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 of staff development, both for individuals and groups of employees, is to improve the instructional program for all students by assisting teachers and other personnel in improving and gaining even greater competence in their profession.

A. STAFF DEVELOPMENT

The superintendent will provide ongoing professional staff development opportunities. Input from employees will be sought in developing district-wide programs. Local school staff development programs will be planned jointly by the principal and staff members.

Staff development must be provided, at the district or school level, on the effective delivery of the required curriculum, the incorporation of technology in the student learning process, and on subjects clearly matched to the goals and objectives of the local safe school plans.

B. SELF-IMPROVEMENT

All employees are responsible for self-improvement. Employees are encouraged to seek information and training through staff development programs as well as other opportunities in order to meet this responsibility.

C. TECHNOLOGY-BASED REQUIREMENTS

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	3

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 three CEU requirement to one CEU. This waiver request must be in writing to the Director of Personnel.

D. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require employees to enter into plans for professional growth and to improve performance. To be most effective, the plan should set clear expectations and facilitate clear communication between the evaluator and the evaluatee.

A performance improvement plan could involve participation in a staff development program or could encompass a variety of strategies that are related to professional growth or improving performance.

Action plans are required for all licensed employees who receive a "developing" or "not demonstrated" rating on a performance evaluation. Board policy 7811, Required Action Plans for Certain Licensed Employees, specifically sets forth the requirements for action plans.

A plan required by a supervisor/principal may be appealed following the grievance procedure in board policy 1750/7220 if the employee contends that (1) the plan is not likely to improve performance; (2) the supervisor/principal abused his or her discretion in developing the plan; or (3) the plan was not developed in conformance with any mandatory procedures.

E. PAYMENT OF COSTS

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

2. Prior Approval

The superintendent 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(b)

Cross References: Grievance Procedure for Employees (policy 1750/7220); Required Action Plans for Certain Licensed Employees (policy 7811)

Adopted: March 6, 2000

Adopted Retired Teacher Technology Waiver: August 31, 2000

Updated: August 4, 2003
Updated:

A. PURPOSE

The board believes that students should progress to the next level of study only after they are proficient in their knowledge and application of the current curriculum level. To the extent reasonably possible, students should be given as much time or as little time as needed to be proficient at a particular level of study.

B. STANDARDS FOR PROGRESSION

The superintendent will establish standards and a process for determining a student's readiness to progress to the next level of study. The standards must provide multiple criteria for assessing the student's readiness, such as standardized tests, grades, a portfolio or anthology of the student's work and when appropriate, consideration of accepted standards for assessing developmental growth. Principals shall ensure that the standards are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Principals have the authority to promote and to retain students based upon the standards set by the board and the State Board of Education.

C. STUDENT ACCOUNTABILITY AND PROMOTION STANDARDS

In addition to any other promotion standards established by the board and/or superintendent, students must meet the promotion and accountability standards set by the State Board, including the following specific requirements for promotion.

I. End of Grade

A. Effective with the 2008-09 school year and beyond:

1. All public school students in grades 3, 4,5,6,7, and 8 who score Achievement Level II on the first administration of the end-of-grade reading and/or mathematics assessments and/or their alternate assessment shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1. The higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites and AYP results.

2. All public school students in grades 5 and 8 who score Achievement Level II on the first administration of the end-of-grade assessments and /or their alternate assessment shall be administered Retest 1. Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.

The higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from Retest 1 because these students' scores are not used in state or federal accountability.

B. LEAs must ensure that all original administrations and Retest 1 scores are submitted to the NCDPI by the deadline for accountability data submission.

C. Local boards shall establish appropriate review procedures to determine promotion decisions.

II. End-of-Course

A. Effective with the 2009-10 school year and beyond:

All public school students who score Achievement Level II on the first administration of an end-of-course assessment (i.e., Algebra I, Algebra II, Geometry, Biology, Physical Science, Civics and Economics, U.S. History, and English I) and/or their alternate assessment (i.e., including NCEXTEND2 OCS reading, math, and science and NCEXTEND 2 at grade 10) shall be administered Retest 1, and the higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites and AYP results (where applicable). Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.

Note: Students identified as limited English proficient (LEP) in their first year in U.S. schools who score below Level 4.0 Expanding on the state English language placement reading subtest are exempt from Retest 1 because these students' scores are not used in state or federal accountability.

B. LEAs must ensure that all original administrations and Retest 1 scores are submitted to the NCDPI by the deadline for accountability data submission.

C. Local boards shall establish appropriate review procedures to determine promotion decisions.

2. Diploma Standards

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

D. APPEALS OF PROMOTION DECISIONS

1. To the Superintendent

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

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

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

2. To the Board of Education

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

E. PROMOTION STANDARDS FOR STUDENTS WITH DISABILITIES

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

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

F. ACCELERATION

Some students may need less time to learn the curriculum. Teachers are

encouraged to challenge these students by expanding the curriculum, providing opportunities to explore the subject in greater detail or providing different types of educational experiences. To sufficiently challenge a student, the principal may reassign the student to a different class or level of study and/or may identify other concurrent enrollment or other curriculum expansion options (see policy 3101, Concurrent Enrollment and Other Curriculum Expansions).

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

G. REPORTING REQUIREMENTS

1. Superintendent's Report to Board

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

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

   b. the proportion of student not meeting standards for grade level; and

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

2. Superintendent's Report to the Department of Public Instruction

   Pursuant to standards established by the Department of Public Instruction, the superintendent annually shall provide the Department with all required information regarding student performance

H. RESOURCES

Consistent with the objective of improving student performance, the board will provide maximum flexibility to schools in the allocation of state funds. School personnel are expected to budget financial resources in a manner that will meet the standards established in this policy. The board will consider requests to transfer funds from other funding allotment categories to intervention strategies as a part of the school improvement plan submitted by school officials. All funds will be used in a fiscally sound manner in accordance with policy 8300, Fiscal

Management Standards.

I. NOTIFICATION TO PARENTS

The superintendent shall ensure that a copy of this policy is provided to all students and parents, that parents are encouraged to be involved in helping their children meet the promotion standards, and that all parents or guardians are requested to sign parental agreements. Information provided to parents should be in the parents' native language. In addition, the teacher(s) of a student who does not meet the standards in this policy must notify the student's parents that the student has failed to meet the test standards and must provide the parents with information concerning retesting, intervention, review and appeal opportunities.

J. CHILDREN OF MILITARY FAMILIES

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

K. ATHLETIC ELIGIBILITY

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

Legal References: G.S. 115C-36, -45 (c), -47, -81, -105.21, -407.5, 174.11. -288(a); State Board of Education Policies GCS-C-031, GCS-N-series, Guidelines for Testing Students Identified as Limited English Proficiency (Department of Public Instruction)

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

Adopted: March 6, 2000
Updated: June 1, 2009
Updated: November 2, 2009
Updated: April 13, 2010
Updated: November

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 accountability standards for high school set by the State Board of Education in policy GCS-N-003, Student Accountability Standards, that are applicable for the year in which the student entered ninth grade for the first time and/or the student's course of study;

2. Successful completion of 20 course credits (21 for students entering the ninth grade on or after the 2009-10 school year, 22 for students in the Occupational Course of Study) in the chosen course of study and all other course requirements mandated by the State Board of Education; and

3. Successful completion of all additional courses and other requirements mandated by the local board of education.

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-graduate 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

All students must meet the following course requirements for the specific course of study chosen by the student. Beginning with students entering the ninth grade in the 2009-10 school year, students must fulfill the requirements of the Future Ready Core Course of Study, unless they are approved for the Occupational Course of Study. Students entering the ninth grade before the 2009-10 school year must fulfill the requirements of the Career Prep. College Tech Prep, College/University Prep or Occupational Course of Study.

1. Future Ready Core 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 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 Algebra II or Geometry or (2) Integrated Math I and II. The student must also 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 Second 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**	

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

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

2. 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.***)	
Foreign Language	0	
Electives	2 (arts recommended but not required)	
Other Requirements		
Total Credits	**20**	

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

3. College Tech 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 Requirement	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 & 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)	
Foreign 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 credits in the same foreign language and one additional unit of math for which Algebra II is a prerequisite.

4. College/University 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 Requirement	Local Requirements
English	4 (including English I, II, III, and IV)	
Mathematics	4 (including either Algebra I, Geometry and Algebra II and a higher 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	
Foreign Language	2 in the same language	
Electives	3 (arts recommended but not required)	
Other Requirements		
Total Credits	**20**	

5. Occupational Course of Study Credits Required (only available to certain students with disabilities who have an IEP)
   Graduates must also complete this course of study as part of the 28 credits required for graduation.

Courses Required	State Requirement	Local Requirements
English	4 (including Occupational English I, II, III, and IV)	
Mathematics	3 (including Occupational Mathematics I, II, and III)	
Science	2 (including Life Skills Science I and II	
Social Studies	2 (including Government/U.S. History and self-advocacy problem solving)	
Health/PE	1	
Career/Technical	4 (vocational education electives)	
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)	
Computer Skills/Technology	Computer proficiency as specified in IEP	
Electives	0	
Other Requirements	• Completion of IEP objectives • Career Portfolio required	
Total Credits	**22**	

B. HIGH SCHOOL EXIT STANDARDS

1. Students , who (1) entered the ninth grade in the 2006-07 through 2008-09 school years and follow the Career Prep Course of Study, College Tech Prep Course of Study or College/University Prep Course of Study; or (2) enter ninth grade in the 2009-10 year or beyond and follow the Future Ready Core Course of Study must score at Level III or above on all of the following end-of-course (EOC) tests: Algebra I; Biology; English I; Civics and Economics; and U.S. History. Students who do not score at Level III or above on the first administration of EOC tests must be retested in accordance with State Board policy. The superintendent shall develop procedures, in accordance with State Board policy, for reviewing promotion requests for students who do not score at Level III or above on the retest.

   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..

1. A student following the Occupational Course of Study, regardless of the year he or she entered ninth grade, must complete rigorous exit standards as outlined in State Board Policy GCS-N-004.

C. ADDITIONAL LOCAL REQUIREMENTS

The board may require that students successfully complete additional graduation requirements, such as a community service project like that mentioned in policy 3530, Citizenship and Character Education. Students must be notified of any requirement no later than the beginning of their junior year. Students whose projects do not meet the expected standard must be given additional opportunities to successfully complete the project and additional assistance as needed with the project.

All Montgomery County Schools students entering the 8th grade in 2010-2011 will be required to complete a distance learning class in order to graduate from high school.

Students must have 28 credits in order to be eligible to graduate from either East Montgomery High School or West Montgomery High School.

D. 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

   Accountability standards and 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 tests required for graduation in North Carolina; (1) exit or 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 and the sending school system shall collaborate 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 under criteria to be approved by the board upon recommendation by the superintendent.

5. Alternative School

Any student for whom the alternative school becomes their permanent assignment may be allowed to graduate if they have met minimal state requirements.

6. Graduation Certificate and Certificate of Achievement

A graduation certificate or a certificate of achievement 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-C-031, GCS-N series

Cross References: Goals and Objectives of the Educational Program (policy 3000), Student Promotion and Accountability (policy 3420), 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:

A. PURPOSES

The board is committed to the goal of providing a safe and orderly learning environment at each school. The educational program and the behavior management plan developed at each school, as well as numerous other strategies identified in board policies, are intended to create such an environment and help each student be a successful and contributing member of the school community.

Alternative learning programs or schools are provided as an option for those instances in which a student's behavior management or academic performance needs cannot be met in a regular education setting. The purposes of an alternative program are (1) to intervene and address problems that prevent a student from achieving success in the regular educational setting; (2) to reduce the risk that ~~of~~ the student will drop out of school by providing resources to help the student resolve issues affecting performance at school; (3) to return the student, if and when it is practicable to the regular educational setting with the skills necessary to succeed in that environment; and (4) to preserve a safe and, orderly learning environment at the regular educational setting.

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

An alternative learning program or school should reflect the purposes described above. The educational program is expected to meet all board policy and state requirements. In addition, the educational programs and support services should be designed to facilitate the student's transition back to the regular educational setting when appropriate.

All school personnel at an alternative learning program should receive training so that students enrolled in the alternative program or school receives appropriate educational services.

Each alternative learning program or school is required to develop a behavior management plan, a school improvement plan and a parental involvement plan in accordance with board policy. In addition, a conflict resolution plan, as provided in board policy 3431, Conflict Resolution, must be included in the school improvement plan. The board encourages the principal and school personnel, in developing these plans, to review successful alternative education programs and make effective use of the resources provided by the superintendent.

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans,

the superintendent and board will not approve any plans that are not reasonably likely to meet the purpose of the alternative school.

Prior to implementing a new alternative learning program or school, the board will develop a program proposal that is consistent with the State Board of Education standards for alternative learning programs. The board will then submit the proposal to the State Board for its review. After the proposal has been reviewed by the State Board, the board will consider any State Board recommendations to modify the proposal before implementing the alternative learning program or school. The board also will review on a regular basis whether the school system's alternative learning programs and schools comply with State Board standards.

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

Students generally are assigned to a school based upon attendance area. However, as provided by law, the board may assign any student to a school outside his or her attendance area in order for the student to attend a specialized school or for any reason the board, in its sole discretion, deems sufficient.

However, during the time a student is assigned to Montgomery Learning Academy they are not allowed on the premises of their "home school" without prior approval of the principal.

Students may be transferred to the alternative school on a voluntary or involuntary basis or as an alternative to out-of-school suspension or expulsion. The processes for transfer are provided below.

1. Responsibilities of Personnel from the Referring School

   In addition to any other procedures required by this policy, prior to referring a student to the alternative school, the principal of the referring school must:

   a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;

   b. provide the reasons for referring the student to an alternative learning program or school; and

   c. provide to the alternative learning program or school all relevant student records, including anecdotal information.

2. Responsibilities of School Personnel at the Alternative Learning Program or School

In addition to any other procedures required by this policy, once a student is placed in an alternative learning program or school, appropriate school personnel of the program or school must meet to review the records and other documentation forwarded by the referring school. Based upon the student's records and any input provided by the parent(s) concerning the student's needs, the personnel at the alternative program or school shall determine what support services and intervention strategies are recommended for the students.

If a student is assigned to an alternative school in lieu of expulsion under G.S. 115C-391(d)(2), the student must be under the supervision of school personnel at all times.

3. Voluntary Referral

The board encourages parental involvement in decisions regarding the child's education and in identifying effective options for addressing concerns regarding the child's behavior or academic performance.

Voluntary transfers are encouraged whenever possible. A voluntary transfer is an agreement by the parent or guardian, the principal and the disciplinary review committee that the transfer is an appropriate option for the particular student. After agreement has been reached, the principals of the regular educational setting and the alternative learning program or school shall arrange the process and time for the transfer. The principal of the regular educational setting shall notify the superintendent of the transfer.

4. Referral or Assignment as Alternative to Long-Term Suspensions, 365 Days Suspensions or Expulsion

A student may be given the option or may be required to attend an alternative learning program or school for violation of board policies, school standards or school rules that could result in a long-term suspension, 365 days suspension or expulsion.

Board policies must be followed for any student who may have engaged in

behavior that could result in long-term suspension, 365 days suspension or expulsion. In accordance with policy 4331, Assaults, Threats, and Harassment, students who have committed certain types of assaults on school personnel will be assigned to an alternative educational setting. For other students, if approved by the superintendent, placement at an alternative learning program or school may be considered as an option for a portion or the full duration of a period of suspension or expulsion. In order to consider the alternative program or school in place of expulsion, the superintendent must make a recommendation and the board must choose to approve the alternative school as a modification to the expulsion.

At any stage in the proceedings, a parent may request that an alternative learning program or school be considered in place of suspension or expulsion. The superintendent shall maintain records as required by policy 4345, Student Discipline Records.

Once approved, the student may be transferred to the alternative learning program or school. If the alternative program or school does not have the capacity to accept the student immediately, the student may be suspended from school until the alternative school can accept the student.

5. Involuntary Referral

A student may be required to be transferred from the regular educational setting to the alternative program or school under any of the following circumstances:

a. the student presents a clear threat to the safety of other students or personnel;

b. the student is subject to policy 4260, Student Sex Offenders:

c. the student is a significant disruption to the educational environment at the regular educational setting;

d. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available at the regular educational setting are needed to address the issue;

e. the student has been charged with a felony or a crime that allegedly

endangered the safety of others, and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains; or

f. The student is at least 13 years of age and has committed an assault on school personnel or others as provided in policy 4331, Assaults, Threats, and Harassment.

Prior to an involuntary transfer, the principal or disciplinary committee of the referring school shall document efforts to assist the student in the regular educational environment. The principal or disciplinary committee must also document the student's behavior and academic performance. A voluntary transfer is preferable to an involuntary transfer. Therefore, a school administrator should meet with the parents to try to reach consensus on how to address the student's difficulties at school.

If an agreement is not reached and a basis for involuntary transfer exists, the principal may recommend transfer to the alternative school to the superintendent. The principal must provide in writing (1) an explanation of the student's behavior or academic performance that is at issue, (2) documentation or a summary of the documentation of the efforts to assist the student; and (3) documentation of circumstances that support an involuntary transfer.

A copy of the recommendation and other documentation must be provided to the parents by certified mail or in person.

If the superintendent approves the transfer, the principals of the regular educational setting and alternative school shall make all necessary arrangements.

The parent may appeal the superintendent's decision to the board. The board will hear the appeal in closed session. The board will follow its procedures as provided in policy 2500, Hearings Before the Board. During the period of the appeal, the student may be transferred to the alternative school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In most instances, the goal of the alternative school program is to return the student to the regular educational setting as soon as practicable with the skills

necessary to succeed in that environment. School personnel in the alternative learning program or school and regular educational setting shall work together to help create a successful transition for the student.

If the student is not or will not be returned to the regular educational setting, the alternative learning program or school will assist in the transition of the student to other educational settings, including other programs offered by the school system or a community college~~s~~ or vocational school.

E. ASSIGNMENT OF PROFESSIONAL PERSONNEL TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

When assigning professional personnel to an alternative learning program or school, the superintendent shall consider the experience and evaluation ratings of the individual being assigned to the school. As school system resources allow, the superintendent will strive to avoid assigning to the alternative school less experienced professional personnel or professional staff who have received an evaluation rating of "less than above standard" within the last three years.

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

1. Information To Be Reported

   Each year, the board will evaluate each alternative learning program or school based upon reports provided by the superintendent and any other information the board wishes to consider. In addition to data required by policy 3430, School Improvement Plans, an alternative learning program or school must report the following information annually to the board:

   a. referral patterns from the schools, including age, race, gender and method of transfer (voluntary, alternative to suspension or expulsion, or involuntary);

   b. drop-out rates;

   ~~c.~~ how long students stay at the school and where they go (including the regular educational setting, community college/technical schools or dropping out) when they leave the alternative program or school;

   d. training and development of professional employees assigned to the alternative school;

e. a list of services or programs that the alternative learning program or school coordinates with other governmental agencies; and

f. any other measures the superintendent requires.

To assist the board with evaluating an alternative learning program or school, the school system safe schools plan must include measures as to the effectiveness of an alternative program or school.

2. Items To Be Considered

In addition to any other outcomes the board deems important, the board will determine whether:

a. a diverse group of students is referred to the alternative learning program or school;

b. the alternative learning program or school complies with the State Board of Education standards,

c. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;

d. school personnel at the alternative learning program or school are well trained and are provided appropriate ~~staff~~ professional development;

e. the alternative learning program or school is organized to provide coordinated services;

f. students at the alternative learning program or school receive high quality and rigorous academic instruction; and

g. the alternative learning program or school assists students with transition back to the regular education setting or to other educational settings.

Legal Reference: G.S. 14-208.18, 115C-47(32a), 105.48, -276(r), -288, -367, -391

Cross Reference: Parental Involvement (policy 1310/4002), Hearings Before the Board

(policy 2500), School Improvement Plans (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260),

School Plan for Management of Student Behavior (policy 4302), Theft, Trespass and Damage to Property (policy 4330), Assaults, Threats and Harassment (policy 4331), Weapons, Bomb Threats and Clear Threats to Safety (policy 4333), Student Discipline Records (policy 4345), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Assignments/Reassignments/
Transfers (policy 7440)

Adopted: March 6, 2000
Revised: January 12, 2009
Updated: April 13, 2010
Updated: November

DISCRETIONARY ADMISSION

(Assignment and Transfer of Students) *Policy Code:* **4130-R**

The Montgomery County Board of Education shall provide for the assignment to a public school of each child residing within the administration unit who is qualified under state law for admission to a public school. Except as otherwise provided by the law, the authority of the Montgomery County Board of Education in the matter of assignment of children to the public schools shall be full and complete, and its decision as to the assignment of any child to any school shall be final.

The Montgomery County Board of Education requires students living in the school district to attend the schools zoned for their legal residence. The Principal of each school must determine that each child presented for enrollment resides within the attendance boundaries of the school. The parent or guardian must provide two (2) proofs of residency and an official copy of the custody agreement if the child does not reside with both parents, before the child may be enrolled. It is the responsibility of the Principal to monitor and act upon students improperly enrolled.

It shall be the policy of the Board to permit certain administrative transfers to students who have special curriculum needs, physical or mental handicaps, or special adjustment problems. An administrative transfer may be approved by the Superintendent if a transfer is in the best interest of the student. Initial request for transfer within the system must be submitted for approval directly to the office of the Executive Director of Human Resources/Auxiliary Services. Transfer requests will be processed **once** a year. All requests for transfer must be received by June 1. Parents will be notified by mail of the decision.

Requests for transfers will only be approved when classroom space is available. request for transfer must be filed for each child regardless of previous family member school assignments.

Students must register at the school in their attendance area until the transfer is acted upon by the Board of Education. No kindergarten student will be considered for transfer without first registering at the school to which he/she is assigned.

Once a student is approved to attend school out of district, he/she is approved for continuous enrollment throughout the highest grade in that school. Students must reapply at middle and high school if the school is not in their attendance district.

Montgomery County School Employees will be allowed to take their child to the school where they are employed.

At the completion of this school, the child will be required to complete a request for reassignment if they choose to remain in that district. Employees must submit a request for transfer for their child by June 1.

Students, whose legal residence may change from one school assignment area to another within the school district 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 to school. When a student's legal residence changes parents must provide the school with the physical address of the student and two (2) proofs of residency..

If the parent is dissatisfied with the results of the selection process, the parent may request a review by the Administrative Review Panel. Review Requests must be made in writing and submitted to the Superintendent no later than ten (10) calendar days following notification by the Administrative Review Panel

Procedure for Requesting Special Assignment

Transfer and release requests must include the following information:

1. Student;s complete name
2. Date of birth
3. Physical address
4. School assignment and grade level
5. Reason for request
6. Signature and phone number of custodial parent or legal guardian

In cases where attendance lines are adjusted by Board action, or where school facilities are closed (likewise by Board action), The Board and Administration will devise plans which minimize, the extent practical, the movement of students from one school to another.

If transfer is granted the following conditions apply:

There will be no transportation provided by Montgomery County Schools and If absences, tardiness or behavior becomes a problem the child will be returned to their assigned school.

This policy does not supersede the transfer of student as required by federal guidelines.

Adopted: May 5, 2008
Updated: April 13, 2010
Updated:

A. GENERAL PRINCIPLES

The board endorses the goals of the Community Schools Act. The use of school facilities by community groups should be consistent with the educational program and the goals and objectives of the board and school system.

Priority for facility use shall be given to community groups as outlined in Section B. For-profit groups are not permitted to use school facilities.

Use of school facilities shall not be approved for activities that do any of the following:

1. violate federal, state or local laws;
2. violate board of education policies or regulations;
3. advocate imminent violence;
4. damage or have the potential to damage school buildings, grounds or equipment; or
5. are in conflict with scheduled school activities.

B. PRIORITY IN USE/FEE STRUCTURE

School-sponsored groups and activities (such as school athletic events and school drama and choral productions) and meeting of student organizations, including organizations permitted to meet under the Equal Access Act, shall have first priority in the use of school facilities.

Priority in the use of school facilities by other groups and the fee structure for such groups will be in accordance with the following user categories. Priority in use among groups within the same user category shall not be based upon the viewpoints of the groups. All groups within the same user category shall be charged for facility use according to the uniform fee structure.

1. School related groups (organizations formed to support the school in some manner, such as the PTA, PTO, teachers and principals organizations and booster clubs)
   Fees: Fees for use of kitchens shall be charged to cover costs. Custodial or other supervisory services may be charged.

2. In accordance with G.S. 115C-527, political parties shall only be charged custodial and utility fees when using school facilities for the express purpose of annual or biennial precinct meetings and county and district conventions.

3. Local government and youth organizations (including but ~~is~~ not limited to scouts, 4-H)
   Fees: Utility fees for the use of facilities may be charged. Custodial, kitchen, and/or supervisory fees shall be charged.

4. All other non-profit groups (all groups not included in the other categories)
   Fees: Rental, kitchen, utility, custodial, and supervisory fees shall be charged.

The superintendent shall submit a fee structure that lists the amount or method of calculating rent and fees to be charged for facility us to the board for approval prior to the beginning of each school year.

C. REQUESTS FOR USE OF FACILITIES

An eligible individual or group that wishes to apply for permission to use a school facility must submit a written application to the principal of the school where the facility is located. Facility use request forms shall be available in the school administrative office.

D. FACILITIES AVAILABLE FOR USE

The board permits eligible individuals or groups to use the facilities of those schools designated by the board as “community schools”. A list of community schools and the facilities at each site that are available for community use shall be available to the public at the superintendent’s office and each principal’s office.

The superintendent is authorized to develop a list of which school facilities are available for community use. Among the types of facilities that may be available for community use are: auditoriums, athletic fields, dining areas, kitchens, designated classrooms, gymnasiums, media centers and playgrounds.

Other school facilities may be used only in exceptional circumstances based on a justified need and as approved by the superintendent or designee. The

superintendent is authorized to determine the fees for the use of facilities in such circumstances.

E. RULES GOVERNING USE OF SCHOOL FACILITIES

The superintendent shall develop regulations consistent with this policy. The regulations shall include an application process and provisions regarding supervision of groups using facilities, care of facilities, prohibited conduct and other issues deemed appropriate by the superintendent. A copy of the regulations shall be furnished to all applicants at the time they receive the facilities use application form. In addition to the regulations established by the superintendent, users of school facilities must comply with the following rules:

1. Users must comply with all federal, state and local laws and all rules established by the board, the superintendent or designee, and the principal

2. Users must comply with the requirements of the American With Disabilities Act (ADA) (particularly Subchapter III pertaining to Public Accommodations and Services Operated by Private Entities) and the federal regulations that have been Adopted for the implementation of the ADA.

3. Users must comply with board policy and legal requirements forbidding the use of tobacco products in school facilities and on school grounds (see policy 5026/7250, Smoking and Tobacco Products).

4. Users shall not consume or possess alcohol or drugs on school grounds (see policy 5025, Prohibition of Alcoholic Beverages).

5. Users shall not possess weapons or explosives while on schools ground (see policy 5027/7275, Weapons and Explosives Prohibited).

6. Users are responsible for supervising their activity and the people present at their activity. Users are responsible for maintaining order and safety during the activity.

7. Any violation by a user of the provisions of this policy or any applicable regulations shall be grounds for the suspension of the user's privilege to use

school facilities for such period of time as deemed appropriate by the principal, subject to the review of the superintendent and the board of education.

F. TERM AND ACCEPTANCE OF LEASE

The superintendent is authorized to enter into agreements with community groups for the lease of school property for terms of one year or less. All such leases must be reviewed and approved in advance by the board attorney. The superintendent shall inform the board of the execution of any lease at its next regularly scheduled meeting. Leases may be renewed following the same process.

Absent unusual circumstances, leases shall not be granted for a term longer than one year. A lease for more than one year must be approved in advance by the board.

G. REVIEW OF DECISIONS CONCERNING USE OF SCHOOL FACILITIES

Any person or organization may request a review of any decision made by a school employee pursuant to this policy in accordance with policy 1740/4010, Parent and Student Grievance Procedure.

Legal References: Americans with Disabilities Act, 42 U.S.C. § 12101 *et seq.;*Equal Access Act, 20 U.S.C. §§4071-4074; 28 C.F.R. part 36; Community Schools Act, G.S. 115C-203 to -209.1, -527

Cross References: Parent and Student Grievance Procedure (policy 1740/4010), Prohibition of Alcoholic Beverages (policy 5025), Smoking and Tobacco Products (policy 5026/7250), Weapons and Explosives Prohibited (policy 5027/7275)

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

ACTION PLANS FOR LICENSED EMPLOYEES

Policy Code: **7811**

The board expects all professionally licensed employees to maintain high levels of performance. If employees do not meet ŧ this standard, the superintendent and administrative staff will address any identified performance deficiencies through appropriate means, including placing the employee on an action plan when required by state law, state policy or local policy or when otherwise deemed necessary..

A. ACTION PLANS REQUIRED

Unless the superintendent recommends dismissal, demotion or nonrenewal of a poorly-performing employee, the superintendent or designee shall develop and implement an action plan for each licensed employee who receives a "below standard" or "unsatisfactory" rating on a summative. Unless otherwise established by legal authority, the superintendent shall establish criteria that will be deemed evidence of a "developing" or "not demonstrated" rating on a performance evaluation. A "monitored growth plan" or "directed growth plan" developed in accordance with State Board of Education Policy TCP-C-004 satisfies the requirements for an action plan for a teacher under this policy.

B. DISCRETIONARY ACTION PLANS

Nothing in this policy shall limit the superintendent's authority to place an employee on an action plan or other plan of improvement at any time deemed necessary, including when (1) a monitored or directed growth plan is not mandated under State Board policy, or (2) an action plan is not mandated under this policy.

C ACTION PLAN COMPONENTS

An action plan must include the following components:

1. **Dual Plans:** A plan that is intended to serve as both an action plan and a monitored or directed growth plan must meet the requirements set by the State Board. The superintendent may require additional components beyond those required by the State Board, such as those listed below.

2. **Separate Action Plans:** An action plan that is not intended to serve a dual role as a monitored or directed growth plan, whether required by law or discretionary, must include the following components:

a. Identification of Deficiencies. All performance deficiencies identified during the employee's evaluation must be identified and addressed in the action plan.

b. Performance Expectations. For each problem identified, the action plan must include a statement of the expected level of performance.

c. Strategies. The action plan must set forth a strategy or strategies designed to correct each identified deficiency. Strategies should be specific and clearly stated the activities the employee should undertake to achieve the expected level of performance. They also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion. The action plan must include dates upon which the employee's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Action plans required by this policy must be completed within 90 instructional days or before the beginning of the next school year.

D. REEVALUATION REQUIRED

Once an employee completes an action plan, the superintendent or designee shall reevaluate the employee and determine whether the employee continues to "perform at a "not demonstrated or "developing" level in any area or whether the employee's performance has improved sufficiently. If the employee's performance remains unsatisfactory or is below standard the superintendent shall either:

1. Recommend that the board dismiss, demote or transfer the employee to a position in which the employee can be successful; or

2. Retain the employee in the current position, if the superintendent:

   a. determines that the employee's continuing performance problems are not adversely impacting student learning or the school environment, or

b. determines that the employee is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

An employee who is retained in his or her position after two poor evaluations must be given a new action plan and reevaluated in accordance with this policy.

E. SPECIAL PROVISIONS RELATING TO ACTION PLANS FOR LICENSED EMPLOYEES IN LOW PERFORMING SCHOOLS

Professionally licensed employees assigned to a low-performing school will be placed on action plans as described in sections A, C and D above. However, if a licensed employee in a low-performing school receives a "developing or "not demonstrated" rating on any function of his/her evaluation that is related to the employee's instructional duties, then the following additional provisions apply.

1. Person(s) Drafting the Action Plan

   The person who directly supervises the employee, or the person or group who completed the employee's evaluation, will draft the required action plan for the employee. Assistance or assessment teams must collaborate with the employee's supervisor in developing an action plan.

2. Reevaluation and Dismissal

   Upon completion of the action plan, the superintendent or designee or the assessment team will evaluate the employee again. The superintendent must recommend dismissal or demotion if the employee receives one "developing" rating or more than one "not demonstrated" rating on any function that is related to the employee's instructional duties.

Unless otherwise established by legal authority, the superintendent shall develop procedures that identify the standards of the evaluation instrument that are related to instructional duties for purposes of compliance with this subsection. The superintendent shall develop any other procedures necessary to carry out the board's directives.

Legal Reference: G.S. 115C-333, State Board of Education Policy TCP-C-004

Cross Reference: Evaluation of Licensed Employees (policy 7810)

Adopted: May 1, 2000
Updated: March 3, 2010
Updated:

A. PROFESSIONAL EMPLOYEES

Professional employees who for any reason intend to resign are encouraged to indicate their plans in writing at as early a date in the school year as possible, such as when plans become firm and/or the decision to leave the school district is made. Employees in administrative positions are required to give a 60 day notice unless the superintendent consents to a shorter notice period.

A resignation becomes effective at the end of the school year in which it is submitted. A resignation for any other time requires a 30 days' notice unless the superintendent consents to a shorter notice period.

If the notice requirements are not met by a teacher and the superintendent does not consent to a waiver of notice, the superintendent shall inform the board and recommend to the board whether or not a request should be made to the State Board of Education to revoke the teacher's license for the remainder of the school year.

B. ALL EMPLOYEES

Letters of resignation must be submitted to the superintendent. Resignations may be accepted, on behalf of the board, by the superintendent or his or her designee. To help ensure smooth operations of the schools, a 30 day notice is requested whenever possible.

Each employee who is leaving the school district may arrange to meet with any director, supervisor or administrator to discuss the reasons for leaving and to identify any practices or policies which he or she feels are detrimental to the objectives of the school district. To the extent possible, statements made by employees will be confidential.

Legal References: G.S. 115C-47, -325(o)

Cross References:

Adopted: May 1, 2000
Updated: August 3, 2009
Updated: November