



# BETHANY COMMUNITY SCHOOL

## 2024-2025

# **Student-Parent Handbook**

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# General Information

## Mission & Values

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### **Mission Statement**

Bethany Community School will be the premier school of choice where academic rigor and character excellence are standards to cultivate college ready learners and strengthen community.

### **Our Values**

**Confidence:** Trusting in your own ability and being willing to take academic risks.

**Curiosity:** Eager to investigate and learn about the world around us.

**Empathy:** Being aware of and respecting another person's feelings, experiences, and differences.

**Reflection:** Using past experiences to guide future learning and decision making.

**Integrity:** Doing the right thing and standing strong in what you believe.

## Bethany Community School Honor Code

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The purpose of the Honor Code at Bethany Community School is to build a community of honor and trust among administrators, teachers, students, parents, and staff.

### **Wolves Honor Code**

BCS students are good citizens who value honor and demonstrate integrity in all that they do. They help members of the community by having a positive attitude and by respecting other people and school property.

**Honor:** Having high moral standards of behavior; being perceived by other people as possessing good qualities or character.

**Integrity:** Possessing the quality of being honest and fair.

**Lying:** Purposefully being dishonest or misleading to a fellow student, teacher, or administrator.

**Cheating:** Receiving unauthorized help on work; copying another person's work or answers on assessments. Asking other students to provide information such as questions posed or material covered on tests, quizzes or other assignments already taken or completed by the other student. Plagiarizing is a form of cheating:

**Plagiarism:** Passing off another's work or ideas as your own or intentionally failing to cite sources for information that is not widely known. Ignorance of proper citation procedures is not an acceptable excuse for failing to cite sources. Plagiarism includes:

1. Excessive parental assistance on homework or projects.
2. Forgery or falsification of documents.
3. Lying, outwardly and/or by omission.
4. Aiding others who are violating the Honor Code.
5. Taking property that does not belong to you without permission.
6. Not abiding by the rules and/or guidelines outlined by the Technology Use Policy.

**Stealing:** Taking another person's belongings or ideas (plagiarism) without permission or providing proper citations.

**Disrespectful of People or Property:** Being rude, defiant, or unkind to another person; vandalism or misuse of school, student or staff property.

**Inappropriate Use of Technology:** Loading unauthorized programs or viewing non-approved websites.

### **Student Honor Pledge:**

"I pledge to uphold the principles of Bethany Community School and respect these principles. As a student of this school I shall be a part of my community, and I shall respect my community in every way I can. I will respect staff and fellow students. I will respect others' property and space. I will be responsible. I will strive to make the right choices, turn in my work on time, and always do my best. I will be honest. I will tell the whole truth, refuse to gossip or spread rumors, and do my own work."

Each student is honor bound to report immediately all violations of the Honor Code of which the student has first-hand knowledge; failure to do so is itself a violation of the Honor Code. All students, staff, and other employees are responsible for familiarity with and support of the Honor Code. Any student or staff member may charge a student with a violation of the Honor Code. Charges are presented to the Principal. Hearings, administrative conferences and other proceedings regarding alleged violations of the Student Code of Conduct (including, but not limited to, allegations of violation of the Honor Code) shall be conducted in accordance with applicable North Carolina law.

## School Governance

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### **Board of Directors**

Bethany Community School is a non-profit organization. As a non-profit, BCS is governed by a Board of Directors. The Board of Directors has between five and nine members and the purpose of the board is to ensure that the school is achieving its mission, create and follow board policies, oversee the strategic plan for the school, and approve and follow the annual budget. The board is also responsible for the hiring and termination of employees at the recommendation of the Executive Director. The dates for all Board meetings are posted on the website. All board meetings are open to the public. Citizens may address the Board during the public comment portion of regular board meetings provided the individual has signed up ahead of time by emailing [publiccomment@bcswolves.org](mailto:publiccomment@bcswolves.org) by 5pm the day prior to the meeting. The Board Chairperson will grant a maximum of three minutes to speak per person up to a maximum of 15 minutes.

The public comment period is not the time to address grievances. The process to address parent concerns or grievances are described in separate sections of this handbook.

### **Executive Director**

The Executive Director of Bethany Community School is responsible for the daily operations of the school and the implementation of the school's mission. The Executive Director serves as the CEO for the organization and serves as the school's final decision maker and authority much like a Superintendent for a local school system.

### **Principals**

The Principals are responsible for the supervision of staff and students and the implementation of the academic program at the various levels of the school. These administrators may be regarded as Principals and have the authority to uphold school policies and expectations.

### **Organizational Charts**

The following page includes our organizational chart designed to provide clarity for staff roles and responsibilities, staff evaluation and supervision, and reporting structure. The roles and responsibilities are never intended to be all inclusive and are subject to change from time to time as needs arise. Updated organizational charts are available on the school's website.

## Executive Director

Mission & Vision  
Strategic Planning  
Community Relations  
Compliance  
Fiscal Management  
Organizational Alignment

## Middle School Principal

MS Educational Plan  
MS Staff Supervision  
MS Programs

MS Grade Level Chairs

MS Teaching Staff

## High School Principal

HS Educational Plan  
HS Staff Supervision  
HS Programs

HS Department Chairs

HS Teaching Staff

## Office Staff

School Pictures

Medication

Attendance

Substitutes

Lunch Program

Office Supplies

## Assistant Principal

School Culture  
Clubs & Orgs  
Field Trips  
Classroom Mgmt  
MTSS  
Behavior

Extra-Curricular Staff

## School Counselor

SEL  
504  
McKinney Vento  
EDS  
Credit Recovery  
SSARS

## College Counselor

Seniors  
Career Planning  
Honors & Awards  
CCP Program  
Scholarships  
Enrichment

## School Resource Officer



## Director of Operations

Title IX Coord  
Facility  
Licensure  
Compliance  
Special Projects  
Safety Plans

Operations Staff

## Director of Athletics

Ath Compliance  
Event Mgmt  
Ath Prog Mgmt

Athletic Staff

## Director of Communications

Communication  
Event Planning  
Recruitment  
Website  
Marketing  
Fundraising

## Finance Manager / Registrar

AP / AR  
Enrollment  
Recruitment  
HR & Benefits  
Infinite Campus  
Student Records

## Director of Teaching & Learning

Professional Dev  
Coaching  
BT Program  
Curriculum Plan  
Data Analysis  
PLCs

## EC Coordinator

EC Compliance  
Initial Referrals  
Contracted Svcs

EC Staff

## Special Programs Coordinator

AIG  
ML Support  
Intervention

## Testing Coordinator

Test Security  
Test Admin  
AP Coordinator





## School Hours

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Middle School: 8:00am – 3:15pm

High School: 8:10am – 3:10pm

## School Calendar

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The Executive Director shall recommend, and the Board shall adopt, a school calendar in the spring of each year for the following school year. The calendar shall comply with applicable laws concerning educational instruction time. The BCS calendar is available on the school's website.

## State Testing

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All BCS students enrolled in courses below in grades 6-12 will take the North Carolina required state tests. These tests include the following:

6<sup>th</sup> Grade – ELA and MATH EOG

7<sup>th</sup> Grade – ELA and MATH EOG

8<sup>th</sup> Grade – ELA and SCIENCE EOG and either MATH EOG or MATH 1 EOC

HIGH SCHOOL

- MATH 1 EOC
- MATH 3 EOC
- ENGLISH 2 EOC
- BIOLOGY EOC
- ACT – all 11<sup>th</sup> Grade Students

## Inclement Weather Procedures -School Closing

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The Executive Director of Bethany Community School will make all decisions regarding school delays, early dismissals, or closures related to inclement weather. There may also be non-weather related circumstances (example - power outage) that would require the Executive Director to initiate a school delay, early dismissal, or closing. School cancellation or a delayed opening will be communicated through an email and automated call to all parents and staff as well as via text for those who have registered for text alerts. The information will also be posted on our website.

Additionally, the Executive Director has the ability to call for an early dismissal if there are concerns about the road conditions or the safety of the children. Parents should ensure that their emergency contact information is updated for communication regarding inclement weather delays.

## Posting or Publishing Student Pictures and Information

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Parents, employees, and volunteers shall not post any pictures of students on Facebook, Twitter, Instagram or any other form of social media or on the internet unless a school administrator has approved such posting. This applies to all BCS functions, whether or not conducted on school property, including field trips. Nothing in this policy shall prohibit a parent from taking and posting pictures of their own child, provided no other students are featured in such pictures. BCS reserves the right to post pictures and images of current and former students on its website, official social media pages, marketing publications, or for any other school purpose. Parents who do not wish to allow BCS to use their child's picture or image must notify the Executive Director in writing.

## Emergency Data

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Every family must complete the Emergency Information form sent to families as part of their back to school enrollment paperwork. All forms should be completed prior to the start of school. Please communicate any changes to the information throughout the year by emailing office manager.

The Emergency Information form includes the following information:

- Home address
- Home phone number
- Alternate phone numbers (work, cell)
- Names and phone numbers of people we are authorized to contact in case of an emergency
- Names and phone numbers of people who are authorized to pick the student(s) up from school

## Parent Concerns

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Bethany Community School encourages the involvement of parents in their child's education. If you have a concern regarding your child please contact your child's teacher first. As a parent, you may request a conference with the teacher at any time. Please make these arrangements directly with your child's teacher. If you feel that your concern has not been handled by the teacher then you can contact your child's Principal.

### Resolution of Student Issues in the School

If a parent wishes to meet to resolve a classroom/student issue, we encourage them to contact the following in this order:

1. Student's Classroom Teacher
2. Principal
3. Executive Director of the school

## Withdrawal Procedures

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If a parent would like to withdraw their child, BCS must receive a completed withdrawal form. A records request to send records to another school for one of our current students is considered a request for withdrawal only after the parent withdrawal form is received. After that time, if a records request is received the records will be sent and that student will be withdrawn from BCS.

## Academic Honesty

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Academic honesty is required by Bethany Community School and any form of academic dishonesty is a violation of the school's Honor Code. Academic dishonesty is defined as cheating; working with another person(s) without permission, copying someone else's work, sharing your work with others, unauthorized use of notes or books on examinations, tests or quizzes; giving or receiving information on examinations, tests, quizzes, classroom assignments, lab assignments, homework assignments or any other work without the approval of the instructor; forging a parent signature; and plagiarism. Plagiarism is defined as intentionally using another person's words, thoughts or ideas as one's own without proper citation. Any act of academic dishonesty could result in loss of credit for the assignment and/or other disciplinary action.

## Academic Standards

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All students will be expected to master the grade level material each year. The teachers at BCS will be responsible for assessing each student throughout the school year in order to track their progress towards mastery and keeping records of such progress. If a teacher has a concern about a student's academic progress or behavior they will bring the concern directly to the Multi-Tiered System Support (MTSS) Team. The MTSS Team will discuss the teacher's concern and will then create an intervention plan. The teacher will communicate the details of the plan with the parents. If a teacher has a concern about the promotion of a student, the teacher will communicate their concern to the MTSS team. If necessary, the teacher, parent, student and MTSS team will meet to discuss the details of the student's academic progress and an additional intervention plan will be put in place. Any student being considered for retention must have already been referred to the MTSS Team. At the end of the school year the Executive Director will review all of the data in the student's file with the Principal and a final decision will be made about the promotion or retention of the student.

# Attendance

## Attendance Requirements

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At Bethany Community School, every day is essential to the learning process; therefore, we encourage every student to be at school every day. Students are responsible for collecting and making up any work that they missed while they were out of school. Parents may arrange to either pick up work in advance of a planned absence or can come by the school after an absence to pick up the child's work.

### **Compulsory Attendance**

Every parent/guardian or other person of a child between the ages of 7 and 16 years shall cause such child to attend school continuously for a period equal to the time which their assigned school shall be in session. No person shall encourage, entice, or counsel any such child to be unlawfully absent from school. The parent/guardian or custodian of a child shall notify the school of the reason for each known absence of the child.

### **Lawful Absences**

Absences are considered Excused Absences in accordance with State law and will be excused for the following reasons:

1. Illness/injury
2. Quarantine
3. Death of an immediate family member
4. Medical or dental appointments (a note from doctor/dentist office is required to verify appointment)
5. Court or administrative proceedings
6. Religious observance
7. Educational Opportunity
8. Local school board policy
9. Absence related to deployment activities
10. Childcare (if student is the custodial parent)

Absences must be documented and lawful in order to be considered excused. Please do your best to inform the school of your child's absence by emailing and/or calling the school by 9:00 am or by emailing [attendance@bcswolves.org](mailto:attendance@bcswolves.org). A hard copy of the excuse may also be given to the office upon the student's return. At any point in the year that a student's excused absences are for an illness or injury, the school may require a statement from the student's physician in order to excuse future absences.

Unexcused absences will be handled in the following manner:

Number of Unexcused Absences	Follow Up
0-3	Letter sent home after 3 unexcused absences
4-6	Letter sent home after 6 unexcused absences; Intervention conference with parent/student
7-10+	After 10 unexcused absences, required conference with Principal and the Executive Director or his/her designee and discussion regarding potential action in court for truancy violations as well as involvement of the Department of Social Services

Absences, whether excused or unexcused, will influence a high school student's ability to exempt exams. See the section related to [exam exemptions](#) in this handbook.

### **Attendance Intervention**

It is the school's belief that attendance is critical to academic progress. Students who accumulate 6 or more absences or more than 10% of the school days will be referred to our MTSS team for review and intervention. That team will implement progressive steps to ensure the student is in attendance and on track for adequate academic progress.

## Educational Opportunity Absence

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Bethany Community School requires advanced permission for excused absences for educational purposes. School administration will deny the request if the cumulative effect of such absences would substantially interfere with the education of the student. If the administration does not approve this request, you will be promptly notified. For an excused absence for educational reasons, the intent of the experience should have been educational from the outset and comparable to that which the student would have experienced in school. Family trips and vacations that were not designed, initially, to be educational will not be excused. To request an absence be excused for an educational opportunity, the parent should complete the appropriate form and submit it to the Principal at least five days in advance of the intended absence. The Principal shall make the final decision on whether the absence will be excused or unexcused based on the all of the information provided.

## Excessive Absences

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At the middle school level, any student with 20 or more absences, excused or unexcused, during a school year is subject to retention. At the middle school level, absences are based on the day using 11:30am as the cut off. For high school level coursework, any student with 12 or more absences, excused or unexcused, in any class is subject to denial of credit for that class. If the Principal recommends retention or denial of credit of a high school course is necessary based on attendance and the Executive Director agrees based on a review of information, the parent/guardian and student will be notified in writing. The parent/guardian or student shall have ten (10) school days from the date of receipt of such notification to appeal the decision to the Executive Director pursuant to the School/Parent Grievance Procedure.

## Make-Up Work for Absences

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Students are responsible for, and they are permitted to, make up all work missed during absences. All work must be made up according to the course syllabus unless the teacher or an administrator determines that extenuating circumstances would support an extension of time. The student is responsible for finding out which assignments, quizzes and exams were missed and completing them within the specified time period. Generally, no homework assignments will be given out prior to a student's pre-planned absence (i.e. trips). Students who are absent due to a suspension from school will be provided an opportunity to complete work and take any examinations missed.

## Instructional Time

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Every minute of instructional time is valuable at BCS so we work hard to minimize class time interruptions. If you need to speak to your child's teacher, you must make an appointment ahead of time. No visitors will be given access to any classroom unless the visitor has made prior arrangements for their visit.

## Tardy Policy

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### **Late to School**

Students are expected to arrive to school on time. Students are considered tardy if they are not in their classroom by the beginning of the school day. Tardiness is only excused for medical and dental appointments or to comply with court ordered attendance at a legal proceeding. In all such instances, for the tardy to be excused proper documentation is required. Students tardy due to illness will only be excused with parent communication – verbal (in person or over the phone) or via written note.

Students who have more than five (5) unexcused tardies in the first semester or more than ten (10) unexcused tardies in the second semester may receive consequences. For high school students, this will include a loss of exam exemption privilege. See the section related to [exam exemptions](#) in this handbook. Students may also face disciplinary action up to and including out of school suspension where appropriate.

### **Late for Class**

It is important for students to be in class on time, ready to learn. Missing just five minutes of class may be as much as 10% of instruction for that day in that class. Teachers will address students who are late to class as potential disciplinary issues due to the disruption of the educational process and / or skipping class. Administration may impose consequences for the disruption up to and including out of school suspension. Each circumstance will be considered separately. While teachers and other staff will be in the hallways encouraging students to get to where they belong, ultimately, it is the student's responsibility to be in class on time, ready to learn. Taking responsibility for one's own learning is an essential for success.

## Partial Attendance for Extracurricular and Special Event Participation

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Students must be present at school for at least half of the school day in order to participate in any extracurricular activities. The same applies for special events. Students must be considered present the day of a special event or evening student activity to participate in the event.

## Arrival and Dismissal

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Please refer to the maps and procedures on our website which are updated as needed each year.

## Student Parking on Campus

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High School students are eligible to park on campus provided they have a parking pass and meet the following guidelines:

1. Only students with valid parking permits are allowed to park within the school parking lot.
2. Students must display their parking permit on their rearview mirror at all times while on school grounds.
3. Students may only park in the designated student parking lot. No parking is permitted in non-designated areas or on the grass.
4. Students may only go to their cars during the school day with permission from the school administration.
5. Students may not leave campus during the school day unless signed out in the office by their parent/guardian.
6. Loitering in the school parking lot is prohibited. Students should leave the parking lot immediately upon arrival at school and immediately upon completion of the school day.
7. Students should obey all school policies and traffic laws while occupying the parking lot area and while operating a motor vehicle. **Speeding and reckless driving are prohibited and may result in loss of parking privileges.**
8. Drivers are responsible for their own vehicles and should keep them locked at all times. BCS is NOT responsible for any automobile damage or theft.
9. Student vehicles are subject to a search if there is a reasonable suspicion to believe that drugs, alcohol, stolen property, or other contraband is present in the vehicle.

BCS takes no responsibility for vehicles parked on campus. The use of the school parking lots is at the risk of the driver and owner of the vehicle. While BCS does have video surveillance which can assist if damages occur, the video system is not designed to cover every area of the property. The school assumes no responsibility to mediate and enforce claims between individuals.

**\*Students who violate any of the above rules and regulation are subject to towing (at the vehicle owner's expense), fines, loss of parking privileges and/or suspension\***

## Third Party Rides

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Consistent with BCS policies, parents and guardians must provide the school with the identity, by name, of persons permitted to pick up their children from school and students will only be released to such designated individuals. BCS does not condone students leaving campus in third-party ride share services whose own policies explicitly prohibit minors from using them such as Uber and Lyft. BCS will not allow any student to be picked up from school in a third-party car service, such as Uber or Lyft, and will turn away such ride sharing services from the school. Coordinated carpool services that are fee-based are welcome.



# School Operations

## Field Trips and Overnight Trips

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Field trips are an important part of enhancing a student's learning experience. BCS provides field trip opportunities that provide academic value or community building time for our students. No BCS student will be permitted to leave a field trip early except in the case of an emergency or unless requested by a member of the BCS staff for disciplinary reasons. All students must remain with the group for the duration of the field trip. Due to the responsibilities of a chaperone to supervise the students in their care, we are not able to accommodate bringing additional children that are not in the designated class or course. Students are expected to adhere to the dress requirements established for the trip by the trip organizer which will mirror the school's dress code policy unless otherwise directed.

Students and families should be aware that any student who chooses to participate in a school-sponsored field trip is subject to search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law. Students who have been involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year. High school students not in good academic standing may not be allowed to participate in field trips that involve missing instructional time.

## Overnight Trip Parent and Student Expectations

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Overnight trips are optional for all students. Students not in good academic and behavior standing will not be able to attend trips as they are offered. Deposits and payments made towards trips are nonrefundable as vendors are paid well in advance of trips and will not refund the money to the school. Student accommodations will be made on trips per the student's IEP or 504 Plan, but special requests for dietary, rooming preferences, and parent or student desires will not be honored. If students are unable to participate on the overnight trip with accommodations identified in their 504 Plan or IEP, the parent must attend the trip at their own cost and provide any additional student needs.

## Personal Items

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The school will not accept responsibility for the personal items of students. We expect students to leave belongings that are not necessary for their education at home. Any personal items that staff members judge to be unsafe, inappropriate for BCS, or interfering with students' educational focus will be confiscated and held in the office or remain in the possession of a staff member until the parents retrieve them. Such items may be subject to search. BCS shall not be responsible for any items lost or damaged while in its possession.

## Dress Code

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The purpose of the Bethany Community School dress attire policy is two-fold. As an aspect of a student's personal education, it helps develop positive self-image and promotes a sense of personal responsibility. As an organizational benefit, this policy keeps our focus on the academic process, minimizes disciplinary disruption and assures the safety of our students. In this context, student dress should demonstrate modesty, be appropriate to an academic setting, and contribute to a sense of school pride.

Presenting a bodily appearance or wearing clothing which is disruptive, provocative, revealing, profane, vulgar, offensive, or obscene, or which endangers the health or safety of the student or others is prohibited. Examples of prohibited dress or appearance include - but are not limited to - hats and headgear of any kind, pajamas, exposed undergarments or excessively revealing, shorts, or tight garments; sagging pants, bare midriff shirts; strapless shirts; attire with messages or illustrations that are lewd, indecent or vulgar, or that advertise any product or service not permitted by law to minors; see-through clothing; any adornment such as chains or spikes that could reasonably be perceived as or used as a weapon or endanger themselves or others; or are reasonably likely to create a substantial and material disruption to the educational process or to the operation of the school, including but not limited to items that are reasonably expected to intimidate other students on the basis of race, color, national origin, sex, gender identity, sexual orientation, disability, age, religious affiliation or other protected category.

Principals shall exercise appropriate discretion in implementing this policy, including making reasonable accommodations to these rules for religious, cultural, or medical reasons.

If a student's dress or appearance violates this dress code it will result in a Class 2 Infraction and students may be required to change. Dress up days are required for projects, celebrations, athletic events and other occasions as noted on the calendar and directed by school leaders or coaches.

## Lunch Information

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Bethany Community School does not participate in the National School Lunch Program which provides for free and reduced-price meals. As meals are typically ordered from area vendors, the cost of those meals are passed on to the families. In the event that a family has a demonstrated need, BCS is committed to support where possible. Please contact a school counselor to discuss your specific situation.

BCS will not accept deliveries from vendors like Grubhub, Door Dash, or Uber Eats. Any such deliveries will be turned away.

## Student Deliveries

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To protect the integrity of the classroom environment, we do not accept the delivery of flowers or gifts for students in the main office. In addition, every effort should be made to refrain from dropping off forgotten items. We believe in encouraging student responsibility and would encourage parents not to come back to the school with forgotten items unless absolutely necessary.

## Food / Drink in the Classroom

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The classroom is a space for learning. Food and drink should not be open or consumed in the classroom with the exception of water which must be in a bottle that can be sealed. This policy is designed to prevent spills that may invite insects or rodents into our building. Under special circumstances and with administrative approval, teachers may authorize the consumption of food / drink in the classroom.

## Destruction of School Property

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A student shall not intentionally cause or attempt to cause substantial damage, as determined by school officials, to school property or steal or attempt to steal school property either on school grounds or during a school activity, function or event off of school grounds. Damage or theft involving school property will result in disciplinary action up to and including exclusion from school. The parents or guardians will be asked to pay for the property that the student has damaged or destroyed. Students who have outstanding fines may be prohibited from all non-required activities (i.e. athletics, dances, parking, field trips, etc.).

## Smoking, Vaping, and Tobacco Use on Campus

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Bethany Community School is a smoke and tobacco free campus. In keeping with the school's intent to provide a safe and healthy work environment, smoking and other tobacco use is prohibited on BCS property at all times. This policy applies equally to all employees, parents, students, volunteers, contractors and visitors. This policy also includes the use of e-cigarettes and vape pens.

## Drug and Alcohol Use

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Bethany Community School is dedicated to maintaining a safe educational environment. Thus, BCS has implemented a drug and alcohol-free work environment policy, which prohibits anyone from being under the influence of alcohol or illegal/misused drugs on school grounds or attending a school related event. Alcoholic beverages are never to be possessed or consumed on school grounds, at school events, or during field trips. Alcoholic beverages are never to be possessed or consumed in vehicles of transportation owned or operated on behalf of BCS, or by their drivers while they are responsible for the operation of such vehicles. The use, sale, transfer or possession of alcohol, illegal drugs, hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on school property, at BCS events or on field trips is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood-altering substances while on BCS property, at a BCS event, on field trips or in circumstances the school believes will adversely affect the school's operation or safety. Violators of the drug and alcohol policy may be subject to drug testing and school consequences according to the Student Code of Conduct.

## Threats and Violence

Our policy is to strive to maintain a school environment that is free from intimidation, threats or violent acts. This includes, but is not limited to, intimidating, threatening or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons of any kind onto school property, or any other act, which, in the school's opinion, is inappropriate to Bethany Community School. In addition, jokes or offensive comments regarding violent events will not be tolerated and may result in disciplinary measures.

## Weapons

Weapons of any kind are expressly prohibited on school grounds or during school events. Weapons are defined to include any firearm, knife, destructive device, and/or any item (regardless of its nature) used to threaten or cause actual harm. On-duty Law Enforcement Officers (LEO) or School Resource Officers (SRO) are the only approved individuals to carry weapons on school property or at other school-sponsored activities on or off school property. **Possession of a concealed handgun permit does not authorize the holder to carry a weapon on school property.**

Students who violate this policy will be subject to disciplinary action, up to and including expulsion from school for a period of one (1) year from the date the student was found guilty of the violation. The Executive Director will review each alleged violation of this policy and will exercise discretion for expulsion and /or exclusion on a case-by-case basis.

## Video Monitoring

BCS recognizes that the use of video monitoring/surveillance systems may be warranted to maintain campus security, to increase student and employee safety and to assist with the enforcement of the school's policies and rules concerning student and employee conduct, safety and security. School buildings and grounds may be equipped with video monitoring devices, but such devices shall not be placed where there are reasonable expectations of personal privacy such as in locker rooms, changing rooms, nursing and health room areas or bathrooms.

### Use of Video Recordings

- Video recordings will only be utilized for official BCS business.
- A video recording of actions by students may be used by administrators or the Board as evidence in any disciplinary action brought against students arising out of the student's conduct on or about school property.
- The video surveillance recordings may not be used in connection with instructional observations of professional staff. This policy does not prohibit the administration from establishing other methods of videotaping lessons for the purpose of instructional observation.
- Video surveillance recordings of students, staff and/or others may be reviewed for the purpose of determining adherence to school policy and rules.
- Such recordings may be used to detect or deter criminal offenses that occur in view of the camera(s) and may be shared with law enforcement officials.
- Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation.

## School Safety

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Bethany Community School has a school-wide Crisis Response Team that creates and manages the procedures, actions, and responsibilities of staff and administration to deal with crisis situations through prevention, intervention, and responsive actions. The Crisis Response Teams will practice drills for fire, lockdown, shelter in place, medical, and evacuation emergencies.

The Operations Director oversees the Crisis Response Team and it is the responsibility of the Operations Director to ensure that the procedures are current and applicable and that all applicable parties are aware of the procedures.

The Operations Director is also responsible for ensuring drills occur on a regular basis. These procedures will be reviewed annually by the Crisis Response Team and any changes or revisions will be made with approval by the Executive Director.

## Visitors

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All visitors at BCS must sign in at the front office. All visitors are required to wear a visitor badge while on campus. Once a visitor has checked-in they will then be escorted to their destination. All visitors must abide by the policies set forth in this handbook at all times.

## Volunteers

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The staff at BCS welcomes volunteers! Parent volunteers are very important to the success of our school. All volunteers must adhere to the volunteer requirements outlined below as per our Volunteer Policy. Volunteers must sign in at the front office and a volunteer visitor badge must be worn at all times if volunteering during school hours. All volunteers are expected to abide by all of the school policies set forth in this handbook.

A volunteer is anyone who provides services, without compensation or benefits of any kind or amount, on an occasional or regular basis at BCS or BCS activities. Bethany Community School strongly encourages parent, grandparent, guardian, and community involvement in our school. The following policy assists our volunteers in being effective, satisfied, and successful school volunteers while maintaining the integrity of BCS and the health and safety of our students and teachers. Volunteers in large group functions may not be subject to all of the same requirements to serve.

1. All volunteers at BCS are required to:
  - a) Have a Sex Offender Registry Check on file dated within the last two calendar years.
  - b) Have a background check performed through the third-party vendor of the school's choice on file dated within the last two calendar years.
  - c) Comply with this policy.
2. The Executive Director or his/her designee will formally approve every volunteer application, and volunteers must be placed on the Authorized Volunteer list before volunteering their services at the school. All administrative staff will have a copy of the Authorized Volunteer list and will prohibit any person not on this list from volunteering at BCS.
3. Information collected during the screening process for volunteers will be treated as confidential to the extent allowed by the law.

4. The Executive Director or his/her designee will review all criminal background checks. No person who has been convicted of crimes against children, sex crimes, or serious crimes of violence will be allowed to volunteer at BCS. The Executive Director will evaluate other criminal records on an individual basis. If a criminal history presents itself in a review, the Executive Director shall determine whether the results of the review indicate that the volunteer (i) poses a threat to the physical safety of students or personnel, or (ii) has demonstrated that he or she does not have the integrity or honesty to fulfill his or her duties as a volunteer. The Executive Director shall document the decision.
5. All volunteers must report directly to the school office when they arrive and should sign in. The school office will provide an official badge identifying the volunteer that must be worn at all times.
6. All volunteers must be at least 18 years of age unless they are supervised by another responsible adult as approved by the Administrator or his/her designee.
7. Volunteers work in partnership with, under the supervision of, and at the request of BCS administration and staff. Volunteers are expected to abide by all Board policies, procedures, and BCS rules when performing their assigned responsibilities. The Executive Director or his/her designee shall make volunteers aware of all applicable policies, procedures, and rules before they begin their first volunteer assignment.
8. Volunteers will not have access to confidential information in student records except as allowed by federal and state laws and regulations. Volunteers will be responsible for maintaining confidentiality regarding information seen and heard while working as a volunteer. If there is a safety concern or an emergency situation, it must immediately be communicated to someone in authority at the school.
9. Volunteers shall not use information learned or acquired in the course of volunteering for any reason other than in furtherance of their volunteer efforts at the school. For example, if a volunteer is a class parent and receives parent email information to communicate with parents, the volunteer shall not share parent email addresses with others and shall not use such email addresses to communicate with parents about anything other than for the purpose of serving as class parent.
10. Volunteers are to serve as positive role models. BCS volunteers must always:
  - Use appropriate language
  - Dress appropriately
  - Discuss age-appropriate topics
11. Volunteers are prohibited from engaging in any physical contact with students.
12. Volunteers are prohibited from disciplining students. Behaviors requiring discipline should be reported immediately to the appropriate teacher or staff member.
13. Volunteers are prohibited from administering medications of any kind to students.
14. Volunteers should refrain from giving students gifts, rewards, or food items of any kind without the permission of BCS personnel.
  - a. Volunteers are expected to be prompt and dependable. Volunteers should notify the school office if an illness or emergency prohibits them from attending a volunteer assignment.
  - b. Volunteers may not take students off school property without the written permission of parents and school personnel.
  - c. Volunteers must leave children not enrolled at BCS at home when volunteering.

BCS does not tolerate any kind of racial, ethnic, disability, or gender discrimination or sexual harassment by volunteers of the school and it is expected that all volunteers will comply with the school's policies related to such matters.

# Student Code of Conduct

## **Purpose and Description of the School Code of Conduct**

Bethany Community School is committed to giving every student the opportunity to reach his or her full potential by providing a rigorous academic program, character education, and meaningful parental participation. In order to fulfill this mission it is important that we provide a positive, safe, and orderly environment for our students, staff, and families. Bethany Community School believes that a common and consistently applied code of conduct is a critical tool in building that environment. It reflects what the school believes to be reasonable expectations of conduct for all members of our student body.

The importance of a code of conduct is reinforced in North Carolina state law (G.S. 115C-288) stating, "The principal shall have the authority to exercise discipline over the pupils of the school under policies adopted by the local board of education in accordance with G.S. 115C-390.11 through G.S. 115C-390.12."

The BCS code of conduct identifies those behaviors that are detrimental to our goal of a positive, safe, and orderly environment. Specifically, it identifies behaviors which interfere with the learning process or disrupts the educational environment for any student at any time. The identified consequences are designed to deter students from engaging in behavior which are counter to the school's mission, and, in the event that violations do occur, discourages students from committing further violations.

The code of conduct is divided into five classes of violations. The classes are groupings of violations of similar severity. Each class of violations, because of their similarity, contain comparable consequences. While these consequences reflect what BCS believes to be fair and reasonable for that class of violations, the school also recognizes that there are times where there are mitigating or aggravating factors which may result in a change in consequences. The Executive Director or their designees have the authority to assign any alternate reasonable consequence based on either mitigating or aggravating factors. Finally, engaging repeatedly in behaviors in any single class of violations will result in consequences from a higher class. This is intended to reinforce the importance of learning from mistakes.

## **General Information**

The information contained in this section is designed to address common questions and confusions regarding the code of conduct. Providing further clarification on these issues will help parents and students successfully navigate the requirements of the BCS Code of Conduct.

The Code of Conduct applies to all students at any time they are present on school campus, at any school event, or during any school sponsored activity, including school events or activities that are held off campus. Additionally, it applies to students at any time whose behavior interferes with the learning process or disrupts the educational environment. Certain rules apply specifically to different grade levels. If that is the case it is noted in the violation. Otherwise the violations apply to all students.

Administration will follow investigatory procedures and make a reasonable attempt to contact parents after it has been concluded that a violation has occurred. During the investigation, students will be interviewed in order to determine what may have occurred. A student will be notified of the consequence of a violation as long as notification of the student does not pose a risk to the safety and security of other individuals on campus.

If a student is suspended out of school, the student may not be present on the campus of BCS, at any school function, or at any school sponsored event, whether off or on campus, without the permission of school administration.

Unfortunately, during the school year conflict will arise between students. It is the expectation of BCS that students will not settle conflict through physical altercation. If there is a fight between two students, both students will be held accountable for the incident. If a student is attempting to engage another student in a fight, it is our expectation that the other student will make every reasonable attempt to walk away and notify a school employee.

Lockers, desks, school issued technology, and other school property remain at all times the property of the school and are subject to search at the discretion of the Executive Director or their designee.

Corporal punishment is not permitted at Bethany Community School, but there may be times when school employees need to use reasonable force to control behavior or to remove a person from the scene. These situations include:

- To quell a disturbance threatening injury to others.
- To obtain possession of weapons or other dangerous objects on the person or within the control of a student.
- For self-defense
- For the protection of persons or property
- To maintain order on school property, in the classroom, or at a school related activity on or off school property

## **Definitions**

**365 Day Suspension** - This is out of school suspension for 365 calendar days. It is the maximum allowed by North Carolina law.

**After School Detention** - This consequence is a period of at least 45 minutes of supervised study after the conclusion of the school dismissal.

**Exclusion** - This consequence prohibits a student from continuing to attend BCS, although the student may attend another school.

**Expulsion** - Is the permanent termination of the student-school relationship. This applies only to students 14 years of age or older whose continued presence constitutes a clear threat to the safety of other students or school staff. Students considered for expulsion are entitled to a hearing before the school's Board of Directors as set forth in North Carolina statutes.

**Long-Term Suspension** - This is an out of school suspension lasting greater than 10 consecutive days, but less than 365 days.

**In-School Suspension** - This consequence is an alternate to the suspension out of school of a student. It is the supervised removal of a student from educational activities to another location on school property.

**Short-Term Suspension** - An out of school suspension lasting up to but not more than 10 consecutive days.

**Out of School Suspension** - This consequence is the prohibition of a student from being on school campus, at school events, or participating in school functions, whether on or off campus.



**Aggravating Factors** - Facts of a discipline incident which suggest consequences beyond what is recommended in the Code of Conduct. These are determined by the Principal or the Executive Director, and may include, but are not limited to, repeated violations, lying or refusing to cooperate with school officials in an investigation, severity of any injury sustained during the incident, and imminent danger to self or others.

**Mitigating Factors** - Facts of a disciplinary incident which suggest consequences that are less severe than what is recommended in the Code of Conduct. These may include, but are not limited to, self-defense, provocation, student record, and other factors identified by the Principal and Executive Director.

## Code of Conduct

<u><b>Class 1</b></u>	
Violations Include:	Disciplinary Measures
1. Disobeying any teacher established classroom rules.	In-Class disciplinary measures Conference with an Administrator

<u><b>Class 2</b></u>	
Violations Include:	Disciplinary Measures
<ol style="list-style-type: none"> <li>Repeated violations of classroom rules</li> <li>Being late for the start of the day or for the beginning of classes.</li> <li>Unauthorized use of a cell phone or electronic device during instructional time.</li> <li>Being absent from class without permission.</li> <li>Being out of dress code at any time not authorized by school administration.</li> <li>Being in possession of any personal item which distracts from teaching and learning in the classroom.</li> <li>Minor incidents of hitting, shoving, kicking, horseplay, etc. which do not result in physical harm.</li> <li>A middle school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk.</li> <li>Lying to school personnel.</li> <li>Cheating on school tests, quizzes, or other school assignments.</li> <li>Plagiarizing school assignments.</li> <li>Inappropriate display of affection</li> <li>Disrespectful words or actions</li> </ol>	Conference with an Administrator After School Detention 1 -2 Day of ISS or OSS

**Class 3**

Violations Include	Disciplinary Measures
<ol style="list-style-type: none"><li>1. Repeated violations of above category</li><li>2. Possession of prescription or non-prescription medications on one's person without permission from school administration.</li><li>3. Altering any official school document, including report cards, transcripts, and notes from teachers.</li><li>4. Failing to comply with directives provided by school personnel.</li><li>5. Addressing staff members disrespectfully.</li><li>6. Using obscene, offensive, or derogatory language or pictures in reference to a staff member while on school property or during school functions.</li><li>7. Using obscene, offensive, or derogatory language or pictures in reference to a student while on school property or during school functions.</li><li>8. A high school student threatening another student or staff member in a way that is unrealistic, vague, or poses minimal risk.</li><li>9. Acting in a way that either causes or has the potential to cause harm to oneself or others.</li><li>10. A middle school student stealing or taking without permission any possession of a student or staff member.</li><li>11. Being in possession of property stolen from a student or staff member.</li><li>12. Using the internet to search for obscene, offensive or derogatory material during the school day, or at any time on a school owned device.</li><li>13. Vandalism or destruction of school property (restitution expected)</li></ol>	2 – 4 Days of OSS
<ol style="list-style-type: none"><li>1. Repeated violations of above category</li><li>2. A high school student stealing or taking without permission any possession of a student or staff member.</li><li>3. Directing offensive, obscene, or derogatory language toward staff members.</li><li>4. Directing offensive, obscene, or derogatory language toward other students.</li><li>5. Threatening another student or school employee in a way that is direct, the result of forethought, and can be carried out. While possible, it may not be realistic.</li><li>6. Gambling for money on school property.</li><li>7. Fighting in middle school</li><li>8. Possession of a lighter or matches.</li></ol>	4 – 6 Days OSS

**Class 4**

Violations Include	Disciplinary Measures
<ol style="list-style-type: none"><li>1. Repeated violations of any of the above category</li><li>2. Entering school property after hours without proper authorization.</li><li>3. Smoking or vaping or possession of associated paraphernalia while on school campus, at school events, or during a school sponsored activity</li><li>4. Possession of offensive, obscene, or derogatory pictures, including electronically, while on school campus, participating in school events, or during school sponsored activities.</li><li>5. Intentional unnecessary activation of a fire alarm.</li><li>6. Fighting in high school.</li></ol>	<p>7 – 10 Days OSS</p> <p>Disciplinary measures for violation of smoking or vaping may be reduced at the discretion of the Principal or his/her designee for students who participate in a designated education program.</p>

**Class 5**

Violations Include	Disciplinary Measures
<ol style="list-style-type: none"><li>1. Repeated violations of any of the above categories.</li><li>2. Sharing or posting offensive, obscene, or derogatory pictures, including online, of students, school employees, or volunteers, without permission at any time which interferes with the learning process or disrupts the educational environment.</li><li>3. Using force or violence to take, or attempt to take, someone's property.</li><li>4. Inciting or engaging in behavior which either results in or is intended to result in widespread disruption to the educational process.</li><li>5. Participating in lewd, illegal, or sexual acts while on school campus, attending school events, or during school functions.</li><li>6. A logical, specific, and realistic threat of serious violence to a student or school employee.</li><li>7. Assault on a student.</li><li>8. Use or possession of drugs or alcohol while on school campus, at school events, or during a school sponsored activity.</li></ol>	<p>10 days suspension with recommendation for exclusion</p>

<p>9. The following offense reportable to law enforcement:</p> <ul style="list-style-type: none"> <li>a. Assault resulting in serious injury</li> <li>b. Assault involving use of a weapon</li> <li>c. Assault on school officials, employees, and volunteers</li> <li>d. Making bomb threats or engaging in bomb hoaxes</li> <li>e. Willfully burning a school building</li> <li>f. Unlawful, underage sales, purchase, or provision of alcoholic beverages</li> <li>g. Possession, sale or attempted sale of a controlled substance in violation of law</li> <li>h. Possession of a weapon</li> <li>i. Robbery with dangerous weapon</li> <li>j. Sexual offense</li> </ul>	
<p>1. The following offenses reportable to law enforcement:</p> <ul style="list-style-type: none"> <li>a. Homicide</li> <li>b. Kidnapping</li> <li>c. Possession of a firearm</li> <li>d. Rape</li> <li>e. Sexual Assault</li> <li>f. Taking indecent liberties with a minor</li> </ul>	<p>365 Day Suspension 10 day suspension with a recommendation for a Long Term Suspension</p>

This Code of Conduct is not intended to be all inclusive. Situations arise that are not specifically addressed and school administration maintains the authority to address those issues in a manner that upholds the values of the school and order and discipline. Administration also maintains the right to adjust consequences based on mitigating and aggravating factors.

### **Disrespectful words and actions**

Words or actions that are inappropriate for the learning environment include but are not limited to sexual gestures (noises, body movements), innuendos, animal references, or other terms deemed derogatory or harassing to an individual, race or ethnic group, or other groups of people. Depending on the severity of the behavior, this could be determined to be a Class 2, 3 or 4 offense.

### **Inappropriate Displays of Affection**

Actions considered to be inappropriate displays of affection for the learning environment include but are not limited to kissing or any kind for any length of time, having a student's arm / hands around another student's waist or any other part of the body, bouncing one's body up against another, sitting on another student's lap, rubbing up against another student in an inappropriate manner.

## **Disciplinary Process**

Upon receiving a report of a potential occurrence of any of the above violations, school administration will begin an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and a search of a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences that are commensurate with the suspected violation. Administration will speak with the student and give the student an opportunity to deny or explain the violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequence of the violation as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense which requires a report to law enforcement, the appropriate agency will be notified.

The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences. The administration shall also notify the parent or guardian in writing that the student has been suspended from school. The administrator shall provide a description of the incident or incidents that resulted in the suspension and may offer the opportunity for an immediate informal conference with the administrator.

If a student is determined to have committed a violation for which the possible consequence is exclusion or long-term suspension, the administrator will follow the procedures outlined in the section below.

## **Long-Term Suspension and Exclusion Procedures**

In accordance with the table and policy set forth above, each school's Principal or the Executive Director may recommend a student for a Long-Term Suspension and/or Exclusion.

If a Principal determines that an infraction falls into the category for which a long-term suspension and/or exclusion is appropriate, they will notify the Executive Director of a recommendation for long-term suspension or exclusion. In the absence of the Executive Director, the Board Chair shall appoint a hearing officer. The Principal will also notify the parent or guardian in writing of this recommendation within two school days. The notification will include the time, date, and location for a hearing with the Executive Director or hearing officer. The parent or guardian must notify the Executive Director or hearing office at least three days in advance of the hearing if they are bringing an advocate to the meeting, and of the advocate's role (for example, legal representation). At the conclusion of the hearing, the Executive Director or hearing officer will determine if the Principal's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned. A student may appeal the Executive Director or hearing officer's decision to a panel of not less than two board members who shall be appointed by the Board Chair. To the extent permitted by law, where a hearing was held before the Executive Director or hearing officer, any appeal to the Board panel may be based solely on the record from that hearing, (including the recording of that hearing and associated documents), and there will be no entitlement to a live hearing before the Board panel. The Board panel shall meet within five (5) days of such appeal and issue a decision within five (5) days of such meeting. In the event the Board panel wishes to hold a live hearing, such hearing shall occur within five (5) days of such appeal and a decision issued within five (5) days of the hearing.

In the event the initial recommendation for Long-Term Suspension and/or Exclusion is made by the Executive Director, the student appeal from the Executive Director's recommendation shall be heard by a panel of at least two Board members who shall be appointed by the Board Chair. The Executive Director will also notify the parent or guardian in writing of this recommendation within two school days. The notification will include the time, date, and location for a hearing with the Board panel. The parent or guardian must notify the Executive Director at least three days in advance of the hearing if they are bringing an advocate to the meeting, and of the advocate's role (for example, legal representation).

In either event, where the Executive Director assigns a student a long-term suspension or exclusion either directly or after a hearing, the parent or guardian has two school days to appeal the decision to a panel of the Board of Directors (there is no appeal to the full board). This request must be submitted in writing to the Executive Director. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing. Decisions of the Board panel shall be final, and there will be no further appeal to the full Board of Directors under any circumstances.

If the parent or guardian either refuses any hearing or fails to attend any hearing, the Executive Director will make the determination on whether to uphold the recommendation of long-term suspension.

Disciplinary procedures at BCS will be exercised in a manner consistent with state and federal law, including the Gun Free Schools Act, the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973. The disciplinary procedures applicable to students with disabilities and those who have Section 504 accommodation plans are available on the school's website.

### **Discipline of Students with Disabilities**

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct applies to all students. When appropriate, a Principal may discipline a student with a disability who has not complied with the school's code of conduct. Exceptional Children's education services will be provided to a student with a disability if the student has been removed from school for more than ten school days. If a student with a disability is removed ten cumulative days or less, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed. The school will follow all applicable state and federal laws when disciplining students with disabilities.

# Adult Code of Conduct

As we partner with families to best support students, it is critical that we engage in a way that allows our partnership to flourish. We understand that situations can become stressful, and we want to maintain the best support possible.

All adults entering the school or participating in school events shall adhere to the following rules of conduct:

1. Always be respectful to the staff, students, and other members of the school community.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check-in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to Bethany Community School staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten Bethany Community School staff, faculty, or students on school grounds, at school events (whether or not on school grounds), or via email.

When engaging in a conversation with another person who is becoming overly aggressive and/or disrespectful, staff members are to follow the steps below:

1. Remind the individual that it is an expectation that all conversations remain respectful.
2. If the disrespectful behavior continues, end the conversation immediately.  
Possible script: "Unfortunately, we need to end this conversation here. I understand you are upset but we cannot continue until we can communicate with a calm tone and appropriate language."
3. Staff members must inform their direct supervisor of the interaction so they can document the situation and follow up as needed.

To the extent an adult's actions/behavior falls below the code of conduct, the adult can be subjected to disciplinary action by the administration.

1. Upon the first occurrence, the direct supervisor will send a follow up email to the individual.
2. Upon a second occurrence, individuals can be:
  - removed from the premises;
  - restricted from re-entry for a period of 30 calendar days; and
  - limited to pick-up and drop-off of students outside the building
3. Upon a third occurrence, individuals can be:
  - Removed from the premises; and
  - Permanently restricted from re-entry.

\*Violence/Threats: If the act or action of the individual falls within the category of acts of violence on school premises, threats of violence on school premises, bullying of teachers, students or other parents, the individual can be immediately removed from the premises and permanently restricted from re-entry.

\*While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Any interaction with Bethany Community School teachers or staff must be done by electronic means.

The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop off or pick up, if the adult has engaged in Violence/Threats as set forth above or if Bethany Community School determines that the adult's behavior has created an unsafe or hostile environment.



# Middle School Policies

## Overview

Middle school is a time where rapid development occurs. Students are facing major changes in maturity. As a middle school, we want to support students and encourage them to become the person they didn't know they could be. Our goal is to encourage student to take responsibility for their own learning. We expect students to develop good study skills and a strong work ethic. Academically, our students will be focused on learning content to prepare them for the next level and building the skills to be college-ready. We aim to ensure students know what excellent work looks like and encourage them to model that daily.

## Homework

Homework is a critical part of the learning process. It is designed to give students a chance to practice what has been learned, prepare students for the coming lesson, and provide a way for parents to support the learning process. Middle school students should expect 60 – 80 minutes of homework regularly. Students who do well in school spend time outside of school practicing and preparing.

## Tardies

Being in class is essential to learning. It is important for students to take responsibility for their own learning and being in class on time, ready to learn is a key component. Please refer to the [Tardy Policy](#) section of this handbook.

## Technology & Cell Phones

Students will have regular access to school owned chrome books in their classes. The school will not be responsible for any outside technology brought to school. Students will have no need for a cell phone during the school day. Middle school students must have their cell phone turned off and stored during the instructional day.

### Violations

1 <sup>st</sup> Offense	Teacher will confiscate the phone and the student may pick it up at the end of the day. (Parent contacted)
2 <sup>nd</sup> Offense	Teacher will confiscate the phone and turn it into administration. The parent must pick up the phone.
3 <sup>rd</sup> Offense	Teacher will confiscate the phone and turn it into administration. The parent must pick up the phone. The student should expect disciplinary consequences.

## Schedule Changes and Teacher/Class Requests

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Each student's schedule is carefully planned and developed based on the student's academic history and demonstrated abilities. Modifications to the student's schedule can only be made if requested within the first ten (10) days of the school year. Any requests made after this time may be deemed disruptive to the regular routine already established and, therefore, may not be honored. The administration will make the final decision, and not all requests may be granted. Parents should check their students' schedules carefully during the first week of school to ensure their students' best placement.

All requests for schedule changes must be made in writing to the Principal within the first ten (10) days of school. The requests will be reviewed and any changes will be made based on the educational reason for the requested change, student data and space availability in a class.

## Grading

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The policy of Bethany Community School is to strive for a consistent and fair evaluation of each student. To ensure the effectiveness of the policy, BCS believes that students' grades should reflect their academic performance. While attendance and behavior may influence a student's learning, they should be reported separately and not a part of the student's grade.

Teachers shall compare each student's performance against the standards and not against the performance of others. Opportunities for making up missing work shall be consistent with Board policy as it relates to absences. Teachers shall provide students and their parents a clear explanation of their grading practices including the weighting of all student products and assessments at the beginning of the school year. The grading policy and a rubric for grading practices will be provided to students and parents, and teachers will review the policy and the grading process with the students. All assessments and assignments shall be aligned with the standards outlined by North Carolina's Department of Public Instruction.

The following grading parameters are in place and will be followed by the BCS Middle School.

- Make-up policy – when a student is absent, the student has 3 school days to turn in missed work upon returning to school. The day the student returns to school is Day 1 of the 3 days.
- Late work – students have 3 days after the due date to turn in work. Each day the work is late, 10 points will be deducted from the grade. After 3 days, a zero will be given for that assignment.
- Test corrections – students may review the tests and make corrections as the questions are reviewed and discussed BUT the initial grade does not change.
- The final grade for the first three quarters will not be less than 50.
- Teachers will determine the percentage of the grade for each assignment and provide students and/or parents with the percentages.
- If homework is a component of the grade, it will be no more than 10% of the grade.
- In core classes, class participation (not classwork) related to the content not the behavior of the student will be no more than 10% of the final grade based on whether or not the teacher includes participation in the grading rubric.
- When completing team/group assignments, students shall not be penalized for the incomplete work of others. In some situations, the student could receive a group grade and an individual grade. Teachers will determine whether they assign a group and individual grade.

Bethany Community School uses the following grading scale for all middle school courses.

Grading Scale
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

## Retention

The process of retention is reserved for students in 8<sup>th</sup> grade or below. Students who fail to meet a minimum academic standard will have to repeat the grade level.

At the end of the school year, the Student Academic Committee, which may include the principal, assistant principal(s), counselor(s), and teacher(s) of the failing subject(s), will review each student's case and make a recommendation. The committee will include parent(s) in the retention discussions before making the recommendation. Final decisions on student promotion or retention are at the discretion of the Executive Director.

Students' academic performance, age, emotional and social development, national, state, and local assessment results, overall performance, and teacher recommendation are all considered when making retention decisions. Every effort will be made to work with the student and parents in a timely manner to remediate the student's difficulties before he/she is retained.

It is expected that students pass all core classes (Math, ELA, Science, and Social Studies) in order to be promoted to the next grade level, and retention will be considered in the following cases:

1. Any student failing three (3) or more core classes for an academic year is automatically retained at that grade level.
2. If a student fails one (1) or two (2) core classes, the Student Academic Committee will review the situation on a case by case basis.
3. Any student who has absences, excused or unexcused, of more than twenty (20) days of the required school attendance days may be retained.
4. If a parent requests retention.

# High School Policies

## Overview

High school is a time where a true foundation for the future is built and students deeply explore the possibilities for their future. Every student is on their own path and we aim to provide guidance and support as students navigate this time. We want the high school experience to be fun and exciting, but we also expect students to be active participants in their own learning. A strong work ethic, a commitment to character excellence, and an engaged learner are what we strive to build in every student.

## Tardies

Being in class is essential to learning. It is important for students to take responsibility for their own learning and being in class on time, ready to learn is a key component. Please refer to the [Tardy Policy](#) section of this handbook.

## Technology & Cell Phones

The high school students will have access to their school-owned chrome books for educational purposes. Access to a device and web resources is an essential learning tool in today's time. A number of resources will be made available to students through our online learning management system and access to those resources is critical. Please refer to the Technology section of this handbook for more details

Cell phones are not an acceptable device for supporting learning. **Cell phones may not be visible during instructional time.** Teachers may collect devices at the beginning of class to ensure students are free from distractions and ready to learn.

### Violations

1 <sup>st</sup> Offense	Teacher will confiscate the phone and the student may pick it up at the end of the day. (Parent contacted)
2 <sup>nd</sup> Offense	Teacher will confiscate the phone and turn it into administration. The parent must pick up the phone.
3 <sup>rd</sup> Offense	Teacher will confiscate the phone and turn it into administration. The parent must pick up the phone. The student should expect disciplinary consequences.

## Grading

The policy of Bethany Community School is to strive for a consistent and fair evaluation of each student. To ensure the effectiveness of the policy, BCS believes that students' grades should reflect their academic performance. While attendance and behavior may influence a student's learning, they should be reported separately and not a part of the student's grade.

Teachers shall compare each student's performance against the standards and not against the performance of others. Opportunities for making up missing work shall be consistent with Board policy as it relates to absences. Teachers shall provide students and their parents a clear explanation of their grading practices including the weighting of all student products and assessments at the beginning of the course. The grading policy and a rubric for grading practices will be provided to students and parents, and teachers will review the policy and the grading process with the students. All assessments and assignments shall be aligned with the standards outlined by North Carolina's Department of Public Instruction.

### *Grading System and Philosophy*

The policy of Bethany Community School is to strive for a consistent and just evaluation of each student. To ensure the effectiveness of this policy, BCS endorses the following beliefs and best practices.

- Students' grades should reflect their academic achievement.
- While attendance and behavior may influence a student's learning, they should be reported separately, not included in the student's grade.
- Teachers should compare each student's performance against pre-set standards, not against the performance of other students.
- For missing work, teachers should provide specific make-up assignment(s) for demonstrating the targeted learning. (Opportunities for making up work shall be consistent with BCS Board policy regarding absences.)
- Teachers should provide students and their parents with a clear explanation of their grading practices including the weighting and equity of all student products and assessments, and rubrics as appropriate. All assessments and assignments, including teacher-made tests shall be aligned with the North Carolina state standards and be designed to assess student achievement accurately.

### *Credit and Weighting of Grades for High School Courses*

For high school level courses, a student shall receive credit toward graduation for courses in which the student earns a final course grade of 60 or above. This policy applies to all courses earning credit toward high school graduation.

Bethany Community School uses the following 10-point grading scale, and course weighting, based on academic rigor (as do all N.C. public schools). Course taken after entering the 9<sup>th</sup> grade will count towards a student's GPA.

GPA for High School Courses

Letter Grade	Grade Range	Standard Course	Honors Course	College / AP Course
A	90 – 100	4.0	4.5	5.0
B	80 – 89	3.0	3.5	4.0
C	70 – 79	2.0	2.5	3.0
D	60 – 69	1.0	1.5	2.0
F	0 – 59	0.0	0.0	0.0

- All final exams and state administered exams must count for a minimum of 20% of the final course grade.

## Homework

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Homework is a critical part of the learning process. It is designed to give students a chance to reinforce learning and to provide students an additional opportunity for mastery of content. Homework is an expectation in all academic classes. The amount of homework for a student will vary by day and by the academic level of the class.

## High School Course Levels

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Placement in Honors is determined through a combination of parent/student interest, teacher recommendation, previous year's grades, and standardized test scores. While the administration will assist students in putting together an appropriate and rigorous schedule, they will also take into account overall academic load. Placement in AP classes is determined by satisfaction of pre-requisites and teacher recommendation.

### Standard Level Courses

Standard level courses fulfill North Carolina Standard Course of Study with enrichment wherever possible. Students can expect 20-30 minutes of homework a night in a Standard level course.

### Honors Level Courses

Honors Level classes require a greater level of independence and understanding of the content. Students will be expected to use critical thinking skills to further develop their understanding of the content. Classes will move at a faster pace to allow for time for a deeper dive into the topics covered. Students should expect 30-60 minutes a night of homework in an Honors Level Course.

### Advanced Placement Courses

Advanced Placement courses are college level courses taught during the high school years and should be considered as college courses. Students must demonstrate independence and the capability to handle a fast paced, rigorous course to receive approval to take an AP course. All students will be required to take the AP exam. Students should expect 60 minutes of homework per night for each AP course taken.

### Dual Enrollment Courses

Dual enrollment courses are community college courses that may give students university credit as well as credit toward a high school diploma. The name for dual enrollment in North Carolina is "Career and College Promise" (CCP). These courses are available to juniors and seniors if they meet enrollment prerequisites. For details about CCP, please contact the Student Success Coordinator.

## Course Credit

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BCS operates on a semester-based block schedule. In this schedule, students take a maximum of 4 courses per semester, each class period lasting approximately 85 minutes. For each successfully completed course (regardless of level of rigor), a student receives one (1) full credit. A successfully completed course is one with a final average grade of 60 or more.

# Graduation Requirements

## Bethany Community School Graduation Requirements

English	4 Required Courses English 1, English 2, English 3 (or AP/CCP equivalent), and English 4 (or AP/CCP equivalent)
Mathematics	4 Required Courses Math 1, Math 2, Math 3, and one math course that has Math 3 as a prerequisite
Science	3 Required Courses Environmental Science, Biology, and a physical science course (Chemistry, Physics, or Physical Science)
Social Studies	4 Required Courses Civic Literacy, World History, American History, and Economics & Personal Finance
Health & Physical Education	1 Required Course
Senior Seminar	1 Required Course
Foreign Language	2 Courses of the same language
Electives	5 -9 Courses, Depending on which grade level you are in during the transition to block scheduling.

Class of 2025	Class of 2026	Class of 2027	Class of 2028
24 Credit	25 Credit	26 Credit	28 Credits

### Math Alternate

Students who are not prepared for Math 1 upon entering the 9<sup>th</sup> grade as determined by a combination of test scores, class performance, and teacher feedback will be recommended for placement in a Foundations of Math course. The student's math track will then be Foundations of Math, Math 1, Math 2, and Math 3. If the student wishes to regain university track preparation, he/she will have to take both Math 3 and an accelerated math in the same year. Final decisions regarding placements will be made by school administration.

### Foreign Language Exemption

While all students are expected to complete two years of a foreign language, high school students who do not demonstrate proficiency in ELA as determined by a combination of test scores, class performance, and teacher feedback, may petition to exempt the foreign language requirements. If approved by administration, the student will replace the foreign language requirements with designated electives.

**Any exceptions to the above will be reviewed by the Principal and Executive Director and decisions will be made in accordance to accepted practices and current policies set by the State Board of Education and the NC Department of Public Instruction.**

## Schedule Changes and Teacher/Class Requests

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Each student's schedule is carefully planned and developed based on the student's academic history and demonstrated abilities. Modifications to the student's schedule can only be made if requested within the first five (5) days of the semester. Any requests made after this time may be deemed disruptive to the regular routine already established and, therefore, may not be honored. The administration will make the final decision, and not all requests may be granted. Parents should check their students' schedules carefully during the first week of school to ensure their students' best placement.

### **BCS will consider schedule change requests for the following reasons:**

- Academic misplacement: Student is placed in a class without meeting the pre-requisite.
- Scheduled for a class that was already successfully completed.
- Missing a course needed to graduate on time.
- A course is scheduled more than once in the same academic year.
- Juniors and Seniors only: Requests for changes due to dual enrollment (enrollment in community college courses)

### **Teacher/Class Requests**

Every year we get many questions about class requests for the upcoming school year as students move from one grade to another. Our primary consideration in developing class lists is balance. We look at the students that are moving into or leaving each class, and attempt to balance it with regard to grade level, gender, ethnicity, economic diversity, academic and behavioral needs, student relationships, etc. This is a collaborative process involving teachers and administrative staff. Often there are many unknowns, especially the new students who will be joining us in August.

Efforts to honor a request make achieving the right balance more difficult. Multiple requests in a given classroom make the task even more complicated. Families are not aware of all issues as to placement and can't be told for reasons of confidentiality. For the reasons given above, we strongly discourage classroom requests as we will not be able to meet those requests in most instances.

## Minimum Load Requirements

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High School students are required to take four (4) classes each semester except where the student is in their final year of high school and on track for graduation when they can opt to take two (2) classes per semester. Students must keep these minimum load requirements in mind when completing their schedule requests or considering courses through alternate providers.



## Credit Recovery

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Students who are unable to successfully complete a course may request to utilize the option of credit recovery through NCVPS. This option is limited to the following cases:

- The course is one provided by or available through NCVPS.
- The student attempted the course at BCS and earned a grade of at least a 53 in the previous school year.

Students will still be required to take the minimum load each semester and a credit recovery course will not count towards the minimum load. If a student successfully completes the credit recovery course, the student's grade will be changed to a P. Any courses that are not successfully completed through NCVPS on the first attempt will result in the student having to repeat the entire course at BCS.

## Courses Through Alternate Providers

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### **NCVPS**

The North Carolina Virtual Public School is an available avenue for students who want to take a foreign language or an AP course not offered at BCS. These courses should be yearlong courses and students will be assigned a time in their schedule to work on the course and an advisor with whom they will need to check-in at least weekly. Other courses may be used at the administration's discretion in order to meet graduation requirements.

### **College Classes**

The Career and College Promise (CCP) Program through the community college system allows for qualified students to take college courses while they are still enrolled in high school. Requirements for enrollment in the program include:

- Student must be a junior or senior in high school
- Student must have a 2.8 unweighted GPA
- Student must demonstrate college readiness on an approved assessment (PSAT, PreACT, ACT, SAT, RISE)
- Student must have the recommendation of administration

BCS students typically take these courses as an online course. If a student has enrolled in an online CCP, the student will be assigned an advisor and a time in their schedule to work on the course. If a student has enrolled in an in-person course, that course can only be scheduled for after 1pm. Students must be aware of their minimum load requirements. In addition, students should understand that BCS courses will take precedence over any courses from alternate providers. Students will not be permitted to miss class time to leave for a CCP class.

In certain circumstances, exceptional 9<sup>th</sup> and 10<sup>th</sup> graders may be considered for CCP. If you feel like you would qualify, please schedule an appointment with the counseling staff.

Students who enroll in CCP classes will be responsible for fees associated with the course including any technology fees or textbook costs. Tuition for the course is provided by the state. In the event that a student drops a class that causes the student to drop below the minimum load required and is unable to replace the course with another, the original class will remain on the student's high school transcript with a grade of F.

## Transcripts

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Official transcripts may be requested in person from the School Counselor.

## Exam Exemptions

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Students who meet the criteria below may exempt the final exam in that class at the end of the course, provided it is not a state required exam.

- A student with a yearly average of at least a 90 and no more than 4 class absences for the course
- A student with a yearly average of at least an 80 and no more than 3 class absences for the course
- A student with a yearly average of at least a 70 and no more than 2 class absences for the course

Students who fall into any of these categories will be **INELIGIBLE** for any exam exemptions:

- Any student who has any ISS or OSS days
- Any student who has more than five (5) unexcused tardies to school in the course

There will be no "excused" or "unexcused" designations for exam exemptions. The only exceptions will be when students are absent while attending school-related and approved functions under the supervision of school personnel or attending college campus visits (maximum of two) with prior approval from their counselor.

A student who qualifies for an exam exemption in a class may choose to take the exam to improve his/her final average. **Any student who qualifies for an exam exemption and is in attendance will be required to take the exam.** That exam will not be recorded if it lowers his/her final average.

If a student is exempt from an exam and does not attend school for that reason, the student will receive an excused absence.

## No Credit Due to Absences

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High school students who accumulate more than twelve (12) absences in a particular class, excused or unexcused, over the entire term of the course will not receive credit for the course. If the absences are due to extenuating circumstances, an appeal to the school administration can be made. All appeals will be reviewed thoroughly and if the administration feels credit should be awarded due to the extenuating circumstances, that recommendation will be made to the Executive Director who will make the final decision. Course grades for a student who does not receive credit due to absences will be recorded as FF indicated that no credit is awarded due to excessive absences.

## Promotion

High school students will be promoted to the next grade level upon completion of the designated number of credits. Failure to meet the minimum requirements at the conclusion of the year will result in the student being classified in the same grade level for the next year. If, at any point during the year, the student successfully reaches the threshold for promotion, he/she will be adjusted to the appropriate grade level; however, placement in courses, advisories, homerooms, etc. that are reserved for specific grade levels may not change.

To be considered a ...	A student must have earned a minimum of ...
10 <sup>th</sup> grader	6 credits including English I
11 <sup>th</sup> grader	13 credits including English I and English II
12 <sup>th</sup> grader	20 credits including English I, II, and III AND be on track to graduate at the end of the year

## Honors & Awards

### Graduating with Honors

BCS recognizes students who have achieved academic success through an honors program. Students who qualify will be recognized at graduation with the appropriate cords which are provided by the school. The criteria is broken into three categories as denoted below. BCS uses the most accurate information available at the time of graduation.

Summa Cum Laude	Weighted GPA above 4.000
Magna Cum Laude	Weighted GPA between 3.800 and 3.999
Cum Laude	Weighted GPA between 3.500 and 3.799

### Junior Marshals

Juniors who are academically highly ranked and have demonstrated good character will be invited to be a Junior Marshal. Junior Marshal invitations will be sent out in the middle of the spring semester and those students will be expected to participate in the graduation ceremony and support the graduation reception.

### Valedictorian and Salutatorian

The top student in the graduating class will be recognized as the Valedictorian and the student with the next highest GPA will be recognized as the Salutatorian. Final announcement may not be made until all grades are finalized in the year-end transition process in late June and early July.

### Graduation Regalia

Graduation is an exciting time and BCS wants to be able to honor each and every graduate in a meaningful way. The graduation ceremony is a reflection of the academic successes of our students. As such, only BCS regalia can be worn at graduation. No outside cords or regalia will be allowed with the exception of special recognition for those who have signed commitment letters to serve in the armed forces.

# Technology Use at School

While at Bethany Community School, students will have access to a variety of technology. It is the expectation of the school that all school owned tablets and laptops remain at the school. School owned equipment may be loaned to families in certain circumstances with a signed technology form. All students and parents must sign and adhere to the Technology Acceptable Use Policy.

## Electronic Devices

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Cell phones, head phones, or other electronic devices not specifically designed to support learning in the classroom are not permitted during the instructional day. Middle school and high school staff have different expectations and those expectations are outlined in those sections of this handbook. Students who violate the cell phone policy can expect consequences. Please reference our discipline policy for additional information regarding disciplinary action as it relates to the use of personal electronic devices. Bethany Community School will not be responsible for lost, stolen, or broken items.

The possession of such electronic devices at BCS or during school events constitutes the consent to the search (either in the presence of the students possessing the device(s) or outside that students' presence) and confiscation of the device(s) by school personnel. Confiscated devices may be returned to the parent/guardian at the end of the school day. Any exceptions to this general rule sought by parents for specific health or safety concerns should be brought to the attention of the Principal.

## Telephone and Cell Phone Usage

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Students are not permitted to make phone calls except in cases of emergency or by teacher request. Students who need to use the telephone must have approval from their teacher and calls must be made from the main office. It is requested that all travel and afterschool plans be made ahead of time in order to keep the school telephones available.

Students bringing cell phones to BCS must keep them on silent and turned off throughout the school day unless directed by a staff member. Please do not call or text your child's cell phone as it is against BCS policy for students to use them during school hours. Middle school and high school teachers may have more specific expectations for cell phones. Specific policies regarding cell phone usage is outlined in the Middle School and High School sections of this handbook.

If during state testing a student is found to be in possession of ANY electronic device, it will be reported to the Regional Accountability Office and the device will be held until their investigation is completed. Cell phones are not the responsibility of the faculty and staff at BCS.

# Technology Use Policy

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Students are offered access to the BCS computer network for creativity, communication, research, and other tasks related to the academic program. All use of computers, furnished or created data, software, and other technology resources as granted by BCS are the property of the school and are intended for school business and educational use. Students are to use the computer network responsibly. The use of the network is a privilege, not a right, and may be revoked if abused. The user is personally responsible for his/her actions in accessing and using the school's computer network and technological resources.

1. **Privacy:** BCS reserves the right to monitor Internet traffic and to retrieve and review any data composed, sent, received, or stored using its network or Internet connections, including e-mail. Users do not enjoy any expectation of privacy when using any technology or transmissions originating within or around BCS property.
2. **Cyber Bullying:** BCS prohibits cyber-bullying, an act involving the use of information and communication technologies, including but not limited to email, text messages, blogs, instant messages, personal websites, online social directories and communities (e.g., Facebook, Instagram, Wikipedia, YouTube, etc.), video-posting sites, and online personal polling websites, to support deliberate or repeated hostile behavior, by an individual or group, that is intended to defame, harm, threaten, intimidate, or harass students, staff members, or the school during or outside school hours and on or off school premises. Cyber bullying will be handled in accordance with the Non-Discrimination, Equal Opportunity, and Anti-Harassment Policies.
3. **Materials and Language:** Use of or accessing profane, abusive, pornographic, obscene, and/or impolite materials or language is not permitted. Accidental access should be reported to the instructor immediately. Intentional circumvention of web-filtering is prohibited.
4. **Installing/Copying:** Students are not to install or download any hardware, software, shareware, or freeware onto any media or network drives. Software installed by anyone other than the network administrator will be removed. Downloading of non-work-related files is permitted only with an instructor's permission. Students may not copy other people's work or intrude into other people's files. All copyright laws must be respected. Use of any other organization's network or technology resources via the network requires the instructor's permission and must comply with the rules appropriate for that network.
5. **Access:** Users may not access the computer network without proper authorization. Hacking is expressly prohibited. Users are to use their own username and password when using a computer. Users must log off the computer when they are finished with their work and are not to log on to a computer for someone else or tell others their password. Students are to notify the instructor if someone else is thought to know his/her password.
6. **Data Protection:** Users must not attempt to damage or destroy equipment or files. Though efforts are made by BCS to ensure the safety and integrity of data, the school makes no warranties of any kind, either expressed or implied, for the service it provides. BCS will not be responsible for any damage to data.

7. **Storage:** Users are to delete their files and materials they no longer need.
8. **Printing Resources:** Paper and toner are costly, and excessive use is wasteful. Documents must be proofread before printing. Users are to print only the needed part(s) of documents. Students must obtain permission from an instructor before printing documents.
9. **Passwords:** Students are reminded not to share their password with anyone except a parent or guardian. Students should not use login IDs and passwords belonging to other students or faculty and staff members.
10. **Email:** Email correspondence on the BCS system, the laptop, or making use of the student's assigned email account is the property of BCS. Documents and other files created by the students and located on the laptops or the BCS computer system are also property of BCS.

**The following consequences will apply if a student violates this policy.** Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

1. Revocation or limitation of computer access privileges
2. Temporary or permanent confiscation of the student computer
3. Disciplinary action as provided for in the student handbook
4. Any other sanctions or remedies provided by law

### **3rd-Party Applications and Sharing of Student Data**

Bethany Community School utilizes a number of 3rd-party applications to facilitate school operations, classroom management, and student learning. Use of these applications typically requires sharing of student data with the operating company. All data sharing complies with The Family Educational Rights and Privacy Act of 1974 (FERPA), and use is reasonably monitored for compliance with the Technology Acceptable Use, Internet Acceptable Use, and Social Media policies. The North Carolina General Assembly has mandated that NC public schools aggressively adopt and improve digital learning methods and strategies, and digital learning has become an integral part of the classroom in public schools across the country. BCS feels the educational benefit provided by these applications and the internet in general outweighs all possible disadvantages. As such, we do not seek explicit guardian consent to the use of technology and the sharing of student data. By enrolling a student at BCS, the parent/guardian(s) implicitly consent(s) to the student's supervised use of technology, including the internet and 3rd-party applications.

BCS utilizes Google's G Suite for Education extensively for both staff and students. The school provides students with access to applications in both the Core Services and Additional Services categories. By enrolling a student at BCS, the parent/guardian(s) implicitly consent(s) to the student's supervised use of these applications.

## **Internet Acceptable Use Policy**

Bethany Community School provides internet access to support education and research. Access to the Internet is a privilege subject to restrictions set by the Board of Directors. For students and staff, violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of access to the BCS network. This policy applies to all Internet access on BCS property, including Internet access using mobile devices, and including access by staff, students, and visitors to the BCS campus.

Although BCS uses resources to protect against exposure to inappropriate material, there is always a risk of students accessing such materials. Although it may still be possible to access inappropriate material, BCS feels the educational benefit provided by the Internet outweighs any possible disadvantages. We encourage parents to talk with their students about sites and material which the parents believe are inappropriate. BCS cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school.

The Children's Internet Protection Act (CIPA) is a federal law enacted to address concerns about access to the Internet and other information. Under CIPA, schools must certify that they have certain internet safety measures in place. These include measures to block or filter pictures that (a) are obscene, (b) contain child pornography, or (c) when computers with internet access are used by minors, are harmful to minors. BCS monitors online activities of minors and to address (a) access by minors to inappropriate matter on the Internet and World Wide Web, (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications, (c) unauthorized access, including so-called "hacking," and other unlawful activities by minors online, (d) unauthorized disclosure, use, and dissemination of personal information regarding minors, and (e) restricting minors' access to harmful materials. BCS certifies that it is in compliance with CIPA.

Students are prohibited from using or accessing internet sites containing pornographic, violent or other unacceptable content either at school or at home using school-owned computers/technology/electronic devices. Accessing, producing, posting displaying or sending offensive message, music or images, including images of exposed body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude or sexually suggestive language or images.

Students who bring their own devices to campus are encouraged to take reasonable precautions to ensure the security of those devices. This includes operating system updates and virus scanning.

### **Safety and Ethical Use**

Any internet user must take reasonable precautions to protect him or herself online. Students, staff, and visitors should use the following guidelines:

#### **Email, forums, instant messaging, and other online messaging**

- Never share personal information online. This includes, but is not limited to real full name, postal address, social security number, and passwords. Sharing the information of another individual, especially minors, is unethical, strictly forbidden, and may be unlawful. In the case of students, the privacy of student educational data is protected by the Family Educational Rights and Privacy Act (FERPA). When in doubt, do not release student data and consult a school administrator for further advice.
- Special care must be taken when sending mass emails. Email addresses themselves are private information, and improper mass emailing can result in inadvertent sharing of addresses. Improper mass emailing can also allow recipients to reply to the mass message and send their own messages to the entire group. This is preventable by using a blind carbon copy (BCC) feature or a mass emailing service. It is the responsibility of all BCS staff and students to use BCC or a mass emailing service and to protect private information and data when sending mass emails.

### **Unauthorized access / hacking and general unlawful activity**

- Gaining or attempting to gain unauthorized access to BCS resources, or using BCS resources to gain or attempt to gain unauthorized access to outside systems is unethical, unlawful, and forbidden. This includes bypassing the internet filter without permission or purposefully gaining access to material that is harmful to minors.
- Assuming the online identity of another individual for any purpose is unethical and forbidden.
- Use of BCS resources for any unlawful purpose, including, but not limited to, copyright infringement, is unethical and forbidden.

### **Academic integrity**

- Students are expected to follow all Board and school handbook policies regarding academic integrity when using technology.

### **Harassment and Cyberbullying**

Cyberbullying may involve any of these behaviors:

1. Accessing, producing, posting, sending, or displaying material that is offensive in nature on the Internet
2. Harassing, insulting, or attacking others on the Internet
3. Posting personal or private information about other individuals on the Internet
4. Posting information on the internet that could disrupt the school environment, cause damage, or endanger students or staff.
5. Concealing one's identity in any way, including the use of anonymization tools or another individual's credentials/online identity, to participate in any of the behaviors listed above.

The Principals will determine whether or not specific incidents of cyberbullying have impacted the school's climate or the welfare of its students and appropriate consequences will be issued. BCS is not responsible for electronic communication that originates off-campus but retains the right to impose discipline, where appropriate, for off-campus communication or conduct that substantially disrupts the educational environment at BCS. Cyber bullying will be handled in accordance with the Student Discrimination, Harassment and Bullying Policy.

### **Chromebook Program**

Bethany Community School provides every student with a chromebook for school use. The device is issued to the student at the beginning of the year and is the student's responsibility. The student is expected to:

- Bring the charged device to school everyday
- Treat the device with respect and protect it from damage

Parents and students will sign an agreement when issued the chromebook. Additional information is detailed in the [Chromebook Program](#) section of this handbook. Our program requires students to have a case for the chromebook. A technology fee of \$35 is assessed to students each year to help cover costs of insuring the device.

Chromebooks remain the property of the school and are monitored and controlled. Students should not expect a right to privacy while using the device.



## Social Media Policy

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Students should understand that as a member of the school community they represent the school at all times. When using social media sites including, but not limited to, Twitter, Facebook, Instagram, BeReal, and Snapchat, they must do so responsibly and are accountable for their actions at all times.

Students should also understand that when using social media they are bound by the rules of student behavior as outlined in the school's student handbooks. The school will only intervene in a student's use of social media if a parent, teacher, coach, administrator or student reports an issue that is harmful to the health and well-being of the school community.

Cyber-Bullying, in the form of student to student or student to teacher, will be handled as any other form of physical or emotional bullying.

Students should expect the school administration to take note of and, if necessary, disciplinary action in response to information communicated digitally that:

- conveys a physical threat toward a student, teacher, or administrator;
- advocates for the immediate violation of any laws or school rules;
- defames or denigrates individuals affiliated with the school community;
- impersonates any member of the school community;
- suggests that one's blog, website, or other digital communication is sponsored by or affiliated with the school.

### **North Carolina Cyber-bullying Laws**

The school encourages students and their parents to familiarize themselves with our State's anti-bullying laws and policies. In particular the following North Carolina General Statutes:

- GS 14-458.1 Cyber-bullying penalty
- GS14-458.2 Cyber-bullying of school employee by student; penalty
- GS 115C-407.12: Bullying and harassing behavior

### **Privacy**

The school will make every effort to respect students' right to privacy on a day-to-day basis when using school provided resources. However, administrators may review files, communications, and log files to ensure students are using resources responsibly. Students should not expect that content stored on school servers, within the school's Google Apps for Education domain, or other school provided digital resources to be private.

### **Violations**

Violations of this Policy's may result in the loss of privileges, suspension or exclusion from the school, as well as other disciplinary or legal action. Behaviors running counter to these standards and expectations may also be viewed as violations of the school's Honor Code.

# Student Health and Wellness

## Communicable Diseases

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Students are excluded from school in cases of certain **reportable** communicable diseases. While the list of diseases reportable to the state Division of Public Health is lengthy, the number of such diseases common to the school age child is not. This list is available upon request from the school office.

When a student is suspected of having one of those **reportable** communicable diseases, it is the responsibility of the parent to take the child to the local health department or primary health care provider for verification and treatment before that student can return to school. Students should be temporarily excluded from school if presenting symptoms of a reportable disease is present. In each case, readmission to school should also take into account whether the student is able to participate in school. In some cases, a student with a disabling disease, who is no longer contagious but may require ongoing care, may be eligible for additional services under Section 504 of the Rehabilitation Act.

A list of students who have not been vaccinated for bona fide religious or medical reasons or who have illnesses that cause immunosuppression will be maintained in the school office so that appropriate action can be taken to protect these individuals when serious communicable disease outbreaks do occur.

BCS staff makes every effort to reduce the prevalence of disease-causing organisms through ensuring cleanliness of the environment, emphasizing frequent hand washing of students and staff, and following proper decontamination procedures of items used in mealtime and other activities. Despite those actions, the school age child is often the source and conduit for communicable diseases ranging from the "common cold" to ringworm among many. The majority of such illnesses are not among the diseases for which the state Division of Public Health, following guidelines issued by the Centers for Disease Control and Prevention, has issued mandatory isolation rules. However, the following isolation guidelines must be followed:

- **Chickenpox (Varicella):** Student is excluded until all blisters have formed scabs.
- **COVID-19 (coronavirus):** The school will follow all CDC and NCDHHS guidelines on length of quarantine and return to school timing.
- **Fever:** The parent/guardian of any student with an oral temperature >100.4 degrees will be notified and asked to pick up their child. The student should remain at home until fever-free for 36 hours without medication.
- **Head Lice (Pediculosis):** The parents/guardians of any student found with lice will be notified and asked to pick up their student. The parent/guardian may consult their medical provider or treat with an over-the-counter product. The student may return to school after receiving treatment for lice and removing nits.
- **Impetigo:** Student is excluded from school if he/she has more than three to four sores until seen by a medical provider and treated with a prescription antibiotic for a minimum of 24 hours.
- **Measles (Rubeola/Rubella):** Student is excluded until physician's approval is given and student is no longer contagious.
- **MRSA (Methicillin Resistant Staphylococcus Aureus):** All suspected cases should be referred to their healthcare provider and if possible, lesions should be kept covered while at school. Exclusion from school and sports activities should be reserved for those with wound drainage that cannot be covered and contained with a clean, dry bandage and for those who cannot maintain good personal hygiene.

- **Nausea, Vomiting, Diarrhea:** The parent/guardian of any student experiencing nausea, vomiting, diarrhea will be notified and asked to pick up their child. The student may return to school 36 hours after the symptoms have abated.
- **Pink Eye (Conjunctivitis):** A student who is exhibiting symptoms of pink eye should be evaluated by their medical provider. Student is allowed to return to school on approval of physician. The student may return when treatment has begun, has minimal drainage & student is able to keep hands away from eyes.
- **Scabies:** Student is excluded until one (1) treatment with prescription medication has been completed for at least 24 hours.
- **Strep Throat (Streptococcal and Staphylococcal Infections):** Student is excluded from school until treated with a prescription antibiotic for 24 hours and have been fever free for 36 hours.

If a student has a communicable disease, including HIV/AIDS, hepatitis B, tuberculosis, etc.; the parents are encouraged to notify the Executive Director. This information will be kept confidential in accordance with the law.

If notified that a student suffers from such immunodeficiency, the school will request that the notifying party provide information about what types of exposures might put the student at risk and what reasonable practices can be taken in the school setting to minimize the risk to the student. Whenever possible, the Principal will notify the parents or guardians of an infected or immunodeficient student (or the student himself where appropriate) of the existence of chicken pox, influenza, meningococcus, measles, tuberculosis, or other contagious diseases occurring in the school that may represent a serious threat to the student's health. Students who are removed from school as a result of such conditions will be provided instruction in an appropriate alternative educational setting.

## Immunizations

North Carolina law requires immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. It is the responsibility of the parent, guardian, or person in loco parentis to provide the immunization record of each school age child to the school **with registration documentation before the start of school before** the child enters school or the child will be suspended from school until a valid immunization record can be provided.

### EFFECTIVE JULY 1, 2015, THE FOLLOWING ARE REQUIRED IMMUNIZATIONS:

#### Kindergarten Required Vaccines

Vaccine	Number Doses Required Before School Entry*
Diphtheria, tetanus and pertussis	5 doses*
Polio	4 doses*
Measles	2 doses*
Mumps	2 doses*
Rubella	1 dose*

Hemophilus Influenzae type B (Hib)	4 doses*
Hepatitis B (Hep B)	3 doses*
Varicella (chickenpox)	2 doses*

\* Please contact your child's healthcare provider for further information.

### 7th Grade/12 Year Old Required Vaccines

Adolescents should be up to date on all the vaccines required for kindergarten entry.

In addition:

- Meningococcal conjugate vaccine (MCV) – 2 doses
  - One dose for individuals is required entering the 7th grade or by 12 years of age whichever comes first.
  - Booster dose for individuals is required entering the 12th grade or 17 years of age beginning August 1, 2020.
  - If the first dose is administered on or after the 16th birthday the booster dose is not required
- Tetanus, diphtheria, and pertussis (whooping cough) – Tdap
  - A booster dose of Tdap is required for individuals who have not previously received Tdap and who are entering 7th grade or by 12 years of age, whichever comes first.
  - School Entry from 6th to 7th Grade

***If you have specific questions regarding your child, please contact your child's health care provider or your local health department.***

## Garrett's Law

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North Carolina law mandates that at the beginning of every academic year, local boards of education shall provide parents and guardians with information about meningococcal meningitis, influenza, Human Papillomavirus (HPV) and their vaccines. This important information is available online for parents/guardians on our website.

## Medication Administration

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The needs of students who require medication during school hours to maintain and support their health and well-being during the educational day should be met in a safe and prudent manner.

### Rationale

- Implementation of the IDEA (Individuals with Disabilities in Education Act), and amendments since enactment, has led to an increased number of children whose health concerns require medication to be given while at school.
- Students with chronic illness may be dependent on routine medications, which enable them to participate more fully in all aspects of school activities and to minimize their absences.
- Students may require the administration of controlled substances during the school day in order to maximize their classroom performance.
- Some students with infections and communicable diseases are able to resume school attendance based on continuation of their medication regimen.

### North Carolina State Recommendations

- All medications administered by school personnel during school hours must be prescribed by a licensed healthcare provider.
- All medications administered at school must have a written request/permission signed by the parent or legal guardian and medication form completed and signed by the doctor.
- Students with asthma and/or at risk for anaphylactic allergic reaction, may possess and self-administer medication on school property within certain parameters.

School personnel **will not administer any medication** to any student unless they have received the “**Request for Medication Administration in School**” form properly completed and signed by the doctor. The medication must be received in an appropriately labeled container. To protect your student’s well-being, there will be no exception to this policy. If you have any questions about this policy, or other issues related to the administration of medication in school or during school-sponsored activities, please contact the office manager. Thank you for your cooperation.

## Self-administration of Medications in School

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In accordance with North Carolina state law, there are a **limited number** of health conditions which may require the student to carry medications at all times. These include asthma (inhalers), diabetes (insulin or source of glucose), and severe anaphylactic allergies (EpiPen). In addition, learning to care for one’s health and well-being is an important developmental milestone for all students. Parents should be informed that students who are approved to self-carry medications while at school and during school sponsored activities are independent in the management of their medication with no expected oversight from school staff. In order for a student to self-carry a medication, the following **requirements must be met annually**:

- A. The student’s parent/guardian must submit a written treatment plan prepared by a healthcare provider for managing asthma, anaphylaxis, or diabetes. Examples include: asthma action plan, diabetic treatment plan, etc. The plan must state:
  - a. The student has a diagnosis of asthma, anaphylaxis, or diabetes
  - b. Self-administration of required medications is part of the student’s treatment plan
  - c. The student has been instructed in, and has demonstrated to the healthcare provider, the skills necessary to self-administer the medication
  - d. The name or type of medication that the student may self-administer while in school or during school sponsored activities
- B. The student’s parent/guardian must submit a completed “**Request for Medication Administration in School**” form
- C. The parent/guardian must provide backup medication that will be kept in the office to which the student has immediate access in the event the student does not have the required medication.
- D. When medication such as asthma inhalers, diabetes medications, and emergency medications will be self-administered, an appropriate “Individualized Health Care Plan” (IHCP) will be completed by the Principal or his/her designee in partnership with the parent/guardian and student.
- E. The student must demonstrate to the Principal or his/her designee the knowledge, competence, and skills necessary to self-administer medication.
- F. Students must dispose of contaminated sharps in accordance with OSHA guidelines.

## Pesticide Notification

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Bethany Community School aims to control pest populations and to reduce the use of active pesticides throughout the school by implementing an integrated pest management program. The health and safety of all persons within the school's facilities are of primary concern. To the greatest extent practicable, BCS will notify parents in advance of pesticide applications. A parent can also request to be notified 72 hours before the application is to take place. Please contact the BCS office if you wish to be notified or wish to review the school's pest management program or records.

## Hazardous Chemicals

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BCS will take all necessary steps to protect its students and staff from hazardous chemicals or other potentially dangerous materials, and it will comply fully with all required inspections, laws, ordinances, and regulations regarding hazardous chemicals.

## Fire and Safety Regulations

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Bethany Community School will submit to all fire and safety inspections by state, county, and municipal authorities as required by law. BCS will also obtain all necessary certificates and licenses prior to opening for each school year.

# School Essentials

## Grievance Policy for Parents / Students

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**Purpose:** To provide the procedures parents/students will follow when they have an issue at the school that constitute a grievance. This policy is in place to respond to parent/student grievances. It is expected that any parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if a parent or student disagrees with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If the student/parent is not satisfied with the teacher's response, they should then set a meeting with the Principal. At that meeting, the teacher, student, Principal and parent must be present and the issue at hand will be fully discussed.

If the parent or student wishes to pursue the matter further, they may then meet with the Executive Director. Similarly, if a parent/student disagree or have an issue with a policy or procedure at the school, the parent/student should set a meeting with the Executive Director. If the parent/student feels that their issue is still a concern after meeting with the Executive Director and the issue meets the definition of a grievance set forth below, the parent/student may initiate the grievance procedures as described below. Many issues that a parent/student has with the classroom, teacher or school will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or Principal.

1. **Definition of a grievance:** a grievance is defined as a formal written complaint by a parent/student stating that a specific action has violated a school policy, board policy, or law/regulation. Complaints under other policies including those under Title VI, Title IX, IDEA, Section 504, the school's Non-Title IX Bullying policy and those pertaining to student discipline are not grievances and this policy does not apply to such complaints. Please refer to the school's policies and procedures for those matters.
2. **Time Limits:** A grievance will only be heard if the complaint has been filed within fifteen (15) calendar days of the meeting with the Executive Director. The fifteen-day deadline may be extended at the discretion of the Executive Director.
3. **The grievance process is as follows:**
  - Step 1:** If the parties are not satisfied with the decision of the Executive Director, and the grievance meets the definition set forth above, the parent/student must submit a letter in writing stating the school policy, board policy or law/regulation that was violated including details of the actions and the place, date and time of the violation. The parent/student should make all efforts to include any details about the event that may be helpful in the decision-making process. The written letter should be submitted to the Executive Director of the school and to the Chair of the Board of Directors within five (5) school days of the Executive Director's decision. If the Executive Director of the school is implicated in the grievance, the grievance should only be submitted to the Chair or the Vice Chair of the Board of Directors.
  - Step 2:** The Board will review the facts and notify the parties in writing (email accepted) if further action is necessary. If the Board considers the matter should be heard, the parties will be called to meet with the Board. After the hearing, any decision of the Board will be communicated to the Executive Director and the parent/student who filed the grievance within five school days, The Board's decision concerning the grievance is final.

## Mandatory Reporting Policy

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Pursuant to N.C.G.S. § 7B-301, all school personnel are required to report any suspected abuse of any child as per the school's Child Abuse Reporting Policy. These reports should be made directly to the Department of Social Services in the jurisdiction in which the child resides. If a report is made, it must be reported to the Executive Director immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and/or Executive Director.

In addition to cases of abuse, neglect, dependency, and maltreatment, under N.C.G.S. §14-318.6, any person 18 years of age or older who knows or should have reasonably known that a juvenile has been or is the victim of a violent offense, sexual offense, or misdemeanor child abuse under N.C.G.S. §14-318.2 shall immediately report the case of that juvenile to the appropriate local law enforcement agency in the county where the juvenile resides or is found. If a report is made, it must be reported to the Executive Director immediately. All school personnel will receive training on how to report child abuse. If any staff member has a question or concern, they should see the School Counselor and/or Executive Director.

## Parent's Bill of Rights Policies

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Bethany Community School believes that parent and family involvement must be aggressively pursued and supported by our communities, in homes, schools/colleges/universities, neighborhoods, businesses, faith congregations, organizations, and government entities by working together in a mutually collaborative effort. As such, the Board of Directors is committed to developing policies to involve parents in schools and their child's education effectively. N.C.G.S. § 115C-76.20(b)(3).

All parents/families and educators must prioritize family involvement in education; thus, the board commits to providing support and coordination for school staff and parents to implement and sustain appropriate parent involvement.

Improved student achievement must be the equally shared responsibility and the goal of parents, teachers, the school system, and the community. Thus, the board commits to seeing that each school has effective volunteer programs to address student needs and commits to utilizing schools to assist students and families in connecting with community resources.

The board commits that it will impact student achievement significantly by improving the quality and quantity of parent/family involvement. Consequently, the board will provide guidance, support, cooperation, and the necessary funding to enable parents to become active partners in education.

### **A. Parent Rights**

A parent has the right to the following:

- (1) To direct the education and care of their child.
- (2) To direct the child's upbringing and moral or religious training.
- (3) To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.



- (4) To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
- (5) To make health care decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
- (6) To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
  - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:
    - A crime committed against the child under Chapter 14 of the General Statutes.
    - An abuse and neglect complaint under Chapter 7B of the General Statutes.
  - b. When otherwise prohibited by law.
- (7) To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
- (8) To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
- (9) To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
  - a. During or as part of a court proceeding.
  - b. As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
  - c. When the recording will be used solely for any of the following purposes:
    - A safety demonstration, including one related to security and discipline on educational property.
    - An academic or extracurricular activity.
    - Classroom instruction.
    - Photo identification cards.
    - Security or surveillance of buildings, grounds, or school transportation.
- (10) To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.

**B. Limitations on the right to parent:**

- (1) The requirements of this Article do not authorize a parent to do any of the following:
  - a. Engage in unlawful conduct.
  - b. Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.
- (2) The requirements of this Article do not prohibit the following:
  - a. A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.
  - b. A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

**C. Pursuant to N.C.G.S. § 115C-76.25, the school shall display on its website the following parental legal rights regarding their child's education:**

- (1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. The school will provide parents with a consent form prior to such programming.
- (2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S. 130A-156 and G.S. 130A-157. Please consult the Student Handbook for this information.
- (3) The right to review statewide standardized assessment results as part of the State report card. The school will provide such information following such assessments.
- (4) The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter. Please consult the Student Handbook for this information.
- (5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the school's Policy on Curriculum, Textbooks, Supplementary Materials and Library Materials.
- (6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements. Please consult the Student Handbook for this information.
- (7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance. Please consult the Student Handbook for this information.
- (8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements. Please consult the Student Handbook for this information as well as the Department of Public Instruction.
- (9) The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
- (10) The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter. Please consult the Student Handbook for this information.
- (11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article. Please consult the Student Handbook for this information.
- (12) The right to review all available records of materials their child has borrowed from a school library. Please refer to the school's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.

**D. Parent Guide for Student Achievement Pursuant to 115C-76.30.**

The Parent Guide to Student Achievement is an effort by the State Board of Education ("SBE"). The SBE's Guide will be posted on the school's website once it has been provided by the State board of Education and going forward at the beginning of each school year. The SBE's Guide will be in writing, understandable to students and parents, and discussed at the beginning of the school year during Open House, Back to School events, or in any forum designated by the school. The SBE Guide shall meet the requirements set forth in N.C.G.S. 115C-76.30.

**E. The school's Guide for Student Achievement Pursuant to 115C-76.30.**

- (1) The school has chosen to comply with these provisions by ensuring the following information is in the Student Handbook available on this school's website:
  - a. Requirements for students to be promoted to the next grade.

- b. School entry requirements, including required immunizations and the recommended immunization schedule.
  - c. Ways for parents to do the following:
    - Strengthen their child's academic progress, especially in reading, as provided in Part 1A of Article 8 of this Chapter.
    - Strengthen their child's citizenship, especially social skills, and respect for others.
    - Strengthen their child's realization of high expectations and setting lifelong learning goals.
    - Enhance communication between the school and the home.
- (2) The school has chosen to comply with 115C-76.30, making the following information available through its website; the Student Handbook found on the school's website; school and classroom communications (hard copy or via email); communications from the school's PTO; as well as through any other medium appropriate to communicate in an understandable way with parents and students:
- a. Services available for parents and their children, such as family literacy services; mentoring, tutoring, and other academic reinforcement programs; college planning, academic advisement, and student counseling services; and after-school programs.
  - b. Opportunities for parental participation, such as parenting classes, adult education, school advisory councils, and school volunteer programs.
  - c. Opportunities for parents to learn about rigorous academic programs that may be available for their child, such as honors programs, Career and College Promise and other dual enrollment opportunities, advanced placement, Advanced International Certificate of Education (AICE) courses, International Baccalaureate, North Carolina Virtual High school courses, and accelerated access to postsecondary education.
  - d. Educational choices available to parents, including each type of public school unit available to residents of the county in which the child lives and nonpublic school options, educational choice options offered within the public school unit, and scholarship grant programs under Part 2A of Article 39 and Article 41 of this Chapter.
  - e. Rights of students who have been identified as students with disabilities, as provided in Article 9 of this Chapter.
  - f. Contact information for school and unit offices.
  - g. Resources for information on the importance of student health and other available resources for parents, including the following information on available immunizations and vaccinations:
    - A recommended immunization schedule in accordance with the United States Centers for Disease Control and Prevention recommendations.
    - Information about meningococcal meningitis and influenza, as required by G.S. 115C-375.4.

**F. Efforts to Increase Parent Involvement Pursuant to § 115C-76.35.**

The school shall, in consultation with parents, teachers, administrators, and community partners, develop and adopt policies to promote parental involvement and empowerment. The school will use existing committees, communication mediums, and structures to engage in the consultation requirement set forth in § 115C-76.35 and/or may create new avenues to comply with this provision. Opportunities and information will be available on the school's website and/or in community and/or school communications. The school will ensure policies provide for parental choices as set forth in SB49, establish parental responsibilities, and provide for parental involvement, which shall include the following:

- (1) Providing links to parents for community services.
- (2) Establishing opportunities for parental involvement in developing, implementing, and evaluating family involvement programs.
- (3) Establish opportunities for parents to participate in school advisory councils, volunteer programs, and other activities.

**G. The school has established policies to do all the following:**

- (1) Provide for parental participation in their child's education to improve parent and teacher cooperation in areas such as homework, school attendance, and discipline that aligns with the parent guide for student achievement required by G.S. 115C-76.30. ***Please consult the school's website and Student Handbook on the school's website.***
- (2) Effectively communicate to parents the way textbooks are used to implement the school's curricular objectives. ***Please refer to the school's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials; the school's website; and the Student Handbook on the school's website.***
- (3) Establish a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. This procedure shall include the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. The policy shall be available for in-person review by parents at the school site and publicly available on the school's website. For this section, a textbook is defined in G.S. 115C-85, and supplementary instructional materials include supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes. ***Please refer to the school's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.***
- (4) Establish a means for parents to object to textbooks and supplementary instructional materials. ***Please refer to the school's Policy on Curriculum, Textbooks, Supplementary Materials, and Library Materials.***
- (5) Establish a process for parents to review materials for and to consent or withhold consent for participation in reproductive health and safety education programs consistent with the requirements of G.S. 115C-81.30. The school already provides such review, notice, and consent requirements and will continue to follow our current procedures. ***Please consult the Student Handbook available on the school's website for further information.***
- (6) Establish a process for parents to learn about the nature and purpose of clubs and activities offered at their child's school, including both curricular and extracurricular activities. Such information will be provided through school and/or classroom communications. ***Please also consult the Student Handbook available on the school's website.***

**H. Further Compliance**

- (1) The qualifications of teachers, including licensure status, will be made available to parents at the beginning of each school year and updated from time to time as needed. This information will include teacher degrees, licensure status, and any other information necessary to comply with §115C-76.30(1)(d).
- (2) Our school is a school of choice. Parents have other educational choices available to them, including traditional district schools, non-public schools (religious and secular), other charter schools, and home schools.

**I. Student Health Notifications Pursuant to N.C.G.S. § 115C-76.45**

- (1) The school does not prohibit school employees from notifying a parent about their child's mental, emotional, or physical health or well-being or a change in related services or monitoring.
- (2) The school does not encourage or have the effect of encouraging a child to withhold from that child's parent information about their mental, emotional, or physical health or well-being or a change in related services or monitoring.
- (3) School personnel shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
- (4) Notifications:
  - a. At the beginning of each school year, the School Counselor will notify parents about each healthcare service offered at the school and provide information on how parents can consent to such service. The School Counselor will notify parents of changes, prior to or contemporaneous with changes, in service or monitoring related to their child's mental, emotional, or physical health or wellbeing and the school's ability to provide a safe and supportive learning environment for that child. (§115C-78.45)
  - b. The School Counselor shall notify parents of kindergarten through grade three students of any student well-being questionnaire or health screening form prior to administration and shall provide information on how parents can consent to such questionnaire or health screening.
  - c. The School Counselor shall provide notice of a change prior to any changes in the name of a pronoun used for a student in school records or by school personnel except where a reasonably prudent person would believe that notification would result in the child becoming an abused juvenile or neglected juvenile, as those terms are defined in G.S. 7B-101 or jeopardize the student's safety.
  - d. The school's policy and procedure for parents to exercise the parental remedies provided by G.S. § 115C-76.60 is set forth in this policy, entitled **Parental Remedies**.

**J. Timelines for parental requests for information under § 115C-76.40.**

- (1) This information parents have a right to access under this SB49 has been made accessible to parents as set forth in this policy. Parents are encouraged to review this policy and the policies referenced herein before making a request for information under § 115C-76.40.
- (2) A parent of a child enrolled at our school may request in writing from the Grade Level Principal any of the information the parent has the right to access, as provided in this Part. The request must be made via email. Within 10 business days, the Principal, or his / her designee, shall either (i) provide the requested information to the parent or (ii) provide an extension notice to the parent that, due to the volume or complexity of the request, the information will be provided no later than 20 business days from the date of the parental request.
- (3) If the Principal, or his / her designee: (i) denies or fails to respond to the request for information within 10 business days or (ii) fails to provide information within 20 business days following an extension notice as provided in subsection (2) of this section, the parent may request in writing any of the information the parent has the right to access, as provided in this Part, from the Executive Director, along with a statement specifying the time frame of the denial or failure to provide information by the principal.
- (4) If the Executive Director denies or does not respond to the request for information within 10 business days, the parent may appeal the denial or lack of response to the governing body of the public school unit no later than 20 business days from the date of the request to the Executive Director, as provided in subsection (2) of this section.

The board shall place the parents' appeal on the agenda for the next regularly scheduled board meeting occurring more than three business days after submission of the appeal. During that meeting, the board shall make a decision regarding the appeal. The board's decision under this section is final and is not subject to judicial review.

**K. Student support services training § 115C-76.50.**

Student support services training developed or provided by the school to the school personnel shall adhere to student services guidelines, standards, and frameworks established by the Department of Public Instruction.

**L. Parental rights to opt-in to protected information surveys § 115C-76.65**

**(1) Definitions:**

- a.** Adult student – An enrolled student who is 18 or older or an emancipated minor.
- b.** Protected information survey – A survey, analysis, or evaluation that reveals information concerning any of the following:
  - Political affiliations or beliefs of the student or the student's parent.
  - Mental or psychological problems of the student or the student's family.
  - Sex behavior or attitudes.
  - Illegal, antisocial, self-incriminating, or demeaning behavior.
  - Critical appraisals of other individuals with whom respondents have close family relationships.
  - Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
  - Religious practices, affiliations, or beliefs of the student or student's parent.
  - Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

**(2)** The school shall make the following available to parents and adult students at least 10 days prior to administration of a protected information survey. The public school unit shall provide opportunities for review of the following both electronically and in person:

- a.** The process for providing consent to participation in the protected information survey.
- b.** The full text of the protected information survey.

**(3)** No student shall be permitted to participate in a protected information survey without the parent or the adult student's prior written or electronic consent.

**(4)** The requirements of this provision are in addition to the rights provided to parents and students under the Protection of Pupil Rights Amendment, which are set forth in the Student Handbook available on the school's website.

**M. Procedures and Remedies for Parent Concerns**

This provision sets forth procedures and remedies required by § 115C-76.60. A parent has the right to notify the Principal about concerns under this policy pursuant to § 115C-76.60. The school's procedures and remedies for parental concerns are as follows:

- (1)** The parent shall submit in writing a detailed description of their concern to the school via email at [report@bcswolves.org](mailto:report@bcswolves.org). Such description shall clearly state the SB49 procedure or practice of concern. For a concern to be covered by this Section, it must be a concern about the school's procedure or practice under SB49.
- (2)** Within seven business days of receiving the concern, the Executive Director, or his / her designee shall either:

- a. Resolve the concern and notify the parent of the resolution, or
  - b. Develop a plan for resolution and notify the parent of the plan to resolve the concern within 30 days of receiving written notification of the concern from the parent, or
  - c. Notify the parent of why the concern cannot be resolved.
- (3) If the concern is not resolved within 30 days, a parent may do one of the following:
  - a. Notify the State board of Education and request a Parental Concern hearing, or
  - b. Bring an action against the school as provided in Article 26 of Chapter 1 of the North Carolina General Statutes for a declaratory judgment that the unit's procedure or practice violates N.C.G.S. § 115C-76.45, § 115C-76.50, or § 115C-76.55.
- (4) The court may award injunctive relief to a parent and shall award reasonable attorneys' fees and costs to a parent awarded injunctive relief.

**N. Reporting requirements under § 115C-76.70**

- (1) The school shall report annually by September 15 the following information to the State board of Education in a format designated by the State board:
  - a. The most current version of the policies and procedures adopted as required by this Article, with any modifications of the policy or procedure from the prior year's submission clearly delineated.
  - b. The following information from the prior school year:
    - The number of appeals to the governing body under G.S. 115C-76.40 and the percentage of appeals decided in favor of the parent and in favor of the administration in the prior school year.
    - The number of statements provided to parents as required by G.S. 115C-76.60(a).
    - The number of parental concern hearings involving the public school unit as provided in G.S. 115C-76.60(b)(1).
    - The number of actions brought against the public school unit as provided in G.S. 115C-76.60(b)(2) and the number of declaratory judgments entered against the public school unit.

**O. School's Policy on Curriculum, Textbooks, Supplementary Material, and Library Materials.**

- (1) **Compliance with SB49.** In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement the school's curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9
- (2) **Parent Participation.** Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Student Handbook as well as through digital platforms like Canvas and Parent Square.
- (3) **Charter school exemptions.** A charter school is exempt from statutes and rules applicable to a local board of education or local school administrative unit. As such, the school determines its own curriculum and textbooks and is not bound by the laws governing local boards of education and local school administrative units. The school has the sole authority to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, the school has the sole authority to determine if the materials are related to and within



the curriculum's limits and when the materials may be presented to students during the school day. In general, supplementary books and other instructional materials shall neither displace nor be used to the exclusion of basic textbooks where the school has selected textbooks.

- (4) **Textbook Definition.** For the purposes of this section, a textbook is defined as a systematically organized material 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 or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.
- (5) **Requirements of § 115C-76.55.** Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not include responses to student-initiated questions. Further, students may discuss gender identity, sexual activity, and sexuality with the school counselor and/or social worker, or any adult with whom they feel comfortable. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays.
- (6) **Use and Purpose of Textbooks.** The school selects and uses textbooks as part of its curriculum and course of study. The textbooks selected are intended to advance the school's curricular objectives.
- (7) **Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials.** The school's process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows:
  - Teacher reviews and recommends materials for use in class
  - Instructional Team, including grade level principal, reviews material and approves / denies recommendation
- (8) **Procedures for Learning about the Course of Study.** Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in our Student Handbook, at Open House, at Back to School night, and through teacher communications. Information is also typically included on class syllabi.
- (9) Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom at Open House, Back to school Night, and by making an appointment with their child's teacher to be held between the hours of 3:15pm and 4:00pm.
- (10) **Process for Library Check Out and Notification**

At this time, Bethany Community School does not operate a Library or Media Center. If the school institutes such a facility, a policy will be adopted that is compliant with state policies and laws in place at that time.

**P. Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.**

- (1) The school reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the



- students. To the extent the school establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community.
- (2)** In the event the school has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.
  - (3)** To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the school. Such challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent to the school via email at curriculum@bcswolves.org or sent via mail or hand delivered to the school's address and designate on the outside of the letter: *Textbook and/or Supplementary Material Challenge*.
  - (4)** The Executive Director, his / her designee, or the review committee shall review such challenge and respond to the challenge within ten (10) business days.
  - (5)** If the decision does not resolve the matter, the parent may file a written appeal to the Executive Director if they were not involved in the initial review of the challenge. The Executive Director shall review and respond to the challenge within five (5) business days.
  - (6)** If the Executive Director is not able to resolve the matter, the parent may file a written appeal on the record with the school's Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the school. The appeal must comply with section (1) above. The board will designate a panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The board panel's decision is final.
  - (7)** The board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the board panel.
  - (8)** Timelines set forth herein may be extended for good cause.

## Non-Discrimination, Equal Opportunity, and Anti-Harassment Policies

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Bethany Community School provides equal education opportunities to all students and prohibits discrimination and harassment of any type without regard to race, color, religion, age (40 years or older), sex (including pregnancy), national origin, disability status, genetics, protected veteran status, sexual orientation, gender identity or expression, or any other characteristic protected by federal, state or local laws. BCS adheres to the legal obligations and requirements under all state and federal laws, including without limitation, Title IX, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education. The policy of equal opportunity includes a prohibition against any and all unlawful discrimination including but not limited to, harassment, including sexual harassment, or retaliation.

It always has been and continues to be BCS policy that students and employees should be able to enjoy a work environment free from all forms of unlawful discrimination. All decisions regarding recruiting and enrollment of students will be made without unlawful discrimination on the basis of race, color, national origin, ancestry, sex, sexual orientation, gender identity or expression, religion, age, pregnancy, disability status, work-related injury, covered veteran status, genetic information, marital status, or any other factor that the law protects from discrimination.

## Student Files

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Bethany Community School will adhere to all federal laws relating to maintaining student files. The following information regarding The Family Educational Rights and Privacy Act (FERPA) comes from the US Department of Education website (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. BCS is not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. BCS may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If BCS decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, BCS must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows BCS to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

BCS may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. If a parent would prefer that BCS not release directory information about his/her student, s/he must inform the Executive Director in writing.

## Right to Know Under the Every Student Succeeds Act

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Parents of students have the right to know the professional qualifications of Bethany Community School's classroom teachers. Parents can ask for certain information about their child's classroom teachers, and BCS will give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers and BCS:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications
- The School Improvement Plan
- Qualifications of your child's teachers
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel
- Opportunities for parent involvement and input
- School Report Card

## The Protection of Pupil Rights Amendment

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The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors. These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
  1. Political affiliations or beliefs of the students or student's parent
  2. Mental or psychological problems of the students or the student's family
  3. Sexual behavior or attitudes
  4. Anti-social, demeaning, illegal, or self-incriminating behavior
  5. Critical appraisals of others with whom respondents have close familial relationships
  6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers
  7. Religious affiliations, beliefs, or practices of the students or parent
  8. Income, other than as required by law, to determine program eligibility

- Receive notice and an opportunity to opt a student out of the following:
  1. Any other protected information survey, regardless of funding
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of the students (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
  3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others
- Inspect the following, upon request:
  1. Surveys created by a third party before their distribution by BCS to its students
  2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes
  3. Instructional material used as part of the educational curriculum

BCS will both directly notify parents of the specific or approximate dates (if such events are planned and/or scheduled) of the above activities and provide an opportunity to opt a student out of participating in them. Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue SW  
 Washington, D.C. 20202-5920

## Exceptional Children Program

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The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law and Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

Who does this Program serve?

Children with disabilities include those with autism, deaf-blindness, deafness, developmental delay, serious emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disabilities, speech and/or language impairment, traumatic brain injury and visual impairment.

What is an IEP?

The IEP, Individualized Education Program, is a written document that's developed for each public-school child who is eligible for services. The IEP is created through a team effort and reviewed at least once a year.

Before an IEP can be written, your child **must** be eligible for special education. By federal law, a multidisciplinary team must determine that (1) the child has a disability **and** (2) the child requires special education and related services to benefit from the general education program.

The BCS Exceptional Children programs are designed to support students with disabilities as they acquire academic, social, and functional skills. We support the policy of moderate inclusion, so that even students with severe disabilities can spend time with typically developing peers.

For more information: <https://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf>

Who should I contact if I suspect my child may have a disability?

- Contact the school's EC Coordinator

## Section 504 Rehabilitation Act

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Section 504 of the Rehabilitation Act of 1973 is a civil rights law intended to protect individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting these students from being excluded from public schools, or being denied the benefits of the public schools, because of their disability. For more information visit the Department of Education at: <http://www2.ed.gov/about/offices/list/ocr/504faq.html>

What is A 504 Plan?

A 504 plan provides equal access to educational services for students with a qualified disability. It is designed to make changes, as appropriate, to the classroom environment or the delivery of instruction to provide the student with equal access to the educational curriculum. This plan is individualized to the needs of the student.

What is considered a disability under Section 504?

A student must have a physical or mental impairment. The Department of Education describes "physical or mental impairment" as follows:

- (A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or
- (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. 34 CFR 104.3(j)(2)(i).
- The disabling condition must substantially limit one or more major life activity: A "major life activity" includes (but is not limited to) learning, concentrating, thinking, communicating, reading, walking, seeing, breathing, eating, lifting, bending, and major bodily functions/systems (neurological, immune, respiratory, etc.)

Who should I contact if I suspect my child may have a qualified disability and needs a 504 Accommodations Plan?

- Contact the school counselor

## Services for Academically or Intellectually Gifted Children (AIG)

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The school administration shall develop a plan to identify each academically or intellectually gifted (AIG) student attending the Bethany Community School and to provide appropriate educational services to such students.

The plan shall include at least the following components:

- 1) Screening, identification, and placement procedures that allow for the identification of specific educational needs and for the assignment of AIG students to appropriate services.

- 2) A clear statement of the program to be offered that includes different types of services provided in a variety of settings to meet the diversity of identified AIG students.
- 3) Measurable objectives for the various services that align with core curriculum and a method to evaluate the plan and the services offered. The evaluation shall focus on improved student performance.
- 4) Professional development clearly matched to the goals and objectives of the plan, the needs of the staff providing services to AIG students, the services offered, and the curricular modifications.
- 5) A plan to involve the school community, parents/guardians, and representatives of the local community in the ongoing implementation of the plan, monitoring of the plan, and integration of services for AIG students into the overall school program.
- 6) A procedure to resolve disagreement between parents/guardians and Bethany Community School when a child is not identified as AIG or concerning the appropriateness of services offered to the AIG student.

## Title IX Discrimination and Harassment Policy for Students and Staff Members

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### **A. NONDISCRIMINATION POLICY & NOTICE OF NONDISCRIMINATION ((§ 106.8(b) - (c))**

Title IX provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

Bethany Community School does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admissions and employment.

It is the policy of Bethany Community School that students and staff should not be subjected to forms of unlawful discrimination or harassment, while at school or school-sponsored activities. Furthermore, the policy’s intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at the school regarding the identification, prevention, intervention, and reporting of such anti-social acts. The school acknowledges the dignity and worth of all students and staff and strives to create a safe, orderly, caring and inviting school environment to facilitate student learning and achievement. The school strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. The school will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

Inquiries about Title IX may be referred to school’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both.

The school’s Title IX Coordinator is Mr. Buddy Walker and can be reached via email at [bwalker@bcswolves.org](mailto:bwalker@bcswolves.org). The school’s nondiscrimination policy and grievance procedures can be located at [www.bcswolves.org](http://www.bcswolves.org).

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please contact the school’s Title IX Coordinator.

### **B. PURPOSE**

The school prohibits discrimination on the basis of sex and gender, including any form of sexual harassment as that term is defined under Title IX, in any education program or activity of the school. The school takes seriously all reports and Formal Complaints of

sexual harassment. The school does not discriminate on the basis of sex and gender in its education programs or activities, including admission and employment, in accordance with Title IX of the Education Amendments Act of 1972 and federal regulations.

Any person with questions about this policy should contact the School's Title IX Coordinator whose information is listed above.

### **C. PROHIBITED BEHAVIORS**

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, the School expressly prohibits discrimination or harassment, based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct on the basis of sex, requests for sexual favors in exchange for benefits (*quid pro quo*), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, the School also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by school employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

### **D. RETALIATION PROHIBITED**

The School prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, the School prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Head of School or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

### **E. APPLICATION OF POLICY**

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a via other students, faculty, staff, volunteers/visitors, or contractors. This policy also

applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within the School's "education program or activity," which includes, but is not necessarily limited to, behavior:

1. in any school building or on any school premises before, during or after school hours;
2. on any bus or other vehicle as part of any school activity;
3. at any bus stop;
4. during any school-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and authority of school personnel;
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools; and
7. while using school or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

#### **F. TITLE IX COORDINATOR**

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the school and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of the school's sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating the school's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

#### **G. NOTICE OF NONDISCRIMINATION**

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on the school's website, and copies of the policy are available at the front office. Notice of this policy will appear in all job applicant information, admissions information, student and employee handbooks, and in any school publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

#### **H. CONFIDENTIALITY**

The recipient, whether a school employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex/gender discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by



law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by the school to provide an environment free of unlawful discrimination or harassment. The Executive Director shall report to the Board all verified cases of unlawful discrimination or harassment under the school's Title IX Policy.

## **I. REMEDIES & DISCIPLINARY SANCTIONS**

When a respondent is found responsible for sexual harassment, the school will offer all remedies needed to eliminate the harm to the complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, the school may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on the school's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a School climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

- A. For students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, exclusion, expulsion, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- B. For employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

## **J. POLICY APPLICATION**

This policy shall remain in effect as long as required by law.

# Title IX Grievance Procedures

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## **I. INTRODUCTION AND SCOPE**

Bethany Community School has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging an action that would be prohibited by Title IX or the Title IX regulations.

These procedures apply to complaints involving alleged violations of Title IX occurring within the school's education programs or activities. These procedures shall be used to address incidents occurring on or after August 1, 2024. These procedures may be modified to comply with the law or regulations.

## **II. DEFINITIONS.**

The terms below have the following definitions:

Complainant means 1) A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or (2) A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the recipient (i.e., the school) that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations).

Decisionmaker means an individual or individuals who assess the relevant evidence, including party and witness credibility, to determine whether the school has met its burden of proof showing the respondent to be responsible for the alleged sex-based discrimination.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the recipient's prohibition on sex discrimination.

Recipient means any state or political subdivision thereof, or any instrumentality of a state or political subdivision thereof, of any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and that operates an education program or activity that receives such assistance.

Remedies means measures provided as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred.

Respondent means an individual who has been alleged to have violated the recipient's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the recipient, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported

information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based Harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

- (1) Quid pro quo harassment. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
- (2) Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment); or
- (3) Sexual assault as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to the complainant or respondent to restore or preserve the party's right to access the education program/activity or to provide support during the grievance procedures or during an informal resolution process.

Title IX Coordinator is the employee designated by the school to coordinate its efforts to comply with the Title IX responsibilities.

Days shall be school days.

### **III. REQUIREMENTS OF TITLE IX GRIEVANCE PROCEDURES**

- A. The school will treat complainants and respondents equitably.
- B. The school requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual; complainant or respondent. The decisionmaker may be the same person as the Title IX Coordinator or Investigator.
- C. The school presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.
- D. The school has established timeframes for the major stages of the grievance procedures set forth below.
- E. The school has also established process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that include the reason for the delay.
- F. The school will take reasonable steps to protect the privacy of the parties and witnesses during the grievance procedure. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

### **IV. TIMEFRAMES AND EXTENSIONS OF TIME.**

Generally, the school will adhere to the following timelines for the major stages of grievance process:

- A. Evaluation - The Title IX Coordinator will determine whether to dismiss a complaint or investigate it within 10 days of receiving the complaint.
- B. Investigation - The investigator will generally complete the investigation within 30 days of the Title IX Coordinator's decision to investigate the complaint. Once the Title IX Coordinator or investigator provides the parties with access to the evidence or description of the evidence, the parties will have 5 days to respond to the evidence.
- C. Determination - After the parties submit their response or the 5-day timeline for doing so expires, the appointed decisionmaker will have 10 days to consider the relevant (and not impermissible) evidence and issue a determination as to whether sex discrimination occurred.
- D. Appeal - Either party may appeal the decisionmaker's determination, in writing, within 5 days of receiving the determination. Appeals of dismissal of the complaint must be filed within 5 days of receiving notice of dismissal. Whether the respondent will be notified of the dismissal and the right to appeal will depend on whether the dismissal occurs before or after the respondent receives notice of the allegations.

The above timelines may be extended for good cause, with approval from the Title IX Coordinator and written notice to both parties. The notice to the parties will include the reason for the delay. Thereafter, the Title IX Coordinator will keep the parties informed on a regular basis.

Whether there is good cause for an extension is determined at the discretion of the Title IX Coordinator. An ongoing criminal investigation involving the conduct that is the subject of the complaint may be good cause to extend the above timelines. While the School will not wait for the conclusion of a criminal investigation or criminal proceeding to being its own Title IX investigation, it may temporarily delay the investigation while the police are gathering evidence and actively investigating.

## **V. EVIDENCE.**

The following types of evidence and questions seeking that evidence are impermissible, meaning regardless of whether they are relevant, they will not be accessed or considered, except by the school to determine whether one of the exceptions listed below applies:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless the school obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

## **VI. FILING A COMPLAINT**

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the school investigate and make a determination about alleged discrimination under Title IX:

- A "complainant," which includes:
  - a student or employee of the school who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX;
  - a person other than a student or employee of the school who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the school's education program or activity;
  - A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
  - The school's Title IX Coordinator.

Reports can be made in person, via telephone, or by emailing the Title IX Coordinator. Formal complaints can be made by contacting the Title IX Coordinator in writing.

The school may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

## **VII. NOTICE OF ALLEGATIONS**

Upon initiation of the Title IX grievance procedures, [SCHOOL] will notify both parties of the following:

- Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence.

If, in the course of an investigation, the school decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the school will notify the parties of the additional allegations.

## **VIII. DISMISSAL OF A COMPLAINT**

The school may dismiss a complaint of sex discrimination if:

- the school is unable to identify the respondent after taking reasonable steps to do so;
- if the respondent is not participating in the school's education program or activity and is not employed by the school;
- the complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the school determines that without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX, even if proven; or

- The school determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the school will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the school will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, the school will also notify the respondent of the dismissal and the basis for dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The school will also notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of the complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the school will also notify the respondent that the dismissal may be appealed.

Dismissals may be appealed on the following grounds:

- A procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and/or
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
- If the dismissal is appealed, the school will do the following:
- Notify the parties of any appeal, including notified of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for all parties;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equitable opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the results.
- When a complaint is dismissed, the school will, at a minimum:
- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, also offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur with the school's education program or activity.

## **IX. INVESTIGATION**

The school will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the school—not the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigation may include but is not limited to documentary evidence, interviews, statements, video, photos and any other relevant information not otherwise impermissible.

The school will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. The school will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The school will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- The school will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. [If the school provides a description of the evidence, the school will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.];
- The school will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- The school will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.=

#### **X. QUESTIONING THE PARTIES AND WITNESSES**

Nothing in this provision shall require an Investigator who is also serving as the Decisionmaker to reinterview any party or witnesses.

If the investigator and decisionmaker are two separate individuals, the decisionmaker will have the opportunity to question the parties and witnesses to adequately assess a party's or witness' credibility, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. If the investigator and decisionmaker are the same person, then the decisionmaker will have already had the opportunity to question the parties and witnesses during the investigation.

#### **XI. DETERMINATION**

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the school will:

- Use the preponderance of the evidence standard to determine whether sex discrimination occurred. The decisionmaker must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker must not determine that sex discrimination occurred.
- Notify the parties in writing of the determination of whether sex discrimination under Title IX occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable:
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
  - Coordinate the provision and implementation of remedies to a complainant and other people the School identifies as having had quality access to the School's education program or activity limited or denied by sex discrimination;
  - Coordinate the imposition of any such disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
- Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur with the school's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent, and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

## **XII. APPEAL OF DETERMINATION**

The school offers the following process for appeals from a determination of whether sex discrimination occurred.

If either party disagrees with the decisionmaker's determination, the party may file an appeal, in writing, within 5 school days of receiving the written determination.

A party may appeal the determination only on the following bases:

- a. Procedural irregularity that would change the outcome;
- b. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
- c. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally, or bias for or against the individual complainant or respondent, which would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence imposed. No new evidence may be submitted during the appeal process.

If a party appeals the determination, the Title IX Coordinator will:

1. Notify the parties of the appeal;
2. Implement appeal procedures equally for the parties;
3. Appoint an appeal decisionmaker, who shall not be the same person as the Title IX Coordinator, investigator, or decisionmaker;
4. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the determination;
5. Provide the appeal decisionmaker with relevant and not otherwise impermissible evidence, any responses submitted to the investigator related to the evidence, and the decisionmaker's written determination; and
6. Notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale. If a party files an appeal, the appeal decisionmaker will establish a timeline for each party to submit a statement in support of their position that they want the appeal decisionmaker to consider in making a decision. Once the appeal decisionmaker receives the statements or the timeline for submitting such statements expires, the appeal decisionmaker will have 10 days to issue a decision. The decision will be issued in writing and sent to the parties and Title IX Coordinator.

## **XIII. INFORMAL RESOLUTION**

In lieu of resolving a complaint through the school's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The school does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary or secondary school student, or when such a process would conflict with federal, state or local law.

Before initiating the process, the school must provide notice to the parties that explains:

1. The allegations;
2. The requirements of the informal resolution process;



3. That prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and initiate or resume the school's grievance procedures;
4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
6. What information the school will maintain and whether and how the school may disclose such information for use in grievance procedures, if the grievance procedures are initiated or resumed.

The person who facilitates the informal resolution process shall not be the same person who serves as the investigator, decisionmaker, or appeal decisionmaker with respect to this particular complaint. Any person designated to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or for or against an individual complainant or respondent.

Potential terms that may be included in an informal resolution agreement include, but are not limited to: 1. Restrictions on contact; and 2. Restrictions on the respondent's participation in one or more of the school's programs or activities, including restrictions the school could have imposed as remedies or disciplinary sanctions had the school determined at the conclusion of the grievance process that sex discrimination occurred. Even if the parties reach an informal resolution agreement, the Title IX Coordinator must, to the extent necessary, also take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the school's education program or activity.

#### **XIV. EMERGENCY REMOVAL AND ADMINISTRATIVE LEAVE**

The school may remove a respondent from the school's education program or activity on an emergency basis during the grievance process or informal resolution process, if the School undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. The school's authority to remove a respondent on an emergency basis does not modify any rights the respondent may have under Section 504 of the Rehabilitation. The school may place an employee respondent on administrative leave during the grievance process.

#### **XV. DISCIPLINARY SANCTIONS AND REMEDIES**

Following a determination that sex-based harassment occurred, the school will take prompt and reasonable steps to end the sex discrimination, prevent its recurrence, and remedy its effects.

The school may impose disciplinary sanction as set forth in the Student Code of Conduct, school policy, and state and federal laws, as applicable. For employees, the school may impose the full range of discipline, including nonrenewal or termination, as set forth in the Employee Handbook, school policy, and state and federal laws, as applicable.

#### **XVI. STUDENTS WITH DISABILITIES**

If a party to a complaint is a student with a disability, the Title IX Coordinator must consult with one or more members of the IEP Team or Section 504 Team throughout the grievance process, including before any emergency removal of the student and when determining appropriate supportive measures and remedies. The school will comply with the requirements of the IDEA and Section 504 in implementing this Policy, including the requirement that a manifestation determination review be conducted

within 10 days of a decision to change the placement of a student with a disability because of a violation of a code of student conduct. See 34 CFR § 300.530.

## **XVII. TRAINING**

1. All employees – All school employees must be trained on:
  - a. The school's obligation to address sex discrimination in its education program or activity;
  - b. The scope of conduct that constitutes sex discrimination under Title IX;
  - c. All applicable notification and information requirements under Title IX, including: (i) When a student or a person with the legal right to act on behalf of the student informs any employee of the student's pregnancy or related conditions, the employee's responsibility to provide the person with the Title IX Coordinator's contact information and inform the person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student's equal access to the School's education program or activity; and (ii) The employee's responsibility to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.
2. Investigators, decisionmakers, and other persons who are responsible for implementing the grievance procedures or who have the authority to modify or terminate supportive measures – In addition to the training for all employees, these individuals must be trained on the following topics to the extent related to their responsibilities, including:
  - a. The school's obligations under § 106.44, including the obligation to respond promptly and effectively when the school has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity;
  - b. The school's grievance procedures;
  - c. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
  - d. The meaning and application of the term "relevant" in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.
3. Facilitators of informal resolution – In addition to the training for all employees, all facilitators of informal resolution must be trained on the rules and practices associated with the school's informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.
4. Title IX Coordinators and designees – In addition to the training for all employees, the Title IX Coordinator and designees must be trained on their specific responsibilities under Title IX, the school's recordkeeping system, the recordkeeping requirements under Title IX, and any other training necessary to coordinate the school's compliance with Title IX.

## **XVIII. RECORDKEEPING REQUIREMENTS**

The school must maintain for a period of at least 7 years:

1. For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome;
2. For each notification the Title IX Coordinator receives of information about conduct that may reasonably constitute sex discrimination under Title IX, records documenting the actions the school took to meet its obligations under Title IX; and
3. All training materials must also be made available to members of the public upon request.

## **Title IX Coordinator's Duties, Notice, Reporting and Grievance Policy**

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This Policy sets forth the school's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with the school's Title IX policy. This Policy only pertains to Title IX and alleged violations of Title IX. It does not apply to any other type of discrimination, harassment or bullying. Please refer to the school's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply.

The school's Title IX Coordinator is:

Buddy Walker  
Director of Operations  
Bethany Community School  
1288 Hudson Road  
Summerfield, NC 27358

## **A. TRAINING AND PROGRAMS**

The designated Title IX Coordinator shall establish training and other programs that are designed to help eliminate unlawful discrimination or harassment and foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

1. provide examples of behavior that constitutes unlawful discrimination or harassment;
2. teach employees to identify groups that may be the target of unlawful discrimination, or harassment; and
3. train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

In addition, training of Title IX personnel, including the Title IX Coordinator, Investigator(s) and Decisionmaker(s), must include training:

1. On the definition of the definitions of prohibited conduct, including sexual harassment;
2. The scope of the school's education program or activity;
3. How to conduct an investigation;
4. The grievance process including appeals, and informal resolution processes;
5. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
6. Relevance, including how to apply the rape shield protections provided only for complainants.

Moreover, training for Title IX personnel, including the Coordinator, Investigator(s), Decision-makers, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment. The school will make materials used to train Title IX personnel available for members of the public to inspect.

## **B. NOTICE**

The designated Title IX Coordinator is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on the school's website, and copies of the policy are available at the front office. Notice of this policy will appear in all job applicant information, admissions information, student and employee handbooks, and in any school publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

### **C. TITLE IX COORDINATOR**

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for the BCS and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of the school's sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating the school's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

### **D. EVALUATION**

The Executive Director or designee shall evaluate the effectiveness of efforts to correct or prevent unlawful sex/gender discrimination and harassment and shall share these evaluations periodically with the school's Board of Directors.

### **E. CONFIDENTIALITY**

The recipient, whether a school employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by the school to provide an environment free of unlawful discrimination or harassment. The Executive Director shall report to the Board all verified cases of unlawful discrimination or harassment under the school's Title IX Policy.

### **F. REPORTING TITLE IX VIOLATIONS**

1. For Students:
  - a. To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher or advisor. Principal, Executive Director and/or Title IX coordinator immediately and file a complaint.
  - b. Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator, Principal, or Executive Director, as soon as possible and within 24 hours.

- c. If the Executive Director is involved in the allegation, then another administrator will immediately inform the Chair of the Board of Directors.
2. For Employees: for discrimination, harassment, and sexual harassment complaints based on sex/gender, employees should contact the Title IX coordinator immediately and follow the school's harassment and discrimination policy as well as its Title IX Reporting and Grievance policy.
3. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.
4. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
5. Reporting may be made at any time, including during non-business hours, by contacting the school's Title IX Coordinator.

## **G. DEFINITIONS**

As used in this and all other Title IX related policies, the following definitions shall apply.

1. "Complainant" is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.
2. "Respondent" is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.
3. "Formal complaint" is as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant was participating in or attempting to participate in the education program or activity of the school with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by the school.
4. "Document filed by a complainant" means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by the school) that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process and must comply with requirements for Title IX personnel to be free from conflicts and bias.
5. "Supportive measures" are individualized services reasonably available that are non- punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. The school's selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

## **H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS**

The school is required to respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment or allegations relevant to mandatory reporting laws in North Carolina. Notice to the Title IX Coordinator or to any school employee, board member, or official with authority to institute corrective measures on the school's behalf, charges the school with actual knowledge and triggers the school's response obligations under Title IX.

The school will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. The school shall also comply with the following mandates:

1. The school will offer supportive measures to the person alleged to be the victim (referred to as the “complainant”).
2. The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. The school will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
4. The school will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.
5. The school will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.
6. A complainant’s wishes with respect to whether the school investigates should be respected unless the school determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).
7. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in the school’s Title IX policy, or the alleged conduct did not occur in the school’s education program or activity, against a person in the United States, the school must dismiss such allegations for purposes of Title IX. However, the school may still address the allegations in any manner the school deems appropriate under the school’s code of conduct or other policies.
8. Treat complainants equitably by providing remedies any time a respondent is found responsible and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process set forth herein.
9. Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant’s equal access to education and may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
10. All Title IX personnel (Title IX Coordinators, investigators, decision-makers, people who facilitate any informal resolution process) shall be free from conflicts of interest or bias for or against complainants or respondents.
11. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
12. The school’s grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
13. Any provisions, rules, or practices that a school adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties (complainant and respondent).
14. The standard of evidence to determine responsibility is the preponderance of the evidence standard for all formal complaints of sexual harassment, whether the respondent is a student or an employee (including faculty member).

## **I. SUPPORTIVE MEASURES, REMEDIES AND DISCIPLINARY SANCTIONS**

Supportive measures include: services, accommodations, and/or other assistance that the school puts in place for a complainant after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. The school wants students and employees to be safe, to receive appropriate medical attention, and to get the

help they need to heal and to continue to access their educational opportunities. We also want students and employees to understand their reporting options and how to access available interim measures.

Upon receiving a report of sexual harassment, the school will provide the complainant, or their advocate, with a written explanation of the interim measures available at school and through local community resources and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and the school determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by the school, the school will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, the school will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility.

A complainant or their advocate may request the interim measures listed below. The school – after consulting with the complainant and/or their advocate – will determine which measures are appropriate to ensure the complainant’s safety and equal access to educational programs and activities:

- Academic accommodations, including change in classes, testing, or assignments;
- Medical and mental health services, including counseling;
- Modifications to extracurricular activities, field trips or on or off-campus activities;
- A “no contact” directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third party communication with one another;
- Providing an escort to ensure that the student can move safely between school programs and activities;
- Transportation accommodations; and
- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

#### Remedies Include:

Depending on the specific nature of the problem, remedies for the complainant may include, but are not limited to:

- Providing an effective escort to ensure that the complainant can move safely between classes and activities;
- Ensuring the complainant and perpetrator do not share classes or extracurricular activities;
- Moving the perpetrator or complainant (if the complainant requests to be moved to a different class);
- Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- Arranging for the complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and
- Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.



When a respondent is found responsible for sexual harassment, the school will offer all remedies needed to eliminate the harm to the complainant and the school community and prevent the recurrence of sexual harassment. Simply sanctioning a respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, the school may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

- Training or retraining school employees on the school's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
- Developing materials on sexual harassment, which should be distributed to all staff and students;
- Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
- Issuing policy statements or taking other steps that clearly communicate that the school does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
- Conducting, in conjunction with student leaders, a school climate check to assess the effectiveness of efforts to ensure that the school is free from sexual violence, and using that information to inform future proactive steps that the school will take;
- Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
- When a school is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

- For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
- For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

## **J. INVESTIGATIONS**

The school shall investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint.

The school, through the Title IX Coordinator or other authorized school official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias. The school may choose an outside investigator, school employee or contractor to conduct the investigation. During the grievance process and when investigating, the Investigator shall comply with the following:

1. The burden of gathering evidence and burden of proof must remain on the school, not on the parties.
2. The school must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
3. The school must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag orders").
4. Parties must have the same opportunity to select an advisor of the party's choice who may be, but need not be, an attorney.
5. The school shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.



6. The school shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
7. The school shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.
8. The school shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in the school's Title IX policy or did not occur in a school's education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude the school from addressing the conduct in any manner the school deems appropriate.
9. The school may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the school, or if specific circumstances prevent the school from gathering sufficient evidence to reach a determination.
10. The school shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. The school may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
12. The school shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless the school obtains the party's voluntary, written consent to do so.

#### **K. DECISION-MAKER**

The school, through the Title IX Coordinator or other authorized school official, shall designate a Decision-maker with regard to a Title IX complaint. The Decision-maker shall not be the Title IX Coordinator or Investigator, and shall not be someone with a conflict of interest or bias. The Decision-maker shall comply with the following rules:

1. Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
2. All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant's prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
3. Use the preponderance of the evidence standard in reaching her/his decision.
4. Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
5. After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker(s) must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
6. Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.
7. The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

## **L. GRIEVANCE PROCESS**

Prompt Filing. The Complainant must file a formal complaint within a reasonable time, ideally within 10 days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for the school to conduct a thorough investigation. There may also be instances where the school has a legal obligation to report certain information it receives to state or local authorities or to protect the school community.

Timeline. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of the school. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

Investigation. The Title IX coordinator or other school official shall designate an impartial Investigator to conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

Decision-Maker. The Decision-maker shall follow the guidance/mandates set forth above in this policy and shall use the preponderance of the evidence standard in reaching her/his decision. The Decision-maker shall timely provide written notice of the outcome of the complaint to the relevant parties.

Appeal. Either party may appeal the Decision-maker's decision to the Board of Directors within 14 days after a decision is made or the school dismisses a formal complaint in a Title IX proceeding, on the following bases:

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
3. Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The Board of Directors will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time.

## **M. INFORMAL RESOLUTION PROCESS FOR STUDENTS**

After a formal complaint is filed, the school may, in its discretion, offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. The school will not require participation in an informal process. And, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The school does not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Any person who facilitates an informal resolution must be well-trained. The school will not offer or facilitate an

informal resolution process to resolve allegations that an employee sexually harassed a student. Finally, the school may not offer an informal resolution process unless a formal complaint is filed.

## **N. POLICY APPLICATION**

This policy shall remain in effect as long as required by law.

## **Non-Title IX Discrimination, Harassment, and Bullying Complaint Process**

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No student or school employee shall be subjected to bullying or harassing behavior by school employees or students. Bullying or harassing behavior is a pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, that places a student or school employee in actual and reasonable fear of harm to their person or damage to their property or creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits.

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability.

The school takes seriously all complaints of discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against unlawfully, bullied, or harassed in violation of the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the school's policies for Title IX and VII matters.

### **A. Reporting by Employees or Other Third Parties**

#### **1. Mandatory Reporting by School Employees**

Any employee who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy must report the offense immediately to an appropriate individual designated in subsection B.1., below. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

#### **2. Reporting by Other Third Parties**

All members of the school community including students, parents, volunteers, and visitors are also strongly encouraged to report any act that may constitute an incident of discrimination, harassment, or bullying.

3. Anonymous Reporting  
Reports of discrimination, harassment, or bullying may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.
4. Investigation of Reports  
Reports of discrimination, harassment, or bullying under this policy will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. At the option of the alleged victim, the report may be treated as a complaint by the alleged victim under this policy.

## **B. Complaints Brought by Alleged Victims of Discrimination, Harassment, or Bullying**

1. Filing a Complaint  
Any individual who believes that he or she has been discriminated against, harassed, or bullied in violation of the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy is strongly encouraged to file a complaint orally or in writing to the following individuals as applicable:
  - a. the school counselor, teacher, or administrator of the school for any claim of discrimination, harassment or bullying, including Title VI complaints;
  - b. the Title IX coordinator for claims of sex discrimination or sexual harassment;
  - c. the Section 504 coordinator or the ADA coordinator for claims of discrimination on the basis of a disability; or
  - d. any member of the Board if the alleged perpetrator is the Executive Director.
2. Time Period for Filing a Complaint  
A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated at the discretion of school officials and outside the formal process described in Section C of this policy; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.
3. Informal Resolution  
The school acknowledges that many complaints may be addressed informally through such methods as conferences or mediation. The school encourages the use of informal procedures such as mediation to the extent possible; however, mediation or other informal procedures will not be used to resolve complaints alleging sexual assault or sexual violence or complaints by a student of sexual harassment perpetrated by an employee. Informal procedures may be used only if the parties involved voluntarily agree. Any informal process should be completed within a reasonable period of time, not to exceed 30 days unless special circumstances necessitate more time.

## **C. Process for Addressing Complaints of Alleged Incidents of Discrimination, Harassment, or Bullying**

1. Initiating the Investigation
  - a. Whoever receives a complaint of discrimination, harassment, or bullying pursuant to subsection B.1. shall immediately notify the Principal who shall coordinate with the Executive Director to designate an individual to conduct an investigation and respond to the complaint, such individual may be a school employee or outside consultant.
  - b. As applicable, the investigator shall immediately notify the Title IX, or other relevant coordinator of the complaint, and, as appropriate, may designate the coordinator to conduct the investigation.
  - c. The investigator shall explain the process of the investigation to the complainant and the alleged perpetrator.

- d. Written documentation of all formal reports and complaints, as well as the school system's response, must be maintained in accordance with the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.
  - e. Failure to report, investigate, and/or address claims of discrimination, harassment, or bullying may result in disciplinary action.
2. Conducting the Investigation
- a. The investigator is responsible for determining whether the alleged act(s) constitutes a violation of the Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. In so doing, the investigator shall impartially, promptly, and thoroughly investigate the complaint. The investigator shall interview (1) the complainant; (2) the alleged perpetrator(s); (3) individuals identified as witnesses by the complainant or alleged perpetrator(s); and (4) any other individuals, including other possible victims, deemed likely to have relevant information. The alleged perpetrator shall be notified of the general nature of the allegations. The investigation will include a review of all evidence presented by the complainant or alleged perpetrator. If the investigator, after receipt of the complaint, an interview with the complainant, and consultation with the board attorney, determines that the allegations submitted, even if factual, do not constitute discrimination, harassment, or bullying as defined in the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, the matter will be treated outside the scope of this policy. Information regarding the investigator's determination and the process for addressing the complaint will be provided to the complainant.
  - b. The complaint and investigation will be kept confidential to the extent possible. Information may be shared only with individuals who need the information in order to investigate and address the complaint appropriately and those with a legal right to access the information. Any requests by the complainant for further confidentiality will be evaluated within the context of the legal responsibilities of the school system.
  - c. The investigator shall review the factual information gathered through the investigation to determine whether, based on a preponderance of the evidence, the alleged conduct constitutes discrimination, harassment, or bullying, giving consideration to all factual information, the context in which the alleged incidents occurred, the age, and maturity of the complainant and alleged perpetrator(s), and any other relevant circumstances.
3. Notice to Complainant and Alleged Perpetrator
- a. The investigator shall provide written notification to the complainant of the results of the investigation within 15 days of receiving the complaint, unless additional time is necessary to conduct an impartial, thorough investigation. The investigator shall specify whether the complaint was substantiated and, if so, shall also specify:
    - 1) reasonable, timely, age-appropriate, corrective action intended to end the discrimination, harassment, or bullying, and prevent it from recurring;
    - 2) as needed, reasonable steps to address the effects of the discrimination, harassment, or bullying on the complainant; and
    - 3) as needed, reasonable steps to protect the complainant from retaliation as a result of communicating the complaint.
  - b. Information regarding specific disciplinary action imposed on the alleged perpetrator(s) will not be given to the complainant unless the information relates directly to the complainant (e.g., an order requiring the perpetrator not to have contact with the complainant).
  - c. If the investigator determines that the complaint was substantiated, the perpetrator(s) shall be subject to discipline or other corrective steps, as set forth in school policy. If the corrective steps involve actions outside the scope of the investigator's authority, the Executive Director or designee will be notified so that responsibility for taking the corrective steps may be delegated to the appropriate individual.

- d. The alleged perpetrator will be provided with a written summary of the results of the investigation in regard to whether the complaint was substantiated, whether the alleged perpetrator violated relevant law or school policies by his or her actions, and what, if any, disciplinary actions or consequences may be imposed upon the perpetrator in accordance with school policy. The perpetrator may appeal any disciplinary action or consequence in accordance with school policy and law. However, an appeal by the perpetrator of disciplinary action does not preclude school officials from taking appropriate action to address the discrimination, harassment, or bullying.

#### 4. Appeal

- a. If the complainant is dissatisfied with the results of the investigation, he or she may appeal the decision to the Executive Director. The appeal must be submitted in writing within ten days of receiving the notice of the results of the investigation. The appeal must state with particularity whether the complainant is appealing (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the school's response to any violation, including the appropriateness of any remedial measures taken by the district. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes should have been taken by the district. The Executive Director or designee may review the documents, conduct any further investigation necessary, or take any other steps the Executive Director or designee determines to be appropriate in order to respond to the complaint. The Executive Director or designee shall provide a written response within 10 days after receiving the appeal, unless further investigation is needed. The Executive Director's decision is final.
- b. If the alleged perpetrator is the Executive Director or the Executive Director declines to hear the appeal and refers it to the Board of Directors, the complainant may appeal the decision in writing within ten days of receipt directly to the Board of Directors. The appeal must state with particularity whether the complainant is appealing the Executive Director's decision with regard to (1) the investigator's determination of whether the alleged conduct constitutes discrimination, harassment, or bullying in violation of the school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy, or (2) the school's response to any violation, including the appropriateness of any remedial measures taken by the school. If the complainant is appealing pursuant to option (2), he or she must state what additional measures the complainant believes the school should have taken. Upon receipt of the appeal, the Board Chair shall appoint a panel of not less than two members of the Board to hear and decide the appeal. The panel shall make reasonable efforts to meet and consider the appeal within twenty days after the chairperson refers the grievance to the panel. The panel shall review the complaint on the record unless it determines that additional information may be presented. No new evidence, written or verbal, may be presented without the prior knowledge and consent of both parties. At the Board Panel's discretion, they may hold a hearing and ask each party may make a brief oral presentation of no more than twenty minutes to summarize his or her position. The panel has the authority to ask questions, extend time limits, exclude extraneous or duplicative information, and otherwise maintain an efficient and fair appeal hearing. If a hearing is held, it will be recorded and shall be held in closed session. The Board panel may affirm, reverse or modify the decision. The Board panel shall use the preponderance of the evidence standard in reaching its decision. The Board panel will provide a final written decision within twenty days after the Board hearing unless the panel determines that additional time is needed for further review. The decision of the Board panel shall be final.

#### **D. Timeliness of Process**

If any school official charged with investigating the complaint or reviewing the investigation fails at any step in the process to communicate a decision within the specified time limit, the complainant will be entitled to appeal the complaint to the next step unless the official has notified the complainant of the delay and the reason for the delay. The school official shall make reasonable efforts to keep the complainant apprised of progress being made during any period of delay. Delays that interfere with the exercise of any legal rights are not permitted.

Failure by the complainant at any step in the process to appeal to the next step within the specified time or to attend a scheduled meeting or hearing under this policy will be considered acceptance of the results of the investigation and the school's response to the complaint, unless the complainant provided notice of the delay and the reason for the delay and the district consented in writing to the delay.

#### **E. General Requirements**

1. No reprisals or retaliation of any kind will be taken by the Board or by any school employee against the complainant or other individual on account of his or her filing a complaint or report or participating in an investigation of a complaint or report filed and decided pursuant to this policy. Disciplinary or other action may be taken against the complainant or other individual if the person knew or had reason to believe that the complaint or report was false or knowingly provided false information.
2. All meetings and hearings conducted pursuant to this policy will be private.
3. The complainant may be represented by an advocate, such as an attorney, at any meeting with the school under this policy. Should the complainant choose to be represented by an attorney, an attorney for the school may also be present.
4. Nothing in this policy shall prevent the or Board from suspending the alleged perpetrator without pay during the course of the investigation or taking any other action deemed appropriate.

#### **F. Records**

Records will be maintained as required by school's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy.

## **Compliance with Other Laws**

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Bethany Community School shall comply with all applicable federal and state laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. BCS shall comply with all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of Bethany Community School except as may otherwise be required to monitor the charter school for compliance with applicable laws and regulations.

# McKinney-Vento Dispute Resolution Policy

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## BACKGROUND INFORMATION

The McKinney-Vento Homeless Assistance Act (also referred to as the McKinney-Vento Act) acknowledges that disputes may arise between Public School Units (PSUs) students and their parents, or unaccompanied youth, regarding eligibility, school selection or enrollment decisions. The McKinney-Vento Act includes dispute resolution among the required duties of the (PSU) homeless liaison. Below is the McKinney-Vento Dispute Resolution Policy and Process for Bethany Community School.

PSUs should bear in mind that disputes related to eligibility, school selection or enrollment should be initiated at the request of the parent, legal guardian, or unaccompanied youth and not at the request or convenience of the PSU. Additionally, issues related to the definition of homelessness, the responsibilities of the PSU to serve homeless children and youth, and/or the explicit rights of homeless children and youth are addressed in the McKinney-Vento Act. Disputes related to eligibility, school selection, or enrollment shall be resolved within the parameters of the federal McKinney-Vento Act.

The following procedures are specified in the McKinney-Vento Act:

**Enrollment:** If a dispute arises over eligibility, school selection, or enrollment, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

**Written Explanation:** The PSU must provide a written explanation of the eligibility, school selection, or enrollment decision to the parent, legal guardian, or in the case of an unaccompanied youth, to the unaccompanied youth. (The written explanation must include a description of the parent's, legal guardian's, or unaccompanied youth's right to appeal the decision.)

**Homeless Liaison:** The designated PSU homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner, such that the local process is completed in **no more than 15 school business days or 30 calendar days, whichever is less.**

**Responsibility:** The PSU homeless liaison, is responsible to inform the parent, legal guardian, or the unaccompanied youth of the dispute resolution process.

## OVERVIEW

When a dispute occurs regarding eligibility, school selection, or enrollment the following process must be used:

- **Level I:** The initial dispute request is made with the PSU's homeless liaison.
- **Level II:** If unresolved, the dispute moves to the PSU head administrator (Level II),
- **Level III:** If unresolved the dispute moves to the local governing Board (Level III) for review and final decision on behalf of the charter school.
- **Level IV:** If the dispute continues to be unresolved, the final appeal (Level IV) is to the NC State Coordinator for the Education of Homeless Children and Youth (EHCY). Every effort must be made to resolve the dispute at the local level before it is brought to the NC State Coordinator for the Education of Homeless Children and Youth.



## INITIATION OF THE DISPUTE RESOLUTION PROCESS

When a dispute occurs regarding eligibility, school selection, or enrollment the parent, legal guardian, or unaccompanied youth shall be informed in writing of the PSU's decision including reasons for the decision within one (1) school business day in a language and format understandable to the parent, legal guardian or unaccompanied youth of their right to appeal the decision made by the charter school and be provided the following:

1. Written contact information for the PSU homeless liaison and State Coordinator, with a brief description of their roles.
2. A simple form that parents, legal guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process (the school should copy the form and return the copy to the parent, legal guardian, or youth for their records when it is submitted.)
3. A written step-by-step description of how to dispute the PSU's decision.
4. Written notice of the right to enroll immediately in the school of choice pending resolution of the dispute.
5. Written notice of the right to appeal to the State Coordinator for the Education of Homeless Children and Youth if the district-level resolution is not satisfactory.
6. Written timelines for resolving district- and state-level appeals.
7. A copy of the NC Dispute Resolution Policy (hard copy or [online link](#)).

### Level I: PSU Homeless Liaison Communication

**If a parent, legal guardian, or unaccompanied youth wishes to appeal the PSU's decision related to eligibility, school selection, or enrollment:**

1. The parent, legal guardian, or unaccompanied youth must file a request for dispute resolution with the PSU's homeless liaison (or to his/her office) either verbally or by submitting a form that initiates the dispute resolution process. The request for dispute resolution must be submitted by the parent, legal guardian or the unaccompanied youth to the homeless liaison within **two (2) school business days** of receiving the initial homeless liaison decision on enrollment, school selection, or enrollment. The parent, legal guardian, or unaccompanied youth may initiate the request directly with the homeless liaison or they may initiate the request to the school where the dispute is taking place. If the request is submitted to the school where the dispute is taking place, the school shall immediately forward the request to the PSU's homeless liaison. In the event that the PSU's homeless liaison is unavailable, an PSU designee may receive the parent's, legal guardian's or unaccompanied youth's request to initiate the dispute resolution process.
2. The homeless liaison must log their receipt of the dispute, including the date and time, with a written description of the situation and the reason for the dispute, and a copy of the dispute, must be forwarded to the homeless liaison's immediate supervisor and the charter school's head administrator.
3. Within **one (1) school business day** of their receipt of the complaint, the homeless liaison must make a decision on the dispute and inform the parent, legal guardian or unaccompanied youth in writing of the result. It is the responsibility of the PSU to verify the parent's, legal guardian's or unaccompanied youth's receipt of the written notification regarding the homeless liaison's Level I decision.
4. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level II **within one (1) school business day** of receipt of notification of the Level I decision.

5. If the parent, legal guardian, or unaccompanied youth wishes to appeal the homeless liaison's Level I decision, the PSU's homeless liaison shall provide the parent, legal guardian, or unaccompanied youth with an appeals package containing:
  - a. A copy of the parent's, legal guardian's or unaccompanied youth's dispute which was filed with the PSU's homeless liaison at Level I,
  - b. The decision rendered at Level I by the PSU homeless liaison, and
  - c. Any additional information from the parent, legal guardian, unaccompanied youth, and/or the homeless liaison.

## **Level II: PSU Superintendent Communication**

(If the dispute remains unresolved after a Level I appeal)

1. If there is a disagreement with the decision rendered by the LEA's/PSU's homeless liaison at Level I, the parent, legal guardian, or unaccompanied youth may appeal the decision to the charter school's head administrator, or the head administrator designee, (the designee shall be someone other than the PSU's homeless liaison) using the appeals package provided at Level I.
2. The charter school's head administrator, or his/her designee, shall meet (verbally, virtually or face-to-face) with the parent, legal guardian, or unaccompanied youth. The meeting shall be **held within two (2) school business days** of the parent's, legal guardian's, or unaccompanied youth's notification to the PSU of their intent to proceed to Level II of the dispute resolution process.
3. The charter school's head administrator, or his/her designee, shall provide a decision in writing to the parent, legal guardian, or unaccompanied youth with supporting evidence and reasons, **within two (2) school business days** of the charter school's head administrator, or his/her designee's, meeting with the parent, legal guardian, or unaccompanied youth. It is the responsibility of the PSU to verify the parent's, legal guardian's, or unaccompanied youth's receipt of the written notification regarding the charter school's head administrator, Level II decision.
4. A copy of the dispute package, along with the written decision made at Level II is to be shared with the PSU's homeless liaison.
5. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level II and wishes to move the dispute resolution process forward to Level III, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level III **within two (2) school business days** of receipt of notification of the Level II decision.
6. If the dispute remains unresolved, the process then moves to Level III.

## **Level III: Local Governing Board Review**

(If the dispute remains unresolved after a Level II appeal)

1. The charter school's head administrator, with assistance from the homeless liaison, shall forward all written documentation and related paperwork to the local governing Board for review within **two (2) school business days** of notifying the parent, legal guardian, or unaccompanied youth of the decision rendered at Level II.
2. The entire dispute package including all documentation and related paperwork is to be submitted to the governing Board in one consolidated and complete package. It is the responsibility of the PSU to ensure that the dispute package is complete and ready for review at the time of submission to the governing Board.
3. The local governing Board, or a panel of at least two Board members, shall schedule a conference with the parent, legal guardian, or unaccompanied youth to render a final decision on behalf of the Board. The Board or Board panel shall provide a written decision **within two (2) school business days**. The Board's or Board panel's decision shall be

considered the final decision of the charter school for the purpose of appealing to the State Coordinator for the Education of Homeless Children and Youth. The written notification shall be provided to the parent, legal guardian, or unaccompanied youth as well as to the head administrator and the homeless liaison. Also, the notification shall contain the name and contact information for the State Coordinator for the Education of Homeless Children and Youth along with details on appeal rights of the parent, legal guardian, or unaccompanied youth.

4. The parent, legal guardian or unaccompanied youth have the option of filing an oral or written dispute with the State Coordinator for the Education of Homeless Children and Youth **within three school (3) business days** of receiving the Board's or Board panel's decision. The local homeless liaison shall provide the complete dispute record within three school business days following the request of the State Coordinator for the Education of Homeless Children and Youth. The State Coordinator shall issue a final written decision to the parent, legal guardian or unaccompanied youth and the PSU within ten (10) school business days following receipt of a complete dispute package. Additional details on the NC Dispute Resolution policy and the process used by the State Coordinator for the Education of Homeless Children and Youth is available by [clicking this link](#).

### **Dispute Resolution Terms**

1. The terms "homeless," "homeless child," and "homeless student" shall mean the same as the term "homeless children and youth" as defined by 42 U.S.C. § 11434a(2). These terms shall also be deemed to include the term "unaccompanied youth."
2. The term "unaccompanied youth" shall mean the same as defined by 42 U.S.C. § 11434a(6)
3. The term public school unit (PSU) includes local school administrative units, charter schools, lab schools, regional schools, Innovative School District schools, and Innovations Zone schools, and was formerly known as local educational agency (LEA).
4. The term "PSU dispute resolution process" shall refer to the PSU's policy on resolving complaints brought by parents, legal guardians, or unaccompanied youth regarding students experiencing homelessness. The term shall refer to appeals processes within the PSU, prior to any appeal by the parent, legal guardian, or unaccompanied youth appeals to the State Coordinator.
5. The term "local homeless liaison" shall refer to the official at each PSU, who ensures the PSU dispute resolution process for homeless children and youth is mediated in accordance with local, state, and federal policy as required by 42 U.S.C. § 11432(g)(6)(A)(vii).
6. The term "school business day" means days on which students are scheduled to be in attendance at school, according to the academic calendar adopted by the PSU.
7. The term "State Coordinator" shall refer to the staff person who carries out federally mandated duties regarding students experiencing homelessness as required by 42 U.S.C. § 11432(d)(3).
8. The term "State appeal process" shall refer to the policies the State Coordinator, PSUs, parents, legal guardians, and unaccompanied youth must follow when a parent, legal guardian, or unaccompanied youth seeks to appeal a dispute to the State Coordinator.

# Registered Sex Offenders Policy

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**Purpose: To clearly identify how registered sex offenders will be expected to respect the boundaries set forth by the school.**

Pursuant to Session Law 2008-117, *The Jessica Lunsford Act for North Carolina* (the "Act"), the General Assembly of North Carolina has recognized that sex offenders often pose a high risk of engaging in sex offenses after being released from incarceration or commitment and that the protection of students from sex offenders while on school property and at school-sponsored activities serves an important governmental interest.

Bethany Community School is committed to the following

1. Sex offenders are banned from all school property and school events

In accordance with G.S. 14-208.18, all persons who (1) are required to register under the Sex Offender and Public Protection Program AND (2) have been convicted of certain sexually violent offenses or any offense where the victim was under the age of 16 years at the time of the offense ("Prohibited Persons") are expressly forbidden to be present on any property owned or operated by the school system, including school buildings, athletic fields, playgrounds, parking lots, school or activity buses, or other property of any kind for any reason, including attendance at sporting events or other school-related functions, whether before, during or after school hours. In addition, Prohibited Persons may not attend or be present at any student function or field trip on or off of school property which is 1) school-sponsored or 2) otherwise under the official supervision or control of school personnel. This policy applies to all Prohibited Persons regardless of their relationship to, or affiliation with, a student in the school system (i.e. stepparents, aunts, uncles, grandparents, etc).

- A. Prohibited Persons

The Executive Director or designee shall insure that administration is familiar with the criminal offenses that qualify an individual as a Prohibited Person under this policy. The Executive Director will also subscribe to electronic notification of Registered Sex Offenders and access the state database as needed.

- B. No special permission

There shall be no "special permission" given for Prohibited Persons to be on school grounds or attend events or activities in violation of this policy.

- C. Possible exceptions for students

Students who meet the definition of a Prohibited Person may be on school property only in accordance with state law.

- D. Limited exception for prohibited persons who are parents / legal guardians of a student

- a. A Prohibited Person who is the Parent/Legal Guardian of a student may be on school property only for the following reason:
  - i. To attend a previously scheduled school conference with school personnel to discuss their child's academic or social progress; or
  - ii. At the request of the Executive Director/designee, for any other reason relating to the welfare or transportation of their child.

- b. The procedure for making a request is as follows:
  - i. for each visit authorized by subsection (a)(1) above, the Parent/Legal Guardian must provide the Executive Director with prior written notice of their registration on the Sex Offender Registry.
  - ii. A request for presence at the school must be submitted to the Executive Director in writing, minimally 72 hours in advance.
  - iii. The request must include the nature and specific times of the requested.
  - iv. The Executive Director or designee will respond within 48 hours either authorizing or denying the request.
  - v. The decision of the Executive Director or designee is final.
  - vi. The Executive Director will notify the Board of any such requests and the decision.
- c. For each visit authorized by subsection (c) above, the Parent/Legal Guardian must check in at the front office upon arrival and departure. In addition, during each and every visit, the Parent/Legal Guardian must be under the direct supervision of school personnel at all times. If personnel are not available to supervise the Parent/Legal Guardian during any visit then they shall not be permitted on the school property.
- d. For each visit authorized by subsection (c) above, the Parent/Legal Guardian shall comply with all reasonable rules and restrictions placed upon them by the Executive Director, including any restrictions on the date, time, location and length of meetings.

## 2. Enforcement

Any suspected violation of this policy shall be reported by a school administrator to the Executive Director and to law enforcement for immediate investigation. All school personnel should report the presence or suspected presence of a Prohibited Person to a school administrator and take appropriate action. The Executive Director shall immediately notify the Board Chair of any known or suspected Prohibited Person who is a student, or a parent or legal guardian of a student, at their school.

## 3. Applicability

This policy shall supersede any conflicting provisions in all other Board policies regarding school safety, parental involvement, school field trips, school visitors, school volunteers and student transportation.

# Child Sexual Abuse and Sex Trafficking Training Policy

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It is the intent of this policy to comply with North Carolina law with respect to child abuse and sex trafficking, including N.C.G.S. 115C-218.75(g). Those laws require that Bethany Community School adopt and implement a child sexual abuse and sex trafficking training program in accordance with N.C.G.S. 115C-375.20. Specifically, N.C.G.S. 115C-375.20, states as follows:

## a) Definitions

- 1) School personnel. – Teachers, instructional support personnel, principals, and assistant principals. This term may also include, in the discretion of the employing entity, other school employees who work directly with students in grades kindergarten through 12.

- b) Each employing entity shall adopt and implement a child sexual abuse and sex trafficking training program for school personnel who work directly with students in grades kindergarten through 12 that provides education and awareness training related to child sexual abuse and sex trafficking, including, but not limited to, best practices from the field of prevention, the grooming process of sexual predators, the warning signs of sexual abuse and sex trafficking, how to intervene when sexual abuse or sex trafficking is suspected or disclosed, legal responsibilities for reporting sexual abuse or sex trafficking, and available resources for assistance. This training may be provided by local nongovernmental organizations with expertise in these areas, local law enforcement officers, or other officers of the court. All school personnel who work with students in grades kindergarten through 12 shall receive two hours of training consistent with this section in even-numbered years beginning in 2020.
- c) No entity required to adopt a child sexual abuse and sex trafficking training program by N.C.G.S. 115C-47(64), 115C-218.75(g), 115C-238.66(14), or 116-239.8(b)(17), or its members, employees, designees, agents, or volunteers, shall be liable in civil damages to any party for any loss or damage caused by any act or omission relating to the provision of, participation in, or implementation of any component of a child sexual abuse and sex trafficking training program required by this section, unless that act or omission amounts to gross negligence, wanton conduct, or intentional wrongdoing. Nothing in this section shall be construed to impose any specific duty of care or standard of care on an entity required to adopt a child sexual abuse and sex trafficking training program by G.S. 115C-47(64), 115C-218.75(g), 115C-238.66(14), or 116-239.8(b)(17)."

Such program shall be adopted and implemented by January 1, 2020, and training shall be required for school personnel beginning with the 2020-2021 school year. Bethany Community School program under this policy shall be conducted in accordance with North Carolina law and supervised by the Director of Operations.

## Campus Expectations Policy

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At Bethany Community School, we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves partnership between parents, class teachers and the school community. We understand and value the importance of sustaining a good working relationship between our parents and our educators to equip children with the necessary skills for adulthood. We greatly appreciate the commitment that our parents have made in choosing to entrust the education of their children to Bethany Community School and thank them for their support of our unique school programming through which we engage our students daily. As we welcome and encourage parents/guardians to participate fully in the life of our school, and so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding, the purpose of this policy is to provide a reminder to all parents, guardians and visitors to our school about their expected conduct.

Parents, guardians and visitors are expected to:

- Respect the caring spirit of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with school staff, administration, and board members that cultivate open dialogue while seeking peaceful solutions to issues.
- Engage the school with an open mind to help resolve any issues of concern.

In order to support a peaceful and safe school environment, the school cannot tolerate parents, guardians and visitors exhibiting the following:

- Disruptive actions which interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, school event, field trip, car line or parking lot, office area or any other area of the school grounds (including social media postings or discussions with community members regarding the school or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to school staff, board member, visitor, fellow parent/guardian or student regardless of whether or not the action constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails, texts, voicemails, phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen as an assault on that child and may have legal consequences).
- Carrying weapons, smoking, and consuming alcohol or other drugs while on school property.
- Animals/pets brought onto school premises without permission. Service dogs are permitted at all times.

### **Media (Utilizing the Bethany Community School name or brand)**

**All media utilizing the Bethany Community School name or brand (e.g. logo, mascot, etc.) must have approval by the school's Executive Director or Board of Directors and shall be linked to the school's official websites.**

### **Misuse of the Brand (Defined):**

The Board of Directors encourages parents and students to voice their concerns. It's important that any concerns you may have be made through appropriate channels as set forth in the student/parent handbook which includes speaking to the class teacher, the Principal, the Executive Director, or the Board of Directors, so they can be dealt with fairly, appropriately and effectively for all concerned. We consider the use of social media websites used to fuel campaigns and complaints against the school, board, staff, students, and in some cases other parents not in the best interests of the children or the whole school community.

In the event that any staff member, pupil or parent/guardian of a child/ren being educated at Bethany Community School is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site and may be disinvited or otherwise prohibited from the school's official social media pages, including Facebook.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/guardian or pupil removes such comments immediately.

In serious cases, the school will also consider its legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will deal with this as a serious incident of school bullying in accordance with the student/parent employee handbook and any other school policies.

We may take any of following steps if a parent/guardian or visitor does not follow the policy:

1. Request a parent meeting on campus
2. Ban the parent from campus for a period of time.
3. Contact the appropriate authorities.

Parents or visitors that receive consequences based on their behavior shall follow the school's grievance process as set out in the student/parent handbook or any other policy established by the school. Students engaged in such activity will be addressed in accordance with the school's student handbook.

We trust that parents/guardians and visitors will assist our school with the implementation of this policy, and we thank you for your continuing support of the school.

Nothing in this policy is intended or should be construed to interfere with or infringe upon any rights, obligations, or responsibility under state or federal law, including but not limited to free speech rights. Furthermore, nothing in this policy is intended or should be construed to discourage or interfere with any individual's right or decision to participate in a proceeding with any appropriate federal, state or local government agency, or to prohibit any individual from cooperating with any such agency in its investigation.

## Enrollment Policy

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The intent of this policy is to provide clear and concise direction to school administration in the application of applicable law as it relates to enrollment and lottery procedures for Bethany Community School.

### **Open Enrollment**

Bethany Community School will have an open enrollment period beginning no later than January 10th and ending on the last day of February each year. The Executive Director may, at his/her discretion, adjust days based on holidays so long as details are properly noticed through the school website prior to opening the application period.

The application process may be temporarily closed at the conclusion of the open enrollment period until the lottery date in order to give the school time to verify data and prepare for the lottery. This closure period can last no more than seven school days. The Executive Director shall set the maximum number for the school and for each grade level prior to the lottery date based on current enrollment and space limitations.

### **Lottery Procedure**

In the event that more applicants are received in a particular grade level than the maximum established, a computerized lottery will be held on a date determined by the Executive Director and properly noticed to the public. Applicants selected for enrollment through the lottery will be notified and will have a set time period to accept the spot in the school. Any applications that are not selected will be placed on a waiting list in the order they are drawn in the lottery process. Failure to accept the position prior to the



deadline will result in moving the application to the bottom of the waiting list and the acceptance of the next person on the waiting list.

### **Multiple Birth Siblings**

If multiple birth siblings register and a lottery is needed at their grade level, the multiple birth siblings shall be entered into the lottery under a single surname representing all of the multiple birth siblings. If they register for different grade levels, they must elect the grade level in which their single surname will be entered. The placement number assigned for that surname in the lottery will be assigned to all of the multiple birth siblings, and if that placement number is admitted, all of the multiple birth siblings with that number shall be admitted. This multiple birth sibling rule will not apply to siblings who are not multiple birth siblings.

### **Sibling Bundles**

Bundling is a concept that allows a family to group siblings into one application so if that application is accepted through the lottery, all applicants are accepted. If the bundling option is selected, one of the applications will be labeled as the PRIMARY applicant. All other applicants will be dependent on the outcome of the lottery for that application. If the PRIMARY sibling is selected at any point in the process, all other siblings will either be accepted or moved to a priority position for their respective grade level. This process will occur whether applications were initially bundled or not.

### **Enrollment Priority**

Bethany Community School will give enrollment priority to the following groups of students based on NC charter school legislation. These enrollment priorities will only be applicable at the time of the lottery. Applications received after the lottery will stand on their own in the application process. Categories below are listed in the order of priority.

1. BCS will give priority to children of BCS full-time employees or members of the Board of Directors, limited to no more than 15% of the school's total enrollment.
2. BCS will give priority to siblings of currently enrolled students (as of the the date of enrollment); provided, if a sibling is offered enrollment and declines or withdraws after enrollment, then the sibling rule will no longer apply for that child.
3. BCS will give enrollment priority to siblings of students who completed 12th grade at BCS and who were enrolled in at least four grade levels at BCS (such siblings are referred to as "legacy students").
4. BCS will give enrollment priority to students who attended a NC public charter school in the previous year that does not offer the student's next grade level.

\* As used herein, the term "sibling" includes the following who reside in the same household: half- siblings, step-siblings, and children residing in a family foster home.

### **After Lottery Procedures**

Applications received after the lottery date will be placed on the waiting list in the order they are received. If a student is selected for enrollment from the waiting list, the student will be given a brief period of time to accept the position. Failure to accept the position will result in placement of the student at the bottom of the waiting list and the acceptance of the next person on the waiting list.

### **Cut-Off Date**

Bethany Community School will end enrollment for each new school year by October 1st. No new students will be accepted after that date. At the discretion of the Executive Director, additional students could be accepted in situations where significant enrollment decline occurs or other extenuating circumstances exist.

### **Errors**

If any mistake is made by BCS in registering students and administering the lottery (or if any discrepancy occurs in the lottery process as a result of the actions of BCS that is not corrected during the lottery), such mistake or discrepancy will not invalidate the lottery and the lottery results will stand with respect to all registrants who were registered at the appropriate grade level through the lottery. The mistake or discrepancy will be corrected as soon as possible by school administration in a way that does not adversely impact other applicants. If a mistake is made by a registrant resulting in the registrant not being placed at the appropriate grade level in the lottery, the registrant will not be registered and may submit a corrected registration, which will be subject to the After Lottery Procedures above.

1. If a student is included in the lottery at the wrong grade level due to a mistake by BCS, the lottery results for that grade level will stand but the student who should have been included at a different grade level will be handled in accordance with subsection (2) below. If a student is entered in the lottery multiple times at a grade level due to a mistake by BCS, the student will receive the lowest number (i.e. the highest priority for admission) of the numbers assigned in the lottery. Notwithstanding the foregoing, if a student name is duplicated in the lottery and BCS administration determines that the student was intentionally registered more than one time, the student will be assigned the highest number (i.e. the lowest priority for admission).
2. If a registrant is left out of the lottery at a grade level by mistake, the number of students who were included in the lottery for that grade level will be determined (the "Number of Applicants"). For each applicant not included by mistake, the random function in the Microsoft Excel software program (or any similar software program) will be used to select a random number between zero and the Number of Applicants, and the registrant will be assigned that number as his placement number. If the student with the corresponding placement number (who was included in the original lottery) is admitted to BCS, the student excluded from the lottery and assigned that number will also be admitted.
3. If a student receives a placement number through the lottery at a particular grade level and is offered admittance, and subsequent to the lottery it is determined by BCS that the student will not be advanced to that grade level (based on BCS assessment, which may consider the recommendation of his or her prior school), then the student will be assigned a placement number at the appropriate grade level on the same priority as if the student had sibling priority. The effective date of such priority shall be the date of the admission offer to the student at the incorrect grade level.

# Chromebook Program

## Student Expectations

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### RULES FOR USE OF SCHOOL TECHNOLOGY RESOURCES

1. BCS technological resources are provided for school-related purposes only. Use of BCS technological resources for entertainment, commercial gain or profit is prohibited.
2. BCS technological resources are installed and maintained by members of the Technology Department. Students shall not attempt to perform any installation or maintenance on school devices.
3. Users may not use technology resources in violation of any local, state, or federal law, or any other school policy or rule.
4. No user of technological resources 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, harassing, abusive or considered to be harmful to minors. All users must comply with Board Policy 502.3.2, Harassing, Intimidating, Bullying, and Other Offensive Uses.
5. The use of anonymous proxies to circumvent content filtering is prohibited.
6. Users may not use school technology resources in any way that threatens their safe, secure, and orderly operation. This includes, but is not limited to, creating, installing, or forwarding computer viruses; consuming inordinate and unauthorized electronic storage space; sending "chain letters," "spam" e-mail, or similar types of communications; or downloading software, media files, or data streams.
7. Users must respect the privacy of others and must not reveal personal identifying information, or information that is confidential. For further information regarding what constitutes personal identifying information.
8. Students may not link their BCS school e-mail address to personal social media accounts.
9. Users are prohibited from using the school's network to attempt to gain unauthorized access to other computers, networks, or accounts.
10. Users are prohibited from using another individual's ID, password or school computer/
11. Students must have devices charged and ready for school use on a daily basis to get maximum learning benefit.

## Monitoring

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Students will be monitored while using school devices. No right to privacy should be expected while using school-owned devices. As monitoring is tied to a student's school credentials, students should only use the school device to login to school email or access school resources. Any questions regarding use of school device and monitoring should be directed to school administration.

## Appropriate Care

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### GUIDELINES FOR APPROPRIATE CARE OF SCHOOL TECHNOLOGY RESOURCES

Students who are issued BCS-owned and maintained laptops must also follow these guidelines:

1. Use a padded, protective case at all times. The padded case must be separate from their backpack. Do not carry other belongings inside the padded laptop case. Computers will not be issued if student does not have a padded protective case.
2. Do not loan out the laptop, charger or cords.
3. Keep the laptop secure; do not leave the laptop unattended. Do not leave the laptop in your vehicle or place on top of a car.
4. Have a plan to keep the laptop secure while at after-school care facilities.
5. Do not eat or drink while using the laptop.
6. Do not stack objects on top of the laptop.
7. Do not place stickers on the inside/outside of the laptop.
8. Do not place anything between the screen and the keyboard (pencil, earbuds, etc.) when closing the laptop. This can result in screen damage that is not covered by warranty.
9. Back up data and other important files regularly. BCS will, at times, perform maintenance on the laptops. All files not backed up to server storage space or other storage devices will be deleted.

## Consequences

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### CONSEQUENCES FOR MISUSE OF SCHOOL TECHNOLOGY RESOURCES

Consequences will be assigned for consistent failure to meet expectations outlined in this handbook. Consequences to be assigned include, but are not limited to:

- Warning
- Suspension of computer privileges
- In-school or out-of-school student suspension

**Parent(s)/guardian(s) will be held financially responsible for any loss or damage to school devices caused by accidental, intentional, or negligent acts.**

## Access to Digital Resources

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### ACCESS TO DIGITAL RESOURCES

- G Suite For Education (read their privacy policy [here](#))

Google's G Suite for Education is managed by Bethany Community School. BCS assumes the responsibility for complying with Child Online Privacy Protection Act (COPPA) and the information that students submit.

## Fee Schedule

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### FEE SCHEDULE

Yearly Technology Fee	\$35 which covers warranty and insurance on devices
Lost charger	\$20
Damage	Parents will be billed for damage not covered by the warranty or insurance
Loss/Theft/Not-returned	\$320
Laptop Case Purchase	\$25

Refund of the Yearly Technology Fee is not refundable after the first twenty days of school. Students withdrawing from Bethany Community School in the first twenty days of school should contact the school to request a refund.

## Agreement

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### **BETHANY COMMUNITY SCHOOL TECHNOLOGY RESPONSIBLE USE AGREEMENT**

- I agree that my child's use of BCS technology is for educational purposes only, and all communication on a school-issued device, account, and network will be conducted in an appropriate, legitimate, and responsible manner.
- I agree that I will encourage my child and set expectations that:
  - My child will not install, download and/or otherwise utilize any software that is not authorized by BCS.
  - My child will not remove programs or files from my BCS issued laptop.
  - My child to keep all accounts and/or passwords secure.
  - My child shall never share personal information over the Internet. In addition, if my child is asked for personal information or harassed in any way I will encourage him / her to report it immediately to parents, teacher and/or BCS staff member.
- I understand that BCS personnel can review laptops and/or files at any time.
- I understand that it is my child's responsibility to store and backup my files.

- I will report any school laptop problems to the technology helpdesk at my school. I will not bring a school computer to an outside repair service (e.g. Apple Store, Geek Squad).
- I will ensure my child's BCS laptop is handled with care and will ensure it is placed in a padded case when not in use.
- I understand that parent(s)/guardian(s) will be held financially responsible for any loss or damage to school computer caused by accidental, intentional or negligent acts.
- I understand that if the issued laptop is not returned on the last day of attendance, the parent(s)/guardian(s) will be charged with theft.
- I will ensure my child's BCS issued laptop and all of its accessories are returned upon my withdrawal from Bethany Community School or whenever required by BCS administration.
- I understand that my child's actions on the school device will be monitored by the school and I have no right to privacy while using this device.
- I understand that my Yearly Technology Fee is not refundable after the first twenty days of school.

I have read the Bethany Community School policies regarding Technology Use and Technology, and I understand the responsible use guidelines issued by the school. I also understand that my child will be signing a similar agreement.

I understand that school-issued laptops and accessories are the property of Bethany Community School. The signed recipient of a BCS laptop is responsible for any costs incurred from damage, up to and including full replacement of the device in instances of theft or failure to return leased property to BCS. (See § 14-168.1, 14-167.)

\_\_\_\_\_  
Student Name (Please Print)

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Parent's Name (Please Print)

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

§ 14-168.1. Conversion by bailee, lessee, tenant or attorney-in-fact. Every person entrusted with any property as bailee, lessee, tenant or lodger, or with any power of attorney for the sale or transfer thereof, who fraudulently converts the same, or the proceeds thereof, to his own use, or secretes it with a fraudulent intent to convert it to his own use, shall be guilty of a Class 3 misdemeanor. If, however, the value of the property converted or secreted, or the proceeds thereof, is in excess of four hundred dollars (\$400.00), every person so converting or secreting it is guilty of a Class H felony. In all cases of doubt the jury shall, in the verdict, fix the value of the property converted or secreted. (1965, c. 1073, s. 5; 1979, c. 468; 1979, 2nd Sess., c. 1316, s. 13; 1981, c. 63, s. 1; c. 179, s. 14; 1993, c. 539, s. 113; 1994, Ex. Sess., c. 24, s. 14(c); 2013-360, s. 18B.14(d).)

§ 14-167. Failure to return hired property. Any person who shall rent or hire, any horse, mule or other like animal, or any buggy, wagon, truck, automobile, or other vehicle, aircraft, motor, trailer, appliance, equipment, tool, or other thing of value, and who shall willfully fail to return the same to the possession of the person, firm or corporation from whom such property has been rented or hired at the expiration of the time for which such property has been rented or hired, shall be guilty of a Class 3 misdemeanor. If the value at the time of the rental or hiring of the truck, automobile, or other motor vehicle that is not returned is in excess of four thousand dollars (\$4,000), the person who rented or hired it and failed to return it shall be guilty of a Class H felony. (1927, c. 61, s. 3; 1965, c. 1073, s. 3; 1969, c. 1224, s. 15; 1993, c. 539, s. 111; 1994, Ex. Sess., c. 24, s. 14(c); 2005-182, s. 1; 2013-360, s. 18B.14(c).)

**BETHANY COMMUNITY SCHOOL  
TECHNOLOGY RESPONSIBLE USE AGREEMENT**

- I agree that my use of BCS technology is for educational purposes only, and all communication on a school-issued device, account, and network will be conducted in an appropriate, legitimate, and responsible manner.
- I agree that I will not install, download and/or otherwise utilize any software that is not authorized by BCS.
- I will not remove programs or files from my BCS issued laptop.
- I agree to keep all accounts and/or passwords secure.
- I agree that I will never share personal information over the Internet. In addition, if I am asked for personal information or harassed in any way I agree to report it immediately to my parents, teacher and/or BCS staff member.
- I understand that BCS personnel can review laptops and/or files at any time.
- I understand that it is my responsibility to store and backup my files.
- I will report any school laptop problems to the technology helpdesk at my school. I will not bring a school computer to an outside repair service (e.g. Apple Store, Geek Squad).
- I will treat my BCS laptop with care and will place it in its padded case when not in use.
- I understand that parent(s)/guardian(s) will be held financially responsible for any loss or damage to school computer caused by accidental, intentional or negligent acts.
- I understand that if the issued laptop is not returned on the last day of attendance, the parent(s)/guardian(s) will be charged with theft.
- I will return my BCS issued laptop and all of its accessories upon my withdrawal from Bethany Community School or whenever required by BCS administration.
- I understand that my actions on my school device will be monitored by the school and I have no right to privacy while using this device.
- I understand that my Yearly Technology Fee is not refundable after the first twenty days of school.

I have read the Bethany Community School policies regarding Technology Use and Technology, and I understand the responsible use guidelines issued by the school.

I understand that school-issued laptops and accessories are the property of Bethany Community School. The signed recipient of a BCS laptop is responsible for any costs incurred from damage, up to and including full replacement of the device in instances of theft or failure to return leased property to BCS. (See § 14-168.1, 14-167.)

I have read and understand the terms and conditions of the BCS Technology Responsible Use Agreement.

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Student Name (Please Print)

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Grade

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Date

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Student Signature

§ 14-168.1. Conversion by bailee, lessee, tenant or attorney-in-fact. Every person entrusted with any property as bailee, lessee, tenant or lodger, or with any power of attorney for the sale or transfer thereof, who fraudulently converts the same, or the proceeds thereof, to his own use, or secretes it with a fraudulent intent to convert it to his own use, shall be guilty of a Class 3 misdemeanor. If, however, the value of the property converted or secreted, or the proceeds thereof, is in excess of four hundred dollars (\$400.00), every person so converting or secreting it is guilty of a Class H felony. In all cases of doubt the jury shall, in the verdict, fix the value of the property converted or secreted. (1965, c. 1073, s. 5; 1979, c. 468; 1979, 2nd Sess., c. 1316, s. 13; 1981, c. 63, s. 1; c. 179, s. 14; 1993, c. 539, s. 113; 1994, Ex. Sess., c. 24, s. 14(c); 2013-360, s. 18B.14(d).)

§ 14-167. Failure to return hired property. Any person who shall rent or hire, any horse, mule or other like animal, or any buggy, wagon, truck, automobile, or other vehicle, aircraft, motor, trailer, appliance, equipment, tool, or other thing of value, and who shall willfully fail to return the same to the possession of the person, firm or corporation from whom such property has been rented or hired at the expiration of the time for which such property has been rented or hired, shall be guilty of a Class 3 misdemeanor . If the value at the time of the rental or hiring of the truck, automobile, or other motor vehicle that is not returned is in excess of four thousand dollars (\$4,000), the person who rented or hired it and failed to return it shall be guilty of a Class H felony. (1927, c. 61, s. 3; 1965, c. 1073, s. 3; 1969, c. 1224, s. 15; 1993, c. 539, s. 111; 1994, Ex. Sess., c. 24, s. 14(c); 2005-182, s. 1; 2013-360, s. 18B.14(c).)