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.

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

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;

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

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

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;

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

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).

C. 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; 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),-47(58), -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: April 3, 2012
Updated:

The board of education believes that the education of children is an ongoing cooperative partnership between the home and the school. Parents are their children's first teachers; therefore, the continued involvement of parents in the educational process is most important in fostering and improving educational achievement. School system officials shall strive to support parents and provide parents with opportunities to become involved in the programs offered by the Title I schools. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the school system's Title I program in helping students meet state and local achievement standards.

A. DEFINITION OF PARENTAL INVOLVEMENT

For the purposes of this policy and the Title I program, the term "parental involvement" means the participation of parents and guardians in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring the following:

1. that parents play an integral role in assisting their child's learning;

2. that parents are encouraged to be actively involved in their child's education at school;

3. that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child; and

4. that the school system engages in activities to support parental involvement in the Title I programs.

B. PURPOSE AND OPERATION OF TITLE I PROGRAM

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they meet the school system's challenging academic standards. The Title I program is to provide instructional activities and supportive services to eligible students over and above those provided by the regular school program. When applicable, students must be selected to receive Title I services based on objective criteria that are consistent with federal and state requirements, such as standardized test scores, teacher judgment, and results of pre-school screening and home-school surveys.

Qualified Title I schools shall operate as school-wide programs or targeted assisted programs based upon federal eligibility criteria. School-wide programs

shall utilize a comprehensive school improvement process enabling schools to serve all students in the school. Targeted assisted programs shall provide services to eligible students in the school having the greatest need for assistance.

Both school-wide and targeted assistance programs shall be based on effective means of improving student achievement and shall include strategies to support parental involvement.

C. ANNUAL MEETING

Each year, Title I parents must be invited to an annual meeting, at which time parental rights will be explained. Programs and activities provided with Title I funds will be discussed, and input will be solicited. In addition, all parents will have an opportunity to evaluate the effectiveness of the Title I programs and the parental involvement policies and plans. Data collected from these findings will be used to revise Title I programs and parental involvement plans.

D. PARENTAL INVOLVEMENT EFFORTS

The board believes that the involvement of Title I parents in the design and implementation of the Title I program will increase the effectiveness of the program and contribute significantly to the success of the children. The Title I staff and all school system personnel shall strive to involve parents in activities throughout the school year.

The superintendent shall ensure that this system-level parental involvement policy is developed with, agreed upon with and annually distributed to parents of participating students. In addition to the system-level parental involvement policy, each school participating in the Title I program shall jointly develop and annually distribute to parents a school-level written parental involvement policy that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory children. School-level plans must involve parents in the planning and improvement of Title I activities and must provide for the distribution to parents of information on expected student proficiency levels and the school's academic performance.

School officials will invite appropriate school personnel from private schools to consult on the design and development of it programs in order to provide equitable services to students enrolled in private schools. The superintendent or designee will establish procedures to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, school system officials and Title I school personnel shall do the following:

1. involve parents in the joint development of the Title I Program and the process of school review and improvement by including parents on the school advisory committee and committees that review the Title I program;

2. provide coordination, technical assistance and other support from various central office departments necessary to assist participating schools in planning and implementing effective parental involvement activities that are designed to improve student academic achievement and school performance;

3. build the schools' and parents' capacity for strong parental involvement by collecting and disseminating information on effective parental involvement techniques;

4. coordinate and integrate parental involvement strategies with parental involvement activities in other programs, such as Head Start, Reading First and similar programs;

5. with the involvement of parents, conduct an annual evaluation of the content and effectiveness of the school system parental involvement policies and program in improving the academic quality of the school;

6. strive to eliminate barriers of parental participation by assisting parents with disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;

7. provide assistance to parents of participating Title I children in understanding the state's testing standards, the assessments used, Title I requirements and all national, state and local standards and expectations through such efforts as community-based meetings, sending information home, newsletters, workshops and newspaper articles;

8. design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;

9. with the assistance of parents, ensure that teachers, pupil services personnel, principals and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with and reach out to parents as equal partners in education;

10. distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as technology or literacy training;

11. coordinate and integrate parental involvement programs with pre-school programs and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

12. strengthen the partnership with agencies, businesses and programs that operate in the community;

13. ensure that parents are involved in the school's Title I activities; and

14. provide such other reasonable support for Title I parental involvement activities as requested by parents.

E. NOTICE REQUIREMENTS

School system officials and Title I school personnel shall provide effective notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

1. LEP Program

   a. Each year the principal or designee shall provide notice of the following to parents of limited English proficient (LEP) children identified for participation in a Title I, Part A-funded language-instruction educational program:

      i. the reasons for the child's identification;

      ii. the child's level of English proficiency;

      iii. methods of instruction;

      iv. how the program will help the child;

      v. the exit requirements for the program;

      vi. if the child has a disability, how the language instruction educational program meets the objectives of the child's individualized educational program (IEP); and

vii. any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal and selection of an LEP program.

b. The principal or designee of a school with a Title I, Part A-funded language instruction program that has failed to make progress on the annual achievement objectives for LEP students, shall notify the parents of such failure no later than 30 days after the failure occurs.

2. System Report Card and School Progress Review

a. Each year, school system officials shall disseminate to all parents, schools and the public a school system report card containing aggregate information, including, but not limited to, student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications.

b. Each year, school system officials shall disseminate to all parents, schools and the community the results of the LES's yearly progress review of each school.

3. Teacher Qualifications

a. Each year, school system officials shall notify parents of Title I students of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child (see policy 7820, Personnel Files).

b. The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who is not "highly qualified" as defined in the No Child Left Behind Act.

4. Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school.

F. WEBSITE NOTIFICATION

When a Title I school is identified for improvement, corrective action or restructuring, the school system will display on its website the following information in a timely manner to ensure that parents have current information

regarding supplemental services and public school choice;

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice;

2. for the current school year, a list of available schools to which students eligible to participate in public school choice may transfer;

3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and

4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

The superintendent shall develop administrative procedures to implement the requirements of this policy.

Legal References: Elementary and Secondary Education Act, as amended,20 U.S. C. 6301 *et seq.* 34 C.F.R. pt. 200; 20 U.S.C. 7801(32); *Public School Choice Non-Regulatory Guidance,* U.S. Department of Education (January 14, 2009); *Supplemental Educational Services Non-Regulatory Guidance,* U.S. Department of Education (January 14, 2009); U.S. Department of Education approval of Elementary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); State Board of Education Policy TCS-R-000

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School choice and Supplemental Educational Services Under No Child Left Behind,* U.S. Department of Education Office of Innovation and Improvement (September 2007)

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Personnel Files (7820)

Updated: July 1, 2009
Updated: April 3, 2012
Updated:

Safe schools are critical to creating a learning environment where students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established safety measures to create and maintain safe schools. The following safety measures must be implemented at each school.

A. SUPERVISION OF STUDENTS

Students must be reasonably supervised while in the care and custody of the school system. This includes: during school hours, including while in class, between classes, on the playground and during recess or lunch periods, during authorized school field trips, and on school buses. Reasonable precautions should be taken to protect the safety of students on school grounds and on buses before, during and after school.

Students who are subject to policy 4260, Student Sex Offenders, and who are receiving educational services on school property must be supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

School administrators shall strictly enforce policies 5015, School Volunteers, and 5020, Visitors to the Schools.

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds~~,~~ and equipment for health, fire and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed in order to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES

1. Responding to Student Altercations and Other Threats to Safety

   All school system employees have a duty to be alert at all time to situations that my pose a threat to the safety of students, employees or visitors on school property, at school events or in other situations in which the student are under the authority of school employees. Even an employee who does not have responsibility for supervising students is expected to make an immediate report if the employee observes or has reason to suspect that a situation poses a threat to safety and no administrator, teacher or other supervisory employee is present and aware of the potential threat.

   Teachers, teacher assistants, coaches and other employees with responsibility for supervising students will use appropriate student behavior management techniques to maintain order and discipline on school property, at school events and anywhere that students are under the employees' authority. Such employees must enforce the Code of Student Conduct and address student behavior in accordance with the school plan for management of student behavior (see policy 4302, School Plan for Management of Student Behavior).

   When employees with responsibility for supervising students have personal knowledge or actual notice of a student altercation or other situation that poses an immediate threat to safety, they shall use their professional judgement to determine how best to address the situation to protect the safety of everyone in the vicinity. Emergency procedures identified in a student's Behavior Intervention Plan shall be followed to the maximum extent possible under the circumstances. For minor threats or altercations or altercations involving young children, the employee shall intervene directly to end the fight or address the safety threat if the employee can do so safely. An employee who encounters a situation that cannot be managed safely and effectively by that employee immediately shall request assistance from other employees or administrative staff and shall take steps to remove bystanders from the area. Only the degree of force or physical control reasonably necessary shall be used to re-establish a safe environment.

   Employees should take further action as appropriate in accordance with

any response protocols established by the principal or superintendent. All employees are responsible for knowing and following such protocols to the fullest extent reasonable under the circumstances at the time.

2. School Rules

   The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses and on school grounds.

3. Training for Staff and Students

   Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information and related indicators that warn of impending problems. School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4. Safety Equipment

   School Employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

   The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills. The superintendent must provide local law enforcement and emergency management agencies with copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

   Principals, with the assistance of both law enforcement and emergency responders as appropriate, shall conduct fire drills as required by law and shall conduct other emergency drills in accordance with schools system

emergency plans and procedures.

6. Reporting Suspicious Behavior

   Students should notify any staff member of any acts of violence, harassment or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems.

   Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment and bullying. Staff members must report immediately to the principal any information regarding unusual or suspicious behavior or acts of violence, harassment or bullying.

   Every principal is required to investigate and act upon any reports of such behavior including, when appropriate, reporting criminal activities to law enforcement, the State Board and the superintendent or designee. (see policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure, and 4335, Criminal Behavior).

7. Potential Threats of Registered Sex Offenders

   The principal of each school shall register with the North Carolina Sex Offender and Public Protection Registry to receive e-mail notification when a registered sex offender moves within a one-mile radius of the school.

8. Student Behavior Standards

   Students are expected to meet behavior standards set forth in board policies.

Legal Reference: G.S. 14-208.18; 115C-36, -47, -81.4, -166, -288, -289.1, -307, -390.3, -391.1, -524, -525 State Board of Education Policies HRS-A-000, TCS-P-005

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230, Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7335), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior Policies (all policies in the 4300 series), School

Volunteers (policy 5015), Visitors to Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5025/7275), Public Records – Retention, Release and Disposition (policy 5070/7350, Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities,* U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007); *Keeping North Carolina Schools Safe and Secure,* A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006)

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Updated:

The board believes a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school district. The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The primary purpose goal of professional and of staff development programs and opportunities for licensed professional employees and support staff, is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent will provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum. In addition, as required by policy 3220, Technology in the Educational Program, the superintendent shall plan and provide a program of technology-related professional development to prepare the instructional staff to integrate technology in the student learning process and to address other relevant issues related to the use of digital tools and resources in the instructional program.

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. PLANS FOR GROWTH AND IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

During each five-year cycle for license renewal, all licensed personnel will focus a portion of their staff development training on technology competencies as follows:

License Expiration Date:	**Number of Technology CEUs:**
6-30-03 and beyond	1.5

A teacher who has retired from Montgomery County Schools and has been reemployed may request a waiver to reduce the required technology CEUs from the local 1.5 CEU requirement to one CEU. This waiver request must be in writing to the personnel office.

D. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

E. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions which the local administration requires an employee to attend. The employee must seek prior approval for payments.

The district will not bear the responsibility of the cost of training solely for the purposes of licensure renewal.

F. TUITION REIMBURSEMENT

1. Eligibility

Lateral-entry and provisionally certified personnel who are seeking licensure in the area in which they are employed may be eligible, if funds

are available for tuition reimbursement for courses they have completed at an approved educational program in an accredited college or university.

2. Prior Approval

The superintendent's designee must approve all tuition reimbursements. Prior to registering for a course for which tuition reimbursement will be requested, the individual must present an approved plan detailing course work required by the certifying institution in order to make a recommendation for certification in the required area. The course for which reimbursement is requested must appear on the approved plan. If a course is substituted, a documentation of approval must be provided to amend the plan.

Once the plan is approved, reimbursement will be made according to Section 4 of this document.

3. Documentation

Following completion of the course, the individual must present a letter requesting reimbursement with the following attachments:

- a receipt for the paid tuition
- a copy of the college transcript or grade report verifying the completion of the course
- a copy of the prior approval form.

4. Rate of Reimbursement

Tuition reimbursement will be determined based on the availability of funds

5. Contract Agreement

Restitution for the amount of tuition reimbursement will be forgiven at a rate of 20% per year from the time of payment of the request. Should an individual voluntarily leave the employment of Montgomery County Schools in less than five (5) years following the date of reimbursement or should the individual request a transfer into another area of licensure within the restitution period, the balance of the restitution will be assessed and paid by the individual in a manner deemed appropriate by the finance

officer of the board.

6. Other Considerations

- General Statute 115C-325 will not be superceded by this contract.
- Contingent upon availability of funds
- Effective date: October 1, 1998.

7. Acknowledgement of Conditions Set Forth Above

- Teacher Signature/Date
- Superintendent Signature/Date

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., 34 C.F.R. pt. 106; G.S. 115C-105.47(b)(9), -333, -333.1

Cross References: Grievance Procedure for Employees (policy 1750/7220); Plans for Growth and Improvement of Licensed Employees (policy 7811)

Adopted: March 6, 2000

Adopted Retired Teacher Technology Waiver: August 31, 2000

Updated: August 4, 2003
Updated: November 4, 2010
Updated: December 5, 2011
Updated:

DISSEMINATION AND PRESERVATION OF POLICIES

Policy Code: **2430**

The superintendent is directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the board and any accompanying administrative procedures or memoranda.

All policies adopted by the board of education will be maintained in both electronic and physical form. The electronic form shall be accessible through the school system website. The physical form shall be kept in a policy manual which will constitute a public record that will be open for inspection at the board of education offices during regular office hours. The board will endeavor to keep both the electronic policies on the website and the physical policy manual updated with the most recent policies adopted by the board. Any discrepancies between the policies on the website and in the physical manual shall be resolved in accordance with the board's most recent action on the policy.

The superintendent will ensure that all board members and employees have convenient access to copies of the board's policies manual.

All physical policy manuals distributed remain the property of the board and will be deemed to be "on loan" to any person or organization and are subject to recall at any time deemed necessary for purposes of amendment, rescission, or recodification.

Legal References G.S. 115C-36

Cross References:

Adopted: March 6, 2000
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 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:

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 standard 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 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 standard 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. 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. 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; *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:

PARENTAL INSPECTION AND OBJECTION TO INSTRUCTIONAL MATERIALS

Policy Code: **3210**

In policy 3200, Selection of Instructional Materials, the board establishes a process for the selection of instructional materials to meet State Board of Education requirements and the educational goals of this board. That process provides an opportunity for parental input in the selection of materials.

The board recognizes that despite the opportunity to participate in the selection of materials, parents still may have concerns about instructional materials used in the school district. Thus, to further involve parents in the education of their children, the board also provides opportunities for parents to review instructional materials and a process for parents to use when they object to instructional materials.

A. PARENTAL RIGHT TO INSPECT MATERIALS

Parents have a right under federal law to inspect all instructional materials which will be used in connection with any survey, analysis or evaluation as part of any applicable federally funded programs. Parents ordinarily also may review all other instructional materials following procedures provided by the school or superintendent. Some materials available through the Internet and used in individual classes to provide up-to-date information or information on current events may not be available for review; however, all materials used in reproductive health and safety education shall be available for review as provided in policy 3540, Comprehensive Health Education Program.

B. PARENTAL OBJECTION TO MATERIALS

Parents may submit an objection in writing to the principal regarding the use of particular instructional materials. The principal may establish a committee to review the objection. While input from the community may be sought, the board believes professional educators are in the best position to determine whether a particular instructional material is appropriate for the age and maturity of the students and for the subject matter being taught.

If the principal or the committee determines that any material violates constitutional or other legal rights of the parent or student, the principal or the committee shall either remove the material from instructional use or accommodate the particular student and parent. Before any material is removed, the principal or the committee shall ensure that the curriculum is still aligned with the Common Core State and North Carolina Essential Standards and articulated from grade to grade. If an objection made by a parent or student is not based

upon constitutional or legal rights, the principal or the committee may accommodate such objections after considering the effect on curriculum, any burden on the school, teacher or other students that the accommodation would create, and any other relevant factors. Books and other instructional materials may be removed from the school media collection only for legitimate educational reasons and subject to the limitations of the First Amendment.

The decision of the committee or principal may be appealed to the superintendent. The decision of the superintendent may be appealed to the board.

The superintendent shall develop the necessary administrative procedures to implement this policy.

Legal References: U.S. Const. amend. I; 20 U.S.C. §1232h N.C. Const. art. I, §14; *Board of Educ. V. Pico,* 457 U.S. 853 (1982); G.S. 115C-45, -47, -81, -98, -101

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Selection of Instructional Materials (policy 3200), Comprehensive Health Education Program (policy 3540)

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

TECHNOLOGY
IN THE EDUCATIONAL PROGRAM

Policy Code: **3220**

In alliance with state school technology goals, the board is committed to establishing and supporting 21st century information and communications technology systems to foster globally competitive, healthy and responsible students. The board recognizes the benefits of digital and technology-enabled teaching and learning resources that provide the ability to easily customize curriculum, provide access to current information and enable access to quality materials at a lower cost than traditional materials. To that end, the board intends to move to classroom digital and technology-enabled teaching and learning resources that are aligned with the Common Core State and North Carolina essential Standards as they become available. In addition, to the extent funding permits, the board will endeavor to ensure that all students have access to personal digital and technology-enabled teaching and learning devices to foster the 21st century skill necessary for future-ready learners.

The board expects that information and communications technologies will be integrated across the curriculum and used to support student achievement. Such technologies will also be used to support programs and activities that promote safe schools and healthy and responsible students. The curriculum committee should provide suggestions in the curriculum guides referenced in policy 3115, Curriculum and Instructional Guides, for integrating technological resources (as defined in Section A below) into the educational program. School administrators and teachers are encouraged to develop additional strategies for integrating technological resources across the curriculum and utilizing the power of technology to improve learning outcomes while making more efficient use of resources. The strategies should be included in the school improvement plan if ~~it~~ they requires the transfer of funds or otherwise relates to any mandatory or optional components of the school improvement plan.

The superintendent shall develop and submit to the board for approval a local school system technology plan that is aligned with state guidelines and applicable federal rules. The superintendent shall incorporate this plan into the school system strategic planning efforts and include various stakeholders such as curriculum leaders, teachers, administrators and representatives from technology services, instructional technology, finance and other departments as required. Once the board has approved the plan, the superintendent shall ensure expenditures on school information and communications technologies are made in accordance with the technology plan.

The superintendent shall establish relationships with businesses and seek grants and other funding sources in an effort to acquire technological resources for the educational program

A. SELECTION OF TECHNOLOGICAL RESOURCES

Technological resources~~,~~ include, but are not limited to, the following; (1) hardware, including both fixed and mobile technologies and devices such as desktop computers, laptops, netbooks, tablets, e-readers, PDAs, smartphones and gaming devices; (2) software; (3) network and telecommunications systems and services; (4) internet access; (5) multimedia equipped classrooms; (6) computer classrooms and laboratories; and (7) other existing or emerging mobile communications systems. All technological resources must be purchased and used in a manner consistent with applicable law and board policy, including laws and policies related to copyright, public records, bidding and other purchase requirements, accessibility for students with disabilities, staff duties, and standards for student behavior.

Technological resources must meet or exceed the following standards before they may be considered for implementation:

1. Technological resources must support the Common Core State and North Carolina Essential Standards or the programs of the school system.
2. Technological resources must support the current use of learning and instructional management technologies in the school.
3. Technological resources must be compatible with current the condition of the network and other infrastructure resources. The technology director shall set minimum standards for technological resources that are purchased or donated. Upgrading, hardware conditions and similar requirements must be maintained to the highest standards.
4. There must be sufficient staff to operate and maintain the technological equipment, programs and systems.
5. There must be adequate funds budgeted to implement and support the technological resources and to train instructional staff to use the resources to improve educational outcomes.

B. DEPLOYMENT OF TECHNOLOGY TO SCHOOLS

The superintendent shall oversee the development of the school district's technology deployment plan. The plan will be designed to ensure organized, effective and efficient means of deploying new information and communications technologies. The superintendent/designee shall develop procedures and practices that outline the strategy of the technology deployment plan.

C. BRING YOUR OWN TECHNOLOGY (BYOT) INITIATIVE

The superintendent is authorized to investigate and develop a plan to allow staff and students the option to use their personal electronic devices in place of or along with their school system assigned devices. The plan should address, at a minimum, the instructional use of personal devices, compatibility requirements, access limitations or requirements, content filtering, security and other issues as recommended by the technology director. The plan should assign personal responsibility to the user for repair and replacement of damaged or stolen devices and for any data or other charges arising from use of a personal device. The plan should require a written agreement for the use of personal technology devices from each student and staff member who wishes to participate in the BYOT initiative. The plan should ensure that students who are unable to bring in outside technology will be able to access and utilize school equipment so that no student is excluded from instruction due to lack of access to technology.

D. ELECTRONIC COMMUNICATION AND OTHER COLLABORATIVE TOOLS

The superintendent is authorized to permit instructional personnel to incorporate social networking sites, blogs, wikis, video sharing sites, podcasts, video conferencing, inline collaborations, PDAs, IMing, texting, virtual learning environments and/or other forms of direct electronic communications or Web 2.0 applications for educational purposes to the extent the superintendent deems appropriate and in accordance with policy 7335, Employee Use of Social Media. The superintendent shall establish parameters and rules for use of these tools and shall require instruction for students in how to use such tools in a safe, effective and appropriate way. Instructional personnel shall make all reasonable attempts to monitor student online activity and shall otherwise comply with the requirements of policy 3225/4312/7320, Technology Responsible Use, when using these tools.

E. TECHNOLOGY-RELATED PROFESSIONAL DEVELOPMENT

The superintendent shall plan a program of technology-enabled professional development that prepares the instruction staff for utilizing digital tools and resources. Professional development shall emphasize technology integration and continuous improvement, including the use of ongoing technology-integrated, online-learning activities throughout the course of study. Professional development shall also address the ethical, legal and practical issues related to social networking and mobile devices in the classroom.

and other topics deemed necessary by the superintendent or technology director. School improvement teams should identify any staff development appropriations for technology related professional development in their school improvement plans. The superintendent and technology director should assist schools in coordinating staff development needs as provided in policy 1610/7800, Professional and Staff Development.

Legal References: G.S. 115C-522, 147-33.111; State Board of Education Policy TCS-C-018

Cross References: Professional and Staff Development (policy 1610/7800), Curriculum and Instructional Guides (policy 3115), Technology Responsible Use (policy 3225/4312/7320), Internet Safety (policy 3226/4205), Copyright Compliance (3230/7330), School Improvement Plan (policy 3430), Integrity and Civility (policy 4310), Public Records—Retention, Release and Disposition (policy 5070/7350), Network Security (policy 6524), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Gifts and Bequests (policy 8220)

Other references: North Carolina State School Technology Plan (Division of Instructional Technology) (current version)

Adopted: March 6, 2000
Updated: April 6, 2009
Updated: March 2, 2010
Updated:

TECHNOLOGY
RESPONSIBLE USE POLICY

Policy Code: **3225/4312/7320**

The board provides its student and staff access to a variety of technological resources These resources provide opportunities to enhance learning and improve communication within the school community and with the larger global community. Through the school system's technological resources, users can observe events as they occur around the world, interact with others on a variety of subjects, and acquire access to current and in-depth information.

The board intends that students and employees benefit from these resources while remaining within the bounds of safe, legal and responsible use. Accordingly, the board establishes this policy to govern student and employee use of school system technological resources. This policy applies regardless of whether such use occurs on or off school system property, and it applies to all school system technological resources, including but not limited to computer networks and connections, the resources, tools and learning environments made available by or on the networks, and all devices that connect to those networks.

A. EXPECTATIONS FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

The use of school system technological resources, including access to the Internet, is a privilege, not a right. Individual users of the school system's technological resources are responsible for their behavior and communications when using those resources. Responsible use of school system technological resources is use that is ethical, respectful, academically honest and supportive of student learning. Each user has the responsibility to respect others in the school community and on the Internet. Users are expected to abide by the generally accepted rules of network etiquette. General student and employee behavior standards, including those prescribed in applicable board policies, the Code of Student Conduct and other regulations and school rules, apply to use of the Internet and other school technological resources.

In addition, anyone who uses school system computers or electronic devices or who accesses the school network or the Internet using school system resources must comply with the additional rules for responsible use listed in Section B, below. These rules are intended to clarify expectations for conduct but should not be construed as all-inclusive.

Before using the Internet, all students must be trained about appropriate online behavior as provided in policy 3226/4205, Internet Safety.

All students and employees must be informed annually of the requirements of this policy and the methods by which they may obtain a copy of this policy. Before using school system technological resources, students and employees must sign a statement indicating that they understand and will strictly comply with these requirements. The agreement is in effect until either the student changes schools or the employee moves to a different place of employment within the Montgomery County School System. Failure to adhere to these requirements will result in disciplinary action, including revocation of user privileges. Willful misuses may result in disciplinary action and/or criminal prosecution under applicable state and federal law.

B. RULES FOR USE OF SCHOOL TECHNOLOGICAL RESOURCES

1. School system technological resources are provided for school-related purposes only. Acceptable uses of such technological resources are limited to responsible, efficient and legal activities that support learning and teaching. Use of school system technological resources for commercial gain or profit is prohibited. Student personal use of school system technological resources for amusement or entertainment is also prohibited. Because some incidental and occasional personal use by employees is inevitable, the board permits infrequent and brief personal use by employees so long as it occurs on personal time, does not interfere with the school system business and is not otherwise prohibited by board policy or procedure.

2. Under no circumstances may software purchased by the school system be copied for personal use.

3. Students and employees must comply with all applicable laws, including those relating to copyrights and trademarks, confidential information, and public records. Any use that violates state or federal law is strictly prohibited. Plagiarism of Internet resources will be treated in the same manner as any other incidents of plagiarism, as stated in the Code of Student Conduct.

4. No user of technological resources, including a person sending or receiving electronic communications, may engage in creating, intentionally viewing, accessing, downloading, storing, printing or transmitting images, graphics (including still or moving pictures), sound files, text files, documents, messages or other material that is obscene, defamatory,

profane, pornographic, harassing, abusive or considered to be harmful to minors.

5. The use of anonymous proxies to circumvent content filtering is prohibited.

6. Users may not install or use nay Internet-based file sharing program designed to facilitate sharing of copyrighted material.

7. Users of technological resources may not send electronic communications fraudulently (i.e., by misrepresenting the identity of the sender).

8. Users must respect the privacy of others. When using e-mail, chat rooms, blogs or other forms of electronic communication, students must not reveal personal identifying information, or information that is private or confidential, such as the home address or telephone number, credit or checking account information or social security number of themselves or fellow students. For further information regarding what constitutes personal identifying information, see policy 4705/7825, Confidentiality of Personal Identifying Information. In addition school employees must not disclose on school system websites or web pages or elsewhere on the Internet any personally identifiable, private or confidential information concerning students (including names, addresses or pictures) without the written permission of a parent or guardian or an eligible student, except as otherwise permitted by the Family Educational Rights and Privacy Act (FERPA) or policy 4700, Student Records. Users also may not forward or post personal communications without the author's prior consent.

9. Users may not intentionally or negligently damage computers, computer systems, electronic devices, software, computer networks or data or any user connected to school system technological resources. Users may not knowingly or negligently transmit computer viruses or self-replicating messages or deliberately try to degrade or disrupt system performance. Users must scan any downloaded files for viruses.

10. Users may not create or introduce games, network communications programs or any foreign program or software onto any school system computer, electronic device or network without the express permission of the technology director or designee.

11. Users are prohibited from engaging in unauthorized or unlawful activities, such as "hacking" or using the computer network to gain or attempt to gain

unauthorized or unlawful access to other computers, computer systems or accounts.

12. Users are prohibited from using another individual's ID or password for any technological resource without permission from the individual. Students must also have permission from the teacher or other school official.

13. Users may not read, alter, change, block, execute or delete files or communications belonging to another user without the owner's express prior permission.

14. Employees shall not use passwords or user IDs for any data system (e.g., NCWISE, CECAS, time-keeping software, etc.) for an unauthorized or improper use.

15. If a user identifies a security problem on a technological resource, he or she must immediately notify a system administrator. Users must not demonstrate the problem to other users. Any user identified as a security risk will be denied access.

16. Teachers shall make reasonable efforts to supervise ~~a~~ student~~'~~s' use of the Internet during instructional time.

17. Views may be expressed on the Internet or other technological resources as representing the view of the school system or part of the school system only with prior approval by the superintendent or designee.

C. RESTRICTED MATERIAL ON THE INTERNET

The Internet and electronic communications offer fluid environments in which students may access or be exposed to materials and information from divers and rapidly changing sources, including some that may be harmful to students. The board recognizes that it is impossible to predict with certainty what information on the Internet students may access or obtain. Nevertheless, school system personnel shall take reasonable precautions to prevent students from accessing material~~s~~ and information that is obscene, pornographic or otherwise harmful to minors, including violence, nudity, or graphic language that does not serve a legitimate pedagogical purpose. The superintendent shall ensure that technology protection measures are used as provided in policy 3226/4205, Internet

Safety, and are disabled or minimized only when permitted by law and board policy. The board is not responsible for the content accessed by users who connect to the Internet via their personal mobile telephone technology (e.g., 3G, 4G service

D. PARENTAL CONSENT

The board recognizes that parents of minors are responsible for setting and conveying the standards their children should follow when using media and information sources. Accordingly, before a student may independently access the Internet, the student's parent must be made aware of the possibility that the student could obtain access to inappropriate material while engaged in independent use of the Internet. The parent and student must consent to the student's independent access to the Internet and to monitoring of the student's e-mail communication by school personnel.

In addition, in accordance with the board's goals and visions for technology, students may require accounts in third party systems for school related projects designed to assist students in mastering effective and proper online communications or to meet other educational goals. Parental permission will be obtained when necessary to create and manage such third party accounts.

E. PRIVACY

No right of privacy exists in the use of technological resources. Users should not assume that files or communications created or transmitted using school system technological resources or stored on services or hard drives of individual computers will be private. School system administrators or individuals designated by the superintendent may review files, monitor all communications, and intercept e-mail messages to maintain system integrity and to ensure compliance with board policy and applicable laws and regulations. School system personnel shall monitor on-line activities of individuals who access the Internet via a school-owned computer.

F. PERSONAL WEBSITES

The superintendent may use any means available to request the removal of personal websites that substantially disrupt the school environment or

that utilize school system or individual school names, logos or trademarks without permission.

1. Students

   Though school personnel generally do not monitor students' Internet activity conducted on non-school system devices during non-school hours, when the student's on-line behavior has a direct and immediate effect on school safety or maintaining order and discipline in the schools, the student may be disciplined in accordance with board policy (see the student behavior policies in the 4300 series).

2. Employees

   Employees' personal websites are subject to policy 7335, Employee Use of Social Media.

3. Volunteers

   Volunteers are to maintain an appropriate relationship with students at all times. Volunteers are encouraged to block students from viewing personal information on volunteer personal websites or on-line networking profiles in order to prevent. The possibility that students could view materials that is not age-appropriate. An individual volunteer's relationship with the school system may be terminated if the volunteer engages in inappropriate online interaction with students.

Legal Reference: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; G.S. 115C,-325(e), -391

Cross Reference: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Copyright Compliance (policy 3230/7330), Web Page Development (policy 3227/7322), Student Behavior Policies (all policies in the 4300 series), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records – Retention, Release and Disposition (policy 5070/7350), Use of Equipment, Materials and Supplies (policy 6520), Network Security (policy 6524), Staff Responsibilities (policy

7300), Employee Use of Social Media (policy 7335).

Adopted: August 1, 2005
Updated: April 6, 2009
Updated: January 12, 2012
Updated:

Consistent with policy 3225/4313/7320, Technology Responsible Use, and in an effort to further the school system's objectives, the board of education encourages the use of the Internet as a means of providing accessible, accurate and timely information for employees, students, parents and others in the larger community. The Internet affords the school district the opportunity to communicate with its communities by posting pertinent system and school information on-line. The school system has established its site on-line at www.montgomery.k12.nc.us. The school system website is the official website of the school system. In addition to this website, individual schools shall create system-related school websites. This policy provides the standards that must be followed for development of all system-related websites. Failure to comply with this policy may result in the removal of a web page or website from the Internet.

A. SYSTEM-RELATED WEBSITE

A "system-related website" is any Internet website that is established in one of the following ways:

a. by school district employees or students on behalf of the system;

b. by any school within the system;

c. by any school-sponsored club or organization within the system; or

d. by students as part of an educational assignment

Only those websites that are created pursuant to this policy are considered system-related websites. The board does not endorse and is not responsible for websites created by employees, students or others outside the standards and guidelines of this policy. Students or employees who create personal websites that result in a substantial and material disruption to the school environment may be subject to disciplinary action.

B. STANDARDS FOR WEB PAGE DEVELOPMENT

1. Public or Closed Forums for Expression

All system-related websites are "nonpublic" or "closed" forums for expression. This means that the system has control over information on such web sites and is not required to allow students, teachers or others to place material on system-related web sites. The purpose of system-related websites is to disseminate curriculum-related information, to present the public with information about the system, its schools and its programs; and to provide the community with each school or department's mission, contact information, activities, organizational

format and instructional program. System-related websites are analogous to newsletters from the administration or the individual school.
System-related websites are not analogous to a student newspaper or non-school publication.

2. Administration and Editorial Control

All employees responsible for creating, developing, maintaining, editing or approving a system-related website shall act legally, responsibly and ethically in providing educational resources and information to support the mission and curriculum of the school system. Such persons will abide by the generally accepted rules of website etiquette, board policy and regulations established by the superintendent.

a. Superintendent Final Authority

The superintendent or designee may delegate authority to place information on a system-related website; however, the superintendent has the final authority to approve or disapprove any information in whatever form on any such system-related websites.

b. School System Official Website

The superintendent or designee has editorial control and responsibility for the content of the school system official website. The superintendent shall appoint a staff member to serve as the web manager/editor of the system website.

c. Individual School Websites

Each school will be provided with a web address, web design software and disk space on the system server. Each principal has editorial control and responsibility for the content of his or her individual school's official website, subject to review by the superintendent or designee. The principal may appoint a staff member to serve as the web manager of the school's website and a website committee to advise the web manager and principal regarding the content of the school's website. Individual school websites must comply with the additional guidelines provided below.

d. Teacher and Student Websites

Each teacher has editorial control over and responsibility for the content of

his or her official website and for the content of his or her students' authorized websites, subject to the review by the principal, the superintendent, and the board. With the knowledge and written consent of a student's parent or guardian, a teacher may allow a student to create a website within or linked from a school's or teacher's website only for the following instructional purposes: (1) to teach a student how to create or maintain a website or (2) to facilitate a student's work on school assignments or research projects. No student pages may be posted or made accessible to the general public until approved by the principal or his/her designee.

e. Personal Websites

The school district is not responsible for personal websites or web pages created or maintained by students, employees, parents, groups or organizations. Personal websites or web pages are not considered system-related websites or web pages, and are not covered by the provisions of this policy. (For further information regarding personal websites, see policy 7335, Employee Use of Social Media, and Section F of policy 3225/4312/7320, Technology Responsible Use.)

The superintendent may use any means available to request the removal of personal websites or web pages that substantially disrupt the school environment or that utilize school system or individual school names, logos or trademarks without permission.

3. Website Appearance and Evaluation

Web page content must be kept current and be maintained regularly. All system-related websites must include the name of the web page author, the date produced or revised, and the e-mail address of the author. The superintendent or designee (for the official system website) or the principal or design (for the individual school websites) must regularly review, proof and evaluate all system related websites.

4. Copyright Laws

No information or graphics may be posted on websites in violation of any copyright laws or policy 3230/7330, Copyright Compliance. Copyright permission must be obtained for the use of any copyrighted material unless use is permitted as "fair use" under federal law. The superintendent or designee and each principal or designee is responsible for maintaining copies of permission granted

for the use of copyrighted material.

5. Links

a. Internal Links

Each page of a system-related website must include a reference and hyperlink to the school system official website home page. In addition, all system-related websites must include a link to this policy and to policy 3225/4312/7320, Technology Responsible Use.

b. External Links

The superintendent, and designee have editorial control over and responsibility for the linking of a system-related website to other sites on the Internet that are appropriate to the mission of the school system. Links to external sites (including externally hosted teacher classroom sites) must be approved by the principal. If required, web managers must obtain permission from external websites before links are established from any system-related website to external websites. To the extent possible, school personnel shall determine the extent to which a secondary site is linked to other sites on the Internet and whether such sites are appropriate for access through the school system websites. Web managers shall periodically check external links for accuracy and appropriateness of content. School employees must report any inappropriate links to the web manager.

Since the school system cannot control the content of other sites on the Internet and their linkages, the following disclaimer statement must be inserted in a prominent position on the official system website, on each school's web page and on other system-related websites that contain links to other websites or web pages that are not system-related websites:

> *The school system retains control over what links will be placed on system-related websites; however, the linked sites themselves are not under the control of the school system, its agents or its employees. The school system is not responsible for the contents of any linked site, any link contained in a linked site or any changes or updates to such sites. The school system provides links as a convenience, and the inclusion of any link does not imply endorsement of the site by the school district. The school system reserves*

the right to remove or restrict any links.

c. Links to Personal Pages

School websites or web pages may not contain links to personal web pages of students or employees or lists of personal web pages.

6. Behavior Standards

When using the Internet, employees and students are responsible for understanding and complying with board policies and administrative regulations, including policy 3225/4312/7320 Technology Responsible Use, student behavior policies in the 4300 series, and policy 7300, Staff Responsibilities.

7. Accessibility of Website

The web manager/editor, in consultation with the technology director, will ensure that the school system website meets required standards to ensure accessibility for persons with disabilities.

C. GUIDELINES FOR INDIVIDUAL SCHOOL WEBSITES

Each school may promote itself by publishing an official school web page on the Internet only via the official school system website. In addition to the standards above, the following standards apply to individual school websites:

1. The content of school web pages must be approved by the school principal.

2. The safety of students and employees must be considered when constructing school web pages. To protect the safety of students and employees the following precautions must be taken:

   a. home addresses or telephone numbers will not be listed;

   b. student e-mail addresses will not be listed;

   c. photographs of students and student work will be used only with appropriate parental permission and/or as approved for release as directory information under policy 4700, Student Records, and will include only the student's first name, with no other information about the student.

The principal or designee is responsible for maintaining records of permission granted for the release of information. The principal should implement other safety precautions, as necessary, to be followed when constructing web pages.

3. To protect a student's rights in his or her intellectual property, if a school or teacher publishes a student's work, a disclaimer should be provided indicating the terms of redistribution or reuse.

4. Schools must provide contact information and other general information about the school on the school website, including the school's name, phone number, fax number, grade levels and address, the principal's name and the email addresses of the school administrative team.

5. Graphics used on school websites must be appropriate to the school and should be of a size that will download quickly into a web browser.

6. Schools must keep information presented on their school's web page current, accurate and grammatically correct.

7. The principal or designee must approve all revisions and additions to the school website.

8. Failure to comply with these guidelines or the standards of this policy, as determined by the superintendent or designee, may result in the removal of a school's web page from the Internet.

Legal References: U.S. Const. Amend. I; Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq.*; G.S. 115C325(e), -391

Cross References: Curriculum and Instructional Guides (policy 3115), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Copyright Compliance (policy 3230/7330), Student Behavior Policies (policy 4300), Student Records (policy 4700), Public Records – Retention, Release and Disposition (policy 5070/7350), Staff Responsibilities (policy 7300), Employee Use of Social Media (policy 7335), Personnel Files (policy 7820)

Adopted: March 13, 2006 Updated: April 6, 2009 Updated:

SCHOOL CALENDAR AND TIME FOR LEARNING *Policy Code:* **3300**

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in a manner to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

A INSTRUCTIONAL TIME

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

B SCHOOL DAY

The length of the school day may vary from school to school if approved by the board of education. The "instructional" day includes only those hours a student is assigned to a teacher for the primary purpose of instruction. Breaks in the instructional day for changing classes, homeroom, lunch, pep rallies and similar non-instructional activities are not part of the instructional day and may not be counted towards the minimum instructional hour's requirement established in Section D, below.

C OPENING AND CLOSING DATES

Except for year-round schools or schools operating under a modified calendar, the opening date for students will be no earlier than the Monday closest to August 26, and the closing date for students will be no later than the Friday closest to June 11.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

Upon a showing of good cause, as defined, by G.S. 115C-84.2(d), the board will seek a waiver of the opening closing date~~s~~ from the State Board of Education.

D. SCHOOL CALENDAR

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days or 1025 hours of instruction covering at least nine months. A school "month" is defined as 20 days of instruction. If school is closed early or opened late due to inclement weather, the day and the number of instructional hours originally scheduled may count towards the required minimum number of instructional days or hours. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round calendar. The superintendent and individual school are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. A year-round school may be included as a part of a school improvement plan.

Any calendar adopted by the board will be consistent with the following requirements.

1. The calendar will consist of 215 days and shall meet state requirements for the minimum instructional days and/or the minimum instructional hours.

2. At least ten of the days on the calendar will be designated as annual vacation leave days.

3. The calendar will include the same or an equivalent number of legal holidays as those designated by the State Personnel Commission for State employees, including Veteran's Day if it falls on a weekday.

4. School will not be scheduled on Sundays.

5. The total number of workdays for teacher employed for a 10-month term will not exceed 195 days.

6. The calendar will designate "instructional" days, when students must be present.

7. The remaining days will be scheduled by the board, in consultation with school principals, as "flexible" days for use as teacher workdays,

additional instructional days or other lawful purposes. Before scheduling these "flexible" days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.

8. Of the "flexible" teacher days described in subsections D., the board will designate at least two days as protected days on which teachers may take accumulated vacation leave. All other "flexible" days may be designated as days on which teachers may take accumulated leave, but the board will give teachers at least 14 calendar days' notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.

9. The board may, due to school closings because of inclement weather or other reasons, use any of the "flexible" days designated in subsection D.7 above as make-up days for those instructional days that were missed. If necessary, these make-up days may be scheduled after the last day of student attendance. If either of the two protected days described in subsection D.8 above are scheduled as a make-up day, teachers may take accumulated vacation leave on the make-up day and will not be required to work.

10. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that the significance of Memorial Day is recognized in the school on that day. If students are no scheduled to attend school on Memorial Day, recognition of the significance of Memorial Day will be provided at another time as part of the citizenship curriculum (see policy 3530, Citizenship and Character Education).

11. If the school calendar requires students to attend school on September 17, which is Constitution and Citizenship Day, each principal shall ensure that the signing of the United States Constitution is commemorated in the school on that day. If student are not required to attend school on September 17, the principal shall ensure that Constitution and Citizenship Day is commemorated during the preceding or following week (see policy 3530, Citizenship and Character Education).

Legal References: 36 U.S.C. 106(d); G.S. 115C -12(33), -36. -47, -84.2, -105.21 (b)(2), -238.31, -288; State Board of Education Policy GCS-G-001; *N.C. Employment Benefits and Policy Manual* (most current version), North Carolina Department of Public

Instruction.

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted: March 6, 2000
Updated: June 1, 2009
Updated: December 5, 2011
Updated:

STUDENT S AT RISK OF ACADEMIC FAILURE *Policy Code:* **3405**

It is the goal of the board that all students will make adequate academic progress each year and thereby acquire the skills necessary for secondary education and career success. To realize this goal, students who are at risk of academic failure and who are not successfully progressing towar grade promotion and graduation must be identified and provided additional assistance.

The principal or designee is responsible for ensuring that teachers identify students at risk and that those students receive assistance in compliance with G.S. 115C-105.41.

A. PERSONAL EDUCATION PLANS

Identification of students at risk of academic failure must occur as early as reasonably may be done, beginning no later than the fourth grade for the 2012-2013 school year and kindergarten thereafter. In addition, no later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a personal education plan with focused intervention and performance benchmarks for academic improvement must be developed or updated for each student at risk of academic failure who is not performing at least at grade level.

The principal or designee shall notify the student's parent that the student has a personal education plan and provide the parent with a copy of the plan or report card containing the plan. Parents should be included in the implementation and ongoing review of personal education plans.

B. TRANSITION PLANS

Transitions in the school environment can be stressful experiences that pose academic, social and emotional challenges for students. Addressing students' academic, social and emotional needs to create successful transitions provides students with a better chance of academic success. A comprehensive and coordinated transition plan will be implemented for students who are at risk of academic failure in order to facilitate their educational transitions between elementary school and middle school and between middle school and high school.

The superintendent shall appoint a transition team to design, implement and evaluate a school system transition plan. This team will be comprised of stakeholders who can identify the needs of students at the different developmental levels and implement plans that produce positive results for students at risk of academic failure. Such stakeholders may include principals, teachers, support staff and other school system employees, parents of students

in the school system, and local business and community leaders such as civic group leaders, health department personnel, preschool and Head Start program personnel, faith community leaders, and personnel from local colleges, universities and community colleges. At each school, the principal shall lead a school transition team or an existing school-based leadership team in using the school system transition plan to design a school-based transition plan tailored to meet the specific needs of that school's population.

The transition plans should be designed to encourage successful transitions that foster respect for individual difference, encourage understanding of the whole child, create a sense of trust and belonging, and reduce child and family anxiety about school. The plans must include an on-going evaluation process to verify that the outcomes established for the different transition levels are being accomplished and that these goals are updated as student data and environmental changes occur.

Legal References: G.S. 115C-105.41

Cross References:

Other Resources: *Transition Planning for the 21st Century Schools,* N.C. State Board of Education/Department of Public Instruction.

Adopted: August 2, 2010
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 administer all state-required tests. Students not meeting testing standards must be provided remedial instruction and retesting in accordance with legal requirements.

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; 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)

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

A. PRINCIPLES

Principals, assistant principals, teachers and other instructional staff are responsible for designing and implementing strategies to reach the educational goals of the board at each school. Input from the school community, including parents, students and representatives from businesses and other agencies, is critical in developing an educational program that will meet the needs of the students and the community.

The board affirms the General Assembly's belief that all children can learn and that the mission of public schools is to challenge, with high expectations, each child to learn, achieve and fulfill his or her potential.

Accordingly, the board has established in its policies, its vision, standards and means of accountability for the educational program. The superintendent shall provide guidance and establish any other standards necessary for effective implementation of the board's policies. Principals shall lead each school in implementing the policies. The school improvement plan is one tool school administrators should use to upon the creativity and innovation of the staff and the community. This plan, in its two parts, should identify the school's efforts to improve student performance and reach the educational goals of the board.

B. STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

The board endorses the principles set forth by the State Board that all children need to master basic skills and knowledge and build upon this foundation for lifelong learning. Therefore, in developing their school improvement plans, all schools should ensure, to the extent possible, that sufficient resources and curriculum are directed towards meeting the goal of having all students performing at grade level or higher in the basic subject and skill areas identified by the State Board.

1. School Improvement Team

   Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Each group of school personnel will elect representatives from their respective group by secret ballot. Parents

are to be elected in accordance with G.S. 115C-105.27. The school improvement team is encouraged to involve and seek assistance from central office personnel. The school improvement team, especially at the middle and high schools, also is encouraged to seek input from students. The superintendent shall provide guidance to principals to ensure that the principals establish and work together with school improvement teams to develop, review and amend school improvement plans.

The school improvement team will follow all legal requirements in developing and obtaining school approval of the school improvement plan. As a public body, the school improvement team will comply with the Open Meetings Law in regard to its meetings.

2. Mandatory Components of the State Plan

A school improvement plan must include the following components:

a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at-risk of academic failure or at-risk of dropping out of school.

b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.

c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them and to appropriately place students in courses such as Algebra I. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.

d. The plan must identify how staff development funds allocated to the school will be used.

e. The plan must provide a duty-free lunch period for every teacher on

a daily basis or as otherwise approved by the school improvement team.

f. The plan must provide a duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.

g. As part of the school system's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns, these concerns, include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school and should comply with the requirements of policy 1510/4200/7270, School Safety, and all protocols established by the superintendent or designee under that policy.

h. For schools identified by the Department of Public Instruction as Focus or Priority schools, the school improvement plan must identify the interventions the school will implement to address students' academic needs. Such interventions must include strategies to address the needs of all children, particularly the lowest-achieving, and how those needs will be met in a timely and effective manner.

i. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.

j. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state and board mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.

k. The plan must require the principal to notify the superintendent if

the school improvement team has modified a board accepted school improvement plan.

3. Optional Components of the State Plan

Part One of the school improvement plan may include any or all of the following components:

a. a request for waivers of state laws, rules or policies. Any waiver request must (1) identify the school making the request; (2) identify the particular state law, rule or policy that inhibits the school's ability to improve student performance; (3) set out with specificity the circumstances under which the waiver may be used; and (4) explain how the requested waiver will permit the school to improve student performance.

b. a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.

c. a comprehensive conflict resolution plan as provided in G.S. 115C-81(a4), in order to help create a safe school.

d. the use of textbooks that have not been adopted by the State Board.

4. Process

School improvement teams should review student performance data from the preceding school year in developing the school improvement plan. Based on availability of data and when specific school standards are established by the State Board, the superintendent shall establish the date by which school improvement plans must be submitted.

The superintendent or designee will review the plans and seek legal review as necessary prior to presenting the plans with recommendations to the board. If the superintendent intends to recommend that a plan be rejected, the superintendent shall notify the principal of the school and explain the reasons for the decision. The school improvement team may then submit a modified plan to the superintendent. The superintendent

should submit all school improvement plans to the board at the earliest possible date.

After review, the board will accept or reject each school improvement plan. If a plan is rejected, the board will explain the reason(s) for the rejection. Any plan modified by the school improvement team after being rejected by the board must be submitted to the superintendent for review. The superintendent will re-submit the modified plan to the board with his or her recommendations as soon as practical. The board will review the modifications along with any recommendations from the superintendent and accept or reject the plan.

If the board and the school improvement team cannot reach agreement on the plan within 60 days after its initial submission, the board or school may request to use the dispute resolution process developed by the State Board under G.S. 115C-105.20(b)(5) or, if the dispute resolution process is not utilized, the board may develop a school improvement plan for the school.

A school improvement plan may be in effect for up to three years. The plan must be reviewed at least annually by the school improvement team in accordance with the review process established in the school's plan. If a school does not meet its expected growth standard as established by the State Board or if more than 25% of the students performed below grade level, the principal must submit to the superintendent and the board a report of the school improvement team. The report must explain the reasons why the standard(s) was not met and describe any modifications that will be made in the school improvement plan. After considering any recommendations of the superintendent, if the board is not satisfied with the response of the school improvement team, the board may suggest modifications to the plan or may vacate those portions of the plan that impede student performance and require the school improvement team to revise the plan.

C. PART TWO OF THE SCHOOL IMPROVEMENT PLAN: LOCAL EDUCATION REFORM INITIATIVES

In addition to the basics emphasized in the state testing program, the board expects schools to be guided by the educational goals of the board. The board encourages the schools to consider innovative means of educating students to meet these educational goals. The board has established a vision, standards

and means of accountability in its educational policies to provide guidance to the schools. Many of these policies provide an opportunity for schools to develop innovative plans as a part of their school improvement plan. Part two of the school improvement plan should reflect the school's efforts to meet the educational goals of the board.

1. Mandatory Components of the Local Plan

   Part Two of the school improvement plan must include the following:

   a. strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program):.

   b. ~~i~~ntervention strategies for students who are not at grade level proficiency or who are not likely to meet standards of promotion measured by other means (Student Progression and Placement, policy 3420)

2. Optional Components of the Local Plan

   The board strongly encourages school employees to be innovative in their efforts to meet local educational goals. Although not limited to these options, the board has encouraged innovation specifically through its policies on the following issues:

   a. modifying the school calendar (see policy 3300, School Calendar and Time for Learning);

   b. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);

   c. adding hours of instructional time (policy 3300);

   d. providing additional means for evaluating instructional programs policy 3140,(Evaluation of Instructional Programs);

   e. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);

   f. expanding the subject areas or objectives of the curriculum (policy

3100, Innovation in Curriculum Development); and

g. eliminating curriculum on subject areas or objectives that are not state required. (policy 3100).

A school also may submit a request to the board for a waiver of board policies. Any waiver request must identify the particular board policy that inhibits the school's ability to improve student performance; set out with specificity the circumstances under which the waiver may be used; and explain how the requested waiver will permit the school to improve student performance.

3. Process

Part Two of the plan should be submitted at the same time as Part One of the plan. However, a school improvement team may submit a request to the superintendent for an additional month to complete Part Two of the plan. The superintendent may approve the request if the school is working in good faith to complete the plan.

The board will act on the plan at the first meeting in which it is presented, unless further time for review is necessary. The board may accept the plan with or without modifications or reject the plan and provide an explanation of the deficiencies of the plan. If modifications are required for board approval, the board may either make the modifications or request the school improvement team to make the modifications and resubmit the plan.

If a school improvement team is not satisfied with any modifications made by the board, it may submit alternative modifications for consideration to the board. Until the board acts on the school improvement team’s alternative modifications, the modifications made by the board will be in effect.

The Part Two plan may be in effect for no more than two years. The board encourages the school to evaluate the plan continually.
At any time during the two-year period, a school improvement team may submit an expanded or modified school improvement plan for board consideration. Furthermore, at any time during the two-year period, the superintendent and the board may review the plan and the board may take any actions provided in this subsection.

D. STAFF DEVELOPMENT

The superintendent shall develop a process by which schools can learn from each other's school improvement plans. The superintendent and the schools are encouraged to use staff development resources to provide training to staff on the development, implementation and evaluation of school improvement plans.

School administrators must be evaluated by their supervisors on the school-based management process as required by board policy and state law and on the effectiveness of the school improvement plan.

Legal References: U.S. Department of Educatino approval of Elemtary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 115C - 47(38), -81, -84.2, -98, -105.20, 105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47 - 301.1;143, art. 33C

Cross References: Parental Involvement (policy 1310/4002), School Safety (policy 1510/4200/7270), Compliance with the Open Meetings Law (policy 2320), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Evaluation of Instructional Programs (policy 3140), Time for Learning (policy 3300), Student Progression and Placement (policy 3420)

Adopted: March 6, 2000
Updated: August 3, 3009
Updated: January 12, 2011
Updated: December 5, 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~~s~~ 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, 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 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 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.

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:

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological or other harm. Each school principal shall develop a means for identifying and serving the unique needs of students in the school who have immediate family members in the active or reserve components of the Armed Forces of the United Stated. In addition, in order to promote flexibility and cooperation between the school system, parents and guardians, and students, to promote students' well-being, and to assist students in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of these children.

The board will collect information and annually report to the State Board of Education in accordance with G.S. 115C-47(60) regarding (1) the number of students residing in the school system who have immediate family members who have served in the reserve or active components of the uniformed services since September 1, 2011; and (2) whether the school system employs at least one person trained to provide specific support services to meet the unique needs of these children, and if si, the frequency and number of school personnel who have been subsequently trained by that employee(s).

A. DEFINITIONS

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

1. Active Duty

   Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.

2. Children of Military Families

   Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

3. Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders though six months after their return to their home station.

4. Education Records

   Education Records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

5. Extracurricular Activities

   Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays~~,~~ and club activities.

6. Member State

   A member state is a state that has enacted the Compact.

7. Non-Member State

   A non-member state is a state that has not enacted the Compact.

8. Receiving State

   The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

9. Rule

   A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

10. Sending State

    The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

11. Student

    The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

12. Transition

    The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

13. Uniformed Services

    The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

14. Veteran

    A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

B. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES APPLY

Policies and procedures that are adopted to comply with the Compact apply to the children of:

1. Active duty members of the uniformed services as defined in Section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.;

2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and

3. Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

C. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES DO NOT APPLY

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. inactive members of the National Guard and Military Reserves;

2. members of the uniformed services now retired, except as provided in Section B of this policy; and

3. veterans of the uniform services, except as provided in Section B of this policy, and other U.S. Department of Defense personnel and other federal agency civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-288(m) -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: May 4, 2009
Updated: December 6, 2011
Updated:

A. ASSIGNMENT AREAS

The superintendent shall recommend to the board school assignment areas for the schools in the district.

The assignment areas shall be developed in accordance with state requirements and court rulings; the need to serve all school-age children who live in the school district; and the effective use of each school facility. Assignments must be made in a non-discriminatory manner.

The superintendent will review periodically the attendance areas and submit recommendations for revisions to the board when necessary.

B. ASSIGNMENT OF STUDENTS

The superintendent shall assign students to particular schools based upon the established assignment areas. Notwithstanding the provisions of this policy, the superintendent shall assign homeless students in a manner consistent with state and federal law and policy 4125, Homeless Students.

Students who are participating in or whose parent is participating in the North Carolina Address Confidentiality Program established by G.S. Chapter 15C will be assigned on the basis of their actual address, but such address will remain confidential in accordance with law and policy 4250/5075/7316, North Carolina Address Confidentiality Program.

C. REQUESTS FOR REASSIGNMENT

1. Procedure for Requesting Reassignment Before Notice of Assignment

   Before notice is given of assignment for the following school year, parents or guardians may request assignment to a school outside of their regular attendance area. Such a request must be submitted in writing to the superintendent by June 1. The superintendent shall consider and make a determination based upon the best interest of the child, the orderly and efficient administration of the public schools, the proper administration of the school to which assignment is requested and the instruction, health and safety of the pupils there enrolled. A decision will be made and the parent notified by June 30. If the parent is dissatisfied with the superintendent's response, the parent may request the board to reassign the student as provided below.

2. Procedure for Requesting Reassignment After Notice of Assignment

Within 10 days of notice of the assignment or the last publication thereof, the parent may request the reassignment of the child to a different public school. The request must specify the reason why reassignment is sought. If the application for reassignment is disapproved, the board will give notice to the applicant by registered or certified mail.

Within five days of receiving the notice of the disapproval, the parent may request a hearing on the reassignment request. The board or a panel of the board will hear the appeal. If a panel hears the appeal, the panel's recommendation will be submitted to the full board for a final determination. At the hearing the board will consider and make a determination based upon the best interest of the child, the orderly and efficient administration of the public schools, the proper administration of the school to which reassignment is requested and the instruction, health and safety of the pupils there enrolled. The board will promptly render a decision, and notice of the decision will be given to the applicant by mail, telephone, telefax, email, or any other method reasonably designed to achieve notice.

D. TRANSFER OF STUDENTS DURING THE SCHOOL YEAR

1. Change of Residence

Students whose legal residence may change from one school assignment area to another within the school system during the same school year may choose to finish out that school year in the same school, or attend school in the area to which they have moved. If they elect to remain in the first school in order to complete that year, they will be assigned to the school according to the area in which they live at the beginning of the next school year. Students whose legal residence has changed but who choose to complete the school year at their first school will be responsible for their own transportation. If academics, behavior or attendance becomes a problem the student may be returned to the school in their assigned district.

2. Unsafe School Choice Transfer under the No Child Left Behind Act

Transfers for students who are victims of violent criminal offenses at school or for students attending persistently dangerous schools as defined by State Board of Education policy will be made pursuant to policy 4152, Unsafe School Choice Transfer.

3. Transfer of Homeless Students

   Students who become homeless between academic years or during an academic year may request to remain at the school of origin for the duration of their homelessness or may request to be enrolled in any public school that other students living in the same attendance area are eligible to attend. Any decision about the transfer or reassignment of a homeless student will be consistent with legal requirements and based on the student's best interest. (See policy 4125, Homeless Students.)

4. Other Transfers

   The superintendent shall consider student requests for transfer to another school during the school year based upon space availability, the needs of the child, the effect on the school to which transfer is requested, principal recommendations, and other criteria established by the superintendent.

E. CONDITIONS FOR REASSIGNMENT OR TRANSFER

The following conditions apply in regard to any reassignments or transfers made in accordance with Sections C and D of this policy.

1. The parent is responsible for transportation (except for homeless student transfers for which the system will provide transportation in a manner consistent with legal requirements and policy 4125.

2. The transfer or reassignment is valid for no more than one school year for out of county transfers and for (a) unsafe school choice transfers, for which the length of reassignment will be consistent with legal requirements and policy 4152 and (b) homeless student transfers for which the system will provide transportation in a manner consistent with legal requirements and policy 4125). Students transferring from one school to another the within the district are approved for continuous enrollment throughout the highest grade in that school provided all admission criteria, including tuition payment, if required continues to be met and the student remains in good standing in terms of academics, discipline, and progress. Students must reapply at middle and high school level if the school is not in their attendance district.

3. Any transfer request that is approved based upon false or misleading information will be declared void and the transfer will be rescinded.

F. ASSIGNMENT TO ALTERNATIVE SCHOOL

Students shall be assigned to the alternative school in accordance with board policy 3470/4305, Alternative Schools.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq*; No Child Left Behind Act, 20 U.S.C. 6301 *et seq*; *Unsafe School Choice Option Non-Regulatory Guidance,* U.S. Department of Education (May 2004); U.S. Department of Education approval of Elemtary and Secondary Education Act (ESEA) Flexibility Request (May 29, 2012); G.S. 15C-8; G.S. 115C-36, -366, -367, -369; State Board of Education Policy SS-A-006

Cross References: Alternative Schools (policy 3470/4305), Unsafe School Choice Transfer (policy 4152, North Carolina Address Confidentiality Program (policy 4250/5075/7316)

Adopted: April 10, 2000
Updated: May 4, 2009
Updated: April 3, 2012
Updated:

The board is committed to providing an environment at each school that is safe, orderly and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment).

Pursuant to federal and State Board of Education requirements, the board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school.

A. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Violent Criminal Offenses

   Violent criminal offenses are the following crimes, as reported to the State Board of Education in accordance with State Board of Education Policy HRS-A-000:

   a. homicide;

   b. assault resulting in serious bodily injury;

   c. assault involving use of a weapon;

   d. rape;

   e. sexual offense;

   f. sexual assault;

   g. kidnapping;

   h. robbery with a dangerous weapon; and

   i. taking indecent liberties with a minor.

2. Persistently Dangerous School

   A persistently dangerous school is a school in which:

a. at least two violent criminal offenses and a total of five or more such offenses were committed per 1000 students during each of the two most recent school years; and

b. the conditions that contributed to the commission of such offenses are likely to continue into another school year.

3. Eligible Transfer School

An eligible transfer school is a school that is not designated as a persistently dangerous school, that offers instruction at the student's grade level and that the superintendent has identified as eligible for unsafe school choice transfer.

B. SCHOOL REVIEW OF VIOLENT CRIMINAL OFFENSES

Upon the commission of any violent criminal offense at the school, the principal and the school improvement team shall review the incident to determine whether any conditions or procedures at the school or in the school improvement plan need to be modified as a result of the incident. The principal shall provide a report of the review to the superintendent or designee.

C. IDENTIFICATION OF SCHOOLS AS PERSISTENTLY DANGEROUS

Conditions Contributing to the Commission of Violent Criminal Offenses

For any school in which at least two violent criminal offenses and at least five or more such offenses were committed per 1000 students during each of the two most recent school years, the board will determine whether any changes need to be made in the school- or system-level school safety procedures. The superintendent shall report to the State Board of Education any conditions in the school that may have contributed to the commission of the violent criminal offenses and any plans that the board has to eliminate such conditions.

1. Probationary Schools

If the State Board of Education determines that a school should be placed on probation, during the probationary year the principal and school improvement team shall implement strategies to protect students from violent criminal offenses and to deter future offenses from occurring. Such strategies must be incorporated into the school improvement plan. As necessary, the superintendent may request assistance from the Department of Public Instruction to help identify strategies for implementation.

2. Persistently Dangerous Schools

   If the State Board of Education determines that a school is a persistently dangerous school, the superintendent shall assign personnel from the central office to review safety procedures at the school. The central office team also shall assist the school with creating and implementing a corrective action plan for the school. The corrective action plan should be based on an analysis of the problems at the school, should include strategies to improve safety at the school, and should identify any system-level policies and procedures that need to be modified. Any strategies identified for the corrective action plan should be incorporated into the school improvement plan.

   Pursuant to the unsafe school choice transfer procedures provided below, a student who attends a persistently dangerous school will be allowed to transfer to another school that the superintendent has designated as an eligible transfer school.

   As deemed appropriate, the board will pursue any appeals process available for review of a school's designation as probationary or persistently dangerous.

D. VICTIM OF A VIOLENT CRIMINAL OFFENSE

A student shall be considered the victim of a violent criminal offense when the following criteria are met:

1. the principal determines, based upon reasonable evidence, that the student has been the victim of any of the applicable offenses identified in this policy; and

2. the offense occurred while the student was on the grounds of the public school that he or she attends.

Pursuant to the unsafe school choice transfer procedures provided below, a student who is a victim of a violent criminal offense shall be allowed to transfer to another school that the superintendent has designated as eligible for transfer.

E. UNSAFE SCHOOL CHOICE TRANSFER PROCEDURES

The superintendent shall establish procedures to facilitate the transfer of students when a school has been identified as persistently dangerous or when a student has been identified as a victim of a violent criminal offense. Such procedures must include the following elements:

1. notice to parents within 10 days of the determination that their child attends a school that has been identified as persistently dangerous or that their child has been identified as a victim of a violent criminal offense;

2. notice to parents that their student has the opportunity to transfer to another school that has not been identified as persistently dangerous, that serves the student's instructional level, and that the superintendent has designated as an eligible transfer school; this notice must be provided no later than 14 days before the start of the school year for students attending persistently dangerous schools and no later than 14 days after determining that a student has become a victim of a violent criminal offense.

3. identification of those schools, including any virtual schools, within the system that are eligible to receive unsafe school choice transfers;

4. identification of other options for unsafe school choice transfers if no schools in the school system are eligible;

5. a process for parents to request transfer upon receiving notification of the unsafe school choice transfer option;

6. a process to ensure that transfers are completed by the start of the school year for students attending a school designated as persistently dangerous or as expeditiously as possible but not later than the start of the school year for a student victim, except in extraordinary circumstances; and

7. a report to the State Board of Education and to the local board of education each student transfer made pursuant to this policy.

Transfers made because a student's school was designated as persistently dangerous will remain in effect as long as the school is so identified. Transfers made because a student was a victim of a violent criminal offense will remain in effect at least through the remainder of the school year in which the incident occurred.

F. TRANSPORTATION

Parents who decide to transfer their child pursuant to this policy are responsible for transportation of their child to the receiving school.

Legal References: No Child Left Behind Act, 20 U.S.C. 7912; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004); G.S. 115C-36, -105.27, -366, -367; State Board of Education Policy SS-A-006

Cross References: School Safety (policy 1510/4200/7270), School Improvement Plan

(policy 3430), Conflict Resolution (policy 3431), School Assignment (policy 4150)

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S. Department of Education Office of Innovation and Improvement (September 2007)

Adopted: May 4, 2009
Updated: December 6, 2011
Updated:

A. GENERAL AUTHORITY

The principal has the authority to assign students to classes, subject to applicable legal requirements. The principal is encouraged to seek input from the professional staff in making the decisions. Parents may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The principal shall consider parental requests in assigning students to classes. Unless otherwise required by law or the special circumstances described below, the principal shall balance any individual request against the welfare of other students and the efficient operation of the school.

B. SPECIAL CIRCUMSTANCES

1. Multiple Birth Siblings

   School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. "Multiple birth siblings" means twins, triplets, quadruplets or other siblings resulting from a multiple birth.

   a. Consultative Meeting with the School Principal

      The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made not later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.

      At the meeting, the parent may request either that the students be placed (1) into the same classroom; or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

   b. Initial Classroom Placement

      Following the meeting, the principal shall place the students in

accordance with the parent or guardian's request unless doing so would require adding an additional class at the student's grade level.

This section shall not otherwise limit the principal's authority to determine the specific classroom assignment(s) for multiple birth siblings, including the students' assignment to a specific teacher or team.

c. Change to Initial Classroom Placement

The principal may change the initial classroom assignment of one or more multiple birth siblings in the following circumstances:

1) the principal, in consultation with the students' classroom teacher(s), determines at the end of the first grading period that the requested placement is disruptive to the school; or

2) the principal determines that one or more of the multiple birth siblings must be removed from a classroom pursuant to any board discipline policy, school rule and/or the Code of Student Conduct.

2. NEWLY ENROLLED CHILDREN OF MILITARY FAMILIES

The principal shall comply with the requirements of the Interstate Compact for Military Children (G.S. 115C-407.5) when making class assignments for children of military families, as defined in policy 4050, Children of Military Families.

a. Course Placement

When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is to be a primary concern when considering

the student's course placement.

b. Educational Program Placement

For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, gifted and talented programs and English as a Second Language programs.

c. Special Education Services

In compliance with the Individuals with Disabilities Education Act, school administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.

d. Placement Flexibility

The board authorizes and directs the superintendent and school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.

Legal References: Americans with Disabilities Act, 42 U.S.C. 12131 *et seq*.,28 C.F.R. pt. 35; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq*.,34 C.F.R. pt 300; G.S. 115C-36, -83.1G, -288, -366.3, -366.4, -390.7, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted: April 10, 2000

Updated: May 4, 2009
Updated: April 3, 2012
Updated:

DO NOT RESUSCITATE

Policy Code: **4280**

Montgomery County Schools will evaluate students with Do Not Resuscitate (DNR) orders on an individual basis to determine needs. A team of professionals along with the parent(s)/guardian(s), and the physician will develop a plan of action for the student, to be followed in the event of an emergency.

Individualized health plans should be reviewed annually or as a student's health condition changes to ensure that the student's needs are being met.

Adopted:

ASSAULTS, THREATS AND HARASSMENT

Policy Code: **4331**

The board will not tolerate assaults, threats or harassment from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning.

A. PROHIBITED BEHAVIOR

1. Assault

   Students are prohibited from assaulting, physically injuring, attempting to injure or intentionally behaving in such a way as could reasonably cause injury to any other person. Assault includes engaging in a fight.

2. Threatening Acts

   Students are prohibited from directing toward any other person any language that threatens force, violence or disruption, or any sign or act that constitutes a threat of force, violence or disruption.

   Bomb and terrorist threats are also addressed in policy 4333, Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety.

2. Harassment

   Students are prohibited from engaging in or encouraging any form of harassment, including bullying and cyberbullying of students, employees or other individuals on school grounds, at school-related functions and at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools . Harassment is unwanted, unwelcome and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. The hostile environment may be created through pervasive or persistent misbehavior or a single incident if sufficiently severe.

   Harassment and bullying are further defined in policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying. Complaints of harassment will be investigated pursuant to policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure. For

incidents of misbehavior that do not rise to the level of harassment, see policy 4310, Integrity and Civility, which establishes the expectation that students will demonstrate civility and integrity in their interactions with others.

B. CONSEQUENCES

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 on a student for violations of this policy.

A student who is long-term suspended or reassigned to alternative education services as a result of assaulting or injuring a teacher shall not return to that teacher's classroom without the teacher's consent.

A student who is convicted under G.S. 14-458.2 of cyberbullying a school employee wil be transferred to another school. If there is no other appropriate school within the school system, the student will be transferred to a different class or assigned to a teacher who was not involved as a victim of the cyberbullying. The superintendent may modify the required transfer of an individual student on a case-by-case basis and shall provide a written statement of this modification in the student's record.

Legal Reference: G.S. 14-33, -34 through ~~o~~ -34.2, -458-2, 115C-47, -276(r), -288, -307, -366.4, -390.2, -390.7

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225, Student Behavior Policies (policy 4300), Integrity and Civility (policy 4310), Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333)

Adopted: April 10, 2000
Updated: May 4, 2009
Updated: August 3, 2010
Updated: September 12, 2011
Updated:

Criminal or other illegal behavior is prohibited. Any student who the principal reasonably believes has engaged in criminal behavior on the school premises or at school activities will be subject to appropriate disciplinary action, as stated in applicable board policies and may be criminally prosecuted.

School officials shall cooperate fully with any criminal investigation and prosecution. School officials shall independently investigate any criminal behavior that also violates school rules or board policy.

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

The superintendent and principal may take reasonable or legally required measures to preserve a safe, orderly environment when a student has been charged or convicted with a serious crime, regardless of whether the alleged offense was committed on school grounds or related to school activities. Depending upon the circumstances, including the nature of the crime or alleged crime, the child's age, and the publicity within the school community, reasonable or legally required efforts may include changing a student's classroom assignment or transferring the student to another school. Transfer to an alternative school may be made in accordance with the criteria established in policy 3470/4305, Alternative Learning Programs/Schools. The student will continue to be provided with educational opportunities unless and until the student is found to have violated board policy or school rules and is suspended or expelled in accordance with procedures established in board policy.

B. REPORTING CRIMINAL BEHAVIOR

A school employee is permitted to report to law enforcement an assault by a student on a school employee. Principals or other supervisors shall not, by threats or in any other manner, intimidate or attempt to intimidate the school employee from doing so.

Principals must immediately report to law enforcement the following acts when they have personal knowledge or actual knowledge from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law. A principal who willfully fails to make a required report to law enforcement will be subject to

disciplinary action, up to and including dismissal.

The principal or designee shall notify the superintendent or designee in writing or by e-mail of any report made by the principal to law enforcement. Such notice must occur by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must inform the board of any such reports. In addition, the principal or designee must notify the parents of students who are alleged to be victims of any reported offenses

Legal Reference: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17 18, -27.2 to -27.5, -32, -33, -34 to -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -269.2; -289.1 ; ch. 90, art. 5; 115C-47(56); -288(g), -325; State Board of Education Policy HRS-A-000

Cross Reference: Alternative Learning Programs/Schools (policy 3470/4305), Drugs and Alcohol (policy 4325), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats and Clear Threats to Safety (policy 4333), School-Level Investigations (policy 4340)

Adopted: April 10, 2000
Updated: December 6, 2011
Updated:

All student records must be current and maintained with appropriate measures of security and confidentiality. The principal is responsible for meeting all legal requirements pertaining to the maintenance, review and release of records retained at the school.

A. ANNUAL NOTIFICATION OF RIGHTS

The superintendent or designee is responsible for providing eligible students and parents with annual notification of their rights under the Family Educational Rights and Privacy Act (FERPA). The notice must contain all information required by federal law and regulations including the following:

1. the right to inspect and review the student's educational records and the procedure for exercising this right;

2. the right to request amendment of the student's educational records that the parent or eligible student believes to be inaccurate, misleading or in violation of the student's privacy rights; and the procedure for exercising this right;

3. the right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent;

4. the type of information designated as directory information and the right to opt out of release of directory information;

5. that the school system releases records to other institutions that have requested the information and in which the student seeks or intends to enroll;

6. the right to opt out of releasing the student's name, address and phone number to military recruiters or institutions of higher education that request such information;

7. a specification of the criteria for determining who constitutes a school official and what constitutes a legitimate educational interest if a school official discloses or intends to disclose personally identifiable information to school officials without consent;

8. notification if the school system uses contractors, consultants, volunteers or similar persons as school officials to perform certain school system services and functions that it would otherwise perform itself; and

9. the right to file complaints with the Family Policy Compliance Office in the U.S. Department of Education.

School officials are not required to individually notify parents or eligible students of their rights, but must provide the notice in a manner reasonably likely to inform the parents and eligible students of their rights. Effective notice must be provided to parents or eligible students who are disabled or whose primary or home language is not English.

B. DEFINITION OF PARENT, AND ELIGIBLE STUDENT

1. Parent

For purposes of this policy, the term "parent" includes a natural parent, a guardian or an individual acting as a parent in the absence of a parent or guardian. If the parents of a student are separated or divorced, both parents have the right to access the student's records as provided in this policy, unless the school system has been provided with evidence that there is a court order, state statute or other legally binding document that specifically revokes these rights.

2. Eligible Student

For purposes of this policy, an eligible student is a student who has reached 18 years of age or is attending an institution of postsecondary education. The rights afforded to parents under this policy transfer to an eligible student. However, parents may still have access to the records as long as the student is claimed as a dependent by the parent for federal income tax purposes. An eligible student who desires to prevent access to records by his or her parents must furnish to the principal information verifying that the student is not a dependent of his or her parents. If a parent of a student who is at least 18 and no longer attending a school within the system wishes to inspect and review the student's records, he or she must provide information verifying that the student is a dependent for federal income tax purposes.

A student under age 18 may have access to student records only upon consent of his or her parents.

C. CLASSIFICATION AND MAINTENANCE OF RECORDS

Information about students that is collected and stored by school personnel may be separated into several categories, including, but not limited to, the following records.

1. Cumulative Records

   The cumulative record is the official record for each student. The cumulative record includes student identification information, such as the student's name, address, sex, race, birthplace and birth date; family data including the parents' names, addresses, work and home phone numbers and places of employment; academic work complete; grades; standardized test scores' health screenings and immunization records; honors and activities; class rank; date of graduation; and follow-up records.

2. Discipline Records

   Student discipline records are part of the student's official record and must be maintained and reviewed pursuant to policy 4345, Student Discipline Records. Discipline records must be expunged and forwarded pursuant to the requirements of law and the procedures of policy 4345.

3. Records of Students with Disabilities

   Students with recognized disabilities must be accorded all rights in regard to their records as provided by state and federal law, including the Individuals with Disabilities Education Act and policy 3520, Special Education Programs/Rights of Students with Disabilities. Records for a student identified as a student with a disability are considered part of the student's official records and must be maintained in accordance with all appropriate federal and state regulations. Access to these records will be restricted to personnel having specific responsibility in this area. A list of all approved personnel having access to these restricted files will be updated as needed, and a current, dated list will be posted in the student records location.

4. Records Received from the Department of Social Services

   The Department of Social Services may disclose confidential information to the school system in order to protect a juvenile from abuse or neglect. Any confidential information disclosed under these circumstances must remain

confidential and may only be disclosed for purposes directly connected with carrying out the school system's mandated educational responsibilities.

5. Juvenile Records

Juvenile records include documentation or information regarding students who are under the jurisdiction of the juvenile court. These records may be received from local law enforcement and/or other local agencies authorized to share information concerning juveniles in accordance with G.S. 7B-3100. These records also may include notice from the sheriff to the board that a student has been required to register with the sheriff because the student has been found to be a danger to the community under G.S. Chapter 14, Part 4. Such documents must not be part of the student's official records but must be maintained by the principal in a safe, locked storage area that is separate from the student's other records. The principal shall not make a copy of such documents under any circumstances.

Juvenile records will be used only to protect the safety of or to improve the educational opportunities for the student or others. The principal may share juvenile records with individuals who have (a) direct guidance, teaching or supervisory responsibility for the student and (b) a specific need to know in order to protect the safety of the student and others. Persons provided access to juvenile records must indicate in writing that they have read the document(s) and agree to maintain confidentiality of the records.

The principal or designee must destroy juvenile documents if he or she receives notification that a court no longer has jurisdiction over the student or if the court grants the student's petition for expunction of the records. The principal or designee shall destroy all other information received from an examination of juvenile records when he or she finds that the information is no longer needed to protect the safety of or to improve the education opportunities for the student or others. If the student graduates, withdraws from school, transfers to another school, is suspended for the remainder of the school year or is expelled, the principal shall return all documents not destroyed to the juvenile court counselor.

If the student is transferring, the principal shall provide the juvenile court counselor with the name and address of the school to which the student is transferring.

6. Other Student Records

   School system personnel may also keep other student records but must review such records annually and destroy them when their usefulness is no longer apparent or when the student leaves the school system.

7. Sole Possession, Employment and Law Enforcement Records

   Student records do not include, and release of information under this policy does not apply to:

   a. Records made by teachers, counselors and administrators that are in the sole possession of the maker thereof and that are not accessible or revealed to any other person except a substitute;

   b. Employment records of student employees if those records relate exclusively to the student in his or her capacity as an employee and are not made available for any other use; and

   c. Records created by a law enforcement unit of the school system if created for a law enforcement purpose and maintained solely by the law enforcement unit of the school system. This does not include information obtained from the student's confidential file or other education records that is contained in a law enforcement record.

D. RECORDS OF STUDENTS PARTICIPATING IN THE NORTH CAROLINA ADDRESS CONFIDENTIALITY PROGRAM

Records of students participating in the North Carolina Address Confidentiality Program must show only the substitute address provided by the Address Confidentiality Program and must not be released to any third party other than a school to which the student is transferring, or as otherwise provided by law.

When transferring the record of a student participating in the North Carolina Address Confidentiality Program to a school outside of the system, the transferring school may send the files to the Address Confidentiality Program participant (parent or guardian) via the substitute address provided by the Address Confidentiality Program.

E. RECORDS OF MISSING CHILDREN

Upon notification by a law enforcement agency or the North Carolina Center for Missing Persons of the disappearance of a child who is currently or was previously enrolled in the school, school officials shall flag the record of that child. If the missing child's record is requested by another school system, the principal shall provide notice of the request to the superintendent and the agency that notified the school that the child was missing. The principal shall provide the agency with a copy of any written request for information concerning the missing child's record.

Any information received indicating that a student transferring into the system is a missing child must be reported promptly to the superintendent and the North Carolina Center for Missing Persons.

F. RECORDS OF MILITARY CHILDREN

School administrators shall comply with any regulations pertaining to the records of military children developed by the Interstate Commission of Educational Opportunity for Military Children.

In addition, children of military families, as defined by policy 4050, are entitled to the following.

1. For Students Leaving the School System

   In the event that official education records cannot be released to the parents of military children who are transferring away from the school system, the custodian of records shall prepare and furnish to the parent a complete set of unofficial education records containing uniform information as determined by the Interstate Commission.

   When a request for a student's official record is received from the student's new school, school officials shall process and furnish the official records to the student's new school within 10 days or within such time as is reasonably determined by the Interstate Commission.

2. For Students Enrolling in the School System

   Upon receiving an unofficial education record from the student's previous school, school administrators shall enroll the student and place him or her in

classes as quickly as possible based on the information in the unofficial records, pending validation by the official records.
Simultaneous with enrollment and conditional placement of the student, school administrators shall request the student's official record from his or her previous school.

G. REVIEW, RELEASE OF RECORDS TO PARENT OR ELIGIBLE STUDENT

A parent or eligible student may access the student's records upon proper request. The principal or guidance office personnel of the student's school shall schedule an appointment as soon as possible but no later than 45 days after the request by the parent of eligible student. The parent or eligible student may formally review the student's complete records only in the presence of the principal or a designee competent to explain the records. School personnel shall not destroy any educational records if there is an outstanding request to inspect or review the records.

A parent or eligible student has the right to challenge an item in the student record believed to be inaccurate, misleading or otherwise in violation of the student's privacy rights. The principal shall examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in policy 1740/4010, Student and Parent Grievance Procedure. If the final decision is that the information in the record is not accurate, misleading or otherwise in violation of the privacy rights of the student, the principal shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school system.

A parent, guardian or eligible student has the right to challenge an item in the student record believed to be inaccurate or inappropriate. The principal will examine a request to amend a student record item and respond in writing to the person who challenges the item. Subsequent steps, if necessary, will follow the student grievance procedures as provided in board policy 1740/4010, Student and Parent Grievance Procedure.

C. RELEASE OR DISCLOSURE OF RECORDS TO OTHERS

Before releasing or disclosing records as permitted by law, school officials shall use reasonable methods to identify and authenticate the identity of the party to whom the records are disclosed.

1. Release/Disclosure With Parental Consent

   School officials shall obtain written permission from a parent or eligible student before releasing or disclosing student records that contain personally identifiable information, except in circumstances where the school system is authorized by law to release the records without such permission. The written permission must specify the records to be released, the purpose of the release and the party(ies) to whom they are to be released.

2. Release/Disclosure Without Parental Consent

   School system officials shall promptly release student records when a student transfers to another school. The records custodian may release or disclose records with personally identifiable information without parental permission to the extent permitted by law, including to other school officials who have a legitimate educational interest in the records.

   When personally identifiable information from a student's record is released or disclosed without prior written consent of the parent or eligible student, the party to whom the information is released must agree not to disclose the information to any other party without the prior consent of the parent or eligible student. This restriction does not apply to the release of directory information, release of information to parents of non-eligible students, release of information to parents of dependent students, or release of information in accordance with a court order or subpoena.

   The superintendent shall employ reasonable methods to ensure that teachers and other school officials obtain access only to those educational records in which they have legitimate educational interests.

3. Release of Directory Information

   Permission of the parent or eligible student is not required for the release of information that is designated at directory information by the board, provided that the parent or eligible student has been given proper notice and an opportunity to opt out. (See policy 1310/4002, Parental Involvement.

   a. The board designates the following student record information as directory information:

      1) name;

2) address;

3) telephone listing;

4) electronic mail address;

5) photograph

6) date and place of birth;

7) participation in officially recognized activities and sports;

8) weight and height of members of athletic team;

9) dates of attendance;

10) grade level

11) diplomas, certification and awards received; and

12) most recent previous school or education at institution attended by the student.

b. The telephone number and actual address of a student who is or whose parent is a participant in the North Carolina Address Confidentiality Program is not considered directory information and will not be released.

c. As required by law, the names, addresses and telephone numbers of secondary school students shall be released, upon request, to military recruiters or institutions of high learning, whether or not such information is designated directory information by the school system. Students or their parents, however, may request that the student's name, address and telephone number not be released without prior written parental consent. School officials shall notify parents of the option to make a request and shall comply with any request made.

d. All requests for directory information must be submitted to the superintendent or designee for approval. The superintendent is directed to establish regulations regarding the release of directory information. At the minimum, the regulations must:

1) specify the types of organizations that are eligible to receive directory information, and for what purposes;

2) provide for equal disclosure to organizations that are similar in purpose; and

3) authorize access to directory information to recruiters of military forces of the state or United States for the purpose of informing students of educational career opportunities available in the military to the same extent that such information is made available to persons or organizations that inform students of occupational or educational options.

4. Records of Students with Disabilities

   Students with recognized disabilities must be accorded all rights in regards to their records as provided by state and federal law, including the Individuals with Disabilities Act.

5. Disclosure of De-Identified Information

   Education records may be released without consent of the parent or eligible student if all personally identifiable information has been removed. Personally identifiable information includes both direct and indirect identifiers that, alone or in combination, would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

   Unless specifically permitted by law, records that have been de-identified must not be released without the consent of the parent or eligible student if school officials reasonably believe that the person requesting the information knows the identity of the student to whom the education record relates.

I. WITHHOLDING RECORDS

School system administrators shall not withhold records upon a valid request by a parent, eligible student or school for any reason, including in order collecting fines assessed to the parent or student.

J. RECORD OF ACCESS AND DISCLOSURE

The principal or designee shall maintain a record in each student's file indicating all persons who have requested or received personally identifiable information from a student's record and the legitimate reason(s) for requesting or obtaining the information. This requirement does not apply to requests by or disclosure to parents, eligible students, school officials, parties seeking directory information, a party seeking or receiving the records under a court order or subpoena that prohibits disclosure, or those individuals with written parental consent.

K. DESTRUCTION OF STUDENT RECORDS

School officials shall only destroy student records in accordance with state and federal law and the *Records Retention and Disposition Schedule for Local Education Agencies.* After notifying parents, school officials may destroy student records when the records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials must destroy student records if the parent or eligible student requests their destruction and if such records are no longer needed to provide educational services to the student or to protect the safety of the student or others. School officials shall not destroy student records if there is an outstanding request to inspect the particular records.

L. LONGITUDINAL DATA SYSTEM

School system administrators will comply with the data requirements and implementation schedule for the North Carolina Longitudinal Data System (NCLDS) and will transfer designated student record data to the sytem in accordance with the NCLDS data security and safeguarding plan and all other requirements of state law, provided that doing so does not conflict with the requirements of FERPA.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g, h, 34 C.F.R. pt. 99; Individuals with Disabilities Education Act, 20 U.S.C. §1411 *et. seq*.; G.S. 7B-302, -3100; 14-208.29; 115C-47(26), -109.3, -402, -403, -407.5; 116E-6

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Special Education Programs/Rights of Students with Disabilities (policy 3520), Children of Military Families (policy 4050), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Disciplinary Action

for Exceptional Children/Disabled Students (policy 4307), Student Discipline Records (policy 4345), Confidentiality of Personal Identifying Information (4705/7825), Surveys of Students (policy 4720), Public Records – Retention, Release and Disposition (policy 5070/7350)

Adopted: April 10, 2000
Updated: January 12, 2009
Updated: August 3, 2010
Updated:

The board recognizes that the public schools are an integral part of the community and that the public has a vested interest in having students develop into productive members of the workforce and of society. The board encourages the community to be involved in the school system and to assist the school system in the goal of providing every student with a sound basic education.

Each year the board will ensure that the report card issued for the school system by the State Board of Education receives widespread distribution to the local press or to other local channels of news and information. In addition, the school system shall publish on its website all performance information required by law.

A. POLICIES

The following policies address the relationship between the school system and the community:

1. Parental Involvement (policy 1310/4002);
2. Public Records—Retention, Release and Disposition (policy 5070/7350);
3. School Volunteers (policy 5015);
4. Compliance with the Open Meetings Law (policy 2320);
5. Registered Sex Offenders (policy 5022);
6. Distribution and Display of Non-School Material (policy 5210);
7. Community Use of Facilities (policy 5030); and
8. Visitors to the Schools (policy 5020).

B. SCHOOL ADMINISTRATORS

School administrators shall:

1. demonstrate a commitment to working with the community;
2. identify appropriate opportunities for community input;

3. communicate to the public the goals and objectives of the school system; and

4. provide the public with school progress and performance reports as required by state and federal law.

Legal References: No Child Left Behind Act of 2001, 20 U.S. C. 6318; G.S. 115C-12(9)c3, -36, -47, -83.1J

Cross References: Parental Involvement (policy 1310/4002), Compliance with the Open Meetings Law (policy 2320), School Volunteers (policy 5015), Visitors to the Schools (policy 5020), Registered Sex Offenders (policy 5022),

Community Use of Facilities (policy 5030), Public Records—Retention, Release, and Disposition (policy 5070/7350), Distribution and Display of Non-School Material (policy 5210)

Adopted: April 10, 2000
Revised: January 12, 2009
Updated: April 13, 2010
Updated:

VISITORS TO THE SCHOOLS

Policy Code: **5020**

The board encourages the community and parents to be involved in and support the schools and the educational program

A. OPPORTUNITIES TO VISIT THE SCHOOLS

To encourage involvement, the following opportunities are provided to visit the schools:

1. visitors are welcome at the schools to observe and learn about the educational program at each school subject to reasonable rules developed by school administrators;

2. visitors are encouraged to use facilities made available to the public, such as the media centers or meeting space, as provided in board policy 5030, Community Use of Facilities; and

3. visitors are invited to attend public events, such as athletic events, musical programs, and dramatic productions.

4. for the purposes of this Policy, "the schools" shall include not only Montgomery County Schools property but shall also include any other school campus where Montgomery County Schools' students are participating in events stated above.

B. REQUIREMENTS OF VISITORS TO THE SCHOOLS

While the school board welcomes visitors to the schools, the paramount concern of the board is to provide a safe and orderly learning environment in which disruptions to instructional time are kept to a minimum. The superintendent and each principal shall establish and enforce reasonable rules to address this concern.

1. All school visitors during the school day must report immediately to the administrative office at the school to request and receive for permission to be in the school and receive permission to be in the school. Each principal shall ensure that signs are posted in the school to notify visitors of this requirement.

2. School visitors are expected to comply with all school rules and school board policies, including policy 5025, Prohibition of Alcoholic Beverages; policy 5026/7250, Smoking and Tobacco Products; and policy 5027/7275, Weapons and Explosives Prohibited.

3. Persons who are subject to policy 5022, Registered Sex Offenders, must comply with the provision of that policy.

C. ADDITIONAL REQUIREMENTS OF PROBATION OFFICERS

To minimize disruption to student learning and school operations, the board establishes the following additional requirements for visits by probation officers during the school day:

1. Probation officers may not visit students on school property during school hours unless the visit is conducted throught the Division of Community Corrections' School Partnership Program.

2. Visits by probation officers must be authorized in advance by the school principal or designee or be the result of a request for assistance by a guidance counselor or school resource officer. The principal or designee at each school shall coordinate with probation officers to plan and schedule visits to occur at time least disruptive to the student's academic schedule and to school operations.

3. To protect the privacy of students, the principal or designee shall designate a private area for probation officers to meet with students away from contact with the general student population. Initial contact with the student will be made by a designated school employee, who shall direct the student to the private area to meet with the probation officer.

4. Probation officers may not initiate direct contact with any student while the student is in class or between classes.

5. All visits must be conducted in accordance with this policy and any additional guidelines developed by the superintendent or designee.

D. UNAUTHORIZED, DISRUPTIVE OR DANGEROUS VISITORS

If a school employee becomes aware that an individual is on a school property without having received permission or that an individual is exhibiting unusual, threatening or dangerous behavior, the employee must either direct the individual to the administrative office or notify the principal, designee or school resource officer, depending on the circumstances.

If a school employee suspects that an individual is on school property in violation of policy 5022, Registered Sex Offenders, the employee must immediately notify the principal, designee or school resource officer.

Students will be instructed to notify a school employee of any unusual or suspicious behavior by visitors. School employees shall inform the principal or designee immediately of a student's report of suspicious behavior on the part of a school visitor.

When an individual disrupts the educational environment, acts in a disorderly manner, damages school property or violates board policy or law, the principal or designee has authority to:

1. order the individual to leave school property;

2. notify law enforcement;

3. take any other action deemed appropriate under the circumstances.

Failure to comply with requests to leave school grounds may result in the filing of trespass charges or other charges as appropriate against the offending individual.

The superintendent, upon recommendation from the principal, may deny an individual permission to come onto school grounds or enter a school facility for up to one school year if the individual is guilty of disruptive or dangerous behavior on school grounds or on grounds of other schools on which Montgomery County Schools' students are participating in school activities, including but not limited to, athletic events, academic events, and dramatic productions.

Legal References: G.S. 14-132, -132.2, -159.11, -159.12, 159.13; -115C-523, -524, -526

Cross References: Registered Sex Offenders (policy 5022), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275), Community Use of Facilities (policy 5030),

Adopted: April 10, 2000
Revised: January 12, 2009
Updated: November 8, 2011
Updated:

RELATIONSHIP WITH LAW ENFORCEMENT *Policy Code:* **5120**

The board recognizes the importance of law enforcement authorities in providing safe schools. The board desires an effective working relationship with law enforcement. To this end, the superintendent and principals are expected to communicate the needs of the schools and work with law enforcement officials in developing joint programs and in establishing protocols for handling situations in which the assistance of law enforcement if helpful or necessary. The superintendent shall establish procedures for school contacts with law enforcement agencies.

The superintendent shall ensure that local law enforcement and emergency management agencies have copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

School resource officers will be assigned duties as specified in a written understanding between the law enforcement agency and the school system.

Law enforcement officials are not to be used in conducting administrative investigations, including investigations to determine whether student behavior policies have been violated.

School administrators and employees are expected to cooperate in criminal investigations but should attempt to do so in a way that minimizes disruptions to the educational environment.

Visits by probation officers to students during the school day must be in accordance with policy 5020, Visitors to the Schools.

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

Cross References: Student Searches (policy 4342), Visitors to the Schools (policy 5020)

Adopted: April 10, 2000
Updated: June 1, 2009
Updated:

All schools will participate in federal National Child Nutrition Programs, and will receive commodities donated by the United States Department of Agriculture. All federal and state revenues will be accepted and applied so as to maximize the use of such funds for the purposes of providing nutritional meals to students at the lowest possible price.

A. OPERATIONAL STANDARDS

The student food services program will be operated in a manner consistent with board goals and board policy. The program also will be operated in compliance with all applicable state and federal law, including requirements of the National School Lunch Program and all federal guidelines established by the Child Nutrition Division of the United States Department of Agriculture. Specific legal requirements which must be met include, but are not limited to, the following:

1. No child will be discriminated against because of race, sex, color, national origin or disability or eligibility status for free and reduced price meals.

2. The student food services program will meet safety and sanitation will meet standards requirements established in local, state and federal rules and guidelines for school food service programs.

3. Menu preparation and purchasing will be consistent with applicable state and federal rules and guidelines.

4. Banking, record keeping, budgeting and accounting will be conducted in accordance with generally accepted practices and procedures, as dictated by the School Budget and Fiscal Control Act and in accordance with state and federal guidelines.

5. Commodity foods donated by the United States Department of Agriculture will be used and accounted for in accordance with federal regulations.

6. Preference will be given in purchasing contracts to high-calcium foods and beverages, as defined in G.S. 115C-264.1.

7. Child nutrition programs funds will be used only for the purposes authorized by law.

8. The price for meals will be determined in accordance with federal laws.

9. Non-program foods will be priced to generate sufficient revenues to cover the cost of those items. A non-program food is defined as a food or beverage, other than a reimbursable meal or snack that is sold at the school and is purchased using funds from the child nutrition account.

10. All school food services will be operated on a nonprofit basis for the benefit of the Child Nutrition Program (CNP). School food services are those which are operated from 12:01 a.m. until the end of the last established lunch period.

11. All income from the sale of food and beverages that is required by law or regulation to be retained by the CNP will be deposited to the CNP account and may be used only for the purposes of the school's non-profit lunch and breakfast programs. All funds from food and beverage sales not otherwise required by law to be deposited to the CNP account will be deposited into the proper school account in accordance with guidelines developed by the superintendent or designee.

12. School food services may not sell foods of minimal nutritional value. The board authorizes the sale of other "competitive foods" during the lunch period in compliance with law, provided the foods meet the standards established under policy 6230, Nutritional Standards for Food Selection,

B. MEAL CHARGES

Students who are required to pay for meals are expected to provide payment in a timely manner. The board recognizes, however, that students occasionally may forget or lose their meal money. The board therefore directs the superintendent to develop a procedure to manage situations in which students are unable to pay for a meal on a particular day. The superintendent shall ensure that federal child nutrition funds are not used to offset the cost of unpaid meals and that the CNP is reimbursed for uncollected student meal charges prior to the end of the year.

The superintendent or designee will establish other procedures as appropriate to help ensure compliance with board policy and legal requirements.

Legal References: Child Nutrition act of 1966, 42 U.S.C. 1771 *et seq.;* National School Lunch Act, 42 U.S.C. ~~§~~ 1751, *et seq*.; 7 C.F.R. pt. 210; 2. C.F.R. pt. 225, App. B; G.S. ~~143-64~~; 115C-47(7), -47(22), -263, -264, -264.1, -426, -450, -522; 16 N.C.A.C. 6H .0104; State Board of Education Policy TCS-S-000

Cross References: Goals of Student Food Services (policy 6200), Nutritional Standards for Food Selection (policy 6230), Beverage Vending Sales (policy 6235), Goals of the Purchasing Function (policy 6400)

Adopted: April 10, 2000
Updated: July 1, 2009
Updated:

ETHICS AND THE PURCHASING FUNCTION

Policy Code: **6401**

The board is committed to conducting the purchasing function in an ethical manner. The board's purchasing goals and principles will not be compromised by individuals motivated by personal gain.

The board and its officers, agents and employees are subject to the laws governing conflicts of interest in furnishing supplies to the board and the use of confidential information.

No board member or officer, agent or employee involved in the purchasing function may do any of the following:

1. accept any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board.

2. accept trips or meals from contractors, subcontractors or suppliers except gifts or favors of nominal value or meals furnished at banquets.

3. Solicit or accept any gift or donation from an E-rate service provider in violation of federal gifting rules.

The school district's cost estimate for any public contract is confidential prior to bidding or other competitive purchasing processes. The identity of contractors who have obtained proposals for bid purposes for a public contract is confidential until the bids are opened in public and recorded in the board minutes. Any employee who divulges confidential information to any unauthorized person will be subject to disciplinary action.

The superintendent or designee shall ensure that all affected personnel are aware of board policy requirements and applicable laws. Any individual aware of any violation of this policy or applicable laws should report such violation to the superintendent, or, if it involves the superintendent, to the board chairperson.

Legal References: G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Board Member Conflict of Interest (policy 2121), Bidders' List (policy 6441/9121), Employee Conflict of Interest (policy 7730)

Adopted: April 10, 2000
Updated: July 1, 2009
Updated: December 8, 2010
Updated:

The school system computers, networks and other technological resources support the educational and administrative functions of the school system. Because employees and students depend on these systems to assist with teaching and learning and because sensitive and confidential information may be stored on these systems, system integrity and security is of utmost importance.

A. NETWORK AND INFORMATION SECURITY

The school system information technology systems are valuable assets that must be protected. To this end, school technology personnel shall evaluate each information technology asset and assign protective controls that are commensurate with the established value of such assets. Appropriate security measures must be in place to protect all information technology assets from accidental or unauthorized use, theft, modification or destruction and to prevent the unauthorized disclosure of restricted information. Network security measures must include an information technology system disaster recovery process. Audits of security measures must be conducted annually.

All personnel shall ensure the protection and security of information technology assets that are under their control.

B. SECURITY AWARENESS

The technology director or designee shall provide employees with information to enhance awareness regarding technology security threats and to educate them about appropriate safeguards, network security and information security.

C. VIRUS PROTECTION

Virus detection programs and practices must be implemented throughout the school system. The superintendent or designee is responsible for ensuring that the school system network includes current software to prevent the introduction or propagation of computer viruses.

D. TRAINING FOR USE OF TECHNOLOGICAL RESOURCES

Users should be trained to use technological resources effectively and in a manner that maintains the security of the network infrastructure and ensures compliance with state and federal law and regulations. Such training should include information related to remote access, virus protection, NC WISE, network and information security, and other topics deemed necessary by the superintendent or technology director. Training may be conducted as part of the technology-related professional development program (see policy 3220,

Technology in the Educational Program).

E. ACCESS TO INFORMATION TECHNOLOGY SYSTEMS

1. User ID and Password

   All users of information technology systems must be properly identified and authenticated before being allowed to access such systems. The combination of an unique user identification and a valid password is the minimum requirement for granting access to information technology systems. Depending on the operating environment, information involved and exposure risks, additional or more stringent security practices may be required as determined by the superintendent or technology director. The technology director or designee shall establish password management capabilities and procedures to ensure the security of passwords.

2. NC WISE

   The technology director or designee shall ensure that any school system computers utilizing the NC WISE application pursuant to State Board of Education Policy TCS-C-018 adhere to requirements of the NC WISE Password and Workstation Standard, including provisions related to the user identification, password and workstation security standards. Employees must follow such standards for all computers used to access the NC WISE system, including the employee's personal computer.

3. Remote Access

   The superintendent and technology director may grant remote access to authorized users of the school system's computer systems. The technology director or designee shall ensure that such access is provided through secure, authenticated and carefully managed access methods.

Legal References: G.S. 115C-523, -524; State Board of Education Policy TCS-C-018

Cross References: Professional Development and Assistance (policy 1610/7800), Technology in the Educational Program (policy 3220), Internet Safety (policy 3226/4205), Technology Responsible Use (policy 3225/4312/7320), School Improvement Plan (policy 3430), Use of Equipment, Materials and Supplies (policy 6520)

Other References: NC WISE Password and Workstation Standard (available at http://www.ncwise.org/documents/training group/docs/Security/WISE schl SecurityAdministration.pdf)

Adopted: July 1, 2009 Updated:

EMPLOYEE HEALTH CERTIFICATE

Policy Code: **7120**

All new employees, as well as employees who have been separated from public school employment for more than a year or who have been absent for more than 40 successive school days because of a communicable disease, must provide a fully completed health certificate. Such certificate must be prepared by:

1. A physician licensed to practice in North Carolina;

2. A nurse practitioner approved pursuant to state law; or

3. A physician's assistant licensed to practice in North Carolina.

A new employee who has not previously been employed in a public school in North Carolina may provide a certificate prepared by a physician, nurse practitioner, or physician's assistant who holds a current unrestricted license or registration in another state, so long as evidence of that license or registration is on the certificate.

Such certificate must certify that the employee does not have tuberculosis in the communicable form; any other communicable disease; or any disease, physical or mental, that would impair the ability of the individual to perform effectively in his or her duties. The board or superintendent may require any individual covered by this policy to take a physical examination when deemed necessary.

Health certificates shall be maintained in separate, confidential medical files in the human resources office.

Legal References: G.S. 115C-323

Cross References:
Adopted: May 1, 2000
Updated: April 6, 2009
Updated:

The board recognizes the importance of incorporating current technology tools, including new methods of electronic communication, into the classroom to enhance student learning. It further recognizes the importance of employees, students and parents engaging, learning, collaborating and sharing in digital environments as part of 21st century learning. The board strives to ensure that electronic communication tools incorporated into the school curriculum are used responsibly and safely. As practicable, the board will provide access to secure social media tools and board approved technologies for use during instructional time and for school-sponsored activities in accordance with policies 3220, Technology in the Educational Program, and 3225/4312/7320, Technology Responsible Use.

The board acknowledges that school employees may engage in the use of social media during their personal time. School employees who use social media for personal purposes must be mindful that they are responsible for their public conduct even when not acting in their capacities as school system employees. All school employees, including student teachers and independent contractors shall comply with the requirements of this policy when using electronic social media for personal purposes.

For the purposes of this policy, "social media" includes, but is not limited to: personal websites, web logs (blogs), wikis, social network sites, online forums, virtual worlds, video-sharing websites and any other social media generally available to the public or consumers that does not fall within the board's technologies network (e.g., Web 2.0 tools, MySpace, Facebook, Twitter, LinkedIn, Flickr, YouTube).

A. SOCIAL MEDIA COMMUNICATIONS INVOLVING STUDENTS

Employees are to maintain professional relationships with students at all times in accordance with policies 4040/7310, Staff-Student Relations, and 7300, Staff Responsibilities. All electronic communications with students who are currently enrolled in the school system must be school-related and within the scope of the employees' professional responsibilities, unless otherwise authorized by this policy. School personnel may use only school-controlled technological resources and social media tools to communicate directly with students or to comment on student matters through use of the Internet. An employee seeking to utilize and/or establish a non-school-controlled social media website for instructional or other school-related purposes must have prior written approval from the superintendent or designee and principal and meet any applicable requirements of policies 3220, Technology in the Educational Program, 3225/4312/7320, Technology Responsible Use, and 3227/7322, Web Page Development.

The use of electronic media for communicating with students and parents is an extension of the employee's workplace responsibilities. Accordingly, the board expects employees to use professional judgment when using social media or

other electronic communications.

Employees are prohibited from knowingly communicating with current students through a personal social network page. An internet posting on a personal social media website intended for a particular student will be considered a form of direct communication with that student in violation of this policy. However, an employee may communicate with a student using personal social media networks to the extent the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting. For example, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee's child, or a member or participant in the same civic, social, recreational, sport or religious organization.

B. EMPLOYEE PERSONAL USE OF SOCIAL MEDIA

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations and the Code of Ethics for North Carolina Educators, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students from viewing their personal information on social media websites and to prevent students from accessing materials that are not age-appropriate.

School employees are prohibited from accessing social networking websites for personal use during instructional time or with school system technological resources.

C. POSTING TO SOCIAL MEDIA SITES

Employees who use social media for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents and

community members. Employees shall observe the following principles when communicating through social media:

1. Employees shall not post confidential information about students, employees or school system business.

2. Employees shall not accept current students as “friends” or “followers” or otherwise connect with students on their personal social media sites, unless the employee and the student have a family relationship or other type of appropriate relationship which originated outside of the school setting.

3. Employees shall not knowingly allow students access to their personal social media sites that discuss or portray sex, nudity, alcohol or drug use or other behaviors associated with the employees’ private lives that would be inappropriate to discuss with a student at school.

4. Employees may not knowingly grant students access to any portions of their personal social media sites that are not accessible to the general public, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.

5. Employees shall be professional in all Internet postings related to or referencing the school system, students and other employees.

6. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.

7. Employees shall not use the school system’s logo or other copyrighted material of the system without express, written consent from the board.

8. Employees shall not post identifiable images of a student or student’s family without permission from the student and the student’s parent or legal guardian.

9. Employees shall not use internet postings to libel or defame the board, individual board members, students or other school employees.

10. Employees shall not use internet postings to harass, bully or intimidate other employees or students in violation of policy 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, or state and federal laws.

11. Employees shall not post inappropriate content that negatively impacts their ability to perform their jobs.

12. Employees shall not use Internet postings to engage in any other conduct that violates board policy and administrative procedures or state and federal laws.

D. CONSEQUENCES

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

The superintendent shall establish and communicate to employees guidelines that are consistent with this policy.

Legal References: U.S. Const. amend. I; Children's Internet Protection Act, 47 U.S.C. 254(h)(5); Electronic Communications Privacy Act, 18 U.S.C. 2510-2522; Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; 17 U.S.C. 101 *et seq*.; 20 U.S.C. 6777; G.S. 115C-325(e); 16 N.C.A.C. 6C .0601, .0602; State Board of Education Policy TCP-C-014

Cross References: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Technology in the Educational Program (policy 3220), Technology Responsible Use (policy 3225/4312/7320), Web Page Development (policy 3227/7322), Copyright Compliance (policy 3230/7330), Staff-Student Relations (policy 4040/7310), Staff Responsibilities (policy 7300)

Adopted: February 2, 2012
Updated:

The board of education believes that it is important for employees to have leave available to attend to personal, civic and professional matters as well as to meet family commitments. This need for leave is to be balanced with the need to provide an effective instructional program for students. No employee will be discharged, demoted or otherwise subjected to adverse employment action for taking leave in accordance with board policies and administrative procedures.

All requests for leave, with or without pay, must be addressed in accordance with state and federal law, as well as policies promulgated by the State Board of Education including those specified in the most current edition of the *North Carolina Public Schools Benefits and Employment Manual.*

In addition to applicable laws and regulations, the following board policies will apply to leave requests. The superintendent is directed to develop administrative procedures and make them available to any employee upon request.

A. MINIMUM LEAVE TIME

An employee may take any type of leave increments of hours unless otherwise specified in this policy. Any ten-month employee requiring a substitute who is absent less than one-half day will be charged with the use of one-half day of leave. If an absence is more than one-half day but less than one full day, one day of leave will be charged. Leave that is designated as eligible for leave under the Family and Medical Leave Act, defined in board policy 7410, may be taken in increments of hours.

B. CONTINUOUS LEAVE OF MORE THAN TEN DAYS

An employee must comply with the notice and verification requirements as provided in policy 7520, Family and Medical Leave, for continuous leave of more than 10 days if: (1) the leave also is eligible for leave under the Family and Medical Leave Act (FMLA), defined in policy 7520, and (2) the leave is designated as FMLA-eligible at the time leave is taken or as soon as is feasible thereafter.

C. SICK LEAVE

The superintendent or designee may require a statement from a medical doctor or other acceptable proof that the employee was unable to work due to illness. Employees who anticipate using sick leave for more than a single day must

inform the principal or immediate supervisor in advance, so that arrangements may be made to reassign the employee's duties during the period of absence.

D. PERSONAL LEAVE

Teachers earn personal leave at a rate of .20 days for each full month of employment, not to exceed two days per year, Unused personal leave may be carried forward from one year to another and may be accumulated without limitation until June 30 of each year. On June 30, personal leave in excess five days shall be converted to sick leave so that a maximum of five days of personal leave is carried forward to July 1. At the time of his or her retirement, a teacher may also convert accumulated personal leave to sick leave for creditable service towards retirement.

Personal leave must be used in half or whole day units. Personal leave may be requested by application in accordance with the policies of the State Board of Education and may be used only upon the authorization of the teacher's immediate supervisor. A teacher shall not take personal leave on the first day he or she is required to report for the school year, on a required teacher workday, on days scheduled for State testing, or on the day before or the day after a holiday or scheduled vacation day, unless the request is approved by the principal. On all other days, if the request is made at least five days in advance, the request will be automatically granted subject to the availability of a substitute teacher. The teacher cannot be required to provide a reason for the request.

E. VACATION LEAVE

The superintendent or designee has the authority to approve the vacation schedules of all personnel. To promote the efficient operation of the schools, the superintendent may designate certain periods during the nonacademic year as preferred vacation periods for 12-month employees. Vacation is earned by 12-month teachers during the two months of "extended employment" will be taken only upon the authorization of the employee's immediate supervisor and in accordance with procedures established by the superintendent. Vacation earned by teachers and other 10-month employees during the 10-month school-year employment will be taken as outlined in the school-year calendar. If a teacher schedules vacation leave in accordance with the school calendar, the board and/or principal must give the teacher at least 14 calendar days notice before requiring the teacher to work on the scheduled day(s), unless the teacher waives the notice requirement.

Annual vacation leave may be accumulated without any applicable maximum until June 30 of each calendar year. On June 30, accumulated annual vacation

leave in excess of 30 days will be converted to sick leave so that only 30 workdays of annual vacation leave are carried forward.

An employee who has unused vacation from another school system in North Carolina may have the vacation time transferred to this school system.

Bus drivers and instructional personnel who must be replaced by a substitute may not take earned vacation on days when school is in session for students unless the employee's absence is due to a catastrophic illness and the employee has exhausted all of his or her sick leave. In such instances, the employee will not be required to pay the substitute.

Within any given year, instructional personnel who do not require a substitute may be granted a maximum of five vacation days when students are in attendance. Such days may not be consecutive. Leave will not be granted for days immediately before or immediately following days when students are out of school. Leave will not be granted on mandatory staff development days. An exception to these restrictions may be made when an employee is absent due to a catastrophic illness and the employee has exhausted all of his or her sick leave.

The superintendent shall establish procedures for reviewing requests for the use of vacation leave for catastrophic illness by instructional personnel and bus drivers.

F. CHILD-SCHOOL INVOLVEMENT LEAVE

All employees may take up to four hours of leave per year to attend or otherwise be involved in the school of a child for whom the employee is a parent, guardian or person standing in loco parentis. Employees must contact finance department prior to taking leave.

G. COMPENSATORY LEAVE

Because professional employees are expected to fulfill all job duties, compensatory leave should only apply in extraordinary circumstances.

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) at a rate of one and one-half hours for every ~~1~~ one hour worked in lieu of receiving overtime pay for each hour~~s~~ worked beyond 40 in a given workweek. For the purposes of compliance with the Fair Labor Standards Act, the workweek for school system employees

will be from 12:00 a.m. Saturday until 11:59 p.m. Friday. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned if possible. The superintendent or designee may exempt certain employees or categories of employees from this comp time provision when deemed necessary for the proper administration of the school system.

A n employee~~s~~ must obtain approval from his or her immediate supervisors before taking compensatory leave.

H. MILITARY LEAVE

Employees may take up to 15 workdays of paid military leave during the federal fiscal year, which runs from October 1 through September 30. Paid military leave may be used for: (1) active duty training in the Reserve Components of the U.S. Armed Forces, including the National Guard, the Army Reserve, the Naval Reserve, the Marine Corps Reserve, the Air Force Reserve and the Coast Guard Reserve; (2) required physical examinations relating to membership in a reserve component; and (3) regularly scheduled unit assemblies, also referred to as drills. For infrequent special activities in the interest of the state when authorized by the Governor or designee, members of the National Guard may be paid for up to 30 days in addition to the 15 days allowed for training.

I. LEAVE OF ABSENCE WITHOUT PAY

An employee may be granted a leave of absence without pay for the following reasons and for a period of time of up to one calendar year, renewable at the discretion of the superintendent with approval ~~by~~ from the board:

1. military leave (see also poli~~cy~~ es 7520, Family and Medical Leave, and 7530 Military Leave);
2. personal illness in excess of sick leave;
3. family leave (see also policy 7520);
4. professional leave; and
5. other reasons the discretion of the superintendent with the approval of the board.

An employee seeking leave is responsible for making necessary arrangements as provided in the administrative procedures. Except in the case of an Emergency, an employee who desires a leave of absence without pay shall provide at least 30 days' notice and shall submit a request in writing to the board stating the beginning and ending dates of the desired leave of absence. The employee is expected to consult with the principal or his or her immediate supervisor. The superintendent may request documentation from the employee

in support of his or her request. In determining the length of absence without pay that will be approved, with the exception of military and family leave, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

Once a leave of absence without pay has been requested by an employee and approved by the board, the dates are binding unless both parties agree to a change.

Legal References: G.S. 95-28.3; 115C-12, -36, -47, -84.2, -285. -302.1, -316, -336, -336.1; 16 N.C.A.C. 6C.0401 - .0405; *North Carolina Public Schools Benefits and Employment Policy Manual (2008-2009)*

Cross References: Family and Medical Leave (policy 7520), Military Leave (policy 7530), Voluntary Shared Leave (policy 7540), Absences Due to Inclement Weather (policy 7550)

Adopted: May 1, 2000
Amended: February 2, 2004
Updated: April 6, 2009
Updated: March 3, 2010
Updated: December 8, 2010
Updated: April 3, 2012
Updated:

Employees are expected to avoid engaging in any conduct that creates, or gives the appearance to the public of creating a conflict of interest with their job responsibilities with the school system. While there may be other conflicts of interests, employees must follow board directives in the following areas.

A. FINANCIAL INTERESTS

An employee shall not engage in selling goods or services to the board and will not engage in or have a financial interest, directly or indirectly, in any activity that conflicts with duties and responsibilities in the school district.

1. Contracts with the Board

   An employee shall not do any of the following:

   a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;

   b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or

   c. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract by the board.

   An employee is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. An employee is involved in making a contract if he or she participates in the preparation or award of the contract. An employee derives a direct benefit from a contract if the employee or his or her spouse does any of the following:
   (1) has more that a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract.

2. Non-School Employment

   The board recognizes that some employees may, pursue additional

compensation on their own time. Any such employee will not engage in the following:

a. nonschool employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;

b. work of any type where the sources of information concerning customer, client or employer originates from any information obtained through the school system;

c. work of any type that materially and negatively affects the educational program of the school system;

d. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or

e. any type of private business during school time or on school property.

f. accept as a gift or as a supplement or as additional compensation anything other than gifts valued at less than ($150.00) one hundred fifty dollars from any individual, group, or organization for duties performed in the course of employment with the Montgomery County Schools. Specifically excluded herein are awards, supplements, and incentives approved by the Montgomery County Schools. As an example only, an award for North Carolina Teacher of the Year would not be prohibited whereas a teacher receiving payments from parent organizations for regular teaching duties would be prohibited.

The superintendent may grant prior approval for work performed under subsections d and e above if such work enhances the employee's professional ability or professional growth for school-related work. The superintendent may establish reporting procedures that require employees to notify the school district of any nonschool employment.

B. RECEIPT OF GIFTS

No school employee may accept gifts from any person or group desiring to do or doing business with the school system unless such gifts are instructional products or advertising items of nominal value that are widely distributed. No school employee may solicit or accept any gifts from any potential provider or E-rate services or products in violation of federal gifting rules.

Legal References: G.S. 14-234, -234.1; 115C-47(18); 133-32; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Board Member Conflict of Interest (policy 2121)

Adopted: May 1, 2000
Updated: August 3, 2009
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GIFTS AND BEQUESTS

Policy Code: **8220**

The board encourages individuals and organizations to consider making a gift or bequest to the school district. Such gifts foster community support for the schools and improve the school district for the benefit of students and others.

The superintendent will evaluate any offers of gifts or bequests that are not revenues or gifts of nominal value. The superintendent will consider the gift's suitability, any safety hazards and costs to maintain the gift and will make a recommendation to the board. For computer equipment or other technological resources, the superintendent will ensure that such items are compatible with minimum hardware and software standards set by the technology director. The board will decide whether to accept the gift on behalf of the school district.

Upon receiving notification of a donor's intent to offer a gift to a school, a principal will give written notification to the superintendent that states the nature of the gift and the purpose for which it is donated. The superintendent will ensure that any offered gift imposes no undue financial burden or obligation to the school district.

The board establishes the following conditions for the acceptance of gifts. Other conditions may be set as the board deems appropriate.

1. The superintendent may accept gifts up to $1000.00 on behalf of the board. The superintendent will report any gifts accepted at the next board meeting. The board reserves the right to determine in each particular case the appropriateness of any contribution and may accept or reject a contribution as the board sees fit.

2. Gifts of real or personal property will be accepted only if the donor can demonstrate that he/she has clear and free title to the property.

3. The donor may request that a gift of bequest be designated for use in a particular area. However, the board reserves the right to utilize the funds as deemed appropriate.

4. The specific manner in which funds are expended within a designated area will be determined under the direction of the superintendent.

5. A gift may not impose undue financial burden or obligation to the school district.

6. All supplies and equipment purchased with funds from any donor become the property of the board, and the title to such property vests in the board.

7. The board has no responsibility and makes no promises to continue any program initiated with donor contributions once the donated funds are expended.

8. Any gift or donation that includes advertisement must be consistent with policy 5240, Advertising in the Schools.

9. The board may reject any gift or donation that the board determines is in conflict with the educational mission of the school district.

10. Any gift or donation from an E-rate service provider must comply with gift rules applicable to federal agencies.

11. Before installation, the superintendent or designee must approve the design, location and construction material of major gifts that will become a permanent part of the school facility or grounds, such as playground equipment, bleachers, scoreboards, outdoor lights or fences, etc. Any such gift also must meet any required safety standards.

Any gift or bequest constituting of revenues that is accepted by the board will be deposited in the proper fund.

The superintendent shall provide for the appropriate recognition of contributors.

Unless otherwise specified in a written agreement approved by the board, any gift or bequest becomes the property of the school district. If the board at any time determines that such property is unnecessary or undesirable for public school purposes, the board may sell such property in accordance with state law.

Legal References: G.S. 115C-36, -47, -518; G.S. 115C, art. 35; 47 C.F.R. 54.503; FCC Sixth Report and Order 10-175

Cross References: Technology in the Education Program (policy 3220), Advertising in the Schools (policy 5240)

Adopted: May 1, 2000
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