PROHIBITION AGAINST RETALIATION

Policy Code: **1760/7280**

The board of education prohibits and will not tolerate any form of reprisal, retaliation or discrimination against any employee who (1) in good faith, has made or intends to make a report that there has been a violation of federal, state or local law, regulation or public policy due to a practice, policy, act or omission of the board of education, of a school system employee or of an entity/person with whom the school system has a business relationship; or (2) has refused to carry out a directive which may constitute a violation of state or federal law, rule or regulation or poses a substantial or specific danger to public health and safety..

An employee who reasonably believes that any such violation exists may file a grievance in accordance with policy 1750/7220, Grievance Procedure for Employees, or a complaint in accordance with policy 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

The provisions of this policy apply only to those situations in which an employee brings the alleged unlawful activity, policy or practice to the attention of school officials or the board and provides the school officials or the board with a reasonable opportunity to investigate and correct the alleged unlawful activity. If necessary, the school officials or the board may specify reasonable steps to protect the complaining employee from retaliation.

Each employee will receive a copy of this policy and sign a statement verifying his or her receipt and understanding of this policy.

Legal References: Sarbanes-Oxley Act, 18 U.S.C. 1513(e); G.S. 115C-335.5; 126-5(c5), -84, -85, -86, -87, -88

Cross References: Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225), Grievance Procedure for Employees (policy 1750/7220)

Adopted: April 6, 2009
Updated:

CODE OF ETHICS
FOR SCHOOL BOARD MEMBERS

Policy Code: **2120**

The board recognizes that collectively and individually, all members of the board must adhere to code of ethics as required by G.S. 160A and G.S. 115C-47(57).

A. BOARD MEMBER ETHICAL REQUIREMENTS

The following standards will guide each board member in the performance of his or her official duties:

1. the need to obey all applicable state and federal laws regarding official actions taken as a board member;

2. the need to uphold the integrity and independence of the board member's office;

3. the need to avoid impropriety in the exercise of the board's and the board member's official duties;

4. the need to perform faithfully the duties of the office; and

5. the need to conduct the affairs of the board in an open and public manner, complying with all applicable laws governing open meetings and public records.

B. SPECIFIC BOARD MEMBER COMMITMENTS

In order to implement the above standards, each member of the board commits to do the following:

1. attend all regularly scheduled board meetings insofar as possible and become informed concerning the issues to be considered at those meetings;

2. endeavor to make policy decisions only after full discussion at publicly held board meetings;

3. render all decisions based on the available facts and independent judgments and refuse to surrender that judgment to individuals or special interest groups;

4. model civility to students, employees and all elements of the community by encouraging the free expression of opinion by all board members and engaging in respectful dialogue with fellow board members on matters being considered by the board;

5. respect the confidentiality of information that is privileged under applicable law and refrain from unauthorized disclosure of matters discussed in closed session;

6. work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent;

7. communicate to other board members and the superintendent expressions of public reaction to board policies and school program;

8. learn about current educational issues by individual study and through participation in programs providing needed information, such as those sponsored by the state and national school boards associations;

9. comply with North Carolina General Statute 115C-50 by earning annually the required 12 hours of training.

10. Comply with G.S. 160-A-87 by earning two hours of ethics education within 12 months of election or appointment to the board;

11. support the employment of those persons best qualified to serve as school employees, and avoid allowing personal relationships and biases to influence decision making;

12. refrain from investigating or attempting to resolve complaints received personally, but instead direct the complainant to follow the board's complaint or grievance process to resolve concerns;

13. avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or partisan gain;

14. take no private action that will compromise the board or administration; and

15. remember always that a board member's first and greatest concern must be

the educational welfare of the students attending the public schools.

All newly elected board members are expected to sign a code of ethics statement that includes these provisions at the organizational meeting of the board.

Legal References: G.S. 115C-36, -47(57), -50; 160A-86,-87

Cross References: Board Member Opportunities for Development (policy 2123)

Adopted: March 6, 2000
Updated: April 6, 2009
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 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.

Students must satisfactorily complete a senior project. The superintendent or designee shall develop, monitor and score the senior projects, using state-adopted rubrics. The superintendent or designee may incorporate any senior requirements that are already in place in the system. In addition, requirements of the senior project must include:

a. review process

b. an eight- to ten-page research paper written on an approved topic of the student's choice;

c. a product related to the paper that requires significant hours of work;

d. a portfolio that reflects the senior project process;

e. a presentation to a panel of community and faculty members; and

f. literature, service-based learning or work-based learning experiences as defined by state models.

The superintendent or designee shall give special consideration to the

children of military families as well as transfer students arriving in the second semester of the senior year.

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:

EXTRACURRICULAR ACTIVITIES AND STUDENT ORGANIZATIONS

Policy Code: **3620**

The board recognizes the value of interscholastic athletics and extracurricular activities in promoting leadership and team skills, practicing democratic principles, and encouraging the lifelong learning process. Students are encouraged to participate in opportunities available at the school, including interscholastic athletics and student organizations. All activities are open to students enrolled in Montgomery County Schools and attending that school unless a restriction is justified and has been approved by the principal. The principal will ensure that students and parents are notified of the various opportunities for participation in extracurricular activities. The principal will establish any rules necessary for school and student initiated extracurricular activities.

A EXTRACURRICULAR ACTIVITY REQUIREMENTS

Participation in extracurricular activities, including student organizations and interscholastic athletics, is a privilege, not a right, and are reserved for students enrolled in Montgomery County Schools who are in good academic standing, who meet behavior standards established by the board and the school. Participation in extracurricular activities may be restricted if a student (1) is not performing at grade level as provided in board policy 3400, Evaluation of Student Progress; (2) has exceeded the number of absences allowed by board policy 4400, Attendance; (3) has violated the student conduct standards found in the 4300 series; or (4) has violated school rules for conduct.

School administrators choosing to exercise its authority to restrict participation based upon any of the reasons provided in this paragraph shall provide this policy and any additional rules developed by the superintendent or the principal to all parents or guardians and students. The grievance procedure, provided in policy 1740/4010 Student and Parent Grievance Procedure, may be utilized by parents or students who believe a student has been aggrieved by a decision made pursuant to this policy.

B. SPECIAL CIRCUMSTANCES

1. Extracurricular activities may be used as a component of an at-risk student's intervention plan. The intervention plan may include providing for or restricting the student's participation in extracurricular activities. If the plan restricts the student's participation, the plan must include other intervention strategies designed to improve student performance.

2. Students with disabilities must be accorded the legal rights required by federal and state law.

3. School administrators shall facilitate the inclusion and participation of transitioning military children in extracurricular activities, to the extent they are otherwise qualified, by;

   a. Providing information about extracurricular activities to transitioning military children; and

   b. Waiving application deadlines.

Legal References: Americans With Disabilities Act, 42 U.S.C. 12132, 28 C.F.R. Part 35; Equal Access Act, 20 U.S.C. 4071-4074; Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et. seq*., 34 C.F.R. Part 300; Rehabilitation Act of 1973, 29 U.S.C. 705(20), 794, 34 C.F.R. ~~pt.~~ Part 104;.S. 115C, art. 9, 115C-47(4), -391; -407.5; Policies Governing Services for Children with Disabilities, State Board of Education Policy HSP-D-000; N.C. High School Athletic Association Handbook

Cross References: Parental Involvement (policy 1310/4002), Student and Parent Grievance Procedure (policy 1740/4010), Evaluation of Student Progress (policy 3400), Student Promotion and Accountability (policy 3420), School Improvement Plan (policy 3430), Children of Military Families (policy 4050), Student Behavior Policies (4300 series), Attendance (policy 4400), Community Use of Facilities (policy 5030)

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