

The board recognizes the critical role of parents in the education of their children and in the schools. The board directs school administrators to develop programs that will promote and support parental involvement in student learning and achievement at school and at home and encourage successful progress toward graduation. Each parent is encouraged to learn about the educational program, the educational goals and objectives of the district and his or her own child's progress. The board also encourages parents to participate in activities designed by school personnel to involve them, such as parent conferences, in order to encourage effective communication.

The board directs each principal or designee to develop a parental involvement plan as a part of the school improvement plan. This plan must include, at a minimum, the board directives provided below. In addition, the plan must include ways to enhance parental involvement in the following areas:

1. meaningful two-way communication between home and school;
2. promotion of responsible parenting;
3. involving parents and guardians in student learning;
4. promotion of volunteering;
5. involving parents and guardians in school's decisions that affect children and families;
6. parental training;
7. community collaboration; and
8. promotion of student health awareness

This policy applies to the parents, legal guardians and legal custodians of students who are under 18 years old and are not married.

A. PARENT COMMUNICATION AND CONFERENCES

The board encourages regular contact with parents by school personnel for commendation as well as for notification of concerns. Principals or designees shall plan for periodic communications with parents. Teachers are responsible for scheduling conferences with parents.

The principal or designee is responsible for identifying students at each school who are at risk for academic failure. No later than the end of the first quarter or after the teacher has had up to nine weeks of instructional time with a student, a personal education plan for academic achievement shall be developed for each student at risk of academic failure who is not performing at least at grade level. The principal or designee shall notify the student's parent that the student has a personal education plan and provide the parent with a copy of the plan.

The board encourages the superintendent to work with local business leaders, including the local chambers of commerce, to encourage employers to adopt as part of their stated personnel policies time for employees who are parents or guardians to attend conferences with their child's teachers.

B. TITLE I PARENT CONSULTATION POLICY

The Title I program offers assistance to meet special educational needs of educationally and economically disadvantaged children according to federal guidelines. The board encourages parents to participate in the design and implementation of the programs and activities in order to increase the effectiveness of the program and the success of the children.

An annual meeting must be held for parents of all eligible Title I children to discuss the Title I funded programs and activities. In addition to the annual meeting, the board encourages parents to confer with their child's Title I teacher on a regular basis.

Each principal or designee shall annually notify parents of limited English proficient children identified for participation in a Title I, Part A-funded language-instruction educational program of the following:

1. reasons for the identification;
2. level of English proficiency;
3. methods of instruction;
4. how the program will help the child;
5. if the child has a disability, how the language instruction educational programs meet the objectives of the child's individualized educational program (IEP); and

6. any other information necessary to effectively inform the parent of the program.

C. ANNUAL NOTIFICATION

Each principal or designee shall effectively notify parents each year of the following:

1. parental rights related to student records (policy 4700, Student Records);
2. parental rights related to student surveys (policy 4720, Surveys of Students);
3. the approximate dates of any non-emergency, invasive physical examination (a) required as a condition of attendance; (b) administered and scheduled in advance by the school administration and (c) not necessary ; to protect the immediate health and safety of students; and their right to opt their child out of any such examination;
4. the schedule of pesticide use on school property and their right to request notification of nonscheduled pesticide use;
5. student behavior policies and school standards and rules (policies in the 4300 series);
6. permissible use of seclusion and restraint in the schools (policy 4302, School Plan for Management of Student Behavior);
7. the Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225)
8. the Student and Parent Grievance Procedure (policy 1740/4010);
9. grading practices that will be followed at the school and, in the high schools, the means for computing the grade point averages that will be used for determining class rank (policy 3400, Evaluation of Student Progress; policy 3450, Class Rankings);
10. a description of the curriculum being offered (policy 3100, Curriculum Development);
11. performance standards of the board and school system (policies 3400 series);

12. a report containing aggregate information, including, but not limited to student achievement (disaggregated by category), graduation rates, performance of the school system and teacher qualifications;
13. the right to request certain information on the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child;
14. if the student has been assigned or has been taught for at least four the consecutive weeks by a teacher who is not "highly qualified" as defined in No Child Left Behind Act;
15. the results of the LEA's yearly progress review of each school;
16. if a Title I school is identified for improvement, an explanation of students' transfer rights and other information required by 34 C.F.R. 200.37
17. if a Title I school is identified for improvement and fails to make adequate yearly progress by the end of the first full year after being so identified, the availability of supplemental services in accordance with 34 C.F.R. 200.37
18. sports and extracurricular activities available for students (policy 3620, Extracurricular Activities and Student Organizations);
19. supportive services available to students, including guidance, counseling, and health services (policy 3540, Comprehensive Health Education Program; policy 3610, Counseling Program);
20. information about meningococcal meningitis and influenza, including the causes, the symptoms, the vaccines, how the diseases are spread and places where additional information and vaccinations may be obtained;
21. for students in Grades 5 through 12, information about cervical cancer, cervical dysplasia, and human papillomavirus, including the causes and symptoms of these diseases, how they are transmitted, how they may be prevented by vaccination, including the benefits and possible side effects of vaccination, and places parents and guardians may obtain additional information and vaccinations for their children
22. how to reach school officials in emergency situations during non-school hours;

23. the school's written parental policy, parents' right to be involved in their child's school and opportunities for parents to be involved in the school;
24. information about and an application form for free and reduced price meals and/or free milk;
25. for parents of children with disabilities, procedural safeguards;
26. information on the availability of the asbestos management plan and actions, including periodic re-inspection and surveillance activities, and planned or in-progress inspections, re-inspections, response actions, and post-response; and
27. that the school system does not discriminate on the basis of race, color, national origin, sex disability, or age.

D. OPPORTUNITIES TO WITHHOLD CONSENT/OPT OUT

As a part of the annual notification described above, parents will be effectively notified that parental consent may be withheld for the following:

1. Release of student directory information about his or her child for school purposes or to outside organizations (policy 4700, Student Records).
2. Student's participation in curricula related to (a) prevention of sexually transmitted diseases, including Acquired Immune Deficiency Syndrome (AIDS); (b) avoidance of out-of-wedlock pregnancy; or (c) reproductive health and safety education, as provided in policy 3540. A copy of material that will be used in these curricula will be available in the school media center during the school year and other times that the media center is available to the public. To meet any review periods required by law, materials also may be made available for review in the central office.
3. Student's participation in academic or career guidance or personal or social counseling services of a generic nature offered to groups of students (e.g., peer relations strategies offered to all sixth graders). (Exception: parental notification and permission are not required for: (a) short-duration academic, career, personal or social guidance and counseling and crisis intervention that is needed to maintain order, discipline or a productive learning environment; (b) student-initiated individual or group counseling targeted at a student's specific concerns or needs; or (c) counseling if child

abuse or neglect is suspected (policy 4240/7312, Child Abuse- Reports and Investigations).

4. Student's participation in non-Department of Education—funded surveys concerning protected topics (policy 4720, Surveys of Students).

Any parent or legal guardian wishing to withhold consent must do so in writing after receiving notice. Otherwise, consent to the programs or activities is presumed. After the annual notification, the school is not required to provide further notice to the parent as to the manner in which student directory information is used, the curriculum is provided, or the guidance programs are made available.

E. PARENTAL PERMISSION REQUIRED

Written parental permission is required prior to the following activities:

1. administrations of medications to students by employees of the school system (policy 6125, Administering Medicines to Students);
2. release of student records that are not considered directory information, unless the release is allowed or required by law (policy 4700, Student Records);
3. off campus trips;
4. student's participation in high-impact or high-risk sports or extracurricular activities, such as football or mountain climbing (policy 4220, Student Insurance Program);
5. all decisions or actions as required by the IDEA with regard to providing special education or related services to children with disabilities (policy 3520, Special Education Programs/Rights of Students with Disabilities);
6. certain health services, as required by law;
7. student's participation in programs or services providing information about where to obtain contraceptives or abortion referral services;
8. student's participating in surveys funded by the Department of Education that are conducted concerning protected topics (policy 4720 Surveys of Students); and

9. disclosure of a student's free and reduced price lunch eligibility status.

F. WEBSITE NOTIFICATION

When a school is identified for improvement, the school system will display on its website the following information in a timely manner to ensure that parents have current information regarding supplemental services and public school choice.

1. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in public school choice.;
2. for the current school year, a list of available of schools to which students eligible to participate in public school choice may transfer;
3. beginning with data from the 2007-2008 school year and for each subsequent school year, the number of students who were eligible for and the number of students who participated in supplemental educational services; and
4. for the current school year, a list of supplemental educational services providers approved by the state to serve the school system and the locations where services are provided.

Legal Reference: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; No Child Left Behind Act, 20 U.S. C. 6318; [34 C.F.R. 200.37, -200.39](#); G.S. 90-21.1, 115C-47(45 [47](#)), -47(49[51](#)), -81(el), -307(c), -375.4; State Board of Education Policy FCB-A-000

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7225 Student and Parent Grievance Procedure (policy 1740/4010), Curriculum Development (policy 3100), Student Performance Policies (3400 series), Evaluation of Student Progress (policy 3400), Class Rankings (policy 3450), Special Education Programs/Rights of Disabled Students (policy 3520), Comprehensive Health Education Program (policy 3540), Counseling Program (policy 3610), Extracurricular Activities and Student Organizations (policy 3620), School Improvement Choice Transfer (policy 4153), Student Insurance Program (policy 4220), Child Abuse - Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), School Plan for Management of Student Behavior (policy 4302) Student Records (policy 4700), Surveys of Students (policy 4720), Registered Sex Offenders (policy 5022),

Administering Medicines to Students (policy 6125),

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

A. SUPERVISION OF STUDENTS

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

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

B. SUPERVISION OF VISITORS

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

C. CARE OF SCHOOL BUILDINGS AND GROUNDS

The principal is required to inspect school buildings, playgrounds, and equipment for health, fire and safety hazards on a regular basis and as required by law. The principal must notify the superintendent immediately of repairs needed in order to meet safety standards.

Any staff member who observes any potential hazards must notify the principal immediately.

Proper signs indicating potential danger must be posted.

The superintendent must provide to local law enforcement and emergency management agencies copies of floor plans of all school buildings and site plans showing campus boundaries and access points.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS

1. Safe Schools Plans

Pursuant to G.S. 115C-407, each school must have a safe school plan that establishes procedures for addressing school safety. The safe school plan should be incorporated into the school improvement plan (see policy 3430, School Improvement Plan).

The safe school plan must include a component designed to train appropriate school personnel in the management of disruptive or dangerous student behavior. The plan also must include procedures to evaluate the effectiveness of this training in preventing or addressing disruptive or dangerous student behavior. Implementation of this training component will be subject to the availability of funds appropriated for this purpose.

2. School Rules and Training

Rules are to be made in each school to help prevent accidents in school buildings, on school grounds or on the playgrounds. Staff training is to include instruction on being alert and able to recognize and respond to behavior, information and related indicators which warn of impending problems. In addition, as a part of instruction, school personnel must teach and review with students safety procedures and precautions for handling chemicals or potentially dangerous equipment and for responding to threats to school safety. Each school shall practice emergency drills on a regular basis and as required by law.

3. Reporting Suspicious Behavior

Students should notify any staff member of any acts of violence, harassment or bullying or any other unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems. Maintaining a safe school environment that is conducive to learning requires staff to be proactive in dealing with violence, harassment and bullying. Staff members must report immediately to the principal any information reported by a student or their own observation of unusual or suspicious behavior or acts of violence, harassment or bullying. Every principal is required to investigate

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

4. Potential Threats of Registered Sex Offenders

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

5. Student Behavior Standards

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

Legal Reference: G.S. 14-208.18; 115C-36, -47, -105.47, -288, -307, -391, -391.1, -524.
State Board of Education Policy HRS-A-000

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230, Discrimination, Harassment and Bullying Complaint Procedure (policy 1720/4015/7335), School Improvement Plan (policy 3430), Student Sex Offenders (policy 4260), Student Behavior Policies (all policies in the 4300 series), School Volunteers (policy 5015), Visitors to Schools (policy 5020), Registered Sex Offenders (policy 5022), Weapons and Explosives Prohibited (policy 5025/7275), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

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Updated: December 8, 2010

All board members are subject to the criminal laws related to conflicts of interest in public office, including strict restrictions against having a pecuniary interest in any business of the board. In addition, board members will not let any personal or business interest interfere with his or her duties as a public official, including ethical duties as specified in the Code of Ethics for School Board Members, policy 2120.

A member of the board will not do any of the following:

1. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
2. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
3. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract.

A board member is involved in administering a contract if he or she oversees the performance of the contract or has authority to interpret or make decisions regarding the contract. A board member is involved in making a contract if he or she participates in the development of specifications or terms of the contract or participates in the preparation or award of the contract.

A board member derives a direct benefit from a contract if the board member or his or her spouse does any of the following: (1) has more than a 10 percent ownership or other interest in an entity that is a party to the contract; (2) derives any income or commission directly from the contract; or (3) acquires property under the contract. An exception is allowed for employment contracts between the board of education and the spouse of a board member. However, the board member involved will not deliberate or vote on the contract or attempt to influence any other person who is involved in making or administering the contract.

Legal References: G.S. 14-234; 133-32

Cross References: Code of Ethics for School Board Members (policy 2120), Employee Conflict of Interest (policy 7730)

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CONCURRENT ENROLLMENT AND OTHER CURRICULUM EXPANSIONS

Policy Code: **3101**

In support of policy 3100, Curriculum Development, and the board's encouragement of expanded curriculum development, the board adopts the following requirements for students enrolled in the school district who also wish to enroll in classes taught by a college, university, community college or other approved entity, or to take distance learning, on-line, correspondence or independent study courses.

A. GENERAL REQUIREMENTS

1. The superintendent shall develop procedures and requirements for awarding high school credit toward graduation for such courses. Credit towards graduation will be granted only for courses which are consistent with the policies and standards of the school district and State Board requirements, including the requirements of State Board of Education Policy GCS-M-001, which defines "Course for Credit."
2. The principal must approve the course in advance. Prior to granting approval, the principal shall determine whether the course is eligible for credit toward graduation in accordance with the procedures and requirements developed by the superintendent.
3. The parent or guardian of the student must give permission for the course and the student must complete any forms required by the school district.
4. A current member of the high school faculty must supervise a student enrolled in an on-line, dual enrollment, or correspondence course or independent study work. The level of supervision will vary depending on the option, and may range from coordinating registration to providing instructional support.
5. Each course provider must be accredited by the Southern Association of Colleges and Schools or its regional equivalent. This requirement does not apply to courses approved for credit by the NC Virtual Public School.
6. Enrollment of a student in a course is the responsibility of the student and the student's parent or guardian. Except as provided elsewhere in this policy, all special fees and charges and any special transportation needs required are the responsibility of the student and his or her parent or guardian.

7. For a student to receive credit for towards high school graduation, the school at which the course is offered must provide such essential information as is generally included in official transcripts of school records. This information must include:
 - a. a description of the content and subject matter covered by the course;
 - b. the number of clock hours of instruction in the course; and
 - c. the student's achievement or performance level in the course.

In addition, a syllabus which includes course goals, course objectives, course activities, and grade requirements must be provided.

8. In the case of independent study credit, the designated teacher shall provide above information.
9. The student also must meet any other requirements established by the superintendent.
10. Credit will not be awarded for school bus driving, or for office, teacher or laboratory assistance.

B. NORTH CAROLINA VIRTUAL PUBLIC SCHOOL; LEARN AND EARN ONLINE COURSES (E-LEARNING)

The superintendent shall develop additional procedures and requirements consistent with State Board requirements and this policy for student enrolling in the North Carolina Virtual Public School or in Learn and Earn Online Courses available through the University of North Carolina system and/or community colleges. The superintendent shall design the processes and procedures for enrollment and management of e-learning to foster an environment where students can be successful. To the extent that these e-learning courses are made available, they will be provided at no cost to the student or the student's parent or guardian.

E-learning courses must meet State Board requirements to qualify for course credit. Enrollment in an e-learning "for credit course" will count toward satisfying the local board's requirements related to minimum instructional days, seat time policies, student attendance and athletic and/or extracurricular obligations.

A student enrolling in Learn and Earn Online courses through a community college to earn college credit must:

1. be enrolled in a North Carolina school or have completed all high school graduation requirements in a North Carolina school throughout the duration of the online course;
2. be enrolled in grades 9, 10, 11, or 12; and
3. meet the prerequisites, co-requisites and course admission requirements at the time of enrollment.

A student who meets the community college's curriculum program requirements effective at the time of his or her enrollment may be awarded a certificate, diploma and/or degree upon completion of that program.

C. LEARN AND EARN EARLY COLLEGE PROGRAM

The board supports the Learn and Earn Early College High School Initiative, which is intended to create rigorous and relevant high school options that provide students with the opportunity and assistance to earn an associate degree or two years of transferable college credit by the conclusion of their last year in high school. The superintendent will ensure that the program targets high school students who are at risk of dropping out of school before attaining a high school diploma or who would benefit from accelerated academic instruction, or other student population targeted by the State Board for such programs.

Students attending the Learn and Earn Early College Program do not pay tuition, fees, transportation or other costs incidental to the program, except as may be required of other students attending public schools in the district.

The superintendent shall develop procedures consistent with this policy and the terms of the agreement governing operation of the program. Such procedures must include eligibility requirements and requirements for earning high school course credits.

D. OTHER CONCURRENT (OR DUAL) ENROLLMENT IN POST-SECONDARY INSTITUTIONS

In addition to the general requirements in Section A, of the policy, students may enroll concurrently in appropriate courses in a post-secondary institution of higher education (college, university, or community college) and the local high school under these conditions:

1. Student Eligibility
 - a. Student must be at least 16 years of age at the time of enrollment.

- b. Students must be recommended by the principal of their high schools and, for students enrolled in a community college, approved by the president of the college.
- c. Students must meet the same prerequisite and course admission requirements as adult students.
- d. Students may enroll only in courses that are not available at the student's school of attendance ~~or~~ and not offered at another school within the school district.
- e. The principal must certify that the student will be taking the equivalent of one-half of a full-time schedule and is making appropriate progress toward graduation. For courses offered in the summer, students must have taken the equivalent of one-half or a full-time schedule during the preceding year and must be making appropriate progress towards graduation. For purposes of this policy, adequate progress towards graduation means that the student has passed the minimum number of credits required each year to meet graduation requirements.

2. Course Credit

College credit will be awarded to high school students upon successful completion of each course in accordance with the policies and requirements of the college.

High school credit will be awarded in accordance with the procedures and requirements developed by the superintendent.

3. Expenses

Students are responsible for payment of tuition, fees, transportation and other costs incidental to their enrollment in a post-secondary institution, except to the extent that state law waives tuition for certain categories of students or classes taken at a community college. Textbooks, materials, fees, supply costs or other charges not classified as tuition for courses taken at a community college remain the responsibility of the student.

Students participating in the Early College program may participate in other concurrent enrollment programs, subject to the requirements above and the approval of the principal.

E. COURSES OFFERED THROUGH COOPERATIVE AGREEMENT WITH COMMUNITY COLLEGE (HUSKINS BILL PROGRAM COURSES)

The superintendent is authorized to enter annually into a cooperative agreement with the local community college to allow high school students to enroll in college level courses as part of their regular high school course of study. Such agreements must comply with the requirements of the State Board of Education and the North Carolina State Board of Community Colleges

1. Student Eligibility

- a To participate, a student must be in grades 9, 10, 11, or 12 and be recommended for enrollment by the principal of the high school
- b. Students must meet the same prerequisite and course admission requirements as adult college students.

2. Course Credit

- a. The award of college credit to high school students upon successful completion of each course will be in accordance with the policies and requirements of the local community college.
- b. High school credit will be awarded in accordance with the procedures and requirements developed by the superintendent.
- c. Credits received for Huskins Program courses will be counted in the grade point average at the high school and will be included in class rank calculations.

3. Expenses

High school students are exempt from paying tuition for Huskins Program courses taken through the local community college. The school system will provide textbooks, materials, fees and supply costs.

4. Course Eligibility

- a The superintendent shall authorize appropriate staff to work with the local community college to determine Huskins Program course offerings.

Course offerings may be limited based on the availability of funding.

- b. Students may enroll only in courses that are not otherwise available in any high school in the school system. Huskins Program courses may not duplicate or substitute for any high school courses currently offered in the system.

5. Students with Special Needs

The school district and the local community college will collaboratively determine the accommodation to be provided by each entity to a student with special needs.

F. COMMUNITY COLLEGE ENROLLMENT OF INTELLECTUALLY GIFTED AND MATURE STUDENTS UNDER 16 YEARS OF AGE

Intellectually gifted students under the age of 16 may enroll in a community college under the following conditions:

1. Student Eligibility

- a. The student must be identified as intellectually gifted and having the maturity to justify admission to the community college;
- b. the student must receive written recommendation and approval from the assistant superintendent of curriculum and instruction;
- c. the student must meet course prerequisites and state-designated criteria for aptitude and achievement for test scores; and
- d. the community college president must approve the student's enrollment.

2. Expenses

Students enrolled under this section must pay required tuition, fees, transportation and any other costs incidental to their enrollment.

3. Credit

Credits awarded will not be counted toward the required credits for high school graduation as defined by the North Carolina State Board of Education.

4. Other

- a. Students are not eligible to enroll in occupational extension courses.

- b. When on the community college campus, students under the age of 15 must be accompanied at all times when on the community college campus by a parent, a guardian or an adult to whom the parent or guardian has consented and has designated in writing.

The superintendent shall develop procedures consistent with this policy and State Board policies. Such procedures must include any additional eligibility requirements and requirements for earning course credits.

Legal References: G.S. 115C-36, -47, -81; 115D-1.1, -1.2, -5(b), -20(4); 16 N.C.A.C. 6D.0503; 23 N.C.A.C. 2C .0305; State Board of Education Policies GCS-F-016; GCS-L-004; GCS-M-001; GCS-N-004; GCS-T-000

Cross References: Curriculum Development (policy 3100), School Calendar and Time for Learning (policy 3300), Extracurricular Activities and Student Organizations (policy 3620), Attendance (policy 4400)

Adopted: March 6, 2000

Updated: June 1, 2009

Updated: December 8, 2010

School trips designed to stimulate student interest and inquiry may be appropriate classroom extensions and may enhance learning in the classroom. School trips may help meet educational goals and objectives by connecting learning with experiences outside the classroom environment.

A. AUTHORIZATION OF SCHOOL TRIPS

A school trip occurs when a student or group of students leaves a school campus under the sponsorship of the school and under the supervision of school employees to extend the educational experiences of that student or group. The principal must approve all school trips in advance. School trips that involve an overnight stay must also receive prior approval from the board. All one (1) day school trips must be approved by central office personnel prior to the requested trip date. Requests for overnight school trips must be submitted to central office personnel two (2) weeks in advance of the monthly board meeting prior to the trip. Parental permission is required for all school trips. To be approved, a school trip must (1) provide an effective method for accomplishing curriculum objectives; (2) be consistent with the educational goals of the board; and (3) keep to a minimum any disruptions of other educational programs and/or loss of instructional time. The superintendent shall develop additional procedures for the request and approval of school trips.

B. COSTS

Students must not be charged a fee for any required school trip for which credit is granted or which is necessary for participation in interscholastic sports. The board may impose fees for other non-required school trips. Any fees imposed for school trips may be waived or reduced for students who demonstrate real economic hardship. The superintendent shall establish procedures to review requests for fee waivers or reductions and to notify students and parents of the availability of and the process for requesting a waiver or reduction of fees.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. school-initiated and scheduled activities;
3. athletic events that require early dismissal from school; or in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Field Trips – Grades K-5

- Field trips should be well planned and objectives listed. Special attention should be paid to the grade level, distance of trip, educational soundness, availability of gas and vehicles, the cost factor, and the state of the economy.
- All trips should come as an outgrowth of a unit of study and follow-up activities should result.
- Movies are not recommended as an educational field trip.
- Duplication of field trips across grade levels is not allowed two years in succession.
- Shopping sprees on field trips are not allowed.
- All students must have signed permission slips to participate in all field trips (including walking trips).
- Any questions or problems concerning field trips that do not meet policy guidelines should be submitted to the executive director of human resources/auxiliary services for a decision.
- All field trips will be evaluated according to policy by the principal and the superintendent for approval or disapproval.

NOTE: All trips shall be described on the form entitled Field Trip Request. These forms are available in the principal's office and must be signed by the principal and the executive director of human resources/auxiliary services.

Field Trips – Grades 6-8

- Trips should be well planned and objectives listed. Special attention should be paid to the grade level, distance of trip, educational soundness, availability of gas and vehicles, the cost factor, and state of the economy.
- All trips should develop as an outgrowth of a unit of study and follow-up activities should result.
- Movies are not recommended as an educational field trip.

- Duplication of field trips across grade levels is not allowed.
- In-county field trips across grade levels are not allowed.
- In-county field trips are encouraged as opposed to out-of-county trips as long as the trip meets the requirements of guidelines.
- Shopping sprees on field trips are not allowed.
- A trip to Raleigh is recommended for the eighth grade.
- A seventh grade trip may be considered appropriate. Strong consideration should be given to Winston-Salem (Old Salem).
- Band and chorus activities should be limited to those events which are curriculum related.
- All field trips will be evaluated according to policy by the principal and the executive director of human resources/auxiliary services for approval or disapproval.
- All students must have signed permission slips to participate in all field trips (including walking trips).

NOTE: All trips shall be described on the form entitled Field Trip Request. These forms are available in the principal's office and must be signed by the principal and the executive director of human resources/auxiliary services.

Field Trips – Grades 9-12

- Trips should be well planned and objectives listed. Special attention should be paid to the grade level, distance of trip, educational soundness, availability of gas and vehicles, the cost factor, and the state of the economy.
- All trips should come as an outgrowth of a unit of study and follow-up activities should result.
- Movies are not recommended as an educational field trip.
- Shopping sprees on field trips are not allowed.
- All students must have signed permission slips to participate in all field trips (including walking trips).

- Any questions or problems concerning field trips that do not meet policy guidelines should be submitted to the board of education and/or superintendent for a decision.
- If no local funds are available, the classroom teacher will assume the responsibility for obtaining the money for gas through parent donations.
- When possible, field trips should be planned for teacher workdays and/or weekends.
- No student drivers in private cars will be allowed for field trips.
- Adult chaperones should be provided for every seventeen students for out-of-county trips.
- An overnight trip must have the approval of the executive director of human resources/auxiliary services and local board of education.
- All field trips will be evaluated according to policy by the principal and the s executive director of human resources/auxiliary services for approval or disapproval.

D. STUDENT SAFETY AND DISCIPLINE

Policy 1510/4200/7270, Student Safety, and the student behavior policies in the 4300 series will apply to all students, school employees and volunteers while they are taking part in school trips.

E. TRANSPORTATION

Policy 6320 Use of Student Transportation Services will apply to the use of vehicles for all school trips.

F. CHAPERONES AND VOLUNTEERS

All chaperones and volunteers accompanying students on schools trips must meet the standards established by policy 5015, School Volunteers.

Legal References: G.S. 115C-47, -288, -307

Cross References: Student Safety (policy 1510/4200/7270), Goals and Objectives of the Educational Program (policy 3000), Student Behavior Policies (policies in the 4300 series), Student Fees (policy 4600), School Volunteers (policy 5015), Use of Student

Transportation Services (policy 6320)

Adopted: March 6, 2000

Amended: August 4, 2008

Revised: January 12, 2009

Updated: December 8, 2010

A. PRINCIPLES

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

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

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

B. PART ONE OF THE SCHOOL IMPROVEMENT PLAN: STATE PROGRAM FOR SCHOOL-BASED MANAGEMENT AND ACCOUNTABILITY

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

1. School Improvement Team

Each school must have a school improvement team that develops the school improvement plan. The school improvement team will consist of the principal, representatives of the assistant principals, instructional personnel, instructional support personnel, teacher assistants and parents of students attending the school. Each group of school personnel will

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

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

2. Mandatory Components of the State Plan

A school improvement plan must include the following components:

- a. The plan must specify the effective instructional practices and methods to be used to improve the academic performance of students identified as at-risk of academic failure or at-risk of dropping out of school.
- b. The plan must take into consideration the minimum annual performance goal established by the State Board and the goals set out in the mission statement for public schools adopted by the State Board of Education.
- c. The plan must be, to the greatest extent possible, data driven. The team shall use the Education Value Added Assessment System (EVAAS) or a compatible and comparable system approved by the State Board of Education to analyze student data to identify root causes for problems and determine actions to address them. The plan must contain clear, unambiguous targets, explicit indicators and actual measures, and expeditious time frames for meeting measurement standards.
- d. The plan of a school that serves students in kindergarten or first grade must determine how to prepare those students to read at grade level by the time they enter second grade. The plan also

must require that kindergarten and first grade teachers notify parents or guardians when their child is not reading at grade level and is at risk of not reading at grade level by the time the child enters second grade.

- e. The plan must identify how staff development funds allocated to the school will be used.
- f. The plan must identify how professional development is clearly matched to the goals and objectives of the safe school plan.
- g. The plan must provide a duty-free lunch period for every teacher on a daily basis or as otherwise approved by the school improvement team.
- h. The plan must provide a duty-free instructional planning time for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week.
- i. As part of the school district's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns including any special conditions at the school and any requirements in the local level safe schools plan for school level objectives or strategies. The safe school plan should be integrated into the school improvement plan.
- j. In accordance with policy 1310/4002, Parental Involvement, the plan must identify the goals and strategies for parents to be involved in their child's education and in the educational program of the school.
- k. The plan must include a process by which the school improvement team will review the school improvement plan at least once a year. The annual review process must include (1) a review of student scores on all state and board mandated tests and (2) a means for the school improvement team to modify the plan, if necessary, when the school has not met the expected growth score established by the state.
- l. The plan must require the principal to notify the superintendent if

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

3. Optional Components of the State Plan

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

- a. a request for waivers of state laws, rules or policies. Any waiver request must identify the particular state law, rule or policy that inhibits the school's ability to improve student performance; set out with specificity the circumstances under which the waiver may be used; and explain how the requested waiver will permit the school to improve student performance.
- b. a request to transfer state funds from one allotment category to another, as permitted by state law. The request must identify the funding allotment categories involved in the transfer and identify how the transfer will facilitate improving student performance.
- c. a comprehensive conflict resolution plan as provided in G.S. 115C-81(a4), in order to help create a safe school.
- d. the use of textbooks that have not been adopted by the State Board.

4. Process

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

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

possible date.

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

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

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

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

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

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

1. Mandatory Components of the Local Plan

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

- a. strategies for meeting the educational objectives of the board (policy 3000, Goals and Objectives of the Educational Program):.
- b. intervention strategies for students who are not at grade level proficiency or who are not likely to meet standards of promotion measured by other means-(Student Progression and Placement, policy 3420)

2. Optional Components of the Local Plan

The board strongly encourages school employees to be innovative in their efforts to meet local educational goals.

Although not limited to these options, the board has encouraged innovation specifically through its policies on the following issues:

- a. modifying the school calendar (so long as there are at least 180 days of instruction; policy 3300, School Calendar and Time for Learning);
- b. implementing alternative scheduling of classes or other strategies intended to reduce transitional time and limit interference from non-instructional activities (policy 3300);
- c. adding hours of instructional time (policy 3300);
- d. providing additional means for evaluating instructional programs policy 3140,(Evaluation of Instructional Programs);
- e. developing and implementing pilot programs (policy 3110, Innovation in Curriculum and Instruction);
- f. expanding the subject areas or objectives of the curriculum (policy 3100, Innovation in Curriculum Development); and

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

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

3. Process

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

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

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

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

D. STAFF DEVELOPMENT

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

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

Legal References: G.S. 115C - 47(38), -81, -84.2, -98, -105.20, 105.21, -105.25, -105.26, -105.27, -105.32, -105.35, -105.47 -301.1;143, art. 33C

Cross References: Parental Involvement (policy 1310/4002), Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), Innovation in Curriculum and Instruction (policy 3110), Evaluation of Instructional Programs (policy 3140), Time for Learning (policy 3300), Student Progression and Placement (policy 3420)

Adopted: March 6, 2000

Updated: August 3, 3009

Updated: December 8, 2010

Guidance and counseling programs are provided by the school system with the ultimate aim of improving student performance by implementing strategies and activities that support and maximize student learning; helping students to grow in their personal and social development; and providing a foundation for acquiring the skills that enable students to make a successful transition from school to the world or work. The principal of each school is directed to develop a counseling program that meets the objectives of the State Board of Education's comprehensive school counseling program curriculum and the needs of the student population at that school with the objective of improving student performance.

School guidance counselors and other guiding adults in middle and high schools shall provide guidance and information to students about high school course selections and requirements prior to ninth grade, in order to inform them about the requirements for college entry, including accelerated preparation for college entry. Guidance counselors shall encourage ninth grade students to complete these requirements in less than four years if feasible and appropriate.

The counseling program is the shared responsibility of teachers, counselors, parents, and community members, and should operate with the collaboration of all individuals involved in educating students, including those who assist children with special needs or students who are at risk of dropping out of school or not meeting performance expectations. Input from parents and students should be sought in accordance with the school's plan for involvement of the community in school programs. All schools personnel must follow the Parental Involvement Plan (policy 1310/4002) in regard to parental notification/ and permission for counseling programs. In addition, school personnel shall annually provide all students in Grades 9 through 12 with information on the manner in which a parent may lawfully abandon a newborn baby with a responsible person, in accordance with G.S. 7B-500.

Counseling may be provided on an individual basis or in small or large groups. School counselors may refer students who have extensive needs or needs that go beyond the purpose of the counseling program to community resources.

Students may seek counseling or be referred by staff or parents. Any staff member who is aware that a student is contemplating suicide or is otherwise suffering from an emotional or psychological crisis must immediately notify the counseling program in accordance with any rules established by the superintendent or principal.

Any counselor or other staff member who knows or has cause to suspect child abuse, neglect, dependency or death as a result of maltreatment must report the information as

provided in policy 4240/7312 (Child Abuse - Reports and Investigations) and as required by law.

Counseling programs are most effective when voluntarily entered into by a student. School officials and teachers may recommend a counseling program to help a student meet standards of conduct and academic performance established by the board and school system. However, students will not be required to attend individual or small group counseling sessions to address identified significant personal issues unless agreement has been reached with the parent and student in a behavior contract, an intervention plan or, for special education students, an individualized education plan. (See Student Behavior Policies (4300 series), (policy 3420), Student Promotion and Accountability, and policy 3520, Special Education Programs/Rights of Students with Disabilities.)

Information obtained in a session with a counselor may be privileged and protected from disclosure as provided by law. A counselor cannot be required to testify concerning privileged information unless, as provided by G.S. 8-53.4, the student waives the privilege or the court compels testimony as necessary to the proper administration of justice. The school counselor privilege does not, however, exempt the counselor from reporting child abuse as required by G.S. 7A-544. Any notation made by a counselor for his or her own use is a confidential document and is neither a public record nor a part of the student's record. Such confidential documents do not have to be shared with parents or others except as required by law. Any document prepared by a counselor that is shared or intended to be shared with other staff is considered an educational record of the student and is available to the parent or eligible student in accordance with board-policy 4700, Student Records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; G.S. 7B-301, -500; 8-53.4, 115C-12, -47, and -401; State Board of Education Policies GCS-F-011. HSP-L-006.

Cross References: Parental Involvement (policy Promotion and Accountability (policy 3420), Special Education Programs/Rights of Students with Disabilities (policy 3520), Child Abuse - Reports and Investigations (policy 4240/7312), Student Behavior Policies (4300 series), Student Records (policy 4700)

Adopted: March 6, 2000

Update: June 1, 2009

Updated: December 8, 2010

The board of education requires all students to meet the eligibility requirements for school admission established by the state and the board, including age. Any parent or guardian who is unclear whether a child meets the age requirements is encouraged to contact the superintendent's office or the elementary school that the child is likely to attend.

A. ENTITLEMENT TO INITIAL ENTRY

A child who is presented for enrollment at any time during the first 120 days of a school year will be considered eligible for initial entry in any of the following circumstances:

1. The child reaches or reached the age of 5 on or before August 31 of that school year;
2. The child resided in another state and was attending school during that school year in accordance with that state's laws or rules prior to moving to North Carolina. (The child does not need to reach the age of 5 on or before August 31 in this circumstance.)
3. The child did not reach the age of five on or before August 31 of that school year, but would be eligible to attend school during that school year in another state in accordance with the laws or rules of that state, if all of the following apply:
 - a. the child's parent is a legal resident of North Carolina who is an active member of the uniformed services assigned to a permanent duty station in another state;
 - b. the child's parent is the sole legal custodian of the child;
 - c. the child's parent is deployed for duty away from the permanent duty station; and
 - d. the child resides with an adult who is a domiciliary of a local school administrative unit in North Carolina as a result of the parent's deployment away from the permanent duty station.

B. DISCRETIONARY ENROLLMENTS

The board may allow a child to be enrolled in either of the following circumstances:

1. The child is presented for enrollment after the first 120 days of a school year and meets one of the circumstances specified above for entitlement to initial entry;
2. The child reached the age of four (4) on or before April 16; the child is presented for enrollment no later than the end of the first month of the school year; and the principal of the school finds, based on information submitted by the child's parent or guardian, that the child is gifted and has the maturity to justify admission to school. In making such a determination, the principal will follow guidelines established by the State Board of Education. The board regards admission of a four year old child to be an extraordinary measure and not to be used merely because the child is developmentally advanced.

C. GRADE LEVEL OF INITIAL ENTRY

The initial point of entry will be the kindergarten level. After initial entry, a principal may move the child to the first grade if the principal determines that the child may be served more appropriately in the first grade.

D. EVIDENCE OF AGE

The principal may require the parent or guardian of any child presented for admission for the first time to furnish a certified copy of the child's birth certificate or other satisfactory evidence of the child's date of birth. However, for a student who is considered homeless, the inability to provide documentation will not prohibit or cause a delay in enrollment of the student. The homeless liaison shall work with the student, parent/guardian, school personnel and other agencies to obtain the necessary enrollment records or other information in a timely manner.

Legal References: McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11431 *et seq*; G.S. 115C-288, -364; 16 N.C.A.C. 6E.0105, State Board of Education Policy GCS J-001

Cross References: Homeless Students (policy 4125)

Adopted: April 10, 2000

Updated: May 4, 2009

Updated: March 2, 2010

Updated: December 8, 2010

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

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

A. STUDENTS CHARGED WITH OR CONVICTED OF CRIMINAL BEHAVIOR

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

B. REPORTING CRIMINAL BEHAVIOR

The principal must report immediately to law enforcement all criminal offenses that occur on school property when the principal has personal knowledge or actual notice of their occurrence, as required by State Board of Education Policy HRS-A-000. It is a criminal misdemeanor for a principal to fail to report immediately to law enforcement officers the following acts when the principal has personal knowledge or actual notice from school personnel that such acts have occurred on school property, regardless of the age or grade of the perpetrator or victim: (1) assault resulting in serious injury; (2) sexual assault; (3) sexual offense; (4) rape; (5) kidnapping; (6) indecent liberties with a minor; (7) assault involving the use of a weapon; (8) possession of a firearm in violation of the law; (9) possession of a weapon in violation of the law; and (10) possession of a controlled substance in violation of the law.

The principal or designee shall notify the superintendent or designee in writing or by e-

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

Legal Reference: Gun-Free Schools Act, 20 U.S.C. 7151; G.S. 14-17 18, -27.2 to -27.5, -32, -33, -34 to -34.2, -41, -60, -69.1, -69.2, -87, -87.1, -132, -132.2, -202.1, -269.2; ch. 90, art. 5; 115C-288(g)

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

Adopted: April 10, 2000

Updated: December 8, 2010

Attendance in school and participation in class are an integral part of academic achievement and the teaching-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 seven (or younger if enrolled) and 16 years attend school. Parents or legal guardians have the responsibility for ensuring that students attend and remain at school daily.

A. ATTENDANCE RECORDS

School officials will keep an accurate record of attendance, including accurate attendance records in each class. Attendance records will be used to enforce the Compulsory Attendance Law of North Carolina.

B. EXCUSED ABSENCES

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher on the day returning after an absence. An absence may be excused for the following reasons:

1. personal illness or injury which makes the student physically unable to attend school;
2. isolation ordered by the State Board of Health;
3. death in the immediate family;
4. emergency medical or dental appointment or such an appointment which has been approved in advance by the principal;
5. participation under subpoena as a witness in a court proceeding;
6. a minimum of two days each academic year for observance of an event required or suggested by the religion of the student or the student's parent(s) with written prior approval from the principal; The student shall have the opportunity to make up any tests or other work missed due to the excused absence for a religious observance;
7. participation in a valid educational opportunity, such as travel, with prior approval from ~~by~~ the principal; or
8. absence due to pregnancy and related conditions or parenting, when medically necessary.
9. Principal discretion.

In addition, a student whose parent or legal guardian (a) is an active duty member of the uniformed services as defined by policy 4050, Children of Military Families, and (b) has been called to duty for, is on leave from, or has immediately returned from deployment to a combat zone or combat support posting will be granted additional excused absences at the discretion of the superintendent or designee to visit with his or her parent or legal guardian.

Absences due to extended illnesses generally require a statement from a physician.

In the case of excused absences and out of school suspensions, the student will be permitted to make up his or her work. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

C. SCHOOL-RELATED ACTIVITIES

All classroom activities are important and difficult, if not impossible, to replace if missed. It is the intention of the board of education that classes missed be kept to an absolute minimum through close scrutiny and a monitoring system on the part of the principal. The following school-related activities will not be counted as absences from either class or school:

1. field trips sponsored by the school;
2. school-initiated and scheduled activities;
3. athletic events that require early dismissal from school; or in-school suspension.

Assignments missed for these reasons will be completed by students. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

If no local funds are available, the classroom teacher will assume the responsibility for obtaining the money for gas through parent donations

D. EXCESSIVE ABSENCES

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement.

The principal will notify parents and take all other steps required by G.S. 115C-378 for excessive absences.

High School Attendance Policy

High school students can have no more than eight unexcused absences in a class per semester. Any student with excessive absences will be required to appear before an Attendance Committee to determine if absences are valid.

Middle School Attendance Policy

At 3, 6, and 10 absences letters are sent to parents. Any student with excessive absences will be required to meet with the Student Assistance Team:

A doctor's note may be required if the student is absent three days in a row. Teachers must daily complete attendance reports for NCWISE.

E. TARDINESS

Each school will establish a fair and consistent tardy policy for all students. Each student will be notified of the policy at the beginning of the school year. Any questions or concerns about the policy should be directed to the principal.

Legal References: G.S. 115C-47, -84, -288(a), -375.5, -378 to -383, -407.5; 16 N.C.A.C. 6E.0102-.0103; State Board of Education Policies TCS-L-000,-002,-003

Cross References: Education for Pregnant and Parenting Students (policy 4023), Children of Military Families (policy 4050)

Adopted: April 10, 2000
Amended: June 3, 2002
Amended: April 2, 2007
Updated: September 15, 2010
Updated: December 8, 2010

It is the desire and intent of the board of education to actively involve the citizens of Montgomery County in the operation of the schools. We believe in citizen advisory committees as the methods to gain participation of the people in the education of their children.

A. ORGANIZATION

There will be eleven advisory committees to serve the following attendance areas and schools:

1. Candor Elementary
2. Green Ridge Elementary
3. Mt. Gilead Elementary
4. Star Elementary
5. Troy Elementary – Grades Pre-Kindergarten - 2
6. Page Street Elementary – Grades 3-5
7. East Middle
8. East Montgomery High
9. West Middle
10. West Montgomery High
11. Montgomery Learn Academy

Where two schools serve one attendance area, the advisory committees of both schools may, by joint decision and approval of the board, merge to form one committee for both schools.

Each committee will consist of not less than five or more than seven members.

Members will be recommended for appointment through the cooperative agreement of the school board member representing that district, principal and local school committee. Final appointment will be made by the board of education acting in regular session.

Members will be appointed to a three-year term and will be restricted to serving no more than two consecutive terms on any respective committee. In the event a vacancy exists, the board shall appoint a replacement, as provided in Section 3, to complete the unexpired term. Completion of an unexpired term will not count in the limitation of two consecutive terms provided the appointment to an unexpired term is for two years or less.

Regular terms will begin on July 1 of the appointment year and end on June 30 of the third year.

New appointments should be made by the board at its regular meeting in April or May.

Members are expected to attend the committee's regular and called meetings during each year.

The board requires that each committee will meet at least four times during the year and in addition, as often as each committee desires.

The superintendent will be responsible for communicating with committee members regarding appointments, term of office and expressions of appreciation for service. Each committee will be notified in January of each year as to which members' terms expire in June of that year.

B. DUTIES AND RESPONSIBILITIES

Each committee will set meeting dates each year for regular meetings, at which time it will meet with the principal or principals of the schools it represents.

The public will be informed about the proposed meeting by any means of communication available: newspaper, radio, television, or by notes carried home by the children. The responsibility of notifying the P.T.A./P.T.O. president and generally promoting the meeting will be vested in the school principals.

Every effort will be made to inform the public as to whom the committee members are in each district in order that complaints or criticisms might be efficiently received. The principal should accept the major responsibility in this area. The local newspapers will be requested to carry activities of the advisory committee as news articles.

The committee should hear reports from the principal on matters, such as: monthly financial report, new programs, teaching staff problems, conditions of buildings and grounds, parent-teacher activities or any other school related activity in which the committee might have interest.

The committee will be the "sounding board" of the school principal and will keep the principal informed of developments that may be injurious to the welfare of the

school and its pupils.

The board of education may not, under the statutes, delegate its legal responsibilities. Therefore, the duty of electing teachers and principals is reserved by the board. All personnel matters should be referred through appropriate channels by first advising the principal and, if necessary, the superintendent.

C. MEMBERSHIP RESTRICTIONS

Employees of Montgomery County Board of Education shall be ineligible for membership on a local school advisory committee.

Each committee will be composed of members who as nearly as possible reflect the ethnic composition of the community served.

Each committee member will reside in the district which he or she represents.

Where a conflict in membership exists, corrections will be made as new appointments are approved by the board.

D. ATTENDANCE AT BOARD MEETINGS

All general meetings of the Montgomery County Board of Education are open to the public. Advisory committee members are encouraged to attend board meetings if they so desire.

When a particular concern is to be discussed with the board, the local committee is requested to notify the superintendent and ask to be placed on the board's agenda for the next regular meeting.

Legal Reference: G.S. 115C-70

Adopted: April 10, 2000

Revised: August 6, 2007

Updated: May 5, 2008

Updated: September 15, 2010

Deleted: December 8, 2010

WEAPONS AND EXPLOSIVES PROHIBITED

Policy Code: 5027/7275

The board of education is committed to providing a safe school environment that is free from violence, to the maximum extent possible. Employees, visitors and other persons are prohibited from possessing, carrying, using or threatening to use, or encouraging another person to possess, carry, use or threaten to use, weapons or explosives on school property or while attending curricular or extracurricular activities sponsored by the school. This policy applies to weapons or explosives carried openly or concealed.

Any employee who violates this policy will be subject to immediate termination. Any visitor or other person who violates this policy will be escorted from the premises and/or school activity immediately. The superintendent or principal will immediately report any violations of this policy to law enforcement officials. Any employee who is aware that a weapon or explosive is present on school property or at a school event must immediately report it to the principal or designee or the school resource officer as appropriate.

A. WEAPONS AND EXPLOSIVES DEFINED

For purposes of this policy, a weapon includes, but is not limited to, any gun, rifle, pistol or other firearm of any kind; or any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades (except solely for personal shaving), fireworks or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and/or maintenance on educational property. For purposes of this policy, an explosive includes, but is not limited to, any dynamite cartridge, bomb, grenade, mine or powerful explosive as defined in G.S. 14-284.1.

B. SCHOOL PROPERTY

For purposes of this policy, school property is any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used or operated by the board of education.

C. EXCLUSIONS

This policy will not apply to:

1. a weapon or an explosive used solely for educational or school-sanctioned ceremonial purposes, or used in a school-approved program conducted under the supervision of an adult whose supervision has been approved by the school authority; or

2. firefighters, emergency service personnel, North Carolina Forest Service personnel, and any private police employed by the board of education, when acting in the discharge of their official duties; or
3. law enforcement officers or other persons as provided in G.S. 14-269.2(g)(1a).

Legal References: G.S. 14-69.2, -269.2, -284.1; 20-17; 114C-288(g)

Cross References: Weapons, Bomb Threats, Terrorist Threats and Clear Threats to Safety (policy 4333)

Adopted: April 10, 2000

Updated: December 8, 2010

The board is committed to providing access to public records and public information. All employees shall comply with the public records law and this policy.

A. PUBLIC RECORD DEFINED

Any record, in any form, that is made or received by the board in connection with the transaction of public business is a public record that must be made available to the public, unless such record is protected from disclosure by federal or state law or is otherwise exempted from the public records law, G.S. 132-1 through 132-9. (See policy 5071/7251, Electronically Stored Information Retention, for specific information regarding public records in electronic form).

The official records of students are not public records subject to inspection and examination. (For further information regarding the release of information about students, see policy 4700, Student Records).

Information in school system employee personnel files is protected from disclosure in accordance with G.S. 115C-319, except that the following employee information is public record:

1. name;
2. age;
3. the date of original employment or appointment;
4. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
5. current position;
6. title;
7. current salary (includes pay, benefits, incentives, bonuses, deferred compensation and all other forms of compensation paid to the employee);
8. the date and amount of each increase or decrease in salary with the board;
9. the date and type of each promotion, demotion, transfer, suspension, separation or other change in position classification with the board;
10. the date and general description of the reasons for each promotion with the board;
11. the date and type of each dismissal, suspension or demotion for disciplinary reasons taken by the board, if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board

setting forth the specific acts or omissions that are the basis of the dismissal; and

12. the office or station to which the employee is currently assigned.

The name of a participant in the North Carolina Address Confidentiality Program is not a public record and must be redacted from any records released. As necessary, school personnel may combine public and confidential records to meet the business needs of the system. However, if a record contains confidential information as well as public information, school officials must provide the requested public record with the confidential information removed or redacted. The school system will bear the cost of separating confidential information that is commingled with public records. The release of public information from student records is addressed in policy 4700, Student Records.

B. DESIGNATION OF RECORDS OFFICER

The superintendent shall designate a records officer or otherwise ensure that the duties of a records officer are met;

1. Duties of the Records Officer

The duties of the records officer include the following:

- a. determining whether records are public or confidential by law, with assistance from the local board attorney as necessary;
- b. determining the most cost-effective means of storing and retrieving public records that include confidential information;
- c. providing training, consultation and guidelines to school officials who respond to or are otherwise involved in public records requests;
- d. determining the actual cost of providing copies of public records in the various forms, such as paper or electronic media, in which school system is capable of providing the records;
- e. determining the cost of a request for copies of public records when a special service charge is applicable or when the school system is voluntarily creating or compiling a record as a service to the requester; and

- f. reviewing appeals of any denial of a request for public records.

2. Other Duties

Other duties to be performed by the records officer, a designated electronic records officer or other employees as determined by the superintendent include the following:

- a. reviewing all electronic data processing systems being considered for lease or purchase to ensure that they will not impede the school system's ability to permit public inspection and examination of records;
- b. ensuring that databases are indexed as required by law; and
- c. conducting an inventory of electronic databases maintained by the school system on a regular basis.

C. INDEXING OF COMPUTER DATABASES

All computer databases compiled or created after June 30, 1998 will be indexed as required by law. The form and content of the indexes will conform to the guidelines issued by the North Carolina Division of Archives and History.

Any computer database that is being considered for purchase or lease by the school system that will be subject to the indexing requirements should include the statutorily required index provided by the vendor at no additional cost to the school system.

In addition, the school system will voluntarily index databases created or compiled prior to July 1, 1998, so long as the process is not unreasonably burdensome or costly. Any voluntary indexing does not have to meet statutory requirements or the guidelines issued by the North Carolina Division of Archives and History.

D. REQUESTS FOR PUBLIC RECORDS

All requests for examining or obtaining copies of public records should be in writing or recorded by school system personnel. Any denial of a public records request shall be made in writing and shall include the basis for the denial.

Information will be made available to the requester concerning the cost of producing records and how to appeal a denial of a public records request. The superintendent or designee may issue additional guidelines consistent with this policy to further clarify the process for requesting public records.

E. FEES FOR COPIES OF PUBLIC RECORDS

Persons requesting copies of public records will be charged any applicable fees as determined by the records officer (see subsections B.1, (d) and B.1 (e) above) The school system shall not charge any fees for separating confidential information that is commingled with public records.

F. DESTRUCTION OF PUBLIC RECORDS

School personnel shall comply with the *Records Retention and Disposition Schedule for Local Education Agencies* adopted by the N.C. Department of Cultural Resources, Division of Archives and History. The superintendent may establish regulations for the destruction of records in accordance with the approved schedule.

G. COMMUNICATION

This policy, administrative guidelines, information on the actual cost for producing public records, information on how to reach the records officer and any computer database indexes shall be made available to employees and individuals requesting public records.

Legal References: Family Educational Rights and Privacy Act, 20 U.S.C. 1232g; G.S. 115C-109.3, -319 to -321, -402; 14-113.8(6); 132-1 to ~~9, 1.10~~; *Public Database Indexing Guidelines and Recommendations*, and *Records Retention and Disposition Schedule for Local Education Agencies*, N.C. Division of Archives and History; N.C. Department of Cultural Resources; N.C. Attorney General Advisory Opinion, letter to Elizabeth Buford, February 26, 1996.

Cross References: North Carolina Address Confidentiality Program (policy 4250/5075/7316), Student Records (policy 4700), Confidentiality of Personal Identifying Information (policy 4705/7825), News Media Relations (policy 5040), Personnel Files (policy 7820)

Adopted: April 10, 2000

Updated: June 1, 2009

Updated: December 8, 2010

TRANSPORTATION SERVICE/VEHICLE CONTRACTS

Policy Code:

6340

The board may enter into contracts with public or private carriers in accordance with G.S. 115C-253, State Board of Education policy any other applicable law, and this policy. Any contracts also must comply with policy 6450, Purchase of Services.

The superintendent or designee shall develop safety standards for contracted transportation services used to transport students to school-related activities. The standards must comply with the requirements established by the State Boards. The superintendent or designee shall develop a list of companies or individuals that meet these standards and are approved to provide student transportation services. If appropriate, the superintendent shall recommend that the board enter into interlocal cooperation agreements to assist in developing the standards and list of approved entities required under this paragraph.

The superintendent shall ensure that the school system contracts for student transportation services only with companies or individuals who are on the approved list.

The board may purchase or lease student transportation vehicles in accordance with law and board policy, including policy 6430, State Purchasing Requirements for Equipment, Materials and Supplies; policy 6440, Local Purchasing Requirements for Equipment, Materials and Supplies policy 6440 and policy 6425 Continuing Contracts. Any such vehicle must meet federal safety standards and state requirements.

All titles will be issued to the board of education. Sufficient liability coverage must be maintained in accordance with policy 8340, Insurance.

The board will consider requests for providing transportation services to a charter school. Such consideration will take into account any factors required by law.

Legal References: 49 U.S.C. 30125, 30165; G.S. 115C-42, -47(25), -239, -240, -247, -249, -253, -255; *Preventive Maintenance and Vehicle Replacement Manual*, State Board of Education Policy TCS-H-005, State Board of Education Policies TCS-H-009, TCS-H-010. TCS-H-011; *School Charter Transportation Recommended Guidelines and Procedures*, available at <http://www.doe.in.gov/safety/docs/presentation/motorcoach.pdf>.

Cross References: Continuing Contracts (policy 6425), State Purchasing Requirements for Equipment, Materials and Supplies (policy 6430), Local Purchasing Requirements for Equipment, Materials and Supplies (policy 6440), Purchase of Services (policy

**TRANSPORTATION
SERVICE/VEHICLE CONTRACTS**

Policy Code: **6340**

6450), Insurance (policy 8340)

Adopted: April 10, 2000

Updated: July 1, 2009

Updated: December 8, 2010

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

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

No board member or officer, agent or employee involved in the purchasing function will accept any gifts, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing, or attempting to influence the award of a contract with the board. Employees may not accept trips or meals from contractors, subcontractors or suppliers except gifts or favors of nominal value or meals furnished at banquets.

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

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

Legal References: G.S. 14-234, -234.1; 133-32, -33; Attorney General Opinion requested by L.W. Lamar regarding G.S. 133-32, the Applicability to Attorneys and Law Firms Providing Professional Services to Local Boards of Education, dated May 13, 1993

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

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

The board recognizes that an effective staff is critical to the smooth operations of the school system and to creating a learning environment in which students can succeed. The board further believes that students will not excel in performance unless those who most directly affect students, including school administrators, teachers and other licensed professionals, excel in their performance.

A. STANDARD FOR CAREER STATUS

Career status with this system should be reserved for individuals of proven ability who strive for excellence. It is the intent of the board to grant career status only to those teachers who, based upon the superintendent's recommendation, exhibit a pattern of teaching behavior that exemplifies above-average performance at the end of the probationary period. The superintendent must be able to substantiate any recommendation for career status with evaluation data, as described in board policy 7810, Evaluation of Licensed Employees. Career status will not be granted unless the board is satisfied that the probationary employee has met the standards established by the board. Career status may be denied on any legally permissible basis following statutorily prescribed procedures.

An employee who has obtained career status with the school system is expected to continue to strive for excellence, meet all performance standards established by the board and pursue professional development as provided in policy 1610/7800, Professional and Staff Development. Any employee who is unable or unwilling to meet the reasonable standards of the board may be subject to demotion or dismissal as provided in policy 7930, Professional Employees: Demotion and Dismissal.

B. ELECTION OF A TEACHER TO CAREER STATUS

When a teacher has been employed in the school system for four consecutive years of service, the board, near the end of the fourth year, will vote on whether to grant the teacher career status. "Consecutive years of service" shall be determined in compliance with the provisions of G.S. 115C-325(c)(5). When a teacher who has already obtained career status in any North Carolina public school system and either changes school systems or returns to teaching after leaving the profession, the board will either grant career status immediately upon employing the teacher or vote on whether to grant career status after the teacher's first year of employment.

The board will vote on whether to grant career status to a teacher and will give the teacher written notice of the decision by June 15 or such later date as provided in G.S. 115C-325(m)(7).

For all proceedings initiated after August 31, 2010, all teachers eligible for career status have the right to a hearing before the board if the superintendent recommends that the board not grant the teacher career status for any reason other than a reduction in force. By no later than May 15, the superintendent shall provide written notice to the teacher of the superintendent's intent to recommend not granting career status and of the teacher's right, within 10 days of receipt of the superintendent's recommendation, (1) to request and receive written notice of the reasons for the superintendent's recommendation and the information that the superintendent may share with the board to support the recommendation; and (2) to request a hearing if the superintendent recommends that the board not grant career status for any reason other than a reduction in force. The failure to file a timely request within 10 days shall result in a waiver of the right to this information and any right to a hearing. If the teacher files a timely request for information, the superintendent shall provide the requested information within three calendar days and shall arrange for a hearing if one has been timely requested. The teacher shall be permitted to submit supplemental information to the board up to five calendar days before the hearing, or if the teacher has not requested a hearing, up to five calendar days before the board's decision whether to accept the superintendent's recommendation for nonrenewal.

The superintendent shall establish any procedures necessary to implement this policy.

Legal References: G.S. 115C-47(18), -325

Cross References: Professional and Staff Development (policy 1610/7800), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930), Probationary Teachers: Nonrenewal (policy 7950)

Adopted: May 1, 2000
Updated: April 6, 2009
Updated: April 13, 2010
Updated: December 8, 2010

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

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

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

A. MINIMUM LEAVE TIME

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

B. CONTINUOUS LEAVE OF MORE THAN TEN DAYS

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

C. SICK LEAVE

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

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

D. PERSONAL LEAVE

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

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

E. VACATION LEAVE

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

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

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

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

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

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

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

F. CHILD-SCHOOL INVOLVEMENT LEAVE

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

G. PETTY LEAVE

Petty leave is defined as an absence from work that is generally less than one hour in length and that is not covered by other policies.

Petty leave is awarded only to employees who work not less than five days per week and for not less than seven and one-half hours per day.

The board expects that both the request for petty leave and the granting or denial of a request will be based upon the welfare of the employee and the students.

H. COMPENSATORY LEAVE

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

Employees who are not exempt from the provisions of the Fair Labor Standards Act may accrue compensatory time (comp time) at a rate of one and one-half hours for every 4 one hour worked in lieu of receiving overtime pay for each hours worked beyond 40 in a given workweek. For the purposes of compliance with the Fair Labor Standards Act, the workweek for school system employees will be from 12:00 a.m. Saturday until 11:59 p.m. Friday. Supervisors shall arrange for employees to take comp time within one pay period following the time it is earned if possible. The superintendent or designee may exempt certain employees or categories of employees from this comp time provision when deemed necessary for the proper administration of the school system.

All employees must obtain approval from his or her immediate supervisors before taking compensatory leave.

I. MILITARY LEAVE

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

H.J. LEAVE OF ABSENCE WITHOUT PAY

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

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

board.

An employee seeking leave is responsible for making necessary arrangements as provided in the administrative procedures. Except in the case of an emergency, an employee who desires a leave of absence without pay shall provide at least 30 days' notice and shall submit a request in writing to the board stating the beginning and ending dates of the desired leave of absence. The employee is expected to consult with the principal or his or her immediate supervisor. The superintendent may request documentation from the employee in support of his or her request. In determining the length of absence without pay that will be approved, with the exception of military and family leave, due and proper consideration must be given to the welfare of the students as well as the employee. The superintendent may require the employee to give notice of his or her intent to return to work at reasonable time intervals during the leave.

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

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

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

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

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

A. FINANCIAL INTERESTS

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

1. Contracts with the Board

An employee shall not do any of the following:

- a. obtain a direct benefit from a contract that he or she is involved in making or administering on behalf of the board, unless an exception is allowed pursuant to G.S. 14-234 or other law;
- b. influence or attempt to influence anyone who is involved in making or administering a contract on behalf of the board; or
- c. solicit or receive any gift, favor, reward, service or promise of reward, including a promise of future employment, in exchange for recommending, influencing or attempting to influence the award of a contract by the board.

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

2. Non-School Employment

The board recognizes that some employees may, pursue additional compensation on their own time. Any such employee will not engage in the following:

- a. nonschool employment which adversely affects the employee's availability or effectiveness in fulfilling job responsibilities;
- b. work of any type where the sources of information concerning customer, client or employer originates from any information obtained through the school system;
- c. work of any type that materially and negatively affects the educational program of the school system;
- d. any type of private business using system facilities, equipment or materials, unless prior approval is provided by the superintendent; or
- e. any type of private business during school time or on school property.
- f. accept as a gift or as a supplement or as additional compensation anything other than gifts valued at less than (\$150.00) one hundred fifty dollars from any individual, group, or organization for duties performed in the course of employment with the Montgomery County Schools. Specifically excluded herein are awards, supplements, and incentives approved by the Montgomery County Schools. As an example only, an award for North Carolina Teacher of the Year would not be prohibited whereas a teacher receiving payments from parent organizations for regular teaching duties would be prohibited.

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

B. RECEIPT OF GIFTS

No school employee may accept gifts from any person or group desiring to do or doing business with the school system unless such gifts are instructional products or advertising items of nominal value that are widely distributed.

Legal References: G.S. 14-234, -234.1; 115C-47(18); 133-32

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

Adopted: May 1, 2000

Updated: August 3, 2009

Updated November 2, 2009

Updated: December 8, 2010

The board places a high priority on securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. An effective evaluation program that clearly describes an employee's performance is a critical aspect of professional growth and assistance.

The superintendent is directed to develop and implement an effective evaluation system for licensed personnel that is consistent with State Board of Education policies. School administrators who are responsible for conducting evaluations shall comply with all state requirements with regard to the type and frequency of evaluation. The school principal shall evaluate teachers. The superintendent or designee shall evaluate principals and assistant principals. All licensed personnel must be evaluated at least annually using state-approved evaluation instruments in conformance with any processes established by the State Board for that class of personnel. The annual evaluation of principals and assistant principals must include a mid-year review.

The evaluation system must incorporate the following directives.

1. Evaluators must clearly identify exemplary performance as well as deficiencies in performance.
2. Evaluators are encouraged to use supplementary means of assessing and documenting performance in addition to the state performance standards, assessment rubrics and evaluation instruments, including but not limited to, additional formal observations, informal observations, conferences, review of lesson plans and grade books, interactions with the employee, plans of improvement and any other accurate indicators of performance.
3. Student performance and other student outcome data also may be considered as a part of the evaluation of school administrators, teachers and other personnel whether or not the assessment rubric for the class of employees under evaluation includes collection of such data. Multiple means of assessing student performance must be used whenever possible. If only one method is used to measure student performance, it must be a clearly valid tool for evaluating an employee's impact on student performance.
4. Peer observations of probationary teachers must be conducted as required by law using the evaluation instrument and process established by the State Board

and must be considered by the school administrator in evaluating teacher performance. Unless a school-level plan for peer observations has been approved by the superintendent, peer observations will be conducted in a manner similar to the observations conducted by the school administrator or designee and the observations will be considered in the evaluation by the school administrator. To be approved by the superintendent, any school plan must meet the following standards:

5. Supervisors and principals should facilitate open communication with employees about performance expectations.
6. An employee who is unclear about how performance is being assessed or who desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
7. Evaluators will be held accountable for following the evaluation system and all applicable state guidelines on the evaluation of employees.
8. Evaluation data will be submitted to the central office personnel file in accordance with state law and policy 7820, Personnel Files.
9. Evaluation data will be used in making employment decisions, including decisions related to professional and staff development (see policy 1610/7800, Professional and Staff Development), career status (see policy 7410, Career Status) and suspension, demotion and dismissal of employees (policy 7930, Professional Employees; Demotion and Dismissal, and policy 7940, Classified Personnel; Suspension and Dismissal). Employment decisions may be made by the board and administration regardless of whether evaluators have followed the evaluation system, so long as there is a legally sufficient basis for the decisions.
10. The superintendent and all evaluators are encouraged to develop ways to recognize distinguished performance and to capitalize on the abilities of such exemplary employees in helping other employees. The superintendent and evaluators are encouraged to involve employees in developing these processes.

The superintendent shall develop any other necessary procedures and shall provide training, as necessary, to carry out the board directives and to meet state requirements.

Legal References: G.S. 115C-47(18), -286.1, -325, -333; State Board of Education Policies TCP-C-004, -005, -006

Cross References: Professional and Staff Development (policy 1610/7800), Career Status (policy 7410), School Administrator Contracts (policy 7425), Action Plans for Licensed Employees (policy 7811), Personnel Files (policy 7820), Professional Employees: Demotion and Dismissal (policy 7930), Classified Personnel: Suspension and Dismissal (policy 7940)

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Personnel files will be maintained in the personnel office for all employees as provided by law. The superintendent and all supervisors are directed to ensure that all appropriate employment-related information is submitted to the file. Employees will be provided with all procedural protections as provided by law.

The superintendent shall have overall responsibility for granting or denying access to personnel records consistent with this policy.

A. RECORDS MAINTAINED

The following records must be maintained in the personnel file:

1. evaluation reports made by the administration;
2. commendations for and complaints against the employee (see subsection C);
3. written suggestions for corrections and improvements made by the administration;
4. certificates;
5. employee's standard test scores;
6. employee's academic records;
7. application forms;
8. any request to the State Board of Education to revoke the employee's teaching license; and
9. other pertinent records or reports.

B. CERTAIN EMPLOYEE RECORDS MAINTAINED SEPARATELY

The following employee information shall be kept separate from the employee's general Personnel information, in accordance with legal and/or board requirements:

1. Pre-Employment Information

Letters of reference about an employee before his or her employment ~~by the board~~ and, for teachers, any other pre-employment information collected, will be filed separately from the employee's general personnel information and shall not be made available to the employee.

2. Criminal Record Check

Data from a criminal history check shall be maintained in a locked secure location separate from the employees personnel file. The superintendent

shall designate which school officials have a need to know the results of the criminal history check. Only those officials so designated may obtain access to the records.

3. Medical Information

Employee medical information, including the following, shall be kept in a separate confidential file and may be subject to disclosure rules:

- a. health certificates (see board policy 7120, Employee Health Certificates);
- b. drug test results, except that drug use or alcohol use contrary to board policy or law also may be documented in the employee's personnel file (see board policy 7241, Drug and Alcohol Testing of Commercial Motor Vehicle Operators);
- c. information related to an employee's communicable disease/condition or possible occupational exposure to bloodborne pathogens (see board policies 7260, Occupational Exposure to Bloodborne Pathogens, and 7262, Communicable Diseases – Employees); and
- d. medical information related to leave under the Family and Medical Leave Act (see board policy 7520, Family and Medical Leave); and
- e. genetic information, as defined by the Genetic Information Nondiscrimination Act of 2008

4. Complaints/Reports of Harassment or Discrimination

The superintendent or his or her designee shall maintain records of all reports and complaints of harassment and discrimination and the resolution of such complaints. Allegations of harassment or discrimination shall be kept confidential to the extent possible. Employees involved in the allegations shall be identified only to individuals who need the information to investigate or resolve the matter or to ensure that due process is provided to the accused employee, (see board policies 1710/4021/7230, Prohibition Against Discrimination, Harassment and Bullying, and 1720/4015/7225, Discrimination, Harassment and Bullying Complaint Procedure.

If the allegations are substantiated through investigation, the superintendent or designee shall ensure that the provisions of Section C,

below, are followed to the extent that they do not conflict with the rights of any individual.

C. PLACEMENT OF RECORDS IN PERSONNEL FILE

All evaluations, commendations, complaints or suggestions for correction or improvement must be placed in the central office personnel file after the following requirements are met:

1. the comment is signed and dated by the person making the evaluation, commendation, complaint or suggestion;
2. if the comment is a complaint, the employee's supervisor has attempted to resolve the issue raised therein, and documentation of such efforts is attached with the supervisor's recommendation to the superintendent as to whether the complaint contains any invalid, irrelevant, outdated or false information; and
3. the employee has received a copy of the evaluation, commendation, complaint or suggestion five days before it is placed in the file.

All written complaints that are signed and dated must be submitted regardless of whether the supervisor considers the complaint to be resolved.

The supervisor is expected to use good judgment in determining when documents should be submitted to the file immediately and when a delay is justified, such as when there exists a plan of improvement that is frequently revised. However, all evaluations, commendations, complaints or suggestions for correction or improvement should be submitted by the end of the school year or in time to be considered in an evaluation process, whichever is sooner. The supervisor or principal should seek clarification from the director of human resources as necessary to comply with this policy.

The employee may offer a denial or explanation of the evaluation, commendation, complaint or suggestion, and any such denial or explanation shall become part of his or her personnel file provided that it is signed and dated.

The superintendent may exercise statutory authority not to place in an employee's file a letter of complaint that contains invalid, irrelevant, outdated or

false information or a letter of complaint in situations when there is no documentation of an attempt to resolve the issue.

As provided in policy 7900, Resignation, if a career employee who has been recommended for dismissal under G.S. 115C-325(e)(1) resigns without the written consent of the superintendent, then (1) the superintendent shall report the matter to the State Board of Education; (2) the employee shall be deemed to have consented to the placement of the written notice of the superintendent's intention to recommend dismissal in the employee's personnel file; and (3) the employee shall be deemed to have consented to the release to prospective employers, upon request, of the fact that the superintendent has reported this employee to the State Board of Education. For purposes of this provision, "career employee" means (1) a teacher or an administrator with career status, or (2) an administrator or a probationary teacher during the term of his or her contract.

D. ACCESS TO PERSONNEL FILE

1. Every employee shall have the right during regular working hours to inspect his or her personnel file during regular working hours, provided that three days notice is given to the personnel office.
2. The following persons may be permitted to access to a personnel file without the consent of the employee about whom the file is maintained:
 - a. those school officials involved in the screening, selection, or evaluation of the individual for employment or other personnel action; and
 - b. members of the Board of Education, if the examination of the file relates to the duties and responsibilities of the board member;
 - c. the board attorney;
 - d. the superintendent and other supervisory personnel;
 - e. the case manager in a demotion or dismissal procedure regarding the employee; and
 - f. law enforcement and the District Attorney to assist in the investigation of a report made to law enforcement pursuant to G.S. 115C-288(g) or regarding an arson; an attempted arson; or the destruction of, theft from,

theft of, embezzlement from, or embezzlement of any personal or real property owned by the board. Five days written notice shall be given to the employee prior to such disclosure.

3. No other person may have access to a personnel file except under the following circumstances:
 - a. when an employee gives written consent to the release of his or her records which specifies the records to be released and to whom they are to be released;
 - b. pursuant to court order a subpoena or court order; or
 - c. when the board has determined and the superintendent has documented that the release or inspection of information is essential to maintaining the integrity of the board or the quality of services provided by the board.
4. Each request for consent to release records must be handled separately.
5. It is a criminal violation for an employee or board member to do either of the following:
 - a. knowingly, willfully and with malice permit any unauthorized person to have access to information contained in a personnel file; or
 - b. knowingly and willfully examine, remove or copy a personnel file that he or she is not specifically authorized to access pursuant to G.S. 115C-321.

E. INFORMATION AVAILABLE TO PARENTS OF STUDENTS ATTENDING TITLE I SCHOOLS

The following information about a student's teacher(s) or paraprofessional(s) providing services to a student shall be provided upon request to the parent of a student attending a Title I school:

1. whether the teacher has met North Carolina qualification and licensing criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
2. the teacher's baccalaureate degree major and any post-graduate certification or degree held;

3. whether the teacher is teaching under emergency or other provisional status through which North Carolina qualification or licensing criteria have been waived; and
4. the qualifications of any paraprofessional providing services to the student.

F. Public Information

1. The following information contained in an employee's personnel file must be open to inspection upon request by members of the general public;
 - a. name;
 - b. age;
 - c. date of original employment or appointment;
 - d. the terms of any past or current contract by which the employee is employed, whether written or oral, to the extent that the board has the written contract or a record of the oral contract in its possession;
 - e. current position;
 - f. title;
 - g. current salary (includes pay, benefits, incentives, bonuses, deferred compensation, and all other forms of compensation paid to the employee);
 - h. the date and amount of each increase or decrease in salary with the board;
 - i. the date and type of each promotion, demotion, transfer, suspension, separation, or other change in position classification with the board;
 - j. the date and general description of the reasons for each promotion with the board;
 - k. the date and type of each dismissal, suspension or demotion for disciplinary reasons taken by the board and if the disciplinary action was a dismissal, a copy of the written notice of the final decision of the board setting forth the specific acts or omissions that are the basis of the dismissal; and
 - l. the office or station to which the employee is currently assigned
2. The name of a participant in the North Carolina Address Confidentiality Program is not a public record, is not open to inspection, and must be redacted from any records released.

3. Volunteer records are not considered public records.
4. Unless an employee submits a written objection to the personnel office, the board also may make the following information available about each employee as part of an employee directory:
 - a. address;
 - b. telephone number;
 - c. photograph;
 - d. participation in officially recognized activities and sports; or
 - e. degrees and awards received.
5. Employees will be notified of their right to object before any such directory is compiled or revised.
6. Under no circumstances shall the following be released pursuant to a public records request or as part of an employee directory:
 - a. personal identifying information, as defined board policy 4705/7825, Confidentiality of Personal Identifying information; or
 - b. the name, address or telephone number of a participant in the North Carolina Address Confidentiality Program.

G. REMOVAL OF RECORDS

An employee may petition the board to remove any information from his or her personnel file that the employee deems invalid, irrelevant or outdated.

Legal References: Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. 2000ff *et seq.*; No Child Left Behind Act of 2001, Pub.L.No. 107-110 § 1111(h)(6), G.S. 114-19.2; 115C-36, -47(18), -209.1, -288(g), -319 to -321, -325(b); and (o); 16 NCAC 06C .0313

Cross Reference: Prohibition Against Discrimination, Harassment and Bullying (policy 1710/4021/7230), Sexual Harassment Complaint Procedure (policy 1755/7237), Confidential Information (policy 2125/7315), North Carolina Address Confidentiality Program (policy 4250/5075/7316), Confidentiality of Personal Identifying Information (policy 4705/7825), Public Records (policy 5070), Employee Health Certificates (policy 7120), Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Occupational Exposure to Bloodborne Pathogens (policy 7260), Communicable

Diseases – Employees (policy 7262), Family and Medical Leave (policy 7520), Petition for Removal of Personnel Records (policy 7821), Resignation (policy 7900)

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