

Safe schools are critical to creating a learning environment where students can succeed. Staff and students share the responsibility for taking reasonable precautions and following established 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 protect 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 supervised by school personnel at all times.

B. SUPERVISION OF VISITORS

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

C. SAFETY OF SCHOOL BUILDINGS AND GROUNDS

The superintendent and each building principal shall comply with all duties set out for their respective positions in G.S. 115C-288(d) and G.S. 115C-525 to minimize fire hazards. The principal is required to inspect school buildings, playgrounds, and equipment for health, fire and safety hazards on a regular basis, as required by law, and to notify the superintendent immediately of unsanitary conditions or repairs needed in order to meet safety standards.

Any employee who observes any potential hazards must notify the principal or the employee's supervisor immediately.

All warning systems must meet building and equipment codes required by law and must be properly maintained. When necessary, proper signs indicating potential hazards or recommended safety precautions must be posted.

D. ESTABLISHING PROCESSES TO ADDRESS POTENTIAL SAFETY CONCERNS AND EMERGENCIES

1. School Safety and Discipline Concerns

Each school must include plan to address school safety and discipline concerns in the school improvement plan. (see also policy 3430, School Improvement Plan).

2. School Rules

The principal or designee shall develop rules to help prevent accidents in school buildings, on school buses and on school grounds.

3. Training for Staff and Students

Staff training must include detailed instruction on how to respond to a variety of emergency situations. In addition, staff should be able to recognize and respond to behavior, information and related indicators that warn of impending problems. School personnel must teach and review with students (1) safety procedures, including fire safety procedures; (2) precautions for handling chemicals or potentially dangerous equipment; and (3) appropriate responses to threats to school safety.

4. Safety Equipment

School Employees shall provide students with safety equipment as required by law and shall enforce school rules pertaining to wearing safety equipment. School employees shall wear and use appropriate safety equipment as required for the safe performance of their specific job assignments.

5. Planning for Emergencies and Conducting Fire Drills and Other Emergency Drills

The superintendent shall develop system-wide plans and procedures to address emergency situations. As appropriate, the superintendent shall consult with local law enforcement agencies and emergency responders to plan for and conduct emergency drills. The superintendent must provide local law enforcement and emergency management agencies with copies of floor plans of all school buildings and site plans showing campus

boundaries and access points.

Principals, with the assistance of both law enforcement and emergency responders as appropriate, shall conduct fire drills as required by law and shall conduct other emergency drills in accordance with schools system emergency plans and procedures.

6. 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).

7. 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.

8. 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, -81.4, -166, -288, -307, -391.1, -524, -525 State Board of Education Policies HRS-A-000, TCS-P-005

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), Public Records – Retention, Release and Disposition (policy 5070/7350, Relationship with Law Enforcement (policy 5120), Occupational Exposure to Hazardous Chemicals in Science Laboratories (policy 7265), Staff Responsibilities (policy 7300), Security of Facilities (policy 9220)

Other Resources: *Practical Information on Crisis Planning: A Guide for Schools and Communities*, U.S. Department of Education Office of Safe and Drug-Free Schools (January 2007); *Keeping North Carolina Schools Safe and Secure*, A Report to Governor Mike Easley from Attorney General Roy Cooper and Secretary of Crime Control and Public Safety Bryan Beatty (November 2006)

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Updated: January 19, 2011

Updated: July 12, 2011

Updated:

It is the goal of the board to provide a process by which school system personnel can respond quickly and effectively to any threat to the safety of their students and staff. School personnel are, therefore, required to follow this regulation, and any other implementing regulations promulgated by the superintendent, in preparing for, responding to and following up on the communication of any threat that a bomb or other destructive device has been or will be placed on school grounds.

The principal or designee of each school will develop a plan that addresses how threats that a bomb or other destructive device is on school grounds (hereafter “bomb threat”) will be handled at the principal's school. The plan shall address the following items:

A. ANTICIPATING A BOMB THREAT

1. Communication and Coordination with Law Enforcement

Each school principal shall establish and maintain a process for ongoing communication and coordination among school staff and all appropriate public safety authorities for purposes of planning for, training for, responding to any bomb threat. The principal shall establish a bomb threat response team consisting of the principal, the superintendent; and persons representing teachers, custodians, office staff, transportation providers and parents. The principal shall also request participation by persons representing local law enforcement and fire/rescue agencies.

2. Training of School Personnel

The principal shall arrange for the training of all staff in responding to threats and in searching for bombs and other potentially destructive devices. This training shall include at least one drill annually for the school staff and others involved in responding to bomb threats.

a. Full Staff Training

The principal shall ensure that all staff members are trained about their responsibilities in the event of a bomb threat regarding proper evacuation procedures, ensuring the safety of students and staff, noting the absence of any students, conducting quick but complete visual scans of their workplace and the requirements for reporting specific information. Substitute teachers and other substitute school personnel shall be made aware of this regulation and the obligations of staff, including their own specific obligations, during a bomb threat.

b. Telephone Operators Training

The principal shall ensure that all staff members whose regular duties include answering incoming telephone calls are trained in the protocol to use when confronted by a telephone bomb threat.

c. Training for Staff Participating in a Search

The Principal shall ensure that all staff members participating in a search for bombs or other destructive devices are first trained by appropriate public safety personnel regarding the potential danger and the proper sequence and technique involved.

3. Instruction of Students

The principal shall ensure that all students are instructed about proper conduct during a bomb threat, the potential criminal and civil penalties and school discipline associated with making a bomb threat and the disruption and costs to the educational process stemming from a bomb threat.

4. Drills

The principal shall conduct no fewer than two bomb threat drills during the course of the school year.

5. Pre-Arranged Signal

The principal shall establish a signal for announcing a bomb threat and train staff to recognize and respond to the signal.

6. Precautions

The principal shall take all reasonable precautions to protect the school environment in the event of a bomb threat.

a. Locking Work Area

The principal shall ensure that school employees with access to lockable workspaces, such as closets and cabinets, keep them locked when not in use.

b. Trash

The principal shall direct school personnel not to allow the accumulation of trash, boxes, and other such articles inside or next to the building.

c. Parking

The principal shall ensure that parking spaces are not located close to the school building or that parking spaces close to the building are designated for staff use only. The principal also shall ensure parking restrictions are strictly enforced.

d. Evacuation Sites

The principal shall identify and designate evacuation gathering places, which are specific locations to which all students and staff members shall go during an evacuation. The designated location shall be away from heavily traveled roadways.

B. REACTING TO A BOMB THREAT

1. Notification

a. Duty of School Personnel

School personnel are required to notify the principal immediately of all bomb threats by telephone or other means. School personnel also shall notify the principal immediately of any suspicious devices on school property.

b. Telephone Answering

All personnel who regularly answer calls from outside sources shall be given a bomb threat card and report form to be placed within easy reach of their telephones. The card shall have printed upon it information to ask for and information to listen for in the event a

caller makes a bomb threat. Whoever receives the call shall attempt to transfer it to the principal or, if that cannot be done, ask the caller as many of the questions on the bomb threat card as he or she can, carefully noting all wording and other information. Any information received from the caller shall be passed on to the principal as soon as possible.

c. Duty of Principal

Upon learning of the threat, the principal shall alert the appropriate officials, including local public safety agencies, utility companies, and the superintendent.

2. Assessment

Upon learning of the threat, the principal shall consult with local public safety officials and the superintendent, to the extent time permits. The principal is responsible for evaluating the credibility of the threat, deciding whether to direct a search of the building, and deciding whether and when to evacuate the building.

3. Evacuation

a. Extent of Evacuation

The principal, in consultation with the bomb threat response team (as possible under the circumstances), shall decide on the extent to which the building will be evacuated and/or the extent to which the students will be assembled in one or several locations within the building. When students are evacuated they should be taken to a particular site no less than 300 feet from the building to avoid any potential damage from explosion.

b. Signaling

Through the use of the prearranged signal, the principal shall inform the staff immediately of the decision to evacuate the school.

c. Adjusting evacuation route and sites.

The principal shall direct personnel to adjust their usual evacuation

routes and evacuation sites if necessary to avoid any suspected bomb or other destructive device or other potential danger.

d. Staff Obligations

In the event of an ordered evacuation, staff shall:

- 1) Scan their rooms or other work areas for signs of any unusual object or person and report any suspicious object or person to the principal or law enforcement authorities;
- 2) Ensure that windows and doors are locked;
- 3) Make sure that any students in their charge are guided to safety and remain with the students in their charge; and
- 4) Take attendance books, check attendance once the evacuation is accomplished and report names of any missing students to the principal.

e. Student Conduct

All students are required to obey all directions and maintain an orderly and quiet demeanor.

f. Utilities

The principal shall decide whether the gas, electric and telephone should be turned off and, if so, make the appropriate arrangements.

g. Traffic

The principal shall ensure that there is a safe and efficient method for access to the building by public safety vehicles and for departure of students and staff.

h. Searches

The principal shall work with local law enforcement to determine who shall be included in a search team. Under no circumstances shall students be included. All search team members shall be trained with respect to the dangers involved, precautions to observe

and the techniques to follow. If any suspicious object is discovered, no school personnel should touch it. The presence of any suspicious object or person shall be reported immediately to the principal and/or the public safety officer in charge. If there is an explosion, the principal shall yield to the decisions of the public safety officials.

Legal References: G.S. 115C-36, -390.1

Cross References:

Adopted: January 12, 2009

Updated:

The board believes a strong relationship exists between the quality of education afforded students and the competency of professional personnel employed by the school district. The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their professional growth and development throughout their careers. The primary purpose goal of professional and of staff development programs and opportunities for licensed professional employees and support staff, is to improve the instructional program and create a safe learning environment for all students by improving and expanding the skills of the professional staff and support personnel.

A. PROFESSIONAL AND STAFF DEVELOPMENT

The superintendent will provide ongoing development opportunities for licensed and support staff and shall require participation by such personnel as appropriate. The superintendent shall seek input from employees when developing system-wide programs. The principal shall seek input from school personnel when planning professional and staff development programs for his or her school.

Professional and staff development must be provided, at the system or school level, on the effective delivery of the required curriculum, and the incorporation of technology in the student learning process.

B. SELF-IMPROVEMENT

Licensed employees are expected to engage in self-directed activities to improve their professional skills. These employees are encouraged to seek information and training through professional development programs as well as other opportunities in order to meet this responsibility.

C. TECHNOLOGY-BASED REQUIREMENTS

During each five-year cycle for license renewal, all licensed personnel will focus a portion of their staff development training on technology competencies as follows:

License Expiration Date:

Number of Technology CEUs:

6-30-03 and beyond

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A teacher who has retired from Montgomery County Schools and has been reemployed may request a waiver to reduce the required technology CEUs from the local three CEU requirement to one CEU. This waiver request must be in writing to the personnel office.

D. PLANS FOR GROWTH AND IMPROVEMENT

Supervisors and principals also may require licensed employees to enter into plans including mandatory improvement plans established by state law and individual, monitored and/or directed growth plans established by the State Board of Education, for professional growth and improving performance. (See policy 7811, Plans for Growth and Improvement of Licensed Employees.) A performance improvement plan could involve participation in a professional development program or encompass a variety of strategies that are related to professional growth or improving performance.

E. PAYMENT OF COSTS

The school system will consider paying reasonable costs, within budget limits, for any courses, workshops, seminars, conferences, in-service training sessions or other sessions which the local administration requires an employee to attend. The employee must seek prior approval for payments.

The district will not bear the responsibility of the cost of training solely for the purposes of licensure renewal.

F. TUITION REIMBURSEMENT

1. Eligibility

Lateral-entry and provisionally certified personnel who are seeking licensure in the area in which they are employed may be eligible, if funds are available for tuition reimbursement for courses they have completed at an approved educational program in an accredited college or university.

2. Prior Approval

The superintendent's designee must approve all tuition reimbursements. Prior to registering for a course for which tuition reimbursement will be requested, the individual must present an approved plan detailing course work required by the certifying institution in order to make a

recommendation for certification in the required area. The course for which reimbursement is requested must appear on the approved plan. If a course is substituted, a documentation of approval must be provided to amend the plan.

Once the plan is approved, reimbursement will be made according to Section 4 of this document.

3. Documentation

Following completion of the course, the individual must present a letter requesting reimbursement with the following attachments:

- a receipt for the paid tuition
- a copy of the college transcript or grade report verifying the completion of the course
- a copy of the prior approval form.

4. Rate of Reimbursement

Tuition reimbursement will be determined based on the availability of funds

5. Contract Agreement

Restitution for the amount of tuition reimbursement will be forgiven at a rate of 20% per year from the time of payment of the request. Should an individual voluntarily leave the employment of Montgomery County Schools in less than five (5) years following the date of reimbursement or should the individual request a transfer into another area of licensure within the restitution period, the balance of the restitution will be assessed and paid by the individual in a manner deemed appropriate by the finance officer of the board.

6. Other Considerations

- General Statute 115C-325 will not be superceded by this contract.
- Contingent upon availability of funds
- Effective date: October 1, 1998.

7. Acknowledgement of Conditions Set Forth Above

- Teacher Signature/Date
- Superintendent Signature/Date

Legal References: Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., 34 C.F.R. pt. 106; G.S. 115C-105.47(b)(9), -333, -333.1

Cross References: Grievance Procedure for Employees (policy 1750/7220); Plans for Growth and Improvement of Licensed Employees (policy 7811)

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Adopted Retired Teacher Technology Waiver: August 31, 2000

Updated: August 4, 2003

Updated: November 4, 2010

Updated:

In its effort to provide a rigorous expanded curriculum that will adequately prepare students for future educational and workplace endeavors, the board will support the board adopts the following requirements for high school students who also wish to enroll in classes taught by a college, university, community college or other approved entity in accordance with the requirements of this policy, state law and State Board of Education policy.

A. CAREER AND COLLEGE PROMISE

The Career and College Promise program is designed to offer qualified high school students structured dual enrollment opportunities that provide both entry-level job skills as well as pathways leading to a certificate, diploma or degree.

The board, in collaboration with local community colleges, may provide for dual enrollment of a qualified junior or senior high school student in community college courses through (1) a Career and Technical Education Pathway leading to a certificate or diploma aligned with one or more high school Tech Prep Career Clusters or (2) a College Transfer Pathway leading to a college transfer certificate requiring the successful completion of 30 semester hours of transfer courses.

The board may also partner with institutions of higher education to establish cooperative innovative high school programs that enable a student to concurrently obtain a high school diploma and (1) begin or complete an associate degree program, (2) master a certificate or vocational program of (3) earn up to two years of college credit within five years. Students are eligible for these programs beginning in ninth grade.

The superintendent shall develop procedures consistent with this policy, state law and State Board policies.

B. OTHER COLLEGE COURSES

The superintendent shall develop procedures and requirements for awarding high school credit toward graduation upon request to students who self-enroll in courses taught by a college, university, community college or other approved entity. 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."

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.

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.

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.

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.

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.

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:

- (1) a description of the content and subject matter covered by the course;
- (2) the number of clock hours of instruction in the course; and
- (3) 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.

The student also must meet any other requirements established by the superintendent.

Legal References: G.S. 115C art. 16 pt. 9; 115C-36, -47, -81; 115D; -5(b), -20(4); S.L. 2011-145 sec. 7.1A(a), 7.1A(b), 7.1A(c); State Board of Education Policies GCS-L-004; GCS-M-001

Cross References: Curriculum Development (policy 3100)

Adopted: March 6, 2000

Updated: June 1, 2009

Updated: January 19, 2011

Updated:

INNOVATION IN CURRICULUM AND INSTRUCTION

Policy Code:

3110

The board welcomes new and innovative ideas in curriculum as additional opportunities to achieve the goals and objectives of the educational program. The school district and individual schools are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. In addition, the board believes that parental involvement is vital to the development and implementation of new programs and encourages the school district and schools to actively involve parents in innovative projects.

The board encourages schools to use resources in the community, including businesses, which can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum. High school administrators are encouraged to partner with local businesses to facilitate high school-to-work partnerships for students who have indicated that they are unlikely to seek higher education. The board encourages local businesses to work with high school administrators to create opportunities for students to complete job shadows, internships or apprenticeships. The career and technical education administrator shall designate a career development coordinator at each high school to be the contact person for local businesses.

Other innovative pilot programs may be initiated by any school with the approval of the superintendent. Such programs should be included in the proposed school improvement plan. If the program will modify the curriculum, the proposal should first be submitted to the curriculum committee in accordance with board policy 3100, Curriculum Development. If a school improvement plan already is in effect, the school may submit a modified plan for board approval. Board approval is required before implementation can take place.

All pilot projects and educational programs will follow state and federal laws and regulations. Parents and guardians of children in the applicable programs which are federally funded have the right to inspect all instructional materials used in connection with such programs.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

Before any teacher or school initiates or implements any experimental program of study or activity representing a marked departure from established practice, such proposal must be recommended by the principal to the superintendent of schools for approval.

This policy is not intended to discourage schools from developing innovative programs. It establishes the procedure by which they should be implemented.

Legal References: 20 U.S.C. §1232h; G.S. 115C; art. 16, 115C; -36, -47,

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted: March 6, 2000

Updated:

The board believes that time is a variable in the educational process and that children may need different amounts of instructional time in order to fulfill the educational goals and objectives of the board. The board also recognizes that the school day and school year should be planned in a manner to facilitate student learning and to permit an accurate assessment of student achievement in scheduled testing periods.

A INSTRUCTIONAL TIME

Interruptions of instructional time and time off task must be kept to a minimum. The principal is responsible for ensuring that instructional time is maintained and protected in the school schedule. Each teacher is responsible for ensuring optimal use of instructional time in his or her classes. School personnel are encouraged to seek creative means of reducing transitional time and scheduling non-instructional activities. A proposal for alternative scheduling of classes or other such strategies may be a part of a school improvement plan.

B SCHOOL DAY

The length of the school day may vary from school to school if approved by the board of education, subject to the minimum instructional hours requirement established in Section D, below.

C OPENING AND CLOSING DATES

Except for year-round schools or schools under a modified calendar, the opening date for students will not be before August 25, and the closing date for students will not be after June 10.

The school board may offer supplemental or additional educational programs or activities outside the adopted school calendar.

When allowed by law, the board will seek a waiver of the opening and/or closing dates from the State Board of Education if the board determines that a waiver is in the best interest of the students and the school system.

D. SCHOOL YEAR

The school calendar in all schools will be for 215 days and will provide for a minimum of 185 days and 1025 hours of instruction covering at least nine

months. A school “month” is defined as 20 days of instruction. As funding permits, the board may pursue increasing the number of instructional hours or days, at least for those students who need more time to learn the curriculum.

If, upon request of the board, the State Board of Education grants a waiver of the 185 instructional day requirement to allow up to five of those days to be used as teacher workdays, the required number of instructional hours will be reduced by the equivalent of each instructional day waived.

The board may initiate or review recommendations from the superintendent or a school improvement team for modifying the traditional school calendar to a year-round or extended calendar. The superintendent and individual school are encouraged to obtain input from teachers and other personnel as well as from the community in developing proposals for modifying the school calendar. An extended school year or a year-round school may be included as a part of a school improvement plan.

Any calendar adopted by the board will be consistent with the following requirements.

1. 10 of the days on the calendar will be designated as annual vacation leave days.
2. 10 of the days on the calendar will be designated as holidays, including Veteran’s Day if it falls on a weekday.
3. The remaining 195 days are to be workdays for teachers. The total number of workdays for teacher employed for a 10-month term will not exceed 195 days. Those 195 days will be scheduled as follows:
 - a. One hundred and eighty-five days will be instructional days when students are present. These will be designated as “instructional” teacher workdays.
 - b. The remaining 10 days will be “flexible” teacher workdays and may be used by the board, superintendent or school principals for teacher workdays, additional instructional days or other lawful purposes. Each principal may schedule those days on the school calendar that have not been reserved by the board for other purposes. Before scheduling these days, each principal shall work with the school improvement team to determine the days to be scheduled and the purposes for which they should be scheduled.

- c. of the 15 flexible” teacher workdays described in subsections D.3.b, the board will designate at least two days as days on which teachers may take accumulated vacation leave.
 - d. Further, the board may, due to school closings because of inclement weather or other reasons, use any of the “flexible” 10 days designated in subsection D.3.b. above as make-up days for those instructional days that were missed. The board will give teachers at least 14 days notice before requiring a teacher to work instead of taking vacation leave on any of these days. A teacher may elect to waive this notice requirement for one or more of these days.
 - e. Further, if it is unable to schedule student makeup days until after the scheduled end of the school year, the school board may designate some of the “flexible” workdays described in subsection D.3.b above as additional make-up days after the last day of student attendance.
- 4. If the school calendar requires students to attend on Memorial Day, each principal shall ensure that the significance of Memorial Day is recognized in the school on that day. If students are no scheduled to attend school on Memorial Day, recognition of the significance of Memorial Day will be provided at another time as part of the citizenship curriculum (see policy 3530, Citizenship and Character Education).
 - 5. If the school calendar requires students to attend school on September 17, which is Constitution and Citizenship Day, each principal shall ensure that the signing of the United States Constitution is commemorated in the school on that day. If student are not required to attend school on September 17, the principal shall ensure that Constitution and Citizenship Day is commemorated during the preceding or following week (see policy 3530, Citizenship and Character Education).

Legal References: 36 U.S.C. 106(d); G.S. 115C -12(33), -36. -47, -84.2, -105.21 (b)(2), -238.31, -288; State Board of Education Policy HSP-G-001

Cross References: Goals and Objectives of the Educational Program (policy 3000), School Improvement Plan (policy 3430), Citizenship and Character Education (policy 3530)

Adopted: March 6, 2000

Updated: June 1, 2009

Updated:

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

Grades K-5 may make no more than the following field trips each school year:

- Two out of county trips that are grade appropriate and instructionally relevant.
- One in county field trip of no more than six hours or the hours may be divided into more than one shorter trip. If shorter trips are taken the total of all the trips may not exceed six hours. The hours planned for each trip must be listed on the field trip request form that is submitted to the county office for approval.
- Teachers may exchange one of the allotted out of county trips for an additional in county trip, but may not exchange the allotted in county trip for an additional out of county trip.
- Beginning with the 2011-2012 school year elementary students may not participate in overnight field trips.
- 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's designee 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 assistant superintendent of operations.

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 assistant superintendent of operations.

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 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: January 19, 2011

Updated:

The board welcomes new and innovative ideas in curriculum as additional opportunities to achieve the goals and objectives of the educational program. The school district and individual schools are encouraged to pursue innovative programs and to take advantage of community resources in order to enhance and enrich the learning process. In addition, the board believes that parental involvement is vital to the development and implementation of new programs and encourages the school district and schools to actively involve parents in innovative projects.

The board encourages schools to use resources in the community, including businesses, which can effectively contribute to the advancement of educational goals. Resource persons in the community may be used in the classroom to help with teaching the prescribed curriculum. High school administrators are encouraged to partner with local businesses to facilitate high school-to-work partnerships for students who have indicated that they are unlikely to seek higher education. The board encourages local businesses to work with high school administrators to create opportunities for students to complete job shadows, internships or apprenticeships. The career and technical education administrator shall designate a career development coordinator at each high school to be the contact person for local businesses.

Other innovative pilot programs may be initiated by any school with the approval of the superintendent. Such programs should be included in the proposed school improvement plan. If the program will modify the curriculum, the proposal should first be submitted to the curriculum committee in accordance with board policy 3100, Curriculum Development. If a school improvement plan already is in effect, the school may submit a modified plan for board approval. Board approval is required before implementation can take place.

All pilot projects and educational programs will follow state and federal laws and regulations. Parents and guardians of children in the applicable programs which are federally funded have the right to inspect all instructional materials used in connection with such programs.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

Before any teacher or school initiates or implements any experimental program of study or activity representing a marked departure from established practice, such proposal must be recommended by the principal to the superintendent of schools for approval.

This policy is not intended to discourage schools from developing innovative programs. It establishes the procedure by which they should be implemented.

Legal References: 20 U.S.C. §1232h; G.S. 115Cart. 16; 115C-36, -47

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100), School Improvement Plan (policy 3430)

Adopted: March 6, 2000

Updated:

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.

The plan must identify how staff development funds allocated to the school will be used.

- e. 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.
- f. 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.
- g. As part of the school district's efforts to maintain safe and orderly schools, the school improvement plan must address safety and discipline concerns. These concerns include any special conditions at the school. The plan should include the components of any positive behavior management or positive behavior support programs that have been adopted at the school.
- h. 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.
- i. 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.
- j. 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 on 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 185 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, -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: January 19, 2011

Updated:

ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Policy Code: 3470/4305

A. PURPOSES

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

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

B. ALTERNATIVE LEARNING PROGRAMS/SCHOOLS

Alternative learning program and schools should serve the purposes described above. Such alternative education programs are expected to meet all board policy and state requirements. In addition, alternative education programs and support services should be designed to the students' transitions back to the regular educational setting when appropriate.

All school personnel at alternative learning programs should receive training so that students enrolled in such programs or schools receive appropriate educational services.

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

The superintendent and board will review these plans in accordance with board policy. While providing flexibility at the school level to develop the plans, the superintendent and board will not approve any plan that is not reasonably likely to meet the purposes of an alternative school.

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

C. TRANSFER TO ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

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

However, during the time a student is assigned to Montgomery Learning Academy they are not allowed on the premises of their "home school" without prior approval of the principal. Students assigned to Montgomery Learning Academy may not participate in any extracurricular activities, including athletics, clubs, etc.

Students may be transferred to an alternative school on a voluntary or involuntary basis. The transfer processes is provided below.

1. Responsibilities of Personnel at Referring School

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

- a. document the procedures that were used to identify the student as being at risk of academic failure or as being disruptive or disorderly;
- b. provide the reasons for referring the student to an alternative

learning program or school; and

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

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

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

If a student who is subject to G.S. 14-208-18 is assigned to an alternative school, the student must be supervised by school personnel at all times.

3. Voluntary Referral

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

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

4. Involuntary Referral

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

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

personnel;

- b. the student presents a significant disruption to the educational environment at the regular educational setting;
- c. the student is at risk of dropping out or not meeting standards for promotion, and resources in addition to or different from those available at the regular educational setting are needed to address the issue;
- d. the student has been charged with a felony or a crime that allegedly endangered the safety of others, and it is reasonably foreseeable that the educational environment at the regular educational setting will be significantly disrupted if the student remains; or
- e. if the Code of Student Conduct provides for a transfer as a consequence of the student's behavior

Prior to an involuntary transfer in circumstances where a student is experiencing academic or developmental difficulties or chronic social/behavioral problems, the principal or disciplinary committee of the referring school shall document the student's behavior and academic performance and efforts to assist the student in the regular educational environment. School administrators are encouraged to meet with the student's parents to try to reach a consensus on how to address the student's difficulties at school.

The preceding steps are encouraged, but not required in the case of an involuntary transfer arising from a disciplinary reassignment or when the student's behavior immediately endangers other students or personnel.

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

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

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

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

5. Assignment During a Long-Term or 365-Day Suspension

A student who receives a long-term or 365-day suspension may be offered services in the alternative learning program or school for a portion or the full duration of the suspension. See policy 4353, Long-Term Suspension, 365-Day Suspension, Expulsion. Any student who receives a long-term or 365-day suspension must be offered alternative education services unless the superintendent provides a significant or important reason for declining to offer such services. Alternative education services include, but are not limited to, the alternative programs or schools established in this policy in accordance with G.S. 115C-105.47A.

6. Assignment of Student Sex Offenders

The board may decide, pursuant to G.S. 115C-390.11(a)(2), to assign a student who is subject to G.S. 14-208.18 to an alternative learning program or school.

D. TRANSITION FROM ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

In most instances, the goal of the alternative school program is to return the student to the regular educational setting with the skills necessary to succeed in that environment as soon as practicable. The personnel of the alternative learning program or school and those of the regular educational setting shall work together to help create a successful transition for the student.

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

E. ASSIGNMENT OF PROFESSIONAL PERSONNEL TO ALTERNATIVE LEARNING PROGRAMS

OR SCHOOLS

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

F. EVALUATION OF ALTERNATIVE LEARNING PROGRAMS OR SCHOOLS

1. Information to be Reported

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

- a. referral patterns from the regular educational setting, including age, race, gender and method of transfer (voluntary, as an alternative to suspension or expulsion, or involuntary);
- b. drop-out rates;
- c. how long students stay at the alternative learning program or school and where they go (including the regular educational setting, community college/technical schools or dropping out) when they leave the alternative program or school;
- d. the training and development of professional employees assigned to the alternative school;
- e. a list of services or programs that the alternative learning program or school coordinates with other governmental agencies; and
- f. any other information the superintendent requires.

To assist the board in evaluating an alternative learning program or school, each alternative school or program's system safe schools plan

must include measures of the effectiveness of the alternative program or school.

2. Items to be Considered

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

- a. a diverse group of students is referred to the alternative learning program or school;
- b. the alternative learning program or school complies with the State Board standards,
- c. the alternative learning program or school incorporates best practices for improving student academic performance and reducing disruptive behavior;
- d. school personnel at the alternative learning program or school are well trained and are provided with appropriate professional development;
- e. the alternative learning program or school is organized to provide coordinated services;
- f. students at the alternative learning program or school receive high quality and rigorous academic instruction; and
- g. the alternative learning program or school assists students in transitioning back to the regular educational setting or to other educational settings.

Legal Reference: G.S. 14-208.18, 115C-47(32a), -105.247; 105.48, -276(r), -288, -367, -369, -390.7, -390.9, -390.10, -390.11; State Board of Education Policy GCS-Q-002

Cross Reference: Parental Involvement (policy 1310/4002), Hearings Before the Board (policy 2500), School Improvement Plans (policy 3430), Conflict Resolution (policy 3431), Student Sex Offenders (policy 4260),

School Plan for Management of Student Behavior (policy 4302), Student Discipline Records (policy 4345), Long-Term Suspension, 365 Days Suspension, Expulsion (policy 4353), Assignments/Reassignments/ Transfers (policy 7440)

Adopted: March 6, 2000
Revised: January 12, 2009
Updated: April 13, 2010
Updated: November 3, 2010
Updated: September 14, 2011
Updated:

The board encourages all students to develop an understanding of citizenship, including the importance of a citizen's rights and responsibilities. At a minimum, the citizenship curriculum will incorporate the civic literary requirements of the Basic Education Plan and any statutory requirements regarding the recitation of the Pledge of Allegiance and the display of flags. In addition, within the timeframe established by state requirement, the high school curriculum will meet all state standards for teaching individual responsibility and other historical founding principles of our nation.

BOARD CITIZENSHIP REQUIREMENTS AND OPTIONS

The curriculum committee established in policy 3100, Curriculum Development, shall develop the curriculum regarding citizenship. In addition to meeting any state requirements, the citizenship curriculum also should be designed to reinforce the student behavior management plan. The curriculum may include addressing character traits as provided in the Basic Education Plan. The character traits may include, but are not limited to, courage, good judgment, integrity, civility, kindness, perseverance, responsibility, tolerance, self-discipline respect for school personnel, responsibility for school safety, service to others and good citizenship.

The citizenship curriculum must require that: (1) the United States and North Carolina flags be displayed in each classroom, when available; (2) recitation of the Pledge of Allegiance be scheduled on a daily basis; (3) appropriate instruction be provided on the meaning and historical origins of the North Carolina and United States flags and the Pledge of Allegiance (4) Constitution and Citizenship Day be observed on September 17 to commemorate the signing of the United States Constitution or be observed the preceding or following week if students are not in school on September 17 and (5) appropriate instruction and/or recognition be provided concerning the significance of Memorial Day.

The citizenship curriculum also may include appropriate instruction on the rights and responsibilities of citizenship, guidelines for the use and display of the North Carolina and United States flags. Curriculum providing for the display of flags must provide that students will not be compelled to stand or salute the flag. The curriculum providing for the opportunity to recite the Pledge of Allegiance must ensure that no student will be compelled to recite the Pledge of Allegiance or otherwise feel coerced to participate. In addition, the citizenship curriculum may encourage teachers to use the recitation of the Pledge of Allegiance as an opportunity to teach students about the history concerning coercion and the importance of the First Amendment to the Bill of Rights. Any flags donated or made available must be displayed in the classrooms.

Furthermore, the citizenship curriculum may include for middle school and high school students a community volunteer service requirement in order to demonstrate the value and effectiveness of volunteer contributions to the community. To be approved by the board, the curriculum (1) must provide students with sufficient notice of the service requirement; (2) must provide students enough options to meet the interests and transportation needs of the students; and (3) must not infringe on the constitutional rights of students by compelling or coercing a student to hold a particular viewpoint on volunteerism.

Legal References: 36 U.S.C. 106(d); G.S. 115C-12(33), -47(29a), -81(g), (h), (h1); N.C. Session Law 2011-273

Cross References: Goals and Objectives of the Educational Program (policy 3000), Curriculum Development (policy 3100)

Adopted: March 6, 2000

Updated: June 1, 2009

Updated:

The board recognizes the unique circumstances faced by children of military families who are often required to transfer to a new school system because their parents or guardians have a new military assignment. The board also recognizes that children whose immediate family members are deployed by the military may be at increased risk of emotional, psychological or other harm. In order to promote flexibility and cooperation between the school system, parents and guardians, and students, to promote students' well-being, and to assist students in achieving educational success in their new schools, the superintendent shall adopt procedures necessary to ensure compliance with the Interstate Compact on Educational Opportunity for Military Children (hereinafter "Compact") and to educate employees about the unique needs of these children.

The board will collect information and annually report to the State Board of Education in accordance with G.S. 115C-47(60) regarding (1) the number of students residing in the school system who have immediate family members who have served in the reserve or active components of the uniformed services since September 1, 2011; and (2) whether the school system employs at least one person trained to provide specific support services to meet the unique

A. DEFINITIONS

The following definitions apply to all policies and procedures adopted in compliance with the Compact.

1. Active Duty

Active duty is full-time duty status in the active uniformed service of the United States, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.

2. Children of Military Families

Children of military families are school-aged children, enrolled in kindergarten through twelfth grade, in the household of an active duty member.

3. Deployment

Deployment is the period one month prior to the service members' departure from their home station on military orders through six months after their return to their home station.

4. Education Records

Education Records are those official records, files and data directly related to a student and maintained by the school or school system, including but not limited to records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement and results of evaluative tests, health data, disciplinary status, test protocols, and individualized education programs.

5. Extracurricular Activities

Extracurricular activities are voluntary activities sponsored by the school or school system or an organization sanctioned by the school system. Extracurricular activities include, but are not limited to, preparation for and involvement in public performances, contests, athletic competitions, demonstrations, displays, and club activities.

6. Member State

A member state is a state that has enacted the Compact.

7. Non-Member State

A non-member state is a state that has not enacted the Compact.

8. Receiving State

The receiving state is the state to which a child of a military family is sent, brought, or caused to be sent or brought.

9. Rule

A rule is a written statement by the Interstate Commission promulgated pursuant to Article XII of the Compact that is of general applicability, implements, interprets or prescribes a policy or provision of the Compact, or an organizational, procedural, or practice requirement of the Interstate Commission, and has the force and effect of rules promulgated under the Administrative Procedures Act as found in Chapter 150B of the North Carolina General Statutes, and includes the amendment, repeal, or suspension of an existing rule.

10. Sending State

The sending state is the state from which a child of a military family is sent, brought, or caused to be sent or brought.

11. Student

The student is the child of a military family for whom the school system receives public funding and who is formally enrolled in kindergarten through twelfth grade.

12. Transition

The transition is (1) the formal and physical process of transferring from school to school or (2) the period of time in which a student moves from one school in the sending state to another school in the receiving state.

13. Uniformed Services

The uniformed services are the Army, Navy, Air Force, Marine Corps, and Coast Guard, as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration and the Public Health Services.

14. Veteran

A veteran is a person who served in the uniformed services and who was discharged or released therefrom under conditions other than dishonorable.

B. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES APPLY

Policies and procedures that are adopted to comply with the Compact apply to the children of:

1. Active duty members of the uniformed services as defined in Section A of this policy, including members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. 12301, et seq. and 10 U.S.C. 12401, et seq.;
2. Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one year after medical discharge or retirement; and
3. Members of uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year after death.

C. THOSE TO WHOM ADOPTED POLICIES AND PROCEDURES DO NOT APPLY

The policies and procedures adopted to comply with the Compact do not apply to the children of:

1. inactive members of the National Guard and Military Reserves;
2. members of the uniformed services now retired, except as provided in Section B of this policy; and
3. veterans of the uniform services, except as provided in Section B of this policy, and other U.S. Department of Defense personnel and other federal agency civilians and contract employees not defined as active duty members of the uniformed services.

Legal References: G.S. 115C-47(60), -407.5

Cross References: Student Promotion and Accountability (policy 3420), Graduation Requirements (policy 3460), Extracurricular Activities and Student Organizations (policy 3620), Immunization and Health Requirements for School Admission (policy 4110), Domicile or Residence Requirements (policy 4120), Assignment to Classes (policy 4155), Attendance (policy 4400), Student Records (policy 4700)

Adopted: May 4, 2009

Updated:

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. The board regards admission of a four year old child to be an extraordinary measure that should not be used merely because the child is developmentally advanced. In making such a determination, the principal shall follow guidelines established by the State Board of Education.

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

When a child is present for admission for the first time, the principal shall require the parent or guardian of the child to furnish a certified copy of the child's birth certificate or other competent and verifiable evidence of the child's date of birth. Such evidence may include, but is not limited to: (1) a certified copy of any medical record of the child's birth issued by the treating physician or the hospital in which the child was born; or (2) a certified copy of a birth certificate issued by a church, mosque, temple or other religious institution that maintains birth records of its members.

A birth certificate or other satisfactory proof of age issued by a foreign country or institution will be accepted and treated in the same manner as comparable documents issued in the United States. School officials shall use documents only for the purpose of establishing the age of the child and not to inquire about the citizenship of the child, parent or guardian.

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, the parent or 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; 130A-109; 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:

The board is committed to providing an environment at each school that is safe, orderly and inviting. The board believes that in most cases, a student should attend the school that serves his or her domicile. Under certain circumstances or conditions, however, the board provides parents the opportunity to request that their child attend a school outside of his or her attendance area (see policy 4150, School Assignment).

Pursuant to federal and State Board of Education requirements, the board will allow a student who attends a school designated as a persistently dangerous school or a student who becomes the victim of a violent criminal offense at his or her school to attend another school that the superintendent has identified as an eligible transfer school.

A. DEFINITIONS

For purposes of this policy, the following definitions apply:

1. Violent Criminal Offenses

Violent criminal offenses are the following crimes, as reported to the State Board of Education in the annual *Report on School Crime and Violence*:

- a. homicide;
- b. assault resulting in serious bodily injury;
- c. assault involving use of a weapon;
- d. rape;
- e. sexual offense;
- f. sexual assault;
- g. kidnapping;
- h. robbery with a dangerous weapon;
- i. robbery; and
- j. taking indecent liberties with a minor.

2. Recurrent Incidents

Recurrent incidents are those incidents in which a total of five or more violent criminal offenses were committed per 1000 students (0.5 or more per 100 students) during the school year.

3. Persistently Dangerous School

A persistently dangerous school is a school that meets the following criteria:

- a. a total of five or more violent criminal offenses were committed per 1000 students (0.5 or more per 100 students) during each of the two most recent school years; and
- b. the conditions that contributed to the commission of such offenses are likely to continue into another school year.

4. Eligible Transfer School

An eligible transfer school is a school that is not designated as a persistently dangerous school, that offers instruction at the student's grade level and that the superintendent has identified as eligible for unsafe school choice transfer.

B. SCHOOL REVIEW OF VIOLENT CRIMINAL OFFENSES

Upon the commission of any violent criminal offense at the school, the principal and the school improvement team shall review the incident to determine whether any conditions or procedures at the school or in the school improvement plan need to be modified as a result of the incident. The principal shall provide a report of the review to the superintendent or designee.

C. IDENTIFICATION OF SCHOOLS AS PERSISTENTLY DANGEROUS

1. Notification to the State Board of Education of Recurrent Incidents

At the end of each school year, along with the *Annual Report on School Crime and Violence*, the superintendent must provide written notification to the State Board of Education of all schools in the school system that have recurrent incidents during the most recent school year and during each of the two most recent school years.

For any school that has recurrent incidents during each of the two most recent school years, the board will determine whether any changes need to be made in the school- or system-level school safety procedures. The superintendent shall report to the State Board of Education any conditions in the school that may have contributed to the commission of the violent

criminal offenses and any plans that the board has to eliminate such conditions.

2. Probationary Schools

If the State Board of Education determines that a school should be placed on probation, during the probationary year the principal and school improvement team shall implement strategies to protect students from violent criminal offenses and to deter future offenses from occurring. Such strategies must be incorporated into the school improvement plan. As necessary, the superintendent may request assistance from the Department of Public Instruction to help identify strategies for implementation.

3. Persistently Dangerous Schools

If the State Board of Education determines that a school is a persistently dangerous school, the superintendent shall assign personnel from the central office to review safety procedures at the school. The central office team also shall assist the school with creating and implementing a corrective action plan for the school. The corrective action plan should be based on an analysis of the problems at the school, should include strategies to improve safety at the school, and should identify any system-level policies and procedures that need to be modified. Any strategies identified for the corrective action plan should be incorporated into the school improvement plan.

Pursuant to the unsafe school choice transfer procedures provided below, a student who attends a persistently dangerous school will be allowed to transfer to another school that the superintendent has designated as an eligible transfer school.

As deemed appropriate, the board will pursue any appeals process available for review of a school's designation as probationary or persistently dangerous.

D. VICTIM OF A VIOLENT CRIMINAL OFFENSE

A student shall be considered the victim of a violent criminal offense when the following criteria are met:

1. the principal determines, based upon reasonable evidence, that the student has been the victim of any of the applicable offenses identified in this policy; and
2. the offense occurred while the student was on the grounds of the public

school that he or she attends.

Pursuant to the unsafe school choice transfer procedures provided below, a student who is a victim of a violent criminal offense shall be allowed to transfer to another school that the superintendent has designated as eligible for transfer.

E. UNSAFE SCHOOL CHOICE TRANSFER PROCEDURES

The superintendent shall establish procedures to facilitate the transfer of students when a school has been identified as persistently dangerous or when a student has been identified as a victim of a violent criminal offense. Such procedures must include the following elements:

1. notice to parents within 10 days of the determination that their child attends a school that has been identified as persistently dangerous or that their child has been identified as a victim of a violent criminal offense;
2. notice to parents that their student has the opportunity to transfer to another school that has not been identified as persistently dangerous, that serves the student's instructional level, and that the superintendent has designated as an eligible transfer school; this notice must be provided no later than 14 days before the start of the school year for students attending persistently dangerous schools and no later than 14 days after determining that a student has become a victim of a violent criminal offense.
3. identification of those schools, including any virtual schools, within the system that are eligible to receive unsafe school choice transfers;
4. identification of other options for unsafe school choice transfers if no schools in the school system are eligible;
5. a process for parents to request transfer upon receiving notification of the unsafe school choice transfer option;
6. a process to ensure that transfers are completed by the start of the school year for students attending a school designated as persistently dangerous or as expeditiously as possible but not later than the start of the school year for a student victim, except in extraordinary circumstances; and
7. a report to the State Board of Education and to the local school board of each student transfer made pursuant to this policy.

Transfers made because a student's school was designated as persistently dangerous shall remain in effect as long as the school is so identified. Transfers made because a student was a victim of a violent criminal offense shall remain in

effect at least through the remainder of the school year in which the incident occurred.

F. TRANSPORTATION

Parents who decide to transfer their child pursuant to this policy are responsible for transportation of their child to the receiving school.

Legal References: No Child Left Behind Act, 20 U.S.C. 7912; *Unsafe School Choice Option Non-Regulatory Guidance*, U.S. Department of Education (May 2004); G.S. 115C-36, -105.27, -366, -367; State Board of Education Policy SS-A-006

Cross References: School Safety (policy 1510/4200/7270), School Improvement Plan (policy 3430), Conflict Resolution (policy 3431), School Assignment (policy 4150)

Other Resources: *Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice and Supplemental Educational Services Under No Child Left Behind*, U.S. Department of Education Office of Innovation and Improvement (September 2007)

Adopted: May 4, 2009

Updated:

A. GENERAL AUTHORITY

The principal has the authority to assign students to classes. The principal is encouraged to seek input from the professional staff in making the decisions. Parents may submit to the principal written requests for assignment or reassignment of their children so long as the parents provide a compelling reason for the request. The principal shall consider parental requests in assigning students to classes. Unless otherwise required by the special circumstances described below, the principal shall balance any individual request against the welfare of other students and the efficient operation of the school.

B. SPECIAL CIRCUMSTANCES**1. Multiple Birth Siblings**

School officials will defer to parental preference in making the initial classroom assignment of multiple birth siblings to the extent provided in this section and applicable state law. "Multiple birth siblings" means twins, triplets, quadruplets or other siblings resulting from a multiple birth.

a. Consultative Meeting with the School Principal

The parent or guardian of multiple birth siblings who are assigned to the same grade level and school may request a consultative meeting with the principal to consider whether to initially place the siblings into the same classroom or into separate classrooms. The request must be made not later than five days before the first day of each school year or, if the students are enrolled after the school year starts, five days after their first day of attendance.

At the meeting, the parent may request either that the students be placed (1) into the same classroom; or (2) into separate classrooms. School officials may offer professional educational advice to the parent or guardian and may recommend an appropriate classroom placement for the students.

b. Initial Classroom Placement

Following the meeting, the principal shall place the students in

accordance with the parent or guardian's request unless doing so would require adding an additional class at the student's grade level.

This section shall not otherwise limit the principal's authority to determine the specific classroom assignment(s) for multiple birth siblings, including the students' assignment to a specific teacher or team.

c. Change to Initial Classroom Placement

The principal may change the initial classroom assignment of one or more multiple birth siblings in the following circumstances:

- 1) the principal, in consultation with the students' classroom teacher(s), determines at the end of the first grading period that the requested placement is disruptive to the school; or
- 2) the principal determines that one or more of the multiple birth siblings must be removed from a classroom pursuant to any board discipline policy, school rule and/or the Code of Student Conduct.

2. NEWLY ENROLLED CHILDREN OF MILITARY FAMILIES

The principal shall comply with the requirements of the Interstate Compact for Military Children (G.S. 115C-407.5) when making class assignments for children of military families, as defined in policy 4050, Children of Military Families.

a. Course Placement

When a student transfers before or during the school year, school administrators shall initially honor placement in educational courses based on the student's enrollment in his or her sending school and/or educational assessments conducted at the sending school if the courses are offered. Course placement includes, but is not limited to, Honors, International Baccalaureate, Advanced Placement, vocational, technical and career pathways courses. Continuing the student's academic program from the previous school and promoting placement in academically and career challenging courses is to be a primary concern when considering

the student's course placement.

b. Educational Program Placement

For a newly enrolled student, school administrators shall initially honor placement of the student in educational programs based on current educational assessments conducted at the school in the sending state or participation/placement in similar programs in the sending state. Such programs include, but are not limited to, gifted and talented programs and English as a Second Language programs.

c. Special Education Services

In compliance with the Individuals with Disabilities Education Act, school administrators shall initially provide comparable services to a student with disabilities based on his or her current Individualized Education Program (IEP). In compliance with the requirements of Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Education Act, school administrators shall make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, in order to provide the student with equal access to education. This accommodation does not preclude school administrators from performing subsequent evaluations to ensure appropriate placement of the student.

d. Placement Flexibility

The board authorizes and directs the superintendent and school administrators to be flexible in waiving course or program prerequisites or other preconditions for placement in courses or programs offered by the school system.

Legal References: G.S. 115C-36, -288, -366.3, -407.5

Cross References: Children of Military Families (policy 4050)

Adopted: April 10, 2000

Updated: May 4, 2009

Updated:

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 immediately report to law enforcement the following acts when they have personal knowledge, a reasonable belief 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. A principal who willfully fails to make a required report to law enforcement will be subject to disciplinary action, up to and including dismissal.

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 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-47(56); -288(g), -325; State Board of Education Policy HRS-A-000

Cross Reference: Alternative Learning Programs/Schools (policy 3470/4305), Drugs and Alcohol (policy 4325), 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:

The board intends to fully comply with all licensure requirements of the No Child Left Behind Act of 2001 (NCLB), state law and state board of education policies. Except as provided below, a professional employee must hold at all times a valid North Carolina license appropriate to the position in which he or she is employed. To the extent possible, all professional teaching assignments will be in the area of the professional employee's license except as may be otherwise allowed by state and federal law and State Board policy. In addition, all professional teachers employed to teach core academic subjects must be "highly qualified" as required by NCLB. Core academic subjects include English, reading, or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.

The board encourages lateral entry into the teaching profession by skilled individuals from the private sector.

A. BEGINNING TEACHER SUPPORT

The superintendent or designee shall develop a plan and a comprehensive program for beginning teacher support. The plan must be approved by the board and kept on file for review. The superintendent or designee shall submit an annual report on the Beginning Teacher Support Program to the Department of Public Instruction (DPI) by October 1 of each year. The report must include evidence of demonstrated proficiency on the Beginning Teachers Support Program Standards and evidence of mentor success in meeting Mentor Standards. The school system will also participate in implementing a regionally-based annual peer review and support system.

B. LICENSE RENEWAL

Licensure renewal is the responsibility of the individual, not of the school system. Any employee who allows a license to expire must have it reinstated prior to the beginning of the next school year. A teacher whose license has expired is subject to dismissal.

The school system may offer courses, workshops and independent study activities to help school personnel meet license renewal requirements. Any renewal activity offered must be consistent with State Board of Education policy. In addition, appropriateness of any credit offered in advance of renewal activities.

C. PARENTAL NOTIFICATION

At the beginning of each school year, the school system shall notify the parents or guardians of each student attending a Title I school or participating in a Title I program of their right to request the following information about qualifications of their child's teacher: whether the teacher has met NC licensing requirements; whether the teacher has had any licensure requirements waived; what the teacher's bachelors degree major(s) is/are; what, other degrees and teaching

license area(s) the teacher holds; and whether the child is provided services by a paraprofessional, and if so, the paraprofessional's qualifications.

The school system shall give notice within 10 school days to the parents of children who, after four consecutive weeks, have been taught a core academic subject by a teacher who is not highly qualified.

D. EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED TEACHERS

The superintendent shall develop a plan in accordance with DPI requirements to ensure that low-wealth, minority, learning disabled and/or English language learners are taught by experienced and highly qualified teachers to the same extent as are students who do not fall into these categories. If DPI does not require such plan of the LEA, the superintendent is not required to develop a plan under this subsection unless he or she determines that one is needed to address inequities within the school system.

Legal References: No Child Left Behind Act, 20 U.S.C. 6301 *et seq.*; 34 C.F.R. 200.55-57, 200.61; 20 U.S.C. 6319; 20 U.S.C. 7801(11); G.S. 115C-296, -333, -333.1, -325(e)(1)(m); State Board of Education TCP-A-000, -001, -004, -016, -018, 021

Cross References:

Adopted: May 1, 2000

Updated: April 6, 2009

Updated:

A. HIGHLY QUALIFIED TEACHERS DEFINED**1. Elementary School Teachers**

To be a “highly qualified teacher” at the elementary school level, a teacher must have an appropriate license for the core academic subjects taught. A teacher must also demonstrate subject knowledge and teaching skills in reading/language arts, writing, mathematics, and other areas of the basic elementary school curriculum by passing the PRAXIS II exams required for the license.

2. Middle and High School Teachers

To be a “highly qualified teacher” at the middle and high school levels, a teacher must have a middle or secondary license in the teaching area required for each teaching assignment. A teacher must also demonstrate a high level of competency by:

- a. Passing the required PRAXIS II test(s) in each academic subject in which he or she teaches; or
- b. Successfully completing in each academic subject in which he or she teaches any of the following:
 - 1) An undergraduate major;
 - 2) Coursework equivalent to an undergraduate major;
 - 3) A graduate degree in the core teaching subject area(s);
 - 4) Master’s level licensure or above in the appropriate subject area; or
 - 5) National Board for Professional Teaching Standards Certification in the related subject area(s).

3. Exceptional Children’s and English as a Second Language (ESL) Teachers

To be a “highly qualified teacher” in an exceptional children’s class or ESL class, a teacher must have the exceptional children’s and/or ESL license required for the teaching assignment. The teacher must also demonstrate the subject knowledge and teaching skills in the content areas

taught by passing the PRAXIS II exams required for the license. This paragraph applies to exceptional children's teachers and ESL teachers who are the teachers of record for core academic areas.

4. Out-of-State Teachers

An out-of-state teacher who submits documentation that she or he has been deemed "highly qualified" in another state shall be designated "highly qualified" in North Carolina provided that he or she has at least a bachelors degree from an accredited college or university. This documentation must include satisfactory test scores from the originating state, verification of satisfactory completion of the High Objective Uniform State Standard for Evaluation (HOUSSE) for the originating state, or verification of National Board Certification, as authorized by NCLB.

5. Veteran Teachers

Prior to April 2007, a veteran teacher may use the NC HOUSSE to establish that he or she is "highly qualified," provided that the teacher has taught full time with a reciprocal state license for not less than six successive calendar months in one school system, charter school, or non-public institution.

B. BEGINNING TEACHER SUPPORT PROGRAM PLAN

The plan for beginning teacher support must:

1. Describe adequate provisions for efficient management of the program.
2. Designate an official to verify eligibility of beginning teachers for a continuing license.
3. Provide for a formal orientation for beginning teachers that includes a description of available services, training opportunities, the teacher evaluation process and the process for achieving a continuing license.

4. Address compliance with the optimum working conditions for beginning teachers identified by the SBE.
5. Address compliance with the mentor selection, assignment and training guidelines identified by SBE.
6. Provide for the involvement of the principal or designee in supporting the beginning teacher.
7. Provide for a minimum of four observations per year in accordance with G.S. 115C-333 or G.S. 115C-333.1, using the instruments adopted by the SBE for such purposes. The plan must also address the appropriate spacing of observations throughout the year and specify a date by which the annual summative evaluation is to be completed.
8. Provide for the preparation of a Professional Development Plan (PDP) by each beginning teacher in collaboration with the principal or designee and the mentor teacher.
9. Provide for a formal means of identifying and delivering services and technical assistance needed by beginning teachers.
10. Provide for the maintenance of a cumulative beginning teacher file that contains the PDP and the evaluation of report(s).
11. Provide for the timely transfer of the cumulative beginning teacher file to successive employing LEAs, charter schools, or non-public institutions within the state upon the authorization of the beginning teacher.
12. Describe a plan for the systematic evaluation of the Beginning Teacher Support Program to assure program quality, effectiveness and efficient management.
13. Document that the board has adopted the plan.

Legal References: No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*; 34 C.F.R §§ 200.55-56; G.S. 115C-296, -333, 333.1, -325(e)(l)(m); State Board of Education Policy Number TCP-A-000, -001, -004, -016.

Cross References:

Adopted: April 6, 2009

DRUG-FREE AND ALCOHOL-FREE WORKPLACE

Policy Code: **7240**

The board of education recognizes that reducing drug and alcohol abuse in the workplace improves the safety, health and productivity of employees. It is the policy of the board of education that a drug-free and alcohol-free workplace must be maintained.

A. PROHIBITED ACTIVITIES

The board prohibits the unlawful manufacture, sale, distribution, dispensing, possession, or use of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, anabolic steroids, alcohol, stimulants, synthetic cannabinoids, counterfeit substances or any other controlled substance as defined in (1) schedules I through VI of the North Carolina Controlled Substances Act or in (2) schedules I through V of section 202 of the Controlled Substances Act (21 U.S.C. §812) and further defined by regulation at 21 C.F.R. 1300.01 through 1300.04. Employees must not be impaired by the excessive use of prescription or nonprescription drugs. This policy is not violated by an individual's proper use of a drug lawfully prescribed for that individual by a licensed health-care provider.

Employees are prohibited from using or being under the influence of alcohol while acting in the course and scope of employment duties, while at school-sponsored activities or while on school property. This policy does not apply to an employee's consumption of alcoholic beverages that are served at a reception or other similar function that occurs outside the regular workday and that the employee is authorized or required to attend as a part of his or her employment duties.

The school system reserves the right to test employees whose duty it is to drive a vehicle, repair vehicles or equipment, provides armed security and other persons in similar safety positions any time prior to or during employment. The system reserves the right to test any employee upon reasonable suspicion of drug or alcohol use.

Employees specified above who refuse to submit to any diagnostic test to detect alcohol and/or drug use or refuses to submit to search procedures after reasonable suspicion is established may be suspended immediately pending consideration of a decision to terminate employment

B. APPLICABILITY

This policy governs each employee before, during or after school hours while the employee is on any property owned or leased by the board of education; at anytime during which the employee is acting in the course and scope of his or her employment with the board of education; and at any time that the employee's violation of this policy has a direct and adverse effect upon his or her job performance.

C. DUTY TO REPORT

An employee must notify his or her supervisor in writing of any conviction under any criminal drug statute for a violation occurring within the scope of paragraph two of this policy. Notification must be given not later than the next scheduled business day after such conviction, in accordance with policy 7300, Staff Responsibilities. Within 10 days of receiving a notice of conviction by an employee whose position is funded in any part by a federal grant, the director of human resources or designee shall notify the funding agency of the conviction. "Conviction" as used in this policy includes the entry in a court of law or military tribunal of: (1) a plea of guilty, *nolo contendere*, no contest or the equivalent; (2) a verdict or finding of guilty; or (3) a prayer for judgment continued ("PJC") or a deferred prosecution.

D. CONSEQUENCES

Violation of this policy will subject an individual to disciplinary action by the board of education that could result in non-renewal or termination of employment with the school district or the requirement that the employee participate satisfactorily in a drug or alcohol abuse assistance or rehabilitation program approved by the board of education or federal, state or local health, law enforcement or other appropriate agency. Information concerning available counseling, rehabilitation and re-entry programs will be provided to employees.

All employees receive a copy of this policy.

Legal References: 21 U.S.C. §812; 41 U.S.C. §701 et seq.; 21 C.F.R. § 1300.01 04; G.S. 20-138.2B; 115C-26

Cross References: Drug and Alcohol Testing of Commercial Motor Vehicle Operators (policy 7241), Staff Responsibilities (policy 7300)

Adopted: May 1, 2000

Updated: April 6, 2009

Updated: August 3, 2009 Updated: March 5, 2010 Updated:

To assist employees in managing their financial affairs and meet state and federal legal requirements, the finance officer is authorized to make the following salary deductions:

1. federal income taxes (federal requirement);
2. state income taxes (state requirement);
3. federal social security taxes (state requirement);
4. North Carolina State Retirement System contributions (required by G.S. 135-8);
5. court-ordered child support payments;
6. federal, state and local government garnishments;
7. health insurance premiums authorized by state law (authorized by G.S. 115C-340);
8. tax sheltered (deferred) annuities, 403(b) option offered by local boards of education (authorized by G.S. 115C-341), and/or 403(b) option offered through the North Carolina Public School Teachers' and Professional Educators' Investment Plan (authorized by G.S. 115C-341.2);
9. Supplemental Retirement Income Plan of North Carolina, 401(k) (authorized by G.S. 135-93);
10. flexible benefits plan (authorized by G.S. 115C-341.1);
11. group life insurance premiums (optional, authorized by G.S. 115C-340, -342);
12. group dental insurance premiums (optional, authorized by G.S. 115C-340, -342);
13. other deductions as may be approved by the board (additional possible deductions include dues for employees' associations or charities).

The finance office shall make information available to all employees regarding possible payroll deductions and any procedures or requirements for particular types of deductions. Any employee who would like the board to consider additional salary deductions should contact the director of finance who will review such requests and make recommendations to the board.

PAYROLL DEDUCTIONS

Policy Code: **7620**

Legal References: G.S. 115C-339 to -343

Legal References: G.S. 115C-339 to -343; 135-8,-93; 143B-426.40A(g), (i).

Cross References:

Adopted: May 1, 2000

Updated: April 6, 2009

Updated:

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 and may incorporate any guidelines or strategies developed by the State Board to assist in the evaluations. 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. For a career teacher who is in his or her license renewal year, the teacher must be evaluated by using the formal teacher must be evaluated by using the formal teacher evaluation process as set forth in State Board Policy TCP-C-004. For a career teacher who is not in his or her license renewal year, the abbreviated evaluation process established in State Board Policy TCP-C-004 is sufficient to satisfy annual evaluation requirement; however, in any given year, the principal may use the formal evaluation process to evaluate a career teacher. 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 growth or improvement and any other accurate indicators of performance.
3. Student performance and other student outcome data will be considered as a

part of the evaluation of licensed personnel, as provided in the assessment rubric for the class of employees under evaluation. 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.
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; -333.1; State Board of Education Policies TCP-C-004, -005, -006, -022

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

Adopted: May 1, 2000
Updated: April 6, 2009
Updated: March 3, 2010
Updated: January, 2011
Updated:

ACTION PLANS FOR LICENSED EMPLOYEES

Policy Code: **7811**

The board expects all professionally licensed employees to maintain high levels of performance. If employee does not meet this standard, the superintendent and administrative staff shall address any identified or other performance deficiencies through appropriate means, including placing the employee on monitored growth, directed growth or mandatory improvement plan when required by state law, State Board policy or this policy or when otherwise deemed necessary..

Growth and mandatory improvement plans as defined by law and this policy are valuable tools to promote the professional development of licensed employees. The board recognizes, however, that not all conduct and performance issues require the development of a plan. Administrators and supervisory personnel are authorized to address inappropriate conduct and/or inadequate performance using such other lawful means as they may deem appropriate. This policy shall not be interpreted to limit in any way the authority of administrators or other supervisory personnel to direct and reprimand licensed employees for inappropriate conduct or inadequate performance.

The superintendent shall develop procedures in accordance with state law, State Board guidelines and this policy as necessary to carry out the board's directives.

A. DEFINITIONS

1. As used in this policy, "teacher" means an individual defined as a teacher in G.S. 115C-325(a)(6)
2. As used in this policy, "licensed employee(s)" includes school administrators as defined in G.S. 115C-325(a) (5b) and teachers.

B. INDIVIDUAL, MONITORED AND DIRECTED GROWTH PLANS

1. Use of Growth Plans
 - a. Teachers

Teachers who receive an overall rating of at least "proficient" on all standards on the North Carolina Teacher Evaluation Rubric as indicated on the Teacher Summary Rating Form shall develop an individual growth plan designed to improve performance on specifically identified standards and elements.

A teacher who is performing below a proficient level on the Teacher Summary Rating Form shall be placed on a monitored growth plan or a directed growth plan unless dismissal, demotion, nonrenewal or placement on a mandatory improvement plan (see Section C, below) is warranted. A monitored growth plan developed in accordance with State Board policy is required for a teacher who is rated “developing” on one or more standards of the North Carolina Teacher Evaluation Rubric. State Board policy also requires that a teacher who is rated “not demonstrated” on any standard or who is rated “developing” on any standard for two sequential years be placed on a directed growth plan. The superintendent may establish other criteria that will be deemed evidence that performance is below a proficient level or otherwise represents unsatisfactory or below standard performance and warrants placement on either a “monitored growth plan” or “directed growth plan”.

Unless otherwise limited by state law or State Board policy, the principal is authorized to place a teacher on a monitored or directed growth plan or other plan of improvement at any point during the school year if the principal determines that the teacher is performing below the expected level.

b. School Administrators

Professional growth plans will be developed for school administrators as provided in State Board policy. A professional growth plan will include mutually agreed upon performance goals and recommendations based upon the school administrator’s self-assessment, the consolidated assessment and the summary evaluation using the *North Carolina School Executive: Principal and Assistant Principal Evaluation Process*. Development of the professional growth plan will be discussed at a meeting between the school administrator and the superintendent or designee when completing the annual evaluation process.

The superintendent may move to dismiss or demote a licensed employee whether or not the employee has been first placed on a growth or other

improvement plan. See policy 7930, Professional Employees: Demotion and Dismissal.

1. Components of Growth Plans

Individual growth plan may contain, but are not limited to, any of the components listed below. However, monitored or directed growth plans must include at least the following components.

a. Identification of Deficiencies.

All performance deficiencies, including all specific standards and elements of the Teacher Evaluation Rubric identified for improvement during the teacher's evaluation, must be identified and addressed in the growth plan.

b. Performance Expectations and Goals

For each problem identified, the growth plan must include a statement of the expected level of performance and/or other goals to be accomplished.

c. Strategies

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

d. Dates for Monitoring and Completion.

The growth plan must include dates upon which the teacher's progress under the plan will be reviewed and the date by which performance is to be improved to the expected level. Under a monitored growth plan, the teacher must achieve proficiency within one school year. A directed growth plan may provide for a shorter period to achieve proficiency, not to exceed one school year.

2. Review of Growth Plans

Individual and professional growth plans should be reviewed at least annually with the licensed employee's supervisor and/or the principal, the superintendent, or their designees, as applicable.

In the case of a teacher's monitored or directed growth plan, once the designated time period for completion of plan has elapsed, the principal shall review the teacher's performance, including the results of any subsequent evaluation and determine whether the teacher continues to "perform at a below the expected "not level in any area or whether the teacher's performance has improved sufficiently. If the teacher's performance remains below proficient the principal or supervisor shall recommend to the superintendent one of the following:

- a. the board dismiss the teacher or demote or transfer the teacher to a position in which the teacher can be successful
- b. the teacher be placed on a mandatory improvement plan in accordance with the provisions of section C below; or
- c. the teacher be moved to a new monitored or directed growth plan or continue on a previous growth plan that has been revised as necessary provided the principal or supervisor determines that:
 - 1) the teacher's- continuing performance problems are not having an adverse impact on student learning or the school environment, or
 - 2) the teacher is making good progress toward improvement in deficient areas and is likely to improve to an acceptable level within a reasonable, additional time period.

C. MANDATORY IMPROVEMENT PLANS

A mandatory improvement plan is an instrument designed to improve a licensed employee's performance by providing the employee with notice of specific performance areas that have substantial deficiencies and a set of strategies,

including the specific support to be provided to the employee, so that he or she may satisfactorily resolve such deficiencies within a reasonable timeframe.

The use of mandatory improvement plans as provided in this policy is discretionary and will be determined on a case-by-case basis. Nothing in this policy will be interpreted so as to require the use of mandatory improvement plans in addition to, or in lieu of, growth plans or other disciplinary action, including dismissal from employment as provided by law.

1. Initiating a Mandatory Improvement Plan

- a. If a licensed employee in a low-performing school receives a rating on any standard on an evaluation that is below proficient or otherwise represents unsatisfactory or below standard performance in an area that the licensed employee was expected to demonstrate, the individual or team that conducted the evaluation shall recommend to the superintendent that (i) the employee receive a mandatory improvement plan designed to improve the employee's performance or (ii) the superintendent recommend to the board that the employee be dismissed or demoted. If the individual or team that conducted the evaluation elects not to make either of the above recommendations, the said individual or team shall notify the superintendent of this decision. The superintendent shall determine whether to develop a mandatory improvement plan or to recommend a dismissal proceeding.
- b. Teachers in Schools Not Identified as Low-Performing

If, in an observation report or year-end evaluation, a teacher in a school not identified as low-performing receives a rating that is below proficient or otherwise represents unsatisfactory or below standard performance on any standard that the teacher was expected to demonstrate, the principal may place the employee on a mandatory improvement plan. The mandatory improvement plan will be utilized only if the superintendent or designee determines that an individual, monitored or directed growth plan would not satisfactorily address the deficiencies.
- c. Any Licensed Employees Engaging in Inappropriate Conduct or

Performance

A principal may recommend to the superintendent or designee that a licensed employee be placed immediately on a mandatory improvement plan if the employee engages in inappropriate conduct or performs inadequately to such a degree that the conduct or performance causes substantial harm to the educational environment, but immediate dismissal or demotion of the employee is not appropriate. The principal must document the exigent reason for immediately instituting such a plan.

2. Components of the Plan

A mandatory improvement plan for any licensed employee must include the following components.

a. Identification of Deficiencies

The performance areas in which the employee is deficient must be identified and addressed in the mandatory improvement plan.

b. Performance Expectations

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

c. Strategies

The plan must establish a strategy or strategies designed to correct each identified deficiency. The strategies should be specific and clearly state the activities the employee should undertake to achieve the expected level of performance and the specific support to be provided to the employee. The strategies also should identify all individuals responsible for implementing the plan.

d. Dates for Monitoring and Completion

The plan must include dates upon which the employee's progress under the plan will be review and the date by which performance is to be improved to the expected level.

3. Development and Implementation of the Plan

a. Licensed Employees in Low-Performing Schools

When directed by the superintendent, a mandatory improvement plan to improve the performance of a licensed employee will be developed by the person who evaluated the licensed employee or the employee's supervisor, unless the evaluation was conducted by an assistance team. If the evaluation was conducted by an assistance team, that team shall develop the mandatory improvement plan in collaboration with the employee's supervisor. Mandatory improvement plans will be designed to be completed within 90 instructional days or before the beginning of the next school year.

b. Teachers in Schools Not Identified As Low-Performing

When a principal decides to put a teacher on a mandatory improvement plan, the principal shall develop the plan in consultation with the teacher. The teacher shall have five instructional days after receiving the plan to request a modification to the plan before it is implemented. The principal must consider the requested modification before finalizing the plan. The teacher shall have at least 60 instructional days to complete the mandatory improvement plan.

A teacher has five workdays after finalization of the mandatory improvement plan within which to submit a request to the principal for a qualified observer, as defined in G.S. 115C-333.1(c)(1), to observe the teacher in the area or areas of concern identified in the plan. In accordance with G.S. 115C-333.1(c)(2), the board will create and maintain a list of qualified observers who are employed by the board and available to conduct observations. The board will strive

to limit the list to administrators and teachers who have excellent reputations for competence and fairness. Selection of the qualified observer and submission of the qualified observer's report to the principal will be in accordance with G.S. 115C-333.1(c)(3).

4. Reassessment

a. Licensed Employees in Low-Performing Schools

After the expiration of the time period for the mandatory improvement plan, the superintendent or designee or the assistance team shall assess the employee's performance. If the assessor determines that the employee has failed to become proficient in any of the performance standards articulated in the mandatory improvement plan or to demonstrate sufficient improvement toward such standards, the superintendent shall recommend that the employees be dismissed or demoted under G.S. 115C-325.

b. Teachers in Schools Not Identified as Low-Performing

Upon completion of a mandatory improvement plan, the principal or supervisor shall assess the performance of the employee. For teachers, the principal shall also review and consider any report provided by the qualified observer if one has been submitted before the end of the mandatory improvement plan period. If, after the assessment of the employee and consideration of any report from the qualified observer, the superintendent or designee determines that the teacher has failed to become proficient in any of the performance standards identified as deficient in the mandatory improvement plan or demonstrate sufficient improvement toward such standards, the superintendent may recommend that the employee be dismissed or demoted under G.S. 115C-325.

Legal Reference: G.S. 115C-325, -333, -333.1; State Board of Education Policy TCP-C-004, TCP-C-005

Cross References: Professional and Staff Development (policy 1610/7800), Evaluation of Licensed Employees (policy 7810), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: May 1, 2000

Updated: March 3, 2010

Updated: November 4, 2010

Updated:

EVALUATION OF NON-LICENSED EMPLOYEES

Policy Code:

7815

The board attaches a high priority to securing the most competent personnel available and, once they are employed, in assisting them in their growth and development throughout their careers. Evaluations of non-licensed employees' performance must conform to the following board directives:

1. Exemplary performance as well as deficiencies in performance should be clearly identified.
2. Supervisors and principals should facilitate open communication with employees about performance expectations.
3. An employee who is unclear about how performance is being assessed or desires additional evaluation opportunities should address these issues with his or her immediate supervisor.
4. Evaluation data will be submitted to the central office personnel file in accordance with state law and-policy 7820, on Personnel Files.
5. Evaluation data may be used in making employment decisions, including transfers, promotions and dismissal or demotion of employees, (policy 7940).
6. The superintendent and all evaluators are encouraged to develop ways to recognize exemplary employees and to capitalize on the abilities of exemplary employees in helping other employees.

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

Legal References: G.S. 115C-47(18), -333.1

Cross References: Personnel Files (policy 7820), Classified Personnel: Suspension and Dismissal (policy 7940)

Adopted: May 1, 2000

Updated: August 3, 2009

Updated:

Personnel files, which may consist of paper or electronic records, 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 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);
- 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, including any portions of the file maintained in electronic format only, 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 hearing officer 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)

Adopted: May 1, 2000

Updated: April 6, 2009

Updated: April 13, 2010

Updated: December 8, 2010

Updated:

PROFESSIONAL EMPLOYEES: DEMOTION AND DISMISSAL

Policy Code: **7930**

The board recognizes that an effective staff is critical to the smooth operations of the school system and to creating a learning environment where students are able to succeed. When an employee is unable or unwilling to meet performance expectations, the supervisor and superintendent should consider whether dismissal or demotion is appropriate.

Evaluators of career employees are expected to follow policy 7810, Evaluation of Licensed Employees policy 7820 Personnel Files, and policy 7811, Plans for Growth and Improvement of Licensed Employees. Evaluators of career or probationary employees should provide the superintendent with carefully documented evidence concerning a person's inadequacies and lack of competencies when such deficiencies have led to the recommendation and contemplation of dismissal or demotion. These documents also should show ways in which the evaluator has endeavored to help the employee become a more effective professional. In the interest of students and the welfare of the school system, dismissal or demotion may be pursued regardless of whether the evaluator has met these expectations and regardless of whether the employee has first been placed on a growth plan or mandatory improvement plan, so long as the legal grounds for seeking dismissal or demotion can be sufficiently demonstrated.

All legally required or contractually agreed-upon procedures, including those prescribed in G.S. 115C-325 will be followed in the dismissal or demotion of career and probationary employees. Career employees and probationary employees during the term of their contracts may be dismissed for the following reasons as outlined in G.S. 115C-325(e)(1):

1. inadequate performance, defined in accordance with G.S. 115C-325(e)(3);
2. immorality;
3. insubordination;
4. neglect of duty;
5. physical or mental incapacity;
6. habitual or excessive use of alcohol or non-medical use of a controlled substance as defined in Article 5 of Chapter 90 of the General Statutes;
7. conviction of a felony or a crime involving moral turpitude;
8. advocating the overthrow of the government of the United States or the state of North Carolina by force, violence, or other unlawful means;
9. failure to fulfill the duties and responsibilities imposed upon teachers by the General Statutes

Policy Code: **7930**

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10. failure to fulfill the duties and responsibilities imposed upon teachers by the General Statutes;
 11. any cause that constitutes grounds for the revocation of such career teacher's teaching license;
 12. a justifiable decrease in the number of positions due to school system reorganization or decreased enrollment provided that there is full compliance with other statutory requirements;
 13. failure to maintain one's license in current status;
 14. failure to repay money owed to the State in accordance with the provisions of Article 60, Chapter 143 or the General Statutes; and
 15. providing false information or knowingly omitting a material fact on an application for employment or in response to pre-employment inquiry.

Resignation by a career employee who has been recommended for dismissal under G.S. 115C-325(e)(1) is subject to the provisions of policy 7900, Resignation.

Legal References: G.S. 90 art. 5; 115C-287.1, -307, -325, -333, -333.1; 143 art. 60; 16 N.C.A.C 6C .0502

Cross References: Professional and Staff Development (policy 1610/7800), Staff Responsibilities (policy 7300), Job Descriptions (policy 7400), Career Status (policy 7410), Evaluation of Licensed Employees (policy 7810), Plans for Growth and Improvement of Licensed Employees (policy 7811), Personnel Files (policy 7820), Annual Independent Audit (policy 8310)

Adopted: May 1, 2000
Updated: April 6, 2009
Updated: March 3, 2010
Updated:

PROBATIONARY TEACHERS: NONRENEWAL

Policy Code: **7950**

The board, upon recommendation of the superintendent, may refuse to renew the contract of any probationary teacher or to reemploy any teacher who is not under contract for any cause it deems sufficient, so long as the cause is not arbitrary, capricious or discriminatory or for personal or political reasons. Probationary teachers during the term of their contract will be demoted or dismissed only in accordance with policy 7930, Professional Employees: Demotion and Dismissal.

A. TEACHER RIGHTS UPON NONRENEWAL

By no later than May 15, the superintendent shall provide written notice to the probationary teacher of the superintendent's intent to recommend nonrenewal and the teacher's right, within 10 days of receipt of the superintendent's recommendation, to request and receive written notice of the reasons for the superintendent's recommendation for nonrenewal and the information that the superintendent may share with the board to support the recommendation for nonrenewal. The failure to file a timely request within 10 days shall result in a waiver of the right to this information. If a teacher files a timely request, the superintendent shall provide the requested information, and the teacher shall be permitted to submit supplemental information to the superintendent and board prior to the board's decision.

A probationary teacher, whose contract is not in the final year before the probationary teacher is eligible for career status, has the right to petition the board for a hearing regarding the superintendent's recommendation for nonrenewal. The board will notify the probationary teacher of its decision whether to grant a hearing. For all proceedings initiated after August 31, 2010 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 (see policy 7410, Career Status).

The teacher and Superintendent will be notified of the time, date, and place of the hearing. At least two work days before the day of the hearing, the teacher and Superintendent will provide to the Board and to one another copies of all documents to be presented at the hearing. Documents not exchanged in advance of the hearing may not be used as evidence without the consent of both parties or by a majority of the Board or Board panel. The teacher shall include with these documents a statement of the specific reasons for challenging the Superintendent's recommendation.

The board will notify the probationary teacher whose contract will not be renewed for the next school year of its decision by June 15. If, however, a teacher

submitted a request for information or a hearing, the board shall provide the nonrenewal notification by July 1 or a later date upon the written consent of the superintendent and teacher.

B. NONRENEWAL DUE TO REDUCTION IN FORCE: PROBATIONARY STATUS

The provisions in this section apply to full-time permanent probationary teachers who (1) are non-renewed because of a decrease in the number of school system positions resulting from decreased funding, decreased enrollment or school system reorganization and (2) are subsequently rehired by the board within three years of their nonrenewal.

The provisions in this section also apply to full-time probationary teachers who (1) resign in good standing effective at the end of the school year after receiving documentation that their position may be eliminated because of a decrease in the number of school system positions resulting from decreased funding, decreased enrollment or school system reorganization and (2) are subsequently rehired by the board.

1. Teachers Not Eligible for Career Status at the Time of Nonrenewal

The intervening years when the teacher was not employed by the board shall not be deemed to constitute either a break either a break in continuity of years of service or a consecutive year of service for purposes of determining eligibility for career status, provided the teacher gives notice as required in subsection B.3 below.

2. Teachers Eligible for Career Status at the Time of Nonrenewal

Teachers who have met all service requirements to be eligible for career status pursuant to policy 7410 at the time of their nonrenewal shall be eligible for a career status decision after one additional year of employment upon being rehired, provided the teacher gives notice as required in subsection B.3 below.

3. Required Notice

- a. Within 60 calendar days of the teacher's first day of employment upon being hired, the teacher must:

(1) give written notice to the executive director of human resources that the teacher's nonrenewal did not constitute a break in service because it was pursuant to policy 7920, Professional Personnel Reduction in Force; and

(2) provide information establishing to the satisfaction of the

superintendent that the teacher was non-renewed because of a decrease in the number of positions triggered by decreased funding or enrollment or due to school system reorganization.

- b. The superintendent or designee shall notify the teacher of the 60-day deadline using a method reasonable calculated to provide actual notice. If the superintendent or designee fails to provide notice within 30 calendar days after the teacher's first day of employment upon rehiring, the teacher's obligation to provide notice shall not commence until such time that the teacher is notified by the superintendent or designee of the 60-day deadline.
 - c. The superintendent is not authorized to waive the notice required from the teacher by this subsection without prior approval of the board.
4. Superintendent's Decision and Board Review
- a. The superintendent shall issue a written decision to the teacher within a reasonable period of time upon receiving the information required by this section.
 - b. Within 10 calendar days of receipt, the teacher may petition the board in writing for review of the superintendent's decision.
 - c. The board will review the matter on the record and issue a written decision.

Legal References: G.S. 115C-45(c), -325

Cross References: Career Status (policy 7410), Professional Personnel Reduction in Force (policy 7920), Professional Employees: Demotion and Dismissal (policy 7930)

Adopted: April 13, 2010
Updated: March 8, 2011
Updated: July 12, 2011
Updated:

The board believes that an effective testing and assessment program evaluates the progress of individual students and helps to ensure that educational goals and objectives are being met for every child. A testing program also assists in the continued refinement of the instructional program.

Every effort will be made to ensure that the testing program contributes to the learning process rather than detracts from it. Efforts also will be made to ensure culture free or culture-fair tests in order to ensure that measurements are reasonably accurate.

The board directs the superintendent to administer all state-required tests. Students not meeting testing standards must be provided remedial instruction and retesting in accordance with legal requirements.

The superintendent may plan and provide for the administration of end-of-course tests for high school courses that are not included in the North Carolina Testing Program. The superintendent shall have discretion to determine which high school courses will be subject to local end-of-course tests.

The instructional staff is responsible for the development and administration of the testing program. All testing personnel, teachers and school administrators are required to be familiar with and adhere to the Testing Code of Ethics for state tests and individual school tests. Failure to follow the Code may result in disciplinary sanctions including termination or revocation of administrative and/or teaching licenses.

The superintendent or designee shall ensure that the time students spend taking standardized state and local tests and the frequency of field testing at a particular school are minimized. Specifically, the superintendent shall ensure the following.

1. Schools will devote no more than two days of instructional time per year to the taking of practice tests that do not have the primary purpose of assessing current student learning.
2. Students will not be subject to field tests or national tests during the two-week period preceding their school's administration of end-of-grade tests, end-of-course tests, or regularly scheduled final exams.
3. No school will participate in more than two field tests at any one grade level during a school year unless that school volunteers, through a vote of its school

improvement team, to participate in an expanded number of field tests.

Legal References: G.S. 115C art. 10A; 115C-47, -81, 174.11-174.12(a), -276, -288, -307; State Board of Education Policies GCS-A series; GCS-C series; GCS-N series; 16 N.C.A.C 6D .0301 - .0302

Cross References: Professional and Staff Development (policy 1610/7800), Goals and Objectives of the Educational Program (policy 3000), Student Progression and Placement (policy 3420)

Adopted: March 6, 2000

Updated: June 1, 2009

Updated: March 2, 2010

Updated: