the child, the impact on other students and the availability of alternative activities or materials. An appeal of the superintendent's decision may be made to the board through the student grievance procedure.

Legal References: U.S. Const. amend. I; N.C. Const. art. I, §14; G.S. 115C-36, -47

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Academic Freedom (policy 3105)

Adopted: March 6, 2000
Updated:

UNIFORM DESCRIPTION

A. SHIRTS~~, SHORTS, SKIRTS, JUMPERS, SKORTS, JEANS, CAPRI PANTS~~

1. Must be golf/polo style with a collar. ~~Shirts may have one plain pocket.~~
2. Must have buttons or snaps only ~~(two to four on Polo style shirts)~~
3. Must be a solid school color (see below for individual school color selections)

East Middle School shirt colors	West Middle School shirt colors
Black	Black
Blue	Purple
Gray	Teal
White	White

4. May be long or short sleeve (sleeveless shirts are not permitted)
5. ~~Must be free of labels and graphics of any kind~~ Graphics on shirts may not exceed 2 inches.
6. Must be tucked in at all times with the exception of approved sweaters and sweatshirts

B. OTHER APPROVED TOPS

1. Button down collar dress shirt (school colors) or collared blouses. Blouses cannot be transparent.
2. Mock turtlenecks/turtlenecks
3. Crew neck sweaters/sweatshirts (solid school colors) cannot hang past straddle of the pants.
4. Pullover and jacket style hooded sweatshirts in a school color or with the school logo may be worn. Hoods may not be worn inside or outside the school building. Hoods may ~~only~~ be worn while going to and from cars or buses during inclement weather.
5. T-shirts can only be worn as under clothing if it matches the school colors. Writing or graphics must not show through the top garment.
   T-shirts are not allowed to be worn as the primary shirt unless they are spirit wear shirts. ~~Writing or graphics must not show through the top garment.~~

C. PANTS, SHORTS, SKIRTS, JUMPERS, DRESSES, SKORTS, OVERALLS

1. At East Middle School, all bottom garments must be black, khaki or navy blue in color. At West Middle School, all bottom garments must be khaki, navy blue or black in color~~. No other colors may be visible. (Examples:~~

~~pockets, buttons, and zippers)~~

2. Bottom garments must be free of ~~labels and~~ graphics ~~of any kind~~.
3. Garments cannot have frays or holes and must be hemmed and not dragging the floor. No skin may be visible.
4. Boys' pants must be worn at the waist at all times. Girls will be allowed to wear low rider pants as long as they are not to an extreme and their shirts are totally tucked inside the pants with no undergarment showing.
5. Garments that do not fit properly will not be tolerated including oversized, undersized, and skin tight garments.
6. ~~Pants must have zippers, buttons or snaps.~~
7. Form fitting spandex (or stretch) material, nylon, blue jeans, sweatpants*, and pajama type pants are prohibited. *~~Sweatpants~~ Warm-ups will be allowed if they are part of an athletic uniform or spirit wear outfit.
8. ~~Garments may not have more than two slits and the slits cannot exceed mid-thigh or four inches, whichever is the least.~~
9. ~~Shorts cannot be shorter than mid-thigh.~~
10. Skirts/skorts/jumpers/dresses cannot be shorter than ~~mid-thigh~~ 3 inches above the knee.
11. ~~Capri pants are allowed but cannot be hip huggers, skin tight or undersized. The manufactured slit at the bottom of the Capri pant cannot be above the knee.~~

D. BELTS

1. Students must wear belts if the garment was manufactured with belt loops.
2. Belts or waistbands must be visible with shirts tucked in except when approved sweaters or sweatshirts are worn.
3. ~~Belts must be black, brown, khaki, or school colors.~~
4. ~~Graphics, labels or designs are unacceptable on all belts and belt buckles.~~
5. Belts must be an appropriate length and not hang below the straddle.

E. SHOES

1. Some type of footwear must be worn at all times.
2. Shoe laces must be tied at all times. Only one set of shoelaces may be worn.
3. Shoes must match and be the appropriate size
4. No flip flops, rubber soccer style sandals, or bedroom shoes may be worn.

F. OVERCOATS

1. Overcoats may be worn to school and placed in the student's locker for

the entire day.

G. LIGHT WEIGHT JACKETS

1. The jacket must be in school colors and be one solid color.
2. The jacket cannot have any labels, artwork, or graphics with the exception of school pride wear and may be worn during the day during cold weather.
3. ~~Windbreakers in solid school colors are acceptable. Only spirit wear graphics are allowed.~~

H. HATS/SUNGLASSES

1. Hats, sunglasses, do-rags, sweat bands and headbands or other items that may be seen as a disruption to the school setting are prohibited during the school day or extended school day.
2. Students whose religious tenets require the wearing of headgear will not be prohibited from wearing those items.

I. SOCKS

1. Both socks must match and be the same color
2. Socks must be worn in a manner that does not undermine the integrity of the uniform.
3. ~~Socks must be plain with no graphics or designs.~~

J. PERSONAL APPEARANCE

1. Combs and other hair grooming items cannot be visible in the hair.
2. All necklaces/medallions must be worn under clothing.
3. Piercing cannot present a health hazard or cause a disruption to the school environment.
4. Simple jewelry is appropriate and must be worn in a manner that does not undermine the integrity of the uniform policy. No heavy or spiked jewelry may be worn.

K. MISCELLANEOUS

1. *School Pride Apparel* may be worn as a part of the approved uniform.
2. Students may not wear anything ~~who fail to wear the approved uniform in a manner~~ that disrupts the classroom environment ~~on a given day will be placed in In-School Suspension (ISS) until parents provide the uniform~~.
3. ~~Repeat offenders will be dealt with at the discretion of the principal.~~

4. Parents who need financial assistance providing appropriate uniforms may submit their request form to the school principal or assistant principal. The request form is available at the school or online at www.montgomery.k12.nc.us . All requests for assistance must be received by June 1 to be considered for the upcoming school year. The request will be reviewed by the School Uniform Committee and parents will be notified by mail.

~~4. Parents who need financial assistance may submit their request on the appropriate form to the principal and the School Uniform Committee. A decision will be made and provided to the parent in writing. A deadline for applying will be given each year.~~

~~5. School uniform information, the dress code policy and vendor list will be provided for parents when the new school year begins, when a student enrolls or when revisions are made to the uniform policy.~~

6. Any item that is worn to school must not undermine the integrity of the *School Uniform Policy*, serve as a disruption to the educational process or present a health hazard to an individual or their peers.

Revised: July 14, 2005
Updated: October 2, 2009
Updated: May 2, 2011
Updated: November 7, 2011
Updated: August 6, 2012
Updated: December 3, 2012
Updated:

Unauthorized or illegal drugs and alcohol are a threat to safe and orderly schools and will not be tolerated.

A. PROHIBITED BEHAVIOR

Students are prohibited from possessing, using, transmitting, selling or being under the influence of any of the following substances:

1. narcotic drugs;
2. hallucinogenic drugs;
3. amphetamines;
4. barbiturates;
5. marijuana or any other controlled substance;
6. synthetic stimulants, such as MDPV and mephedrone (e.g. “bath salts”), and synthetic cannabinoids (e.g. “Spice”, “K2”);
7. any alcoholic beverage, malt beverage or fortified wine or other intoxicating liquor; or
8. any chemicals, substances or products procured or used with the intention of bringing about a state of exhilaration or euphoria or of otherwise altering the student’s mood or behavior.

Students participating in the sale of any of the illegal drugs listed above will automatically receive a long term suspension for an entire calendar year.

Upon the recommendation of the principal and approval by the superintendent the student may be placed in an alternative school setting for one calendar year.

Students also are prohibited from possessing, using, transmitting or selling drug paraphernalia or counterfeit (fake) drugs. Drug paraphernalia is any equipment, product or material used in the making of, distribution of, storage or for introducing to the human body any substance designated as controlled. Students may not in any way participate in the selling or transmitting of prohibited substances, regardless of whether the sale or transmission ultimately occurs on school property.

Possession or use of prescription and over the counter drugs is not in violation of this policy if possessed and used in accordance with policy 6125, Administering Medicines to Students. The principal may authorize other lawful uses of substances otherwise prohibited by this policy, such as for approved school projects.

In addition to school disciplinary action, the principal must confiscate the substances and report to the appropriate law enforcement agency any student who has used or possessed the substances prohibited by this policy.

B. CONSEQUENCES

First Violation: Possession/Under the Influence

Parents and law enforcement shall be notified immediately. The first violation will result in a 10-day suspension from school with a recommendation to the superintendent for long-term suspension. If the parent(s) and the student ~~agree to~~ proceed with a program of substance abuse counseling, the principal may alter the discipline recommendation. If the student and parent(s) fail to complete the substance abuse counseling program the school administration may revoke the alternative discipline recommendation and recommend long-term suspension. All costs for counseling will be the responsibility of the parent(s) and student. School administration must receive written proof from the counseling program that all recommended treatment was successfully completed and also have access to medical records related to the counseling received.

Second Violation: Possession/Under the Influence

Parents and law enforcement shall be notified immediately. The second violation within the same school year or within succeeding school years shall result in automatic out-of-school suspension for a period of ten school days and suspension from participation in all school and co-curricular activities during the period of short- and long-term suspensions. The principal shall recommend to the superintendent that the student be given a long-term suspension for the remainder of the school year.

~~As required by policy 4345, Criminal Behavior, the principal must report to the appropriate law enforcement agency any student who has used or possessed the substances prohibited by this policy.~~

The disciplinary consequences for violations of this policy shall be consistent with Section D of policy 4300, Student Behavior Policies. The superintendent or designee shall list in the Code of Student Conduct the specific range of consequences that may be imposed of a student for violations of this policy.

Legal References: G.S. 18B-301; 20-11(n1); ch. 90, 115C-47, -288, -307-390.2

Cross References: Student Behavior Policies (policy 4300), Criminal Behavior (policy 4335), Administering Medicine to Students (policy 6125)

Adopted: April 10, 2000
Amended: January 5, 2004
Updated: May 4, 2009
Updated: September 14, 2011
Updated:

Attendance in school and participation in class are an integral part of academic achievement and the teaching-learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory: the State of North Carolina requires that every child in the State between the ages of seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day returning after an absence. If the student does not present a signed parental note within two days, the absence will be coded as unexcused and an excuse note will no longer be accepted. Absences due to extended illnesses may also require a statement from a physician. An absence may be excused for the following reasons:

1. personal illness or injury which makes the student physically unable to attend school;
2. isolation ordered by the State Board of Health;
3. death in the immediate family;
4. emergency medical or dental appointment or such an appointment which has been approved in advance by the principal;
5. participation under subpoena as a witness in a court proceeding;
6. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent(s) with written prior approval from the principal; ~~The student shall have the opportunity to make up any tests or other work missed due to the excused absence for a religious observance;~~
7. participation in a valid educational opportunity, such as travel, with prior approval from the principal; or
8. absence due to pregnancy and related conditions or parenting, when medically necessary.
9. Principal discretion.

10. Visitation with the student's parent or legal guardian, at the discretion of the superintendent or designee, if the parent or legal guardian (a) is an active duty member of the uniformed services as defined by olicy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting.

~~In addition, a student whose parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted additional excused absences at the discretion of the superintendent or designee to visit with his or her parent or legal guardian.~~

~~Absences due to extended illnesses generally require a statement from a physician.~~

In the case of excused absences and out of school suspensions, the student will be permitted to make up his or her work. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. school-initiated and scheduled activities;
3. athletic events that require early dismissal from school; or in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

If no local funds are available, the classroom teacher will assume the responsibility for obtaining the money for gas through parent donations

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

High School Attendance Policy

High school students can have no more than eight total (excused and unexcused) absences in a class per semester. Absence in excess of this amount will result in the student not receiving credit for the class. Each high school will have a standing Attendance Committee that meets bi-weekly to review attendance data, contact students and parents, and intervene as necessary to ensure success for all students. Violations of the North Carolina Compulsory Attendance Law will be reported as required by NC General Statutes.

High school students must make up time on an hour-for-hour basis. Make-up times will be arranged at the discretion of the principal, based upon the individual needs and resources of the school.

For the purposed of this policy, Montgomery County Schools recognizes that tardiness and early departures to and from school and individual classes is a major disruption to school operations and distracts from the learning environment of the student who is tardy and other students. High school students who are tardy or leave early from an individual class period five times (5) will be counted as absent for one (1) class period for that class. If total absences, including tardy/early departure absences exceed 8 for the class, the time must be made up on an hour-for-hour basis in order for the student to receive credit for the class. Persistent tardiness will be reviewed by the Attendance Committee and reported to parents/guardians.

At 3, 6 and 10 absences letter are sent to parents as required by NC General Statutes. Any student with excessive absences will also be required to meet with the Student Assistance Team.

A doctor's note may be required if the student is absent three days in a row.

High school students may request a waiver of the attendance requirement due to extraordinary, extenuating circumstances. Waiver request forms must be submitted five (5) days prior to the end of the semester. This timeframe may be adjusted at the discretion of the principal. The Attendance Committee will review the request for waiver and decide to grant or deny the request. If the request is denied, the student shall be allowed the opportunity to make up the missed time and work at the discretion of the principal.

Middle School Attendance Policy

Middle School students may not miss more than fifteen (15) days in a given school year. Any student who misses more that fifteen (15) days will be referred to the principal for possible retention. The principal/designee will notify the parent of the school's concern and remind the parent of the district's attendance policy, promotion standards/requirements, and the NC Compulsory Attendance Law requirements.

Students may make up time for any absence over fifteen (15) days at the discretion of the principal, based upon the needs and resources at the school.

If students do not make up required time under this policy, they may be retained in the current grade at the discretion of the principal. Parents/Guardians who feel that extraordinary, extenuating circumstances warranted the excessive absences can file a waiver request with the Attendance Committee at the school. The waiver request should be received at least five (5) days before the end of the final grading period. The Attendance Committee will grant or deny the waiver. If the request is denied, the student shall be allowed the opportunity to make up missed time and work at the discretion of the principal.

For the purposes of this policy, seven (7) tardies or early dismissals will equal one (1) class absence.

At 3, 6, and 10 absences letters are sent to parents as required by NC General Statutes. Any student with excessive absences will also be required to meet with the Student Assistance Team:

A doctor's note may be required if the student is absent three days in a row. Teachers must daily complete attendance reports for NCWISE.

Elementary School Attendance Policy

Recognizing that regular school attendance is the foundation for learning and that NC Compulsory Attendance Law requires students to be in attendance, students in the Montgomery County Schools are required to have regular attendance in order to be promoted to the next grade. An elementary student who is absent more than fifteen (15) days will be referred to the principal for possible retention. Upon the 5th absence (excused or unexcused) the principal or designee will notify the parent/guardian of the school's concern and remind the parent of the district's attendance policy, promotion standards/requirements, and the NC Compulsory Attendance Law requirements.

If the principal determines that retention is necessary based upon attendance, the parent/guardian will be notified of this fact in writing. The parent/guardian may appeal the decision of the principal to retain the student to the Superintendent. Requests for appeal must be received by the Superintendent within five (5) days of receiving final notice of retention from the principal.

For purposes of this policy, ten (10) tardies or early dismissals will equal one day's absence.

At 3, 6 and 10 absences letter are sent to parents as required by NC General Statutes. Any student with excessive absences will also be required to meet with the Student Assistance Team.

A doctor's note may be required if the student is absent three days in a row.

E. TARDINESS AND EARLY DISMISSALS

Superintendent shall work with principals to develop procedures for enforcing this policy. The principal shall work with school staff to develop procedures for accurate accounting of tardies and early dismissals. Schools are encouraged to develop check out schedules whereby a child can only be checked out of school with a doctor's note.

Legal References: G.S. 115C-47, -84, -288(a), -375.5, -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies TCS-L-000,-002,-003

Cross References: Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

Adopted: April 10, 2000
Amended: June 3, 2002

Amended: April 2, 2007
Updated: September 15, 2010
Updated: January 20, 2011
Updated: May 2, 2011
Updated: September 13, 2011
Updated:

The board recognizes that it is important for students to maintain their physical health and receive proper nutrition in order to take advantage of educational opportunities. The board further recognizes that student wellness and proper nutrition are related to a student's physical well-being, growth, development and readiness to learn. The board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and regular physical activity as part of the total learning experience.

A. SCHOOL HEALTH ADVISORY COUNCIL

The board will ~~appoint~~ maintain a ~~S~~ school ~~H~~ health ~~A~~ advisory ~~C~~ council to help plan, update, implement, promote and monitor this policy as well as to address other health and nutrition issues within the school district. The council ~~will serve~~ serves as an advisory committee regarding student health issues. The council ~~may~~ is authorized to examine related research and laws, assess student needs and the current school environment, review existing board policies and administrative regulations, collaborate with appropriate community agencies and organizations, and help raise awareness about student health issues. The council also ~~will assist in developing the student wellness policy and~~ may make ~~other~~ policy recommendations to the board related to this policy and other policies concerning ~~health issues necessary to promote~~ student wellness and may assist the superintendent in the periodic review and revision of this policy. In addition, the council may assist in the development of a plan for measuring and assessing implementation of this policy and in developing methods to inform and update the public about the content and implementation of this policy as described in Section G, below.

The council will be composed of representatives from the school district, the local health department and the community. The council must include members of each of the following groups: the school board, school system administrators, a physical education teacher, school system food service representatives, physical education teachers, school health professionals, students, parents or guardians and the public. The council will provide information to the board about the following areas or concern: safe environment, physical education, health education, staff wellness, health services, mental and social health, nutrition services and parent/family involvement.

The council shall provide periodic reports to the board regarding the status of its work. In addition, the council shall assist the superintendent in creating an annual report which includes the minutes of physical activity and the minutes of physical education and/or healthful living education received by students in the district each school year, and any other information required by the State Board of Education.

B. NUTRITION PROMOTION AND EDUCATION

The board believes that promoting student health and nutrition enhances readiness for learning and increases student achievement. The goals of nutrition education are (1) to provide appropriate instruction for the acquisition of behaviors which contribute to a healthy lifestyle for students and (2) to teach, encourage and support healthy eating by students.

The board will provide nutrition education within the Healthful Living Standard Course of Study and the ~~G~~ grade ~~L~~ level expectations outlined in the Healthful Living Essential Standards ~~Competencies~~ adopted by the State Board of Education. Nutrition education will provide all students with the knowledge and skills needed to lead healthy lives. Students should learn to address nutrition-related health concerns through age-appropriate nutrition education lessons and activities.

Nutrition education and promotion should extend beyond the school environment by engaging and involving families and communities. School district personnel may coordinate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition. School district personnel will work to disseminate and promote consistent nutrition messages throughout the school district, schools, classrooms, cafeterias, homes, community and media.

C. NUTRITION GUIDELINES

Consistent with policy 6200, Goals of Student Food Services, all foods available in the system's schools during the school day that are offered to students should help promote student health, reduce childhood obesity, provide a variety of nutritional meals and promote lifelong healthy eating habits.

Foods provided through the National School Lunch or School Breakfast Programs must comply with federal nutrition standards. In addition, food selections must also be consistent with the state nutrition standards established by the State Board of Education and with policy 6230, Nutritional Standards for Food Selection.

Competitive foods must meet State Board of Education nutrition standards, ~~.~~ applicable federal standards, as well as any other nutrition standards established by the superintendent pursuant to policy 6230. Competitive foods are defined as foods ~~offered~~ sold at school other than through the National School Lunch or School Breakfast Programs, including food, snacks and beverages from a la carte menus, vending machines and outside suppliers. In addition, all vending

machine sales must comply with the requirements of G.S. 115C-264.2 and *Eat Smart: North Carolina's Recommended Standards for All Foods in Schools.*

D. PHYSICAL EDUCATION AND PHYSICAL ACTIVITY

The goal of the physical education program is to promote lifelong physical activity and provide instruction in the skills and knowledge necessary for lifelong participation in physical activity. To address issues such as overweight, obesity, cardiovascular disease and Type II diabetes, students enrolled in kindergarten through eighth grades will participate in physical activity as part of the district's physical education curriculum. The physical education course will foster support and guidance for being physically active, will help students know and understand the value of being physically fit, and will teach students the types of activities that contribute to total fitness. The course will be taught in an environment where students can learn, practice and receive assessment on age - appropriate skills as defined in the North Carolina Healthful Living Essential Standards ~~Course of Study~~.

School personnel should strive to provide opportunities for age- and developmentally-appropriate physical activity during the day for all students~~,~~ so that students can learn how to maintain a physically active lifestyle. Schools must provide a minimum of 30 minutes of moderate to vigorous physical activity daily for kindergarten through eighth-grade students. Such activity may be achieved through a regular physical education class, recess, dance, classroom energizers and/or other curriculum-based physical activity programs. Principals shall work with their teachers to ensure that students meet the minimum physical activity requirement.

To ensure that students have ongoing opportunities for physical activity and maintain a positive attitude towards physical activity, structured/unstructured recess and other physical activity may not be taken away from students as a form of punishment. In addition, severe and inappropriate exercise may not be used as a form of punishment for students.

E. OTHER SCHOOL-BASED ACTIVITIES TO PROMOTE WELLNESS

In addition to the aforementioned standards, the board adopts the following goals for school-based activities designed to promote wellness:

1. Schools will provide a clean and safe meal environment.

2. Students will be provided adequate time to eat meals.

3. Drinking water will be available at all meal periods and throughout the school day.

4. Potable drinking water will be available to children at no charge in the place where lunch meals are served during the meal service. While potable water is required to be made available to students, it is not considered part of the reimbursable meal and students are not required to take water.

5. Professional development will be provided for school system nutrition staff.

6. To the extent possible, the school system will utilize available funding and outside programs to enhance student wellness.

7. Food will not be used in the schools as a reward or punishment.

8. As appropriate, the goals of this student wellness policy will be considered in planning all school based activities.

9. Administrators, teachers, food service personnel, students, parents or guardians and community members will be encouraged to serve as positive role models to promote student wellness.

F. GUIDELINES FOR REIMBURSABLE MEALS

The director of child nutrition will ensure that school district guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal and/or state law whichever is more stringent.

G. IMPLEMENTATION AND REVIEW OF POLICY

The superintendent or designee shall oversee implementation of this policy and monitor system schools, programs and curricula to ensure compliance with this policy, related policies and established guidelines or administrative regulations. Each principal shall be responsible for and shall report to the superintendent or designee regarding compliance in his/her school. Staff members responsible for programs related to student wellness also shall report to the superintendent or designee regarding the status of such programs. Members of the school health advisory council will be invited to participate in the ongoing implementation and periodic review and updating of this policy.

The superintendent shall annually report to the board on the system's compliance with laws and policies related to student wellness and the implementing of this policy. At a minimum, the superintendent shall measure and report the following:.

1. the extent to which the individual schools are in compliance with this policy;

2. the extent to which the board's wellness policy compares to model local school wellness policies; and

3. a description of the progress made in attaining the goals of this policy.

The report may include the following items:

1. an assessment of the school environment regarding student wellness issues;

2. an evaluation of food services programs;

3. a review of all foods and beverages sold in schools for compliance with established nutrition guidelines;

4. a listing of all activities and programs conducted to promote nutrition and physical activity;

5. information provided in the report from the School Health Advisory Council, as provided in section A, above;

6. suggestions for improvement to policies or programs.

H. PUBLIC NOTIFICATION

The superintendent shall implement practices and procedures to inform and update the public about the content and implementation of this policy, including the information reported to the board as required in Section G, above. This information will be widely disseminated to students, parents, and the community.

Legal References: The Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. 1751 note (Local Wellness Policy); Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296; National School Lunch Act, 42 U.S.C. §1751, *et seq.*; G.S. 115C-264.2, -264.3; State Board of Education Policies GCS-S-000; TCS-S-002; *.Eat Smart: North Carolina's Recommended Standards for All Foods in Schools*, NC Department of Health and Human Services, N.C. Division of Public Health, (2004),

Cross References: Goals of Student Health Services (policy 6100), Goals of Student Food Services (policy 6200), Nutritional Standards for Food Selection (policy 6230)

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