NASH COUNTY PUBLIC SCHOOLS

Student/Guardian Handbook 2025-2026 School Year

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Nash County Public Schools 2025-2026

Student/Guardian Handbook

Welcome to the Nash County Public Schools Student/Guardian Handbook! This student/parent handbook is designed to provide you with essential information about our district's policies, procedures, and services. We encourage you to read through this handbook carefully and keep it as a reference throughout the school year.

Table of Contents

In order to navigate to specific parts of the Nash County Public Schools 2025-2026 Handbook, please click the links below.

- Access to Policies
    - The information contained within this handbook summarizes several important Nash County Public School policies. We encourage students and families to review and discuss the material contained in this handbook. Please note that this handbook does not include a comprehensive list of all district policies and the information contained in this document is not a substitute for the policies themselves. Full copies of all of the policies referenced in this handbook are available online at https://www.ncpschools.net/page/studentparent-handbook
- Purpose
- Attendance Expectations
- Academic Expectations
- High School Promotion Expectations
    - Notification of Parents
- Access to Rigor, Accelerations, and Advanced Courses
- Alcohol, Tobacco, Drugs
- Assault, Fighting, Threats
- Attendance
    - Lawful Causes of Absences
- Bullying & Harassment
- Bus Conduct - Expectations
- Bus Riding - Procedural
- Career Development Plans
- Cheating, Plagiarism
- Citizenship and Character Education
- Code of Conduct
- Complaint Procedures

- Child Find for Students with Disabilities
    - Disability Accommodations
- Disruptive Behavior
- Dress Code
- Signs of Abuse Resources
- Food in School
- Foster Care
- School Meals
    - School Nutrition Website
- Fundraising & After School Programs
- Generative Artificial Intelligence (GenAI)
- Homelessness
- Honor Roll Recognition in Nash County Public Schools
- Lose Control, Lose Your License
- Nash Everywhere Digital Academy (NEDA)
- Search and Seizure
- Seclusion, Restraint, and Reasonable Force
- Special Education
- Prekindergarten Services
- Student Records and Directory Information
- Student Support Services
    - School Nursing Services
        - Your Child Should STAY HOME
        - Required Health Assessment
        - NC Health Assessment
        - Notification of Health Conditions
        - Emergency Contact Information

        - Garrett's Law
        - Meningococcal Disease
        - Flu (Influenza)
        - Head Injury and Concession
        - Immunization
            - Immunization Requirements
            - Immunizations "in process"
            - Exemptions to Immunizations
            - Religious Exemption
        - Medication Administration
        - Pregnant and Parenting Students
        - Screenings
            - Hearing Screening
    - Student Transfers
- Communication Department
- 202025-2026 Acknowledgement of Review
- Nash County Public Schools Model Release Form
- EXCEPTIONAL CHILDREN PROGRAM & SERVICE: Annual Written Notification

Purpose

Nash County Public Schools provides all students with quality instruction in order to be competitive for college and career readiness. A team effort is needed to provide quality instruction and ensure student success in meeting the high standards expected by institutions of higher learning, the community, and work partners. Each student must take responsibility for his/her own learning and strive to meet grade level competencies. Each family must provide the support at home that allows students to be ready to learn and reinforces learning activities from school. Each educator must provide a rigorous learning environment that enables students to succeed and challenges them to excel.

Principals and teachers shall develop a Personalized Learning Plan for any student retained in kindergarten through grade 8 or any high school student who is retained in current grade or fails a core course in Math, Science, English, Social Studies, or CTE.

Attendance Expectations

Regular and consistent student attendance is critical for success at all grade levels:

Grades	Attendance Expectations
K-5	85 percent of days in membership
6-8	90 percent of days in membership
9-13	90 percent of days in membership

Academic Expectations for Students - Kindergarten through Grade 2

Grade	K-2 Reading Assessment (mClass)	Math Assessment (NCDPI Summative)	Reading Report Card Grades	Math Report Card Grades	Attendance
K	BOY:306 MOY:371 EOY:420	Level 3	Level 3	Level 3	85 percent
1	BOY:330 MOY:389	Level 3	Level 3	Level 3	85 percent

Grade	K-2 Reading Assessment (mClass)	Math Assessment (NCDPI Summative)	Reading Report Card Grades	Math Report Card Grades	Attendance
	EOY: 441				
2	BOY: 329 MOY: 389 EOY: 439	Level 3	Level 3	Level 3	85 percent

Academic Expectations for Students - Third Grade

Grade	EOG Math	EOG Reading	Report Card Grades	Attendance
3	Level 3 or Above	Level 3 or Above	60 or Above in Reading, Math, Science and Social Studies	85 percent

Students are expected to meet minimum proficiency standards on the North Carolina End-of-Grade (EOG) Tests in reading and mathematics as well as earn satisfactory grades on student report cards. As required by G.S. 115C-83.7(a), third grade students who do not pass the North Carolina End- of-Grade English Language Arts/Reading test or retest with an achievement of level 3 or higher shall be retained in the third grade, unless the student qualifies for a good cause exemption.

Good Cause Exemptions from Mandatory Retention – Third Grade

Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps and receive literacy interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

1. Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
2. Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading literacy interventions for at least two school years.
3. Students who demonstrate reading proficiency appropriate for third-grade students on an alternative assessment approved by the State Board of Education.

4. Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third-grade. Student reading portfolios and review processes used by local school administrative units shall be approved by the State Board of Education.
5. Students who have (i) received literacy interventions and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

The Superintendent shall determine whether a student may be exempt from mandatory retention on the basis of a good cause exemption. The following steps shall be taken in making the determination:

1. The teacher of a student eligible for a good cause exemption shall submit to the principal documentation of the relevant exemption and evidence that promotion of the student is appropriate based on the student's academic record. Such evidence shall be limited to the student's personal education plan, individual education program, if applicable, alternative assessment, or student reading portfolio.
2. The principal shall review the documentation and make an initial determination whether the student shall be promoted. If the principal determines that the student shall be promoted, the principal shall make a written recommendation of promotion to the Superintendent.
3. The Superintendent shall make a final determination of whether the student may be promoted. The Superintendent's acceptance or rejection of the principal's recommendation shall be in writing.

Notification to Parents of Students Regarding Mandatory Retention in Third Grade for Students Retained in the Third Grade for Failure to Demonstrate Reading Proficiency

1. Parents or guardians shall be notified in writing, and in a timely manner, that the student shall be retained, if the student is not demonstrating reading proficiency by the end of the third grade unless he or she is exempt from mandatory retention for good cause. Parents or guardians shall receive this notice when a kindergarten, first, second or third grade student (i) is demonstrating difficulty with reading development; (ii) is not reading at grade level; or (iii) has a personal education plan under G.S. 115C-105.41.
2. Parents or guardians of any student who is to be retained in third grade for failure to demonstrate reading proficiency shall be notified in writing of the reason the student is not eligible for a good cause exemption. The written notification shall also include a description of proposed reading interventions that will be provided to the student to remediate identified areas of deficiency.
3. Parents or guardians of retained students shall receive at least monthly written reports on student progress toward reading proficiency.
4. Teachers and principals shall provide opportunities, including, but not limited to

Special Intervention and Mid-Year Promotion Opportunity for Students Retained in the Third Grade for Failure to Demonstrate Reading Proficiency

1. Parents or guardians of students not demonstrating reading proficiency will be encouraged to enroll their student in a reading camp provided by Nash County Public

Schools. Parents or guardians of a student not demonstrating reading proficiency shall make the final decision regarding a student's reading camp attendance. Before retaining students, the school system shall provide at least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third grade students on an alternative assessment or through a student reading portfolio process approved by the State Board of Education.

2. Students retained in third grade shall be provided with a teacher selected based on demonstrated student outcomes in reading proficiency and shall be placed in an accelerated reading class or a transitional third and fourth grade class combination, as appropriate. Classroom instruction shall include at least 90 minutes of daily, uninterrupted, evidence-based reading instruction, not to include independent reading time, and other appropriate instructional supports and services and reading interventions.
3. Parents or guardians of students who have been retained twice under the provisions of shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day.
4. Students in third grade who by November 1 demonstrate reading proficiency through administration of the alternative assessment of reading comprehension or student reading portfolio review may be promoted mid-year in accordance with guidelines established by the State Board of Education.

Academic Expectations for Students - Fourth and Fifth Grades

Grade	EOG Math	EOG Reading	EOG Science	Report Card Grades	Attendance
4	Level 3 or above	Level 3 or above	NA	60 or Above in Reading, Math, Science and Social Studies	85 percent
5	Level 3 or above	Level 3 or above	Level 3 or above	60 or Above in Reading, Math, Science and Social Studies	85 percent

Academic Expectations for Students - Sixth through Eighth Grade

Grade	EOG Math	EOG Reading	EOG Science	Teacher Grades	Attendance
6	Level 3 or Above	Level 3 or Above	NA	60 or Above in Reading, Math, Science and Social Studies	90 percent
7	Level 3 or Above	Level 3 or Above	NA	60 or Above in Reading, Math, Science and Social Studies	90 percent
8	Level 3 or Above	Level 3 or Above	Level 3 or Above	60 or Above in Reading, Math, Science and Social Studies	90 percent

PROMOTION TO	UNITS REQUIRED
Grade 10	5
Grade 11	12
Grade 12	20
Graduation	28 including required courses and CPR instruction

High School Promotion Expectations

Students in grades 9-12 are expected to meet promotion standards based on the following:

High school students are promoted from grade to grade by attaining credits earned through successful completion of high school courses. To receive credit for a high school class, students must have a class grade of 60 or above in the course. They must also score a Level 3 or higher on the North Carolina End-of-Course (EOC) Tests to receive course credit. Final exams count as 20% of a student's grade in the class.

Promotion requirements for students that have been approved to seek an alternative diploma will be adjusted, when appropriate, by the building level principal.

When a student is not making adequate progress, the classroom teacher shall notify his or her principal. The teacher will then communicate with the student's parent/guardian by letter and/or telephone call by the end of the first semester and no later than the end of the third grading period. If this is the first contact between the teacher and parent/guardian, the meeting shall be face to face.

Teachers shall provide documentation of the student's performance during a review process. Documentation may include student work samples, other test data, information supplied by the parents, information included in the Individualized Education Program (IEP), or other information that verifies that a student is achieving at grade level.

Student Accountability Expectations for Students with Limited English Proficiency

The Board believes that students with limited English proficiency can achieve at the same level as other students. To the extent possible, students with limited English proficiency must meet the same standards as all other students. High school students with limited English proficiency shall meet the same standards as all students for high school graduation.

However, in accordance with federal law, English language proficiency cannot be the factor that determines that a student has not met performance standards for promotion. Limited English proficient students are promoted on evidence of individual and adequate progress demonstrated through multiple measures throughout the year.

Notification of Parents

If retention is a possibility, in addition to the development of a Personalized Learning Plan, two written notices shall be given to the parent(s) or guardian(s). The first written notice shall be sent no later than the first semester with the report card on the student's progress. A conference shall be scheduled within two weeks following the date of the first notice. The second written notice shall be sent no later than with the report card for the third grading period on the student's progress.

Access to Rigor, Acceleration and Advanced Courses

Nash County Public Schools adapts the NC Standard Course of Study to offer challenging and rigorous instruction. Opportunities are provided for all students to expand their learning through academically challenging coursework and acceleration.

Academically and/or Intellectually Gifted (AIG)/Advanced Learners Following the North Carolina Academically or Intellectually Gifted Program Standards

The Nash County Public Schools Academically and Intellectually Gifted (AIG) program provides services for academically, intellectually, and advanced learners based on the NC AIG Program Standards (State Board of Education Policy ACIG-000-June 2024 & Article 9B[N.C.G.S. 115C-150.5]). The AIG Program is a part of the continuum of services that promote and support the academic achievement of all NCPS students while emphasizing appropriate educational opportunities for the academically or intellectually gifted child. NCPS elementary, middle, and traditional high schools have a certified AIG facilitator who coordinates advanced learning opportunities and facilitates Differentiated Education Plans(DEP). Service delivery models vary by school and grade span. Requests for AIG referrals or other inquiries should be directed to the AIG Coordinator, Wendy Hinson at wdhinson@ncpschools.net.

Alcohol, Tobacco, Drugs

Policy Code: 4320 & 4325

Nash County Public Schools is committed to creating a safe, orderly, clean and inviting learning environment for all students and staff. To this end, the board prohibits the use of tobacco, drugs, and alcohol products in school buildings, on school campuses, and in or on any other school property owned or operated by the school board. For the purposes of this policy, the term “tobacco product” means any product that contains or that is made or derived from tobacco and is intended for human consumption, including electronic cigarettes and all lighted and smokeless tobacco products. This includes any such items considered to be real or fake.

Assault, Fighting, Threats

Policy Code: 4331

Nash County Public Schools is committed to providing all students with a safe and orderly learning environment. The board will not tolerate assaults, threats or harassment from any student. Any student engaging in such behavior will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning. Students who become angry or upset with anyone are encouraged to resolve conflicts peacefully.

Attendance

Policy Code: 4400

Attendance at school is essential if a student expects to do well. Regular attendance is necessary for successful completion of required class work and promotion to the next grade. Attendance in school and participation in class are an integral part of academic achievement and the teaching and student learning process. Regular attendance develops patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily. To be counted present, a student must be in attendance at least two-thirds of the school's instructional day.

Lawful Causes of Absence – Policy Code: 4400

- Death in the immediate family
- Illness or injury
- Medical or dental appointments
- Educational opportunity
- Religious Holiday
- Court Appearance
- Suspension
- Quarantine
- Absence related to deployment activities
- Pregnancy/Childcare

Bullying, Cyberbullying, Harassment, Intimidation, Hazing, and Bias Behavior

Policy Code: 4329/7311

The board considers any form of hazing or initiation to be inconsistent with the educational process and will be prohibited at all times. Whether on or off school property, it shall be unlawful for any student to engage in hazing, or to aid or abet any other person in the commission of hazing. Hazing means to willfully subject another student to wear abnormal dress or costume on campus; annoy another student by playing abusive or ridiculous tricks on him or her; frighten, scold, beat or harass a student; or otherwise subject another student to personal indignity or physical injury as part of an initiation or as a prerequisite to membership into any organized including any society, athletic team, fraternity, sorority, or other similar group.

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors are unsafe and do not reflect respect for others as defined by the Code of Conduct, Character and Support. If you or someone you know is a target of one of these behaviors, you can report it using the reporting form available in the main office or the counseling office of your school. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to

report. If an administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

Reporting Requirements Specific to Discrimination, Harassment, Bullying, Cyber Bullying and Retaliation

1. The District will act to promptly investigate all complaints, verbal or written, formal or informal, of allegations of discrimination, harassment, bullying and retaliation, and will promptly take appropriate action to protect individuals from further discrimination, harassment, and bullying.

2. It is essential that any student who believes that he/she has been subjected to discrimination, harassment, bullying or retaliatory conduct, as well as any individual who is aware of and/or who has knowledge of, or witnesses any possible occurrence, immediately report the same to any staff member or administrator. The staff member/administrator to whom the report is made (or the staff member or administrator who witnesses or suspects discrimination, harassment, bullying or retaliatory conduct) shall document and take appropriate action to address the situation immediately and shall promptly report in accordance with the following paragraphs.

a. The building principal is the employee charged with receiving all reports of bullying, harassment, discrimination, or retaliation; however, students and parents may make an oral or written complaint of bullying, harassment,retaliation, or discrimination to any teacher, administrator or school employee.

b. All complaints of alleged discriminatory, harassing, bullying or retaliatory conduct shall be promptly investigated in accordance with the terms of this Code of Conduct, and treated as confidential and private to the extent possible within legal constraints.

3. Upon receipt of a complaint (even an anonymous complaint), or if a district employee otherwise learns of any occurrence of possible conduct prohibited by the Code, the district employee shall promptly and orally notify the building principal and Tracy Barnes, Student Support Services Coordinator, at tpbarnes@ncpschools.net, no later than one school day after such employee witnesses or receives the complaint or learns of such conduct. Such employees shall also file a written report with the building Principal and Coordinator within 24 hours after making such oral report.

4. After receipt of such a complaint, the appropriate building principal, or his/her designee, shall lead or supervise a thorough investigation of the alleged discriminatory, harassing, bullying, or retaliatory conduct. The appropriate building principal or that person's designee shall ensure that such investigation is completed promptly within 15 days and in accordance with the terms of the Code and the Nash County Public Schools Bullying and Harassment Protocol. All complaints shall be treated as confidential and private to the extent possible within legal constraints.

5. Based upon the results of the investigation, if the district determines that an employee, volunteer, vendor,visitor and/or student has violated the Code, or a material incident of harassment, bullying, discrimination and/or retaliatory conduct has occurred, immediate corrective action will be taken as warranted.

Bus Conduct - EXPECTATIONS

- Bus expectations and consequences will reflect the district's discipline matrix.
- Keep your head, arms and objects inside the bus.
- Be respectful to and follow instructions of all school bus personnel.
- Keep the bus neat and clean.
- If using a personal device to listen to music, students should wear headphones to limit distractions towards the driver.
- Refrain from damaging seats and windows. Parents of students who damage buses can be invoiced for repairs.
- Remember to sit facing forward, keeping exits and aisles clear. Remain seated until the bus comes to a complete stop.

Bus Riding - PROCEDURAL

Nash County Public Schools provide transportation in accordance with state law. Riding the bus is a privilege. North Carolina G.S. 115C-245(b) states that the driver "shall have complete authority over and responsibility for the operation of the bus and the maintaining of good order and conduct upon the bus."

School administration is responsible for handling investigation of discipline issues on school buses and at bus stops. Misconduct may result in a student losing his/her privilege to ride the bus. North Carolina G.S. 14-132.2 states that it is a misdemeanor to: (a) trespass on any public-school bus after being forbidden to do so; (b) stop, delay, impede, or detain any public-school bus.

All school buses and several activity buses are equipped with digital camera systems. These systems record audio and video within the bus and many have the capability to record activity outside the bus. This video can only be viewed by Nash County Public Schools Transportation and school administration.

To track your child's bus and to receive alerts when the bus is close to your bus stop or when it arrives at school, access our "Where's The Bus" mobile app. Information on using this app is located on our web page at: https://wheresthebus.com/

In addition to Nash County Public Schools board policies, these procedures relate to transportation:

- You should arrive at the bus stop (15) minutes before scheduled pickup.
- Bus drivers are not required to honk the horn upon arrival or stop if nobody is present.
- Students should only get on and off at their assigned bus stop.
- All PK-5 students are required to have a responsible party at the bus stop. If nobody is present, students will be returned to school and someone will have to come pick them up.
- Follow NC DMV hand signal procedures when crossing the road.
- Wait for the bus to come to a complete stop. Lights and signals will operate.
- Wait for the driver to make eye-contact and they will give hand signals to proceed.
- Look both ways for traffic.

- Remove headphones/earbuds and refrain from looking at your phone.
- Avoid the "danger zone," the twelve-foot area immediately surrounding the stopped school bus.
- Cross in front of the bus, since the driver cannot see you coming from behind.

Career Development Plans

Beginning in 2024-2025 North Carolina introduced legislation stating that students will be required to develop a Career Development Plan (CDP) prior to graduating from high school. The CDP graduation requirement started with students enrolled in Grade 8 during the 2024-2025 school year and all students thereafter. Students must create an initial CDP before exiting Grade 8 and must revise the CDP before students exit Grade 10. Failure to meet these requirements will result in retention in the grade. Nash County Public Schools utilizes SchooLinks as the main electronic platform to create CDPs. NC Careers will also be used for students to explore careers. Parents and Guardians are encouraged to create an account in SchooLinks to follow each step of your student's CDP journey.

Career Development Plan Guidance

Cheating and Plagiarism

Academic integrity is a fundamental value of teaching, learning, and scholarship. Academic integrity is defined as exhibiting honesty in all academic exercises and assignments. Cheating and plagiarism, including giving or receiving any unauthorized assistance on academic work or copying and representing another's work as one's own, is prohibited.

Citizenship and Character Education

Every school has programs and activities to help students develop good character and citizenship, including programs to: help students understand, assess and take responsibility for their behavior and learning, and how to act responsibly toward others.

School staff members ensure that positive behavior is practiced, demonstrated, modeled and reinforced within an environment of mutual respect, caring and dignity. See Board Policy regarding Citizenship and Character Education: 3530.

Here in Nash County Public Schools teaching good citizenship and character in our classrooms throughout the district is one of our highest priorities. We are preparing our students daily to become 21st century global citizens. Character is one avenue that serves to support the whole student. It is taught through modeling, climate, and our social emotional curriculum.

Having good character comes from the home, community, and the schools. Good citizenship and character:

- are proactive ways of adapting and using existing educational materials to promote understanding and inspire the development of good character traits among all students in every part of their learning experience.
- is learning how to make good decisions and choices
- is learning about positive relationships and their development based upon our development and depth of character.

- is grounded in relationships and school culture.
- is informed by research, theory, and most importantly, teacher and student involvement.
- is bringing out the best in all of us—students and teachers.

Citizenship and Character Education is not new to North Carolina, and meets the requirements of the law to make progress in priority areas facing our teachers and schools. For example, Citizenship and Character Education is, or can be, key components in the following areas:

- Improving School and Classroom Climate
- Creating Safer and more Caring Schools
- Helping address Teacher Recruitment and Retention
- Academic Integrity/Closing Achievement Gaps
- Professional Ethics
- Athletic and Extracurricular Participation
- Health and Physical Education
- Community Building and Commitment

Student Character Traits

Courage
Having the determination to do the right thing even when others don't; having the strength to follow your conscience rather than the crowd; attempting difficult things that are worthwhile.

Good Judgment
Choosing worthy goals and setting proper priorities; thinking through the consequences of your actions; and basing decisions on practical wisdom and good sense.

Integrity
Having the inner strength to be truthful, trustworthy, and honest in all things; acting justly and honorably. Kindness: being considerate, courteous, helpful, and understanding of others; showing care, compassion, friendship, and generosity; and treating others as you would like to be treated.

Perseverance
Being persistent in the pursuit of worthy objectives in spite of difficulty, opposition, or discouragement; and exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.

Respect
Showing high regard for authority, for other people, for self, for property, and for country; and understanding that all people have value as human beings.

Responsibility
Being dependable in carrying out obligations and duties; showing reliability and consistency in words and conduct; being accountable for your own actions; and being committed to active

involvement in your community.

Self-Discipline
Demonstrating hard work and commitment to purpose; regulating yourself for improvement and restraining from inappropriate behaviors; being in proper control of your words, actions, impulses, and desires.

Empathy
The ability to understand and share the feelings of another through caring and kindness for others.

Complaint Procedures

Policy Code: 1740/4010

The Nash County Public Schools strive to resolve concerns and complaints whenever possible. To this end, the board has provided opportunities for students and parents to express their concerns through processes established in board policies. The board encourages resolutions of complaints through informal means. The board further recognizes that, at times, a formal process may be necessary for certain types of complaints or if the informal process did not produce satisfactory results.

Child Find for Students with Disabilities

Nash County Public Schools are required to locate and identify young people with physical, emotional or intellectual disabilities who may need special education and related services. Parents of children aged two years old or younger who may need such services should contact the Children's Development Services Agency at 252-443-0318. Parents of children aged three or older who are not yet eligible to enter kindergarten should call the NCPS Preschool Department at 252-462-2527. Parents of children in kindergarten through 12th grade should contact their child's school.

Code of Conduct

The goal of the Nash County Public Schools Code of Conduct is to ensure all students' right to an education in a safe, civil, and caring environment. It is based upon the laws, regulations, and policies that create access to education for all while protecting the due process rights of the individual. The Code serves as a guide to good citizenship and provides the tools for helping students to understand and appreciate the norms of behavior within the school culture. It ensures that schools provide equal access to a wide range of supports and interventions that promote positive behavior, help students develop self discipline and social and emotional efficacy, and enable students to improve and correct inappropriate, unacceptable, and unskillful behaviors.

Beliefs about Children, Learning, and Discipline

The following beliefs about children, learning, and discipline inform all Code policies and practices. All children and young people must be assured that they can learn in a non-disruptive atmosphere and will be treated in a fair, consistent and nondiscriminatory manner.

1. All children and young people are capable of achieving their personal best, and when necessary, improving their behavior with guidance, instruction, support, and coaching. These practices fall along a continuum that responds to children of all abilities.
2. Students learn differently, so they need different kinds and amounts of time, attention, tasks, and support to behave responsibly, succeed academically, and achieve at high levels.
3. The use of out-of-school suspension as a response to challenging behavior does not improve school climate or outcomes for students. Students are more likely to do the right thing when:

    - They understand the positive behaviors that are expected of them.
    - They feel that staff members care about them and will help them learn and grow.
    - All school staff consistently use shared language and practices.
    - All staff provide recognition and feedback for behaving appropriately, making their best effort, and completing high-quality work.

4. The root of the word discipline is “to teach.” Effective discipline helps students become more self-disciplined and teaches students to become more skillful. Restorative practices provide the strategies and interventions to enable students to self-correct, problem solve, make amends and repair harm, learn new behaviors, and restore their good standing.

Why is it important to have a Code of Conduct?

The following principles form the foundation for creating safe, healthy, and supportive learning environments. These principles will guide Nash County Public School staff, students and families, and community partners in the shared work of ensuring positive school environments and improved student outcomes.

The Code is premised on these key principles:

1. Adults – teachers, principals, administrators, school staff, parents and the larger community have an obligation to help students learn to be good citizens and lead productive lives by:

    - Enabling them to discern right from wrong.
    - Fostering in them the desire to do what is good.
    - Encouraging them to take responsibility for their words and actions.
    - Modeling the behaviors the adults want to cultivate in children and youth.

2. Student discipline,support policies, and practices must be implemented in ways that are perceived to be respectful interactions between and among district, school staff, students, and parents.

3. Improving educational outcomes for all students requires that schools provide support at three levels of care and instruction throughout the whole school: in classrooms, in small groups, and with individual students and families.

Levels of Behavior Concerns, Violations, Response Interventions, and Consequences:

Level 1: Promotion, Promotion, and Consequences

School staff foster the social and emotional well-being of all students through school-wide efforts to teach, practice, recognize and assess positive behaviors and promote social and emotional learning.School staff are prepared to prevent, minimize, and defuse most disciplinary problems and intervene early when students experience persistent behavior challenges. Behavior concerns require teachers to use prevention strategies and restorative practices to address low-impact behaviors and may involve consultation with student support team members. Teachers/staff members re-engage students through observation and immediate responses, but may end in a consequence.

Level 2: Supplemental Intervention and Consequences

School staff provide coordinated care and interventions that match students' social, emotional, and mental health needs as a planned support designed to address the root cause of a student's lagging skill or skill deficit to recognize, manage and resolve social situations in a safe, age-appropriate manner. Interventions are typically progress monitored with adjustments made to the length or frequency of the support. Involves targeted strategies, interventions, and assigned consequences when supports have been put in place in the classroom to address behavior, and the behavior has become persistent and has continued to negatively influence the learning of the student and others, and may result in-school suspension **or** short-term suspension.

Levels 3 and 4: Intensive Intervention and Consequences

Comprehensive targeted interventions need to be in place for students at highest risk. Level 3 behavior infractions present a risk to the safety, health, or welfare of adults and students and **may** involve in-school suspensions (partial to full days) **or** short-term suspensions from 1 to 10 days when targeted strategies and interventions and restorative practices have not been effective. Level 4 behavior infractions present a **severe** risk to the safety, health, or welfare of adults and students and **will** involve a short term suspension of 1 to 10 days, alternative placement, **or** a request for long-term suspension, up to and including a full-year suspension or expulsion from school. Request for long-term suspension is made by the building principal with a recommendation to the Superintendent.

Student discipline and support policies and practices must be implemented in ways that are perceived to be fair, equitable, and differentiated. Students need different amounts of time, attention, tasks, and support to behave responsibly and achieve at high levels. Differentiated responses must occur within a larger framework of fair and equitable practices under which all students are treated fairly without favor toward, or prejudice against, any one group of students according to ability, talent, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage.

Student discipline, support policies and practices must be implemented in ways that are enforceable, viable, and effective. The district must ensure that all stated rules, policies, consequences, and interventions are actually enforceable, viable, and effective. In other words, the district discourages school rules that are too difficult to enforce consistently; rules that will not generate 100 percent staff agreement to enforce them; policies and consequences that demand more administrative and staff time than is possible to enforce and process; and policies and consequences that have demonstrated little effectiveness.

A leveled student discipline and student support system emphasizes both student accountability and behavioral change. The goal is the prevention of a recurrence of unacceptable behavior by helping students to:

- acknowledge the harm that they have caused or the negative impact of their actions
- take responsibility for their actions
- be given the opportunity to learn prosocial strategies
- understand that more intensive consequences and interventions will take place if unacceptable behaviors persist

Every reasonable effort should be made to correct student misbehavior through guidance interventions that are accountable and restorative. Interventions are essential when inappropriate behavior or violations of the Code may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses should emphasize prevention and effective intervention, prevent disruption to students' education, and promote a positive school culture.

Effective schools promote and model mutual respect, high-quality professionalism, and transparent accountability based on trust among and between administration, staff, students, and families. Nash County Public Schools build a culture based on high expectations, respect, and co-accountability. At the heart of a healthy school culture is the commitment of all staff to take responsibility for the healthy development of students and model the skills, behaviors, and mindsets they seek to cultivate in children and young people. To this end, school staff, teachers and administrators will set high expectations for student success, build positive relationships with students and teach and model for students how to behave successfully in all school and classroom settings.

Nash County Public Schools will ensure that the community is aware of the Code of Conduct by:

- Providing all teachers and staff members with a copy of the Code and a copy of any amendments to the Code after adoption.

- Making copies of the Code available for review by students, parents, and other community members by providing opportunities to review and discuss this Code with the appropriate personnel at the parent's request.

- Ensuring that each school implements an annual plan for discussing and interacting with

the Code of Conduct during the new school year.

- The Code of Conduct will be displayed and available on the school district website at www.ncpschools.net.

Procedures for Enacting Assigned Consequences

In all cases, regardless of the consequence assigned, the school personnel authorized to assign the consequence must inform the student of the alleged misconduct and must investigate the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of events prior to the assigning of:

a) Parent conference and/or Refocus, ASD (after-school detention), and/or time-out,

b) Restriction of school privileges,

c) In-School Suspension (ISS),

c) Out-of-School Suspension (OSS),

d) Recommendation for long-term suspension, and/or

e) District hearing.

Where and When the Code Applies

The Nash County Public Schools Code of Conduct applies to incidents that occur as follows:

- in school and on school property during school hours,
- before and after school, while on school property,
- while traveling in vehicles funded by Nash County Public Schools such as athletics, and school sponsored field trips and events.
- at all school-sponsored events, regardless of the location,
- at non-school events when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

When misconduct involves communication, gestures or expressive behavior, the behavior violation applies to oral, written or electronic communications, including, but not limited to, texting, emailing, and social networking.

Complaint Procedures

Students and parents have the right to file a complaint if they believe that there has been a violation or a misapplication of a written provision of school policy or their due process rights have been violated.

Process for Making a Complaint

A student or parent with a concern about a discipline related decision or action should first

discuss the concern with the principal at the school. If the student or parent is not satisfied with the handling of the matter, the student or parent should file a verbal or written complaint with the school principal. If the student or parent is still not satisfied, they may contact the Office of Student Support Services at (252) 459-5220.

It is important to note that students and parents have the right to file a verbal or written complaint and that neither the Board, nor any member of the administration or faculty, will make reprisals affecting anyone because he or she made a complaint.

Nash County Public Schools
Code of Conduct

Behavior Violation (NCPS)	Level 1	Level 2	Level 3	Level 4	SRO	Notes (Board Policy Reference; When applicable long term suspension recommendation required)
Academic and Other Dishonesty						
035-UB - Falsification of Information: This behavior may be used when a student makes false or untrue written or oral statements.						3225/4312/7320, 4310
028-UB - Honor Code Violation: Honor code violations are behaviors such as (but not limited to) cheating, plagiarism, falsification or deceit, violating copyright laws, paying or receiving payment for completing course or class assignments, and altering report cards.						3225/4312/7320, 4310
047-UB- Use of Counterfeit Items: When an offender is found to use items or substances that are presented or described in such a way as to deceive another into believing it is another or item substance (i.e. prop or fake money bills, fake drugs or substances.etc).						4300, 4325
Assaults and/or Dangerous Unacceptable Behaviors						
027-UB - Aggressive Behavior: This behavior code may be used when an offender is found to display aggressive behavior. Aggressive behavior can be **physical or verbal** and includes such behaviors as (but not limited to) slapping, grabbing, throwing objects, hitting, name-calling, screaming, swearing, arguing, yelling, pinching, kicking, spitting, biting, threatening, teasing, pushing, and knocking things over. The aggressive behavior can be towards other persons or towards objects and can lead to injury or property damage.						4301, 4315, 4331
001-PD - Assault Resulting in a Serious Injury: An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: (1) substantial risk of death, (2) serious permanent disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization**.**						4331 (G.S. §14-32.4)
002-PD - Assault Involving Use of a Weapon: An intentional offer or attempt by force or violence to the person of another that causes reasonable apprehension of immediate bodily harm through the use of any firearm or other dangerous weapon, implement or means, any explosive or incendiary device or material, or discharges or attempts to discharge a firearm into occupied property, from within an enclosure to incite fear, or from an enclosure toward a person(s) outside enclosure as part of gang activity.						4331;4328; 4333 (G.S. §14-32 through 14-34.10 and G.S. 14-34 through 14-34.10 and 14-49 through 14-50.1)

003-RO - Assault on School Personnel Not Serious (Assault on School Officials, Employees, and Volunteers): An intentional offer or attempt by force or violence to do injury to a school official, employee, or volunteer that uses reasonable apprehension of immediate bodily harm while the school official, employee, or volunteer is discharging or attempting to discharge his/her duties. • The “duties” of a school official, employee, or volunteer include the following: (1) all activities on school property, (2) all activities during a school authorized event or the accompanying of students to or from that event, and (3) all activities relating to the operation of school transportation.• An “employee” includes (1) one who is employed by a local board of education, (2) one who is employed by a charter school, (3) one who is employed by a nonpublic school that operates under Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes, or (4) an independent contractor if the independent contractor or employee of the independent contractor carries out duties customarily performed by employees of the school. • A “volunteer” is one who volunteers his/her services or presence at any school activity and is under the supervision of an employee.						4331 (G.S. §14-33(c)(6))
044-UB - Assault on Student: The assault occurred on a student victim, the assault did not result in injury, and the offender did not use a weapon or firearm.						4331
071-UB - Assault on Non-Student without a weapon not resulting in serious injury: When the assault occurred on a non-student victim, the assault resulted in minor injuries, the offender did not use a weapon or firearm and the assault does not meet the definition for the reportable offense of “Assault on School Personnel".						4331
072-UB - Assault on Student w/o Weapon & Not Resulting in Serious Injury: This behavior type may be used when the assault occurred on a student, the assault resulted in minor injuries and the offender did not use a weapon or firearm.						4331
024-UB - Fighting: A fight is a physical altercation that involves somewhat similar levels of violence by both (or multiple) parties.						4331
Missing Class and School Unacceptable Behaviors						
078-UB - Late to Class: Tardiness to class; arriving to class after the tardy bell has sounded.						4400, 4210 State law states that students cannot have more than 2 days of OSS for skipping. A late bus should not be coded as tardy.
064-UB - Excessive Tardies: Excessive tardiness to class or school.						4400, 4210 State law states that students cannot have more than 2 days of OSS for skipping. A late bus should not be coded as tardy.
030-UB - Truancy: This behavior may be used when a student has excessive, unexcused absences from school. Habitual truancy for students <16 years of age (i.e. unlawfully absent from school for a number of days in excess of 20 percent of any marking period, quarter, or year).030-UB/4400,4210 (behavior violations shall not result in a discipline consequence; follow intervention process outline in board policy 440 for excessive absences).						4400, 4210 Behavior violations shall not result in a discipline consequence; follow the intervention process outlined in board policy 4400 for excessive absences. Article 26 Note: Administrators use it as a minor incident if a student <16 years is referred to SW due to compulsory attendance violation. Note actions such as charges taken out, parent notified, etc.

074-UB - Cutting Class: Not attending scheduled class(es)when on campus.						4400, 4210
066-UB - Leaving class without permission: In a class and walks out without permission.						4400, 4210
075-UB - Skipping School: Student is seen on school property, never enters the building and does not attend school.						4400, 4210
067-UB - Leaving school without permission: Student entered the building at school, and then left campus without permission.						4400, 4210
Bullying Unacceptable Behavior						
052-UB - Bullying: Any 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.						1710/4020/7230, 1720/4015/7225, 4329/7311
094-UB - Cyber-Bullying: A person who uses a computer or computer network, and/or social media to do any of the following: (1) with the intent to intimidate or torment a minor (2) with the intent or intimidate or torment a minor or the minor's parent or guardian (3) Make any statement, whether true or false, intending to immediately provoke, and that is likely to provoke, any third party to stalk or harass a minor (4) Copy and disseminate, or cause to be made, an unauthorized copy of any data pertaining to a minor for the purpose of intimidating or tormenting that minor (5) sign up a minor for a pornographic internet site with the intent to intimidate or torment the minor.						1710/4020/7230, 1720/4015/7225, 4329/7311
Compliance and General Unacceptable Behavior						
022-UB - Disorderly Conduct: When a student "disrupts", distorts or interferes with the teaching of students or engages in conduct which disturbs the peace, order or discipline or when a student "engages in conduct which disturbs the peace, order, or discipline". These behaviors may include (but not limited to) running through the school building and leaving the classroom or event without permission					May be called	4315
029-UB- False Fire Alarm: Offender sets off, attempts to set off, or aids and abets someone in setting off a fire alarm or other emergency indicators.						4315
031-UB - Dress Code Violation: This behavior may be used when a student is in violation of the student dress code policy.						4315, 4316, 4328, 4332,
033-UB - Insubordination: The student refuses to comply with any reasonable directives/directions made by school personnel such as (but not limited to) refusing to leave class or an area when directed, repeated dress code violations, refusing a reasonable search of personal belongings, desk, locker, or vehicle.						4301, 4315
034-UB - Gambling: This behavior may be used when an offender engages in games of change or skill where money, property, or other items of value may be lost and won.						4315
040-UB - Inappropriate Items on School Property: The student is found to be in possession of items deemed inappropriate on school grounds or school trips. Examples of inappropriate items are (but not limited to) obscene, violent or pornographic images or material (NCDPI)						4301, 4315,
042-UB - Disruptive Behavior: The student engages in behaviors that are disruptive to teaching, learning, and order. These behaviors may include, but not limited to, blurting out in class, excessive and loud talking or noise, horseplay, and leaving the assigned seat without permission (NCDPI).						4315, 4316
059-UB - Being in an Unauthorized Area: When the offender was found to have been in an area, building, or on school property without proper authorization (NCDPI).						4300, 4315

060-UB - Cell Phone Use and/or Personal Cell Phone Misuse: When the offender is found to use cell phones or any personal electronic communication devices in violation of the student code of conduct. Personal electronic communication devices may include such devices as cell phones, smart phones, smart watching, personal digital assistants, readers, tablets, laptop computers,and electronic reading devices (NCDPI). This applies also when students use their personal cell phones to record inappropriate incidents (ex. fights, major disruptions) and share to social media platforms. Severe consequences for this behavior is at the discretion of the administrator.						4315, 4318, 4342, 7337
061-UB - Disrespect of Faculty/Staff: The student engages in behaviors such as (but not limited to) name-calling, humiliation, taunting, or uses disrespectful language directed toward school personnel (NCDPI).						4310, 4315
091-UB - Misuse of School Technology: This behavior type may be used when an offender is found to have used school technology inappropriately or in violation of the student code of conduct or school rules. School technology may be defined as the school-issued computers and electronic devices, personal devices subject to school use policies under Bring Your Own Device, school internet or wireless networks, school electronic communication networks or systems, and school telephone systems. Misuse of school technology may include (but not limited to) behaviors such as: hacking; unauthorized use or access; using another person's sign on information and credentials; unauthorized sharing or distribution of school technology or sign on information/credentials; accessing, displaying, or sending inappropriate, threatening, or harassing communications, images, or materials; intentionally harming, damaging, compromising, or corrupting software, applications, hardware, networks, data, or systems; and using technology in violation of state or federal law.						3225/4312/7320, 3226/4205
114-UB - Inappropriate Behavior: This behavior may be used when an offender engages behavior that is deemed inappropriate. Examples of inappropriate behavior are (but not limited to) aggressive verbal or written communications, unwanted attention or touching, excessive talking or communications, disrespect to school personnel or students, lewd, and being disruptive.						4315
U37-UB - Bus Misbehavior: When the offender displays any behavior on school transportation that is in violation of the student code of conduct.						4300
Damage to Personal or School Property						
018-UB - Unlawfully Setting a Fire: Starting a fire or attempting to start a fire on school property or on school sponsored trips without proper authorization.						4330
039-UB - Property Damage: (G.S. §115C-398): Damage or defacement that occurs to school buildings, furnishings, and textbooks. Damage can include: defacement of the walls and doors or any breakage, abuse of textbooks, or unlawfully writing or scribbling on, marking, defacing, besmearing, or injuring the walls of any public building or facility, or any statue or monument situated in any public place.					May be called	4330
Gang Activity						

079-UB - Gang Activity: (G.S. §14-50.17, 14-50.19, and 14-50.20):Gang activity in G.S. §14-50.16 is define as the commission of, attempted commission of, or solicitation, coercion, or intimidation of another person to commit (i) any offense under Article 5 of Chapter 90 of the General Statutes or (ii) any offense under Chapter 14 of the General Statutes except Article 9, 22A, 40, 46, or 59 thereof, and further accepting G.S. 14-82, 14-145, 14-183, 14-184, 14-186, 14-190.9, 14-247, 14-248, or 14-313 thereof, and either of the following conditions is met: (A) The offense is committed with the intent to benefit, promote, or further the interests of a criminal gang or for the purposes of increasing a person's own standing or position within a criminal gang. (B) The participants in the offense are identified as criminal gang members acting individually or collectively to further any criminal purpose of a criminal gang. • It is unlawful for any person to cause, encourage, solicit, or coerce a person 16 years of age or older to participate in criminal gang activity.• It is unlawful for any person to communicate a threat of injury to a person, or to damage the property of another, as punishment or retaliation against a person for having withdrawn from a criminal gang. • It is unlawful for any person to injure a person with the intent to deter a person from assisting another to withdraw from membership in a criminal gang • It is unlawful for any person to injure a person as punishment or retaliation against a person for having withdrawn from a criminal gang.						4315, 4328, 4330, 4331
Harassment Unacceptable Behaviors						
025-UB - Harassment-Verbal: Any pattern of verbal communications that takes place on school property, at any school-sponsored function, or on a school bus.						4331, 1710/4020/7230
038-UB - Harassment-Sexual: The basis of sex that satisfies one or more of the following: (1) any form of quid pro quo harassment (2) sexual assault (3) any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity.						1710/4020/7230
109-UB - Harassment-Sexual Orientation: Intimidation or abusive behavior toward a student based on actual or perceived sexual orientation.						1710/4020/7230 G.S. §115C-407.16
102-UB - Harassment-Disability: Intimidation or abusive behavior toward a student based on the student's actual or perceived disability - such as a physical, developmental, intellectual, emotional, or sensory disability.						1710/4020/7230
110-UB - Harassment-Religious Affiliation: Intimidation or abusive behavior toward a student based on actual or perceived religion.						1710/4020/7230
137-UB: Harassment-Gender Identity: Refers to intimidation or abusive behavior toward a student based on the student's actual or perceived gender identity. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.						1710/4020/7230 G.S. §115C-407.15
Sexual Offenses						
063-UB - Excessive Display of Affection: The student engages in consensual sexual behavior that is overly affectionate. (NCDPI)						4315
115-UB - Indecent Exposure: The student intentionally exposes private body parts, such as the buttocks or breasts. (NCDPI)						4315, 1710/4020/7230
068-UB - Mutual Sexual Contact Between Two Students: The student engages in consensual sexual contact or a sexual act with another student (NCDPI)						4315, 1710/4020/7230

124-UB - Pornographic and/or Profane Material: This behavior may be used when an offender is in possession of or accesses pornographic, profane, or sexually explicit material. These materials can include, but are not limited to, pictures, magazines, drawings, websites, digital images, email, and text messages.						1725/4035/7236
014-PD - Sexual Assault (Sexual Battery, Sexual Contact and Sexual Touching (G.S. 14-27.31 and G.S. 14-27.33): • **Sexual Battery:** A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person. • **Sexual Contact: G.S. § 14-27.20(5)** defines "sexual contact" as A) touching the sexual organ,anus, breast, groin, or buttocks of any person, B) a person touching another person with their own sexual organ, anus, breast, groin, or buttocks, C) a person ejaculating, emitting, or placing semen, urine, or feces upon any part of another person. • **Sexual Touching: G.S. § 14-27.20(6)** defines “touching" as “physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim.”						1710/4020/7230, 4331, 4335
015-PD -Taking Indecent Liberties With A Minor: A student is guilty of taking indecent liberties with a child if, being 16 years of age or more and at least five years older than the child in question,he/she either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex under the age of 16 years for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex under the age of 16 years. • Indecent liberties between children: A person who is under the age of 16 years is guilty of taking indecent liberties with children if the person either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex who is at least three years younger than the defendant for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex who is at least three years younger.						4335 (G.S. §14-202.1, 14-202.2 and 14-202.4)
013-PD -Sexual Offense: The difference between a sexual assault/battery and a sexual offense is that the sexual assault involves forcible and intentional touching without penetration, and a sexual offense involves penetration of a sex organ or anus by any object or touching another’s mouth or anus by the male sex organ.						4335 (G.S §14-27.26 to 14-27.30)
Substance Use Related Behaviors(including vaping, alcohol, tobacco, and other substances)						
131-RO - Possession of Vaping Device (Chemical Substance/THC): Possession of a controlled substance in a vaping device in violation of the law as defined in G.S. 90-86						4325
132-RO - Use of Vaping Device (Chemical Substance/THC): Use of a controlled substance in a vaping device in violation of the law as defined in G.S. 90-86						4325
133-UB - Possession of Vaping (Non-Tobacco) Device: The behavior type may be used when an offender is found to possess a vapor product such as electronic cigarette, electronic cigar, electronic cigarillo, and electronic pipe.						4325
134-UB - Use of Vaping (Non-Tobacco Device): The behavior type may be used when an offender is found to use a vapor product such as electronic cigarette, electronic cigar, electronic cigarillo, and electronic pipe.						4325

135-UB - Possession of Vaping Device-Cannabinoid: This behavior type may be used when an offender is found to possession a vaping device such as electronic cigarette, electronic cigar, electronic cigarillo, and electronic pipe and the substance within the vapor product contains a legal cannabinoid substance					May be called	4325
136-UB - Use of Vaping Device-Cannabinoid: This behavior type may be used when an offender is found to possession a vaping device such as electronic cigarette, electronic cigar, electronic cigarillo, and electronic pipe and the substance within the vapor product contains a legal cannabinoid substance.					May be called	4325
041-UB - Possession of Tobacco: The possession of any tobacco products. Tobacco products are defined as any product that contains tobacco and is intended for human consumption. Tobacco products include tobacco-derived products, vapor products, and components of vapor products.						4320, 5026/7250 (G.S. §14-313)
070-UB - Use of Tobacco: The use of any tobacco products. Tobacco products are defined as any product that contains tobacco and is intended for human consumption. Tobacco products include tobacco-derived products, vapor products, and components of vapor products.						4320, 5026/7250 (G.S. §14-313)
095-UB - Under the Influence of Alcohol: Student reporting to school or a school function under the influence of alcohol/intoxicated: student not found in possession of alcohol.					May be called	4325
048-RO - Use of Alcoholic Beverages: Using alcohol on school property or at a school function.					May be called	4325, 4335
086-UB - Possession of student's own Prescription Drug: Student is found to be in possession of their own prescription drug. If an offender is in possession of their own prescription of a controlled substance consult the PSU's board attorney or the appropriate law enforcement agency to determine if the possession is in violation of law. (NCDPI).					May be called	4325
020-RO - Alcohol Possession: Possessing on school property or at a school function or selling or attempting to sell on school property or at a school function or distributing or exchanging on school property or at a school function.						4325, 4335
051-UB - Possession of chemical or drug paraphernalia: The student is found to possess, sell, or distribute equipment, products, or materials that are designed to facilitate or intended or designed facilitate violations of the Controlled Substance Act, alcohol beverages, and tobacco products. (NCDPI)						4325
005-RO - Possession of Controlled Substance in Violation of Law-Cocaine; 006-RO - Possession of Controlled Substance in Violation of Law- Marijuana; 007-RO - Possession of Controlled Substance in Violation of Law-Ritalin; 017-RO - Possession of Controlled Substance in Violation of Law-other; 087-RO - Possession of Another Person's Prescription Drug; 118-RO - Possession of Controlled Substance in Violation of Law-Opioid: It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug, substance, or immediate precursor included in Schedules I - VI of the North Carolina Controlled Substances Act. • The unauthorized possession of a prescription drug is included under this offense. • The principal should confer with law enforcement personnel if there is doubt as to whether or not a certain drug is considered a controlled substance.						4325; 4335 (G.S. §90-89 through 90-94.) (G.S. §90-86 through 90-113.8): When reporting these incidents, report a separate behavior for each possession, use, or sale of a different contraband item. Do not report a separate behavior if a student possesses multiple containers of the same item in the same incident. (NCDPI)

049-RO - Use of Controlled Substances; 050-RO - Use of Narcotics: It is unlawful for a person to possess or use any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug, substance, or immediate precursor included in Schedules I - VI of the North Carolina Controlled Substances Act.						4325; 4335 When reporting these incidents, report a separate behavior for each possession, use, or sale of a different contraband item. Do not report a separate behavior if a student possesses multiple containers of the same item in the same incident. (NCDPI)
088-RO - Distribution of a Prescription Drug: "Distribution of a prescription drug" subsumes "Possession of another person's prescription drug" if the prescription drug being distributed is the same as the one being possessed. Distributing or exchanging on school property or at a school function.					**May be called**	4325, 4335
054-RO - Sale of Controlled Substance in Violation of Law-Cocaine; **055-RO - Sale of Controlled Substance in Violation of Law-Marijuana;** **056-RO - Sale of Controlled Substance in Violation of Law-Ritalin;** **057-RO - Sale of Controlled Substance in Violation of Law-Other;** **119-RO - Sale of Controlled Substance in Violation of Law-Opioid:** Selling or attempting to sell on school property or at a school function. Possession of Controlled Substance in Violation of Law (G.S. §90-86 through 90-113.8): It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug, substance, or immediate precursor included in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94): • The unauthorized possession of a prescription drug is included under this offense. • The principal should confer with law enforcement personnel if there is doubt as to whether or not a certain drug is considered a controlled substance. Behavior type(s) to use for reporting: • Possession of Controlled Substance: 005, 006, 007, 017, 087, 118 • Sale of Controlled Substances: 054, 055, 056, 057, 119 • Use of Controlled Substances: 049, 050 • Distribution of Controlled Substance: 088						4325, 4335
Theft and Robbery						
036-UB - Theft: When an offender is found to steal, or attempt to steal, or be in possession of someone else's property without permission to do so.					**May be called**	4330
093-UB - Robbery Without A Weapon: Any person or persons who unlawfully takes or attempts to take personal property from another or from any place of business, residence, or banking institution or any other place where there is a person or persons in attendance, at any time, either day or night, or who aids or abets any such person or persons in the commission of such crime. Refers to any school or school-related event or activities that take place outside of school and result in criminal charges.					**May be called**	4315, 4331 (G.S. §14-87)
Threats and Dangerous Behaviors						
023-UB - Extortion: Any person who threatens or communicates a threat or threats to another with the intentions thereby wrongfully to obtain anything of value or any acquittance, advantage, or immunity.					**May be called**	1710/4020/7230, 4328, 4331, 4333

019-UB - Communicating Threats: (G.S. §14-277.1): A person who (1) willfully threatens to physically injure the person or that person's child, sibling, spouse, or dependent or willfully threatens to damage the property of another; (2) the threat is communicated to the other person, orally, in writing, or by any other means; (3) the threat is made in a manner and under circumstances which would cause a reasonable person to believe that the threat is likely to be carried out; and (4) the person threatened believes that the threat will be carried out. See Reporting Communicating Threats, Threat of an Assault (Physical Attack) with a Weapon, Threat of an Assault (Physical Attack) with a Firearm, and Threat of as Assault (Physical Attack) without a weapon for more detail.					**May be called**	1710/4020/7230, 4315, 4328, 4331, 4333 "Communicating Threats" should be used when the threat does not fall under the guidance below for "105-UB: Threat of physical attack with a firearm", "106-UB: Threat of physical attack with a weapon", or "107-UB: Threat of physical attack without a weapon".
106-UB - Threat of Physical Attack with a Weapon: A weapon is (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slungshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades (except solely for personal shaving), (14) fireworks, (15) pocket - knife, (16) box cutter, (17) razor, (18) knive, or (19) any sharp-pointed or edged instrument except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, and maintenance (NCDPI). G.S. §14-277.1: a person who (1) willfully threatens to physically injure the person or that person's child, sibling, spouse, or dependent or willfully threatens to damage the property of another; (2) the threat is communicated to the other person, orally, in writing, or by any other means; (3) the threat is made in a manner and under circumstances which would cause a reasonable person to believe that the threat is likely to be carried out; and (4) the person threatened believes that the threat will be carried out.						4301, 4315, 4331, 4333
107-UB - Threat of Physical Attack without a Weapon: G.S. §14-277.1: a person (1) willfully threatens to physically injure the person or that person's child, sibling, spouse, or dependent or willfully threatens to damage the property of another; (2) the threat is communicated to the other person, orally, in writing, or by any other means; (3) the threat is made in a manner and under circumstances which would cause a reasonable person to believe that the threat is likely to be carried out; and (4) the person threatened believes that the threat will be carried out.						4315, 4331
105-UB - Threat of Physical Attack with a Firearm: Firearm is any gun, rifle, pistol, or other firearm of any kind G.S. §14-277.1: a person (1) willfully threatens to physically injure the person or that person's child, sibling, spouse, or dependent or willfully threatens to damage the property of another; (2) the threat is communicated to the other person, orally, in writing, or by any other means; (3) the threat is made in a manner and under circumstances which would cause a reasonable person to believe that the threat is likely to be carried out; and (4) the person threatened believes that the threat will be carried out.						4301, 4315, 4331, 4333
125- Possession of Graphically Violent Material: This behavior may be used when an offender is in possession of or accesses graphically violent material. These materials can include, but are not limited to, pictures, magazines, drawings, websites, digital images, email, text messages, and documents concerning the creation and/or use of a weapon).					**May be called**	4315, 4331
123- Non-School Related Offense: This behavior may be used when disciplinary action is taken on a student for conduct that occurred off school grounds, not on school property, and not on a school related or sponsored trip that is in violation of the student code of conduct.					**May be called**	
130- Nearby Neighborhood/Community Threat: This behavior code may be used when a school takes action to protect students and staff as a result of a threat off school grounds within the local neighborhood or community.					**May be called**	1510/4200/7270/4333

126-UB - Threat of Mass Violence: This behavior may be used when an offender "who, by any means of communication to any person or groups of persons, threatens to commit an act of mass violence on educational property or at a curricular or extracurricular activity sponsored by a school" (G.S. §14-277.6). Mass violence is defined as "physical injury that a reasonable person would conclude could lead to permanent injury (including mental or emotional injury) or death to two or more people." (G.S. §14-277.5)					**May be called**	1510/4200/7270/4333
127-UB - False Threat of Mass Violence: This behavior may be used when an offender "who, by any means of communication to any person or groups of persons, makes a report, knowing or having reason to know the report is false, that an act of mass violence is going to occur on educational property or at a curricular or extracurricular activity sponsored by a school" (G.S. §14-277.6). Mass violence is defined as "physical injury that a reasonable person would conclude could lead to permanent injury (including mental or emotional injury) or death to two or more people." (G.S. §14-277.5)					**May be called**	1510/4200/7270/4333
043-RO - Making Bomb Threats or Engaging in Bomb Hoaxes: (G.S. §14-69.2) A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be • A "public building" encompasses all educational property, as defined in G.S. 14-269.2,including: (1) any school building or bus, and (2) school campus, grounds, recreational area, athletic field, or other property owned, used, or operated, by any board of education or school board of trustees or directors for the administration of any school.• "Public buildings" also include: (1) hospitals, and (2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local government located in a building that is not exclusively occupied by the State, federal, or local government.• This offense includes when a person communicates a bomb threat by any means.						4301, 4331, 4333
Weapons, Firearms, Explosives Reportable Offenses						
008-RO - Possession of weapons (excluding firearms and powerful explosives). Possession of a Weapon on Campus or Other Educational Property: It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property: (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slungshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades (except solely for personal shaving), (14) fireworks, (15) pocket knife, (16) box cutter, (17) razor, (18) knive, (19) pepper spray, or (20) any sharp-pointed or edged instrument except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, and maintenance (NCDPI).						4301, 4333 G.S. §14-269.2, G.S. §14-269.2(b)
009-RO - Possession of a Firearm or Powerful Explosive: It is unlawful for any person to possess or carry, whether openly or concealed, 1) any gun, rifle, pistol, or other firearm of any kind and 2) any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. §14-284.1 on educational property or to a curricular or extracurricular activity sponsored by a school. Excludes BB guns, stun guns, air rifles, air pistols, or fireworks.						4301, 4333

Disability Accommodations

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prohibit discrimination against any individual on the basis of a disability. Any person who has a physical or mental impairment which substantially limits one or more major life activity; has a record of such an impairment; or is regarded as having such an impairment may qualify for a 504 Plan.

A disability is a physical or mental impairment that substantially limits one or more major life activities such as performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. If a student has a medical condition or other physical or mental impairment that creates a substantial limitation on a major life activity, he/she may be eligible for accommodations and/or modifications to allow for equal access to the educational environment. For more information, please call or set up an appointment with the Section 504 contact at your child's school. The Section 504 Coordinator for the School System may be contacted at (252) 937-9077.

Disruptive Behavior

On occasion, a student's behavior may become disruptive. A disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. The teacher's first response is to refer to the district's adopted CHAMPS classroom management framework to get students back on task.

CHAMPS Classroom Management Framework

CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) is an acronym for a proactive classroom management approach that is positive and procedural. CHAMPS is an evidence-based approach to classroom management geared for students grades K-12. Since 2017, Nash County Public Schools has implemented the framework and implementation now includes high schools. Here is where teachers decide the CHAMPS classroom expectations:

- Conversation: How will students engage with each other during the activity?
- Help: What's the process for seeking assistance or support?
- Activity: What type of learning structure or format is it? What is the expected learning product?
- Movement: Are learners permitted to move about the classroom?
- Participation: Which behaviors demonstrate active learning?
- Success: Are students successful with their behavior for this task?

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he or she is being removed and refers it to the school administrator where the student will be given an opportunity to explain her/his version of the relevant events before he/she is removed. Other techniques can

include practices that involve the teacher directing a student to briefly leave the classroom to give the student an opportunity to regain her/his composure and self-control in an alternative setting. Such practices may include, but are not limited to:

- sending and speaking to the student into the hallway briefly;
- sending a student to the principal's office for the remainder of the class time only; and/or,
- sending a student to a counselor or other district staff member for counseling.

A classroom teacher may need additional assistance from the school administrator, and a removal may be needed based on the school administrator's assessment and discretion. The teacher would then complete an electronic referral to be sent to the school administrator. Within 24-hours after the student's removal, the principal or another district administrator designated by the principal must notify the student's parents, by telephone and in writing, that the student has been removed from class and why. The notice must also inform the parent that he or she has the right, upon request, to meet informally with the principal or the principal's designee to discuss the reasons for the removal.

Determining Disciplinary Responses

School officials use the district's Discipline Matrix when determining which disciplinary interventions and consequences to impose. In determining how to best address inappropriate, unacceptable, and unskillful behaviors, it is necessary to evaluate the totality of the circumstances surrounding the behavior.

The following facts must be considered prior to determining the appropriate assignment of consequences and interventions:

- the student's age and maturity
- the student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct)
- the disciplinary consequences and interventions applied in prior behavior violations
- the nature, severity and scope of the behavior
- the circumstances/context in which the conduct occurred
- the frequency and duration of the behavior
- the number of persons involved in the behavior
- the student's IEP, BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable

Differentiated responses to disciplinary problems are embedded within the four levels of just and equitable practices under which all students are treated fairly with respect, dignity and decency and without favor toward or prejudice against any one group of students according to ability, age, gender, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation, and indigenous heritage. In practical terms, this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities.

- Consequences and interventions at all levels must be consistently applied across all groups of students with fidelity and integrity.

- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Consequences and interventions associated with Levels 1, 2, 3, and 4 apply to all students, K–12, including all students with IEPs and 504 plans. Multiple incidents or chronic infractions of the same behavior will warrant more intensive interventions and more serious consequences. Parents of any K-12 student who has engaged in highly aggressive or dangerous behaviors are expected to be directly involved in the intervention plan created to support their child's success. The supports, interventions and consequences that are aligned to each level represent a menu of responses. Teachers and administrators can select one or more responses in each level.

For Pre-Kindergarten students, the Early Childhood Suspension and Expulsion Policy statement is to support parents and families, early childhood programs, and states by providing recommendations from the U.S. Departments of Health and Human Services (HHS) and Education (ED) for preventing and severely limiting expulsion and suspension practices in early childhood settings. It is the intent of the Division of Child Development and Early Education to prevent, severely limit, and work toward eventually eliminating the expulsion and suspension, and ensure the safety and well-being of Pre-Kindergarten students in early learning settings. Please contact the district's Early Learning Coordinator at (252) _____ for more information, questions, and concerns.

Administrators, teachers, and student support team members are not expected to select and use all interventions in each level. Administrators, teachers, and student support team members may also use a lower level intervention when it is appropriate. They will strive to match students with interventions that are the least intensive, while being the most effective.

Dress Code

Policy Code: 4316

Nash County Public Schools prohibits disruptive, provocative, revealing, profane, vulgar, offensive, obscene or unsafe clothing or bodily appearances. All middle school students are required to wear uniforms. Click here to read the full policy.

Signs of Abuse Resources

SL 2021-132/SB 693 PART VI.

Require Public Schools to Provide Students with Information and Resources on Child Abuse and Neglect, Including Sexual Abuse

On September 1, 2021, Senate Bill 693 was signed into Session Law 2021-132, effective immediately. This law prompted a revision to State Board of Education Policy SHLT-003 to support public school units (PSUs) in implementation of the requirements of the law. This includes traditional PSUs, charter schools, laboratory schools, and high schools under the control of The University of North Carolina. Among other requirements related to child welfare, this legislation requires the following of PSUs:

1. A document with information on child abuse and neglect, including age-appropriate information on sexual abuse, must be provided by PSUs to students in grades six through 12 at the beginning of each school year;
2. A display be posted in visible, high-traffic areas throughout each public secondary school;
3. The document and display shall include, at a minimum, the following information:
    a. Likely warning signs indicating that a child may be a victim of abuse or neglect, including age-appropriate information on sexual abuse.
    b. The telephone number used for reporting abuse and neglect to the department of social services in the county in which the school is located
    c. A statement that information reported pursuant to sub-subdivision b. shall be held in the strictest confidence, to the extent permitted by law,
    d. Available resources developed pursuant to G.S. 115C-105.51, including the anonymous safety tip line application.

To further assist PSUs, NCDPI has developed a student document and poster display options that can be downloaded at the bottom of this page.

Additional recommended considerations for PSUs:

- How schools may want to notify parents of this information.
- How schools will provide guidance for introduction, support, and response for anticipated trauma triggers.
- How schools will support students who are found to have experienced abuse or neglect.
- How schools will deter and address intentional misuse of reporting and false allegation

Food in School

School principals shall establish rules for foods and beverages brought from home for classroom events or parties during the school day or for extracurricular activities after the school day.

All foods sold on school campuses in areas that are accessible to students during the school day (defined as the period from midnight through 30 minutes after the dismissal bell rings) in competition with the National School Lunch or School Breakfast Programs (“competitive foods”) must comply with the federal Smart Snacks in Schools standards. Competitive foods include food, snacks and beverages from a la carte menus, vending machines and outside suppliers, as

well as foods or beverages sold in school stores and at fund-raisers. Vending machine sales also must comply with the requirements of G.S. 115C-264.2and Eat Smart: North Carolina's Recommended Standards for All Foods in Schools.

Foster Care

Nash County Public Schools (NCPS) and the appropriate child welfare agencies (DSS) will collaborate to ensure school stability for children in foster care, including assurances that children enroll or remain in their school of origin unless a determination is made that it is not in the child's best interest. The decision as to what is in the foster child's best interest shall take place at a BID meeting. Scheduling of the BID meeting is the responsibility of the DSS social worker. If possible, the social worker should collaborate with the school district to schedule a BID meeting prior to the child(ren) entering nonsecure custody or a foster care placement change. The DSS social worker must work with the district to notify all participants. When the BID does not occur prior to foster care placement (or foster care placement change), it must occur within three school days of the school district's receipt of the Notification of Foster Care Placement form

If a foster care student is presented for enrollment and it appears that some sort of alternative services were being offered previously (i.e. discipline issues, court involvement, coming from an alternative school, etc.) then the district's point of contact will be notified.

In a DSS involved family situation, in which DSS does not have custody, and the legal parent/guardian places the student with a caregiver, the child has to attend the school based on the attendance zone of the legal parent/guardian, not the caregiver. In a DSS involved family situation, in which DSS does not have custody, however Kinship papers are legally in place (documentation provided of such), the district's point of contact should be notified.

School Meals

All schools will be operating under the Community Eligibility Provision (CEP). Breakfast and lunch meals will be offered to all students at no cost for the 2025-2026 school year.

Snacks and a la carte items will be available for purchase by students and adults. Money may be put on student accounts for a la carte purchases by cash or check in the school cafeteria, or through the website at k12paymentcenter.com.

School Nutrition Website:

https://www.ncpschools.net/departments/school-nutrition

Menus: https://www.ncpschools.net/o/ncps/page/menu

Fundraising & After School Programs

Fundraising activities that involve the sale of foods and/or beverages to students during the school day (from midnight until 30 minutes after the dismissal bell rings) must comply with the Smart Snack Rules and may not be conducted until after the end of the last lunch period.

Generative Artificial Intelligence (GenAI)

Generative AI in NCPS is being introduced thoughtfully to support teaching and learning while promoting responsible, ethical use. With clear guidelines, staff training, and grade-appropriate expectations, NCPS is preparing students and educators to engage with AI tools safely and effectively.

NCPS GenerativeAI Website (with Staff, Student, and Stakeholder Resources)

Homelessness

Policy Code: 4125

The McKinney-Vento Homeless Education Assistance Act ensures educational rights and protections for children and youth experiencing homelessness. The federal government's legal definition of homelessness based on the McKinney-Vento Homeless Education Assistance Act is anyone who lacks a regular, fixed, and adequate nighttime residence (substandard housing); is sharing housing due to economic struggles; is living in a shelter, hotel or motel; is living in a public place not designated for sleeping (cars, parks); is an unaccompanied youth who lacks a regular, fixed , and adequate nighttime residence; is a child or youth abandoned in a hospital; or is a migrant child who qualifies under any of the above.

Homeless students have the right to enroll in school immediately. Parents can request continued enrollment in the school attended prior to becoming homeless or at the local school of the current residence. For further information please contact your school Principal, Social Worker, or the Homeless Liaison at 252-459-5220.

Honor Roll Recognition in Nash County Public Schools

The honor roll recognizes students who demonstrate academic excellence, encouraging continued effort and dedication to learning. Kindergarten through second grade students are not eligible for the honor roll. Nash County Public Schools uses standards-based grading, which is not converted into numerical grades. During these years, the focus is on developing foundational skills such as reading, writing, and math, as well as social interaction and motor skills. Equally important is building student confidence and fostering a positive attitude toward learning. These early grades are critical for helping students achieve proficiency in core academic areas while developing the mindset and habits needed for future success.

NCPS celebrates hard work and achievement, helping students build confidence and a positive academic identity. By highlighting success, the honor roll motivates all students to set goals and take pride in their progress, reinforcing a school culture that values learning and personal growth.

The criteria for Grades 3-13

A list criteria:

- Grade levels 3-5: No core (reading, math, science, social studies) grades lower than a 90;
- Grade levels 6-13: No grades lower than a 90.

A-B list criteria (if A list criteria not met):

- Grade levels 3-5: No core grades (reading, math, science, social studies) lower than an 80;
- Grade levels 6-13: No grades lower than an 80

Lose Control, Lose Your License

North Carolina Senate Bill 57 requires that a student's driving permit or license be revoked for one year if a student is given a suspension for more than 10 consecutive days or an assignment to an alternative educational setting for more than 10 consecutive days for one of the following reasons:

- The possession or sale of an alcoholic beverage or an illegal controlled substance on school property;
- The possession or use on school property of a weapon or firearm that resulted in disciplinary action under N.C. General Statute 115C- 391 (d1) or that could have resulted in that disciplinary action if the conduct had occurred in a public school;
- The physical assault on a teacher or other school personnel on school property.

Nash Everywhere Digital Academy (NEDA)

Grades 6–12 Virtual Learning Option

Nash County Public Schools is proud to offer **Nash Everywhere Digital Academy (NEDA)**, a flexible online learning option for students in **grades 6–12**. This program is designed to meet the diverse needs of students and families who prefer a virtual learning environment.

Here's what parents need to know about NEDA:

- **Live, Online Instruction**: Students receive age-appropriate, real-time lessons led by certified teachers.

- **Certified Virtual Teachers**: All teachers work exclusively with online students to ensure focused support and guidance.

- **Online Learning Platforms**: Students use a learning management system that is tailored to their grade level.

- **Digital Curriculum**: Students access core subjects and materials online. High school students (grades 9–12) may take some courses through Edmentum Options.

- **Enrollment Opportunities**:

- Middle school (grades 6–8): New students are accepted each spring for the upcoming school year.

- High school (grades 9–12): Enrollment is available each semester—both fall and spring.

Interested in Enrolling?

Families can learn more and apply by visiting the **Nash Everywhere Digital Academy website**.

Search and Seizure

Policy Code: 4342

School officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials for the purposes of maintaining a safe, orderly environment and upholding standards of conduct established by the board or school. Any searches or seizures must be conducted in accordance with the standards described in Nash County Public School's policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the constitutional rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception and permissible in scope. School officials shall make reasonable, good faith efforts to investigate allegations of misconduct before a student search is conducted.

Seclusion, Restraint and Reasonable Force

The use of seclusion, restraint and isolation of students is governed by N.C. General Statute 115C-391.1, Board Policy and Regulation & Procedures. To the extent allowed by these laws, policies and procedures, N.C. General Statute 115C-390.3 authorizes school personnel to use reasonable force to control behavior or remove a person from the scene when necessary to correct students, quell a disturbance threatening injury to others, obtain possession of weapons or other dangerous objects on the person or within the control of a student, act in self-defense or to protect other persons or property, or to maintain order on educational property, in the classroom or at a school-related activity on or off educational property. Seclusion, restraint, and reasonable force will only be used as last resort when a crisis situation arises where a student is a threat to himself, herself, or others.

Services for English Learners

The English as a Second Language (ESL) Program is a language assistance program mandated by Title VI of the Civil Rights Act of 1964, (LEP 2002). Our ESL Program provides a framework of support to students classified as MultiLingual Learners (MLs) and makes every effort to provide equal access to the school curriculum for all MLs. This program is available to any PreK-12 student identified as an English Learner in the district based on the Home Language Enrollment document provided in the school enrollment process. MLs are eligible to receive instructional modifications in curriculum content areas and may receive statewide testing accommodations as needed. As required by Title III Sec.3116 (6)(d)(2), our district submits an annual Language Instructional Education Plan (LIEP) for approval by the state. For more

information about the ESL program contact Hernan Daza, ESL & MEP Coordinator at hadaza@ncpschools.net.

Special Education

Nash County Public Schools provide special education and related services to every enrolled student with an identified disability (between the ages of three and twenty-one) who is eligible and in need of special education and related services according to the Individual with Disabilities Act (IDEA) and N.C. Public School Law, Article 9. Parents of children who are ages three to those who are eligible to enter kindergarten should contact 252-462-2527 for more information. Parents of children in kindergarten through 12th grade should contact their child's school. They can also contact the district at 252-937-9077 or mcgrant@ncpshools.net

Prekindergarten-Services

Nash County Public Schools Pre-Kindergarten (Pre-K) Program is a place that turns ordinary experiences into extraordinary moments of learning! For many children, this opportunity is their first introduction to school. Pre-K is a great environment that lays the foundation for positive attitudes toward school and encourages developmentally appropriate practices. Play is very important in establishing a learning environment for young children. Pre-K provides an environment that promotes growth in all developmental domains including language, literacy, math, physical, emotional and social development. The Pre-K curriculum and activities promote readiness skills that help prepare the students for Kindergarten. We pledge to work hand in hand with your family to form a strong, supportive partnership for learning. We know that you and your child will discover that Nash County Public Schools Pre-K Program is truly something to smile about! Pre-K is not a mandatory early childhood program in North Carolina. Pre-K classes are not available at every school in our district. Your child must be 4 years of age on or before August 31st of the current school year to enroll in the program.

For more information about Pre-K, contact Natasha Williams, Early Learning Coordinator at nrwilliams@ncpschools.net or 252-937-9030. You can access the website at https://welc.ncpschools.net/.

Student Records and Directory Information

Policy Code: 4700

The Family and Educational Rights and Privacy Act (FERPA), a federal law, requires that Nash County Public Schools, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information in a child's education records. However, Nash County Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District that you opt out of disclosure of some or all of your student's directory information.

The primary purpose of directory information is to allow the District to include information from your child's education records in certain school publications, such as the annual yearbook, honor roll, and graduation programs. Directory information can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks.

Pursuant to Board Policy 4700, Nash County Public Schools has designated the following information as directory information:

1. Name;
2. address;
3. telephone listing;
4. electronic mail address;
5. photograph or digital image, including still or video images of a student engaged in ordinary school activities;
6. *In the context of a Board-sponsored online video conference platform; a student's name, photograph/pictorial representation, and any audio or video of a student transmitted during a virtual class session. This information may be disclosed in the format of an audio/video recording of the virtual class session only to a student who is currently enrolled in the given course/class that has been recorded;
7. date and place of birth;
8. participation in officially recognized activities and sports;
9. weight and height of members of athletic teams;
10. dates of attendance;
11. grade level;
12. diplomas (including endorsements earned), industry credentials/ certifications, and awards received; and most recent previous school or education institution attended by the student.

If you wish to opt out from the release of your child's directory information, in whole or in part, the eligible student and/or parent/ guardian must notify the student's principal in writing not to release the information included as directory information in the student record.

Please note that opting out from the release of some or all of your child's directory information may interfere with the following:

- school recognition of your child's achievements
- inclusion of your child in the yearbook
- your receipt of information from school, community-based organizations, the PTA, scholarship programs, and vendors (i.e. class ring manufacturer)

*In the context of a Board-sponsored online video conference platform (ZOOM); a student's name, photograph/pictorial representation, and any audio or video of a student may be transmitted during a virtual class session. This information may be disclosed without parental consent in the format of an audio/video recording of the virtual class session only to students who are currently enrolled in the given course/class that has been recorded. A parent, guardian or eligible student over the age of 18 who wishes to opt out must notify the students' principal in writing of their desire to opt out of recorded online instruction. Please note that if you opt out of this category of information, your child may not be able to fully participate in virtual class sessions held via online video conference platforms.

Student Support Services

Our guidance and counseling programs support students in their personal and social development and help them transition from school to higher education or a career.

Teacher Qualifications

At the beginning of each year, school system officials shall notify parents of students who are participating in Title I programs (1) of the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner (see policy 7820, Personnel Files).

The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

Technology Services

1:1 Student Device Program

Students in grades K-12 will be assigned a chromebook, computer, or tablet. If your student has no district issued device checked out, they will receive one at the beginning of the school year. Any problems with student devices that are currently checked out must be reported to your school's media coordinator.

Student devices that are not functioning because of a defect in the device will be repaired or replaced as needed. Devices that are damaged or lost, students will be assessed the full replacement cost unless a police report is presented.

All families will be expected to sign a Technology Acceptable Use Agreement at the beginning of the school year acknowledging they have read and accepted the terms of the agreement. This document is to be turned in to the school's media coordinator. A copy of the agreement can be printed online https://bit.ly/ncps_da or electronically signed at https://tinyurl.com/studenteaup,

There is an annual $20 Technology fee to participate in the 1:1 Student Device Program. If fees are not paid, it will follow students and could affect graduation.

Technology QUICK LINKS

Link to Acceptable Use and Device Agreement

Link to Technology Handbook

School Meals (All at no cost for 2025-2026 school year)

All schools will be operating under the Community Eligibility Provision (CEP). Breakfast and lunch meals will be offered to all students at no cost for the 2025-2026 school year.

Snacks and a la carte items will be available for purchase by students and adults. Money may be put on student accounts for a la carte purchases by cash or check in the school cafeteria, or through the website at k12paymentcenter.com.

School Nutrition Website:

https://www.ncpschools.net/page/school-nutrition

Menus: https://www.ncpschools.net/o/ncps/page/menu

Weapons

Policy Code: 4333

The board will not tolerate the presence of weapons or destructive devices, bomb or terrorist threats, or actions that constitute a clear threat to the safety of students or employees. Any student who violates this policy will be removed from the classroom or school environment for as long as is necessary to provide a safe and orderly environment for learning. Students are prohibited from possessing, handling, using, or transmitting, whether concealed or open, any weapon or any instrument that reasonably looks like a weapon or could be used as a weapon.

As required by law, a student who brings or possesses a firearm or destructive device on school property or at a school-sponsored event must be suspended for 365 days, unless the superintendent modifies, in writing, the required 365-day suspension for an individual student on a case-by-case basis. A firearm is (1) a weapon, including a starter gun that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive, (2) the frame or receiver of any such weapon, or (3) any firearm muffler or firearm silencer. A firearm does not include an inoperable antique firearm, a BB gun, a stun gun, an air rifle or an air pistol. For the purposes of this subsection, a destructive device is an explosive, incendiary, or poison gas (1) bomb, (2) grenade, (3) rocket having a propellant charge of more than four ounces, (4) missile having an explosive or incendiary charge of more than one-quarter ounce, (5) mine, or (6) similar device.

A student may not be suspended for 365 days for a weapons violation except in accordance with this subsection.

Student Health Services

Student Health Services are provided by registered nurses who are required to be licensed by the NC Board of Nursing and maintain national board certification in school nursing. School nurses are supported by a district lead nurse and a NC school nurse consultant and are supervised by the Assistant Superintendent for Student Support Services. Best practice models are utilized in developing policies and procedures and the NC Public Health guidelines are followed for communicable situations.

School nursing services include, but are not limited to:

- Individual health care needs assessments for students
- Health care plan development, revision and evaluation including Emergency Action Plans, Individual Health Care Plans and health related components of Individual Education Programs and 504 Plans
- District provision of nursing health care services
- School staff instruction and supervision in provision of care for students with special health care needs
- Instruction and oversight for medication administration processes in schools
- Emergency and injury care, planning and training
- Support health promotion and wellness initiatives

Students who are healthy and feel safe are more likely to have better academic outcomes. Nash County Public Schools provides the following services for our students through Student Health Services.

Planned services that require prior written consent:

- Medication administration - requires written authorization from a licensed healthcare provider and written parental consent. Link to form provided.
- Specialized healthcare procedures* (diabetes care, tube feedings, catheterizations, etc.) require written authorization from a licensed healthcare provider and written parental consent. *Request specialized healthcare procedure forms from the school nurse.
- Individual Vision/Hearing Screenings - requires written parental consent
- Health Screenings for Exceptional Children's Evaluations - requires written parental consent
- Dental Screenings- requires written parental consent
- Puberty education (Provided to 4th and 5th-grade students as part of the standard course of study)- requires written parental consent.

Unplanned services that do not require prior written consent: (Students presenting to the health office)

- Care for illness/injuries- may include basic assessment and vital signs (temperature, heart/respiratory rate, blood pressure) if warranted; basic first aid, emergency care or life saving techniques.
- Basic one-on-one health education and counseling may include topics related to care for illness and injury, the management of chronic health conditions such as asthma or diabetes, nutrition, hygiene, infection control and prevention, mental health, substance abuse, puberty/reproductive health, violence/bullying/relationships.
- Review and follow up on submitted injury reports
- Monitoring immunization compliance
- Communicable disease surveillance
- Referrals for community health care as needed

Planned services that parents may "Opt Out" of: (Parents will be notified prior to these events and can choose to opt out of having their student participate by sending in a written note prior to the event)

- Mass Vision Screening (Provided to grades 1, 4, and 6 district-wide)
- Mass Hearing Screening (Provided to grades K and 1)

Sick Children: your child should STAY HOME:

- If an oral temperature above 100.4
    - Remain home until fever free for 24 hours without the use of fever reducing medication, symptoms improved, and feeling better
- If vomiting or diarrhea two or more times within 24 hours
    - Remain home until no vomiting or diarrhea for 24 hours, tolerating food, and feeling better
- If other signs of potentially contagious illness or disease

Required Health Assessment

State law requires every child entering public schools in N.C. for the first time to receive a health assessment. The assessment must occur within 12 months prior to entering school. The medical provider, parent/guardian is encouraged to provide a completed health assessment transmittal form on or before the child's first day of attendance.

NC Health Assessment Form

- English/Spanish

A parent or guardian has 30 calendar days from the first day of attendance to present the required proof of immunization and health assessment. At the end of the 30-calendar day period, any child without a health assessment shall not be allowed to attend school until the required assessment has been received.

Notification of Health Conditions

It is the parent/guardian's responsibility upon initial enrollment and at the beginning of each school year to inform both their child's teacher and the school nurse if there are medical conditions that require special measures during the school day. Teachers are not responsible for communicating students' health-related information to nurses. School nurses are available for health consultation but may not be present at the school on a daily basis.

Emergency Contact Information

The parent/guardian is responsible for providing the school with the best contact information to be reached for health concerns. If contact numbers change, the school needs to be notified. In situations when a parent/guardian cannot be reached for health-related concerns, 9-1-1 will be called.

Garrett's Law

Garrett's Law (NC Senate Bill 444) is a North Carolina statute that mandates that schools provide parents/legal guardians with information about meningococcal meningitis, influenza, and human papilloma virus (HPV) and the vaccines that protect against these diseases.

Meningococcal Disease

Is a respiratory illness with symptoms that may resemble the flu. Seek immediate medical care if your child develops fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Students entering the 7th and 12th grade are required to be immunized against meningococcal disease. More information about meningitis can be found at https://www.cdc.gov/meningococcal/

Flu (Influenza)

Is a highly contagious respiratory illness caused by a virus. Influenza can cause fever, sore throat, chills, cough, headache and muscle aches. The flu vaccine is generally effective in preventing cases of the flu. It is recommended that the pros and cons of taking the vaccine be discussed with the student's healthcare provider. Information about the flu may be found at https://www.cdc.gov/flu/

Human Papillomavirus (HPV)

It is a common virus that can cause cancers later in life. A vaccine is available to prevent this virus. The vaccine can be given at age 11-12. It is recommended that the pros and cons of taking the vaccine be discussed with the student's healthcare provider. More information about HPV and the vaccine can be found at https://www.cdc.gov/hpv/ and HPV Vaccine Safety | CDC

Head Injury and Concussion

North Carolina guidelines for athletics and instruction are utilized in developing district-level policies and procedures to ensure the injured student's safety, health, and well-being. Contact the school nurse, guidance counselor or school principal for Return to Learn policies and procedures.

For student athletes (Return to Play), contact the district's athletic director, school principal, or your child's coach for policies and procedures. The Heads Up webpage https://www.cdc.gov/heads-up/ provides concussion and brain injury information for parents, school nurses, school staff, and coaches.

Immunizations

Every child in NC entering a public school shall be immunized at the age required by the Commission. Every parent, guardian, person in loco parentis and a person or agency, whether governmental or private, with legal custody of a child shall have the responsibility to ensure that the child has received the required immunizations. The vaccination requirements for school attendance must be met and proof presented to the school within 30 calendar days of the first day of school attendance. Students out of compliance with this regulation will not be allowed to attend school until immunization requirements are met.

Immunization Requirements:

Students Entering Kindergarten

Students should have: Diphtheria, tetanus, and pertussis (5 doses), Polio (4 doses), Measles (2 doses), Mumps (2 doses), Rubella (1 dose), Haemophilus Influenzae type B/Hib (4 doses), Hepatitis B (3 doses) Varicella/chicken pox (2 doses), Pneumococcal conjugate (4 doses). Refer to immunize.nc.gov/schools/k-12.htm for dosage spacing and age requirements.

Students Entering 7th Grade

Students should be up-to-date on all the vaccines required for school entry. In addition, students need one dose of Tdap vaccine (Tetanus, Diphtheria, Pertussis-Whooping Cough) and one dose of meningococcal conjugate vaccine (MCV4). Refer to immunize.nc.gov/schools/k-12.htm for more information.

Students entering 12th Grade

Students should be up-to-date on all vaccines required for school entry. 12th graders are required to have an additional dose of meningococcal conjugate vaccine (MCV4) for a total of two doses. Refer to immunize.nc.gov/schools/k-12.htm for more information.

Meningitis B causes 60% of all meningitis cases and can be prevented with the meningitis b vaccine. This is a different vaccine than the one required for school enrollment. It is recommended the pros and cons of this vaccine be discussed with your student's healthcare provider. More information about the 2 different meningitis vaccines can be found at https://www.cdc.gov/meningococcal/vaccines/

Immunizations "in process"

Children who have begun a series of immunizations, but have not completed the series due to the need to meet minimum intervals between doses, are considered "in process" and may attend school. However, the child must receive immunizations, at the required intervals, to remain in school.

Student Transfers

Students transferring from another school system must submit an official immunization record. All requirements listed above are applicable.

Exemptions to Immunizations:

Medical Exemption

If a physician licensed to practice medicine in this State certifies that a required immunization is or may be detrimental to a child's health due to the presence of one of the contraindications adopted by the Commission, the child is not required to receive the specified immunization as long as the contraindication persists. Information on medical exemption requirements can be obtained at https://immunization.dph.ncdhhs.gov/schools/ncexemptions.htm

Religious Exemption

If the bona fide religious beliefs of an adult or the parent, guardian or person in loco parentis of a child are contrary to the immunization requirements for school attendance, the adult or the child shall be exempt from the requirements. Upon submission of a written statement of the bona fide religious beliefs and opposition to the immunization requirements, the student may attend school without presenting a certificate of immunization. Information on religious exemption requirements can be obtained at https://immunization.dph.ncdhhs.gov/schools/ncexemptions.htm

- ***NC law DOES NOT allow exemptions for the following reasons:***
    - Scientific, Personal, or Philosophical Beliefs

Safe Surrender

A parent may lawfully abandon an infant under seven days of age by voluntarily delivering the infant to one of the following: healthcare provider, law enforcement officer, social services worker, certified emergency medical services worker or any responsible adult. Safe surrender is anonymous and legal. More information can be found at https://www.ncdhhs.gov/safesurrender

Medication Administration at School

Students may receive or self-administer medication at school when the medication is medically necessary for health or learning and must be taken during the school day. A medication authorization form is required for a student to receive any medication at school. Parents should contact the school nurse for guidance. For more information see the Board Policy regarding Administering Medications to Students.

Pregnant and Parenting Students

Contact the school nurse and/or guidance counselor for assistance. Students are encouraged to remain in school and resources are available to assist them. Reference: Education for pregnant and parenting students. (GS 115C-375.5)

Screenings

Screening is provided for designated grade levels. Students at any grade with evidence of problems related to hearing, vision, dental, or other learning issues will be screened ~~or~~ upon parental request.

Hearing Screening

- Kindergarten students (if not screened or failed screening on school entry exam) and First grade students.

Vision Screening

- Kindergarten students (if not screened or failed screening on school entry exam)
- First (1st), Fourth (4th) and Sixth (6th) grade students
- Stereopsis screening for all Kindergarten students if not completed at time of school entry exam

Dental Screenings

Dental screening is coordinated by the NC DHHS Oral Health Unit and Nash County's Public Health Dental Hygienist. Parental permission is required for screening.

Communication Department

Public Information Request

Public records requests are governed by Nash County Public Schools Board Policy 5070/7350 and North Carolina Public Records Law N.C.G.S. 132-1 through 132-9. https://boardpolicyonline.com/?b=nash_county

Nash County Public Schools will deliver the records at no charge in PDF form by email.

If records are required in another form, the School System will charge a reasonable fee for disks/hard copies and postage. Labor costs may be charged for extraordinary requests.
http://www.ncleg.net/gascripts/Statutes/StatutesTOC.pl?Chapter=0132

Contact: PI Department hlfinch@ncpschools.net

The link following this sentence, will direct you to the Public Information Request form: https://docs.google.com/forms/d/e/1FAIpQLScTLYIEu5xZMvJSwEDKA6MuTkhP-6XelGx7Wcy787z79LfJvA/viewform

This is the end of the 2025-2026 Student/Parent Handbook. Forms for the handbook are below.

Student Acceptable Use Policy (AUP)

Nash County Public Schools

Student/Parent Device & Acceptable Use Agreement

Technology Services

Student Name: _____ Student ID # _____

Name of School: _____ School Year: _____

Parent/Guardian Name: _____Phone: _____

Parent Email Address: _____

I _____understand and will abide by the Technology Handbook, which includes the Acceptable Use Policy. I further understand that any violation of the regulations is unethical and in some instances may constitute a criminal offense. If I commit any violation, my access privileges may be revoked, and if school behavior codes are involved or laws are broken, school disciplinary and/or appropriate legal action may be taken.

Student Signature: _____ Date: _____

PARENT OR GUARDIAN

As the parent or guardian of _____, I have read the Technology Handbook, which includes the Acceptable Use Policy, designed for educational purposes only, and that Nash County Public Schools will make every effort to monitor the use of the Internet. However, I also recognize that it is impossible for Nash County Public Schools to restrict access to all controversial materials and I will not hold the school system responsible for materials acquired on the network either at home or at school. I accept full responsibility for any vandalism that my child should commit on the Internet and for my child's compliance with the Terms and Conditions. I hereby permit my child to use the Internet for educational purposes. I have also received a copy of the Student/Parent 1:1 Technology Handbook and agree to the terms.

Parent/Guardian Signature: _____ Date: _____

To easily access the 2025-2026 Technology Handbook, please visit:
bit.ly/NCPSTechHandbook.

Nash County Public Schools

2025-26 Student Parent Handbook Acknowledgement of Review

The Student/Parent Handbook should be viewed on the NASH COUNTY PUBLIC SCHOOLS website. Limited printed copies are available at each school.

Student Name:_____

Teacher: _____

The Nash County Public School System's Student/Parent Handbook was created as a resource for students and parents to explain the policies, rules, and regulations governing all students in the Nash County Public School System. These references are a critical part of the daily student life for all children, supporting a safe and secure learning environment.

Individual schools may provide additional rules and regulations. To assure that all students meet the high expectations for behavior established in the Code of Student Conduct, Character and Support, included within the NCPS Student/Parent Handbook, it is essential that the school and home work together. Your support is vital in this process. Please take time to become familiar with the contents of this handbook. If you have questions about the policies, rules, and regulations provided, please call your child's school principal or visit the Nash County Public School System website at www.ncpschools.net.

Numbers that appear in some sections of the handbook refer to specific Board of Education policies and may not cite the entire policy. For the most current listing of all board policies, visit https://boardpolicyonline.com/?b=nash_county. While every effort was made to ensure the accuracy and completeness of the policies and rules and regulations within the NCPS Student/Parent Handbook, the Nash County Public School System and Board of Education will not be responsible for any errors or omissions which may occur in this document.

After reviewing the Student/Parent Handbook and the Student Code of Conduct on the NASH COUNTY PUBLIC SCHOOLS website with your child, please sign and return the following form to your student's school.

As the parent/guardian of _____ (student's name), I have read and discussed the NCPS Student/Parent Handbook including the Student Code of Conduct, Character and Support and the Academic Integrity and Technology Responsible Use with my child. I understand that it and the policies it references apply to all students at all times on all Board of Education property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to, school field trips and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

OMB Number: 1810-0021 Expiration Date: 02/29/2020

U.S. Department of Education
Office of Indian Education
Washington, DC 20202
TITLE VI ED 506 INDIAN STUDENT ELIGIBILITY CERTIFICATION FORM

Parent/Guardian: This form serves as the official record of the eligibility determination for each individual child included in the student count. You are not required to complete or submit this form. However, if you choose not to submit a form, your child cannot be counted for funding under the program. **This form should be kept on file and will not need to be completed every year.** Where applicable, the information contained in this form may be released with your prior written consent or the prior written consent of an eligible student (aged 18 or over), or if otherwise authorized by law, if doing so would be permissible under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and any applicable state or local confidentiality requirements.

STUDENT INFORMATION

Name of the Child _____ Date of Birth _____ Grade _____
(As shown on school enrollment records)

Name of School _____

TRIBAL ENROLLMENT

Name of the individual with tribal enrollment: _____
(Individual named must be a descendent in the first or second generation)

The individual with tribal membership is the: _____ Child _____ Child's Parent _____ Child's Grandparent

Name of tribe or band for which individual above claims membership: _____

The Tribe or Band is (select only one):
- _____ Federally Recognized
- _____ State Recognized
- _____ Terminated Tribe (Documentation required. Must attach to form)
- _____ Member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect October 19, 1994. (Documentation required. Must attach to form)

Proof of enrollment in tribe or band listed above, as defined by tribe or band is:

A. Membership or enrollment number (if readily available) _____ OR

B. Other Evidence of Membership in the tribe listed above (describe and attach) _____

Name and address of tribe or band maintaining enrollment data for the individual listed above:

Name _____ Address _____

City _____ State _____ Zip Code _____

ATTESTATION STATEMENT

I verify that the information provided above is accurate.

Name Parent/Guardian _____ Signature X _____

Address _____ City _____ State _____ Zip Code _____

Email Address _____ Date _____

IMPORTANT: **Parents:** Please return completed forms your child's school. **Schools:** Please return completed forms to the Office of Federal Programs, 930 Eastern Avenue, Nashville, NC 27856

OMB Control No. 1810-0021 (Exp. 01/31/2024) For Parent/Guardians

Definitions:

Indian means an individual who is (1) A member of an Indian Tribe or Band, as membership is defined by the Indian Tribe or Band, including any Tribe or Band terminated since 1940, and any Tribe or Band recognized by the State in which the Tribe or Band resides; (2) A descendant of a parent or grandparent who meets the requirements described in paragraph (1) of this definition; (3) Considered by the Secretary of the Interior to be an Indian for any purpose; (4) An Eskimo, Aleut, or other Alaska Native; or (5) A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect on October 19, 1994.

Student Information: Write the name of the child, date of birth, grade level, name of school and school district. Only name one child per form.

Tribal Membership: Write the name of the individual with the tribal membership, if it is not the child listed. Only one name is needed for this section, even though multiple persons may have tribal membership. Select only one identifier: the child, child's parent or grandparent, for whom you can provide membership information.

Write the name and address of the organization that maintains updated and accurate membership data for such Tribe or Band of Indians. The name does not need to be the official name as it appears exactly on the Department of Interior's list of federally recognized Tribes, but the name must be recognizable and be of sufficient detail to permit verification of the eligibility of the Tribe. Check only one box indicated whether it is a Federally Recognized, State Recognized, Terminated Tribe or Organized Indian Group. Write the enrollment number establishing the membership for the child, parent or grandparent, if readily available, or other evidence of membership.

Attestation Statement: Provide the printed name of parent/guardian and signature, address, phone number and email of the parent or guardian of the child. The signature of the parent or guardian of the child verifies the accuracy of the information supplied.

Paperwork Burden Statement: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0021. The time required to complete this portion of the information collection per type of respondent is estimated to average: 15 minutes per Indian student certification (ED 506) form; including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Indian Education, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ/Room 3W238, Washington, D.C. 20202-6335

Opt-in via Parent Portal in Infinite Campus or

Nash County Public Schools: Model Release Form

Updated in effect Jan. 1, 2024

NCPS employs various media for educational & promotional purposes: photos, videos, audio recordings, & written narratives of students. These may be featured on school & district websites, social media, printed/digital materials, & shared with external organizations or the media & serve as the permission until the student changes schools. This form allows guardians to grant permission for their child's image to be used. If you don't opt-in it will be assumed an Opt-Out.

1) Your Child's School: *

Please CIRCLE your child's school:

Bailey Elem	Red Oak Elem	CITI High
Benvenue Elem	Spring Hope Elem	Nash Central High
Coopers Elem	Williford Early Learning	NRM Early College High
Edwards Elementary	Winstead Ave Elem	Rocky Mount High
Englewood Elem	Nash Central Middle	Southern Nash High
MB Hubbard Elem	Red Oak Middle	TAR River Academy
Middlesex Elem	Rocky Mount Middle	NEDA
Nashville Elem	Southern Nash Middle	Northern Nash High

2) Student ID Number: *

3) Your Child's Name: * _____

4) Your Child's Grade: * Please CIRCLE which grade your child is in:

Pre-k

K	5	10
1	6	11
2	7	12
3	8	13
4	9	

5) Option 1 - OPT-IN - YES *

I hereby grant Nash County Public Schools permission to capture, use photographs, videos, audio, and written narratives of my child during instructional school activities throughout the current school year for display, publication, or release to external organizations in print, video, and/or digital media.

Mark an X if you wish to Opt-IN your child.

☐

6) Option 2 - OPT-OUT - NO *

I hereby DENY Nash County Public Schools permission to capture, use photographs, videos, audio, and written narratives of my child during instructional school activities throughout the current school year for display, publication, or release to external organizations in print, video, and/or digital media.

Mark an X if you wish to Opt-OUT your child.

☐

7) Best Phone Number * _____

8) Guardian Name * _____

9) Guardian Email * _____

By signing below, you acknowledge that you have read and understood the terms of this consent form. This consent covers various media types, including but not limited to photographs, videos, audio recordings, and written narratives. It pertains to school-related activities during the current school year.

Signature * _____

Date (MONTH/DAY/YEAR) & Time * _____

You have read this form in full and privacy policy and give consent.

Annual Written Notification
Accessing Public Benefits and Releasing Personally Identifiable Information to the North Carolina Medicaid Program

The federal special education law, the Individuals with Disabilities Education Improvement Act 2004 (IDEA), specifies each State's obligation to develop agreements with non-educational public agencies to ensure that all services necessary to provide a free appropriate public education (FAPE) are provided to children with disabilities at no cost to the parent. This includes the State Medicaid agency. School districts are permitted to seek payment from public insurance programs (Medicaid) for some services provided at school.

Under the Family Education Rights and Privacy Act (FERPA), your consent is required for the school system to release information about your child to the North Carolina Division of Medical Assistance Medicaid program in order to access your or your child's public benefits. You are entitled to have a copy of any information the school system releases to the state Medicaid program.

If you have previously given consent for *Nash County School System* to access your or your child's public insurance and to release information needed to access North Carolina Medicaid funding for services provided through your child's individualized education program (IEP), the school district may release:

- Your child's date of birth;
- Your child's IEP documentation including evaluations;
- The dates and times services are provided to your child at school;
- Reports of your child's progress, including therapist notes, progress notes and report cards.

Your child will continue to receive all required IEP services at no cost to you. Reimbursed services provided by the Nash County School System Exceptional Children Program do not limit coverage, change eligibility, affect benefits, or count against visit or funding limits in Medicaid programs in which your child is enrolled.

You may revoke your consent at any time. Revoking your parental consent does not change the school district's responsibility to provide all required IEP services at no cost.

You may ask questions about this program or revoke your consent at any time by contacting Christy Pate at 252-462-2853.